

# Division of Allied Health Sciences

## Department of Physical Therapy

### Doctor of Physical Therapy



# Student Handbook

## 2025-2026



*This handbook is prepared for and provided to all Doctor of Physical Therapy students within the College of Nursing and Allied Health Sciences. The purpose of this handbook is to explain and identify governing policies, procedures, and general program information. The handbook is subject to change upon approval of the Faculty, Chairperson, and the Associate Dean. (Revised August 2025)*

# TABLE OF CONTENTS

<b>MISSION.....</b>	<b>5</b>
Howard University Mission .....	5
College of Nursing and Allied Health Sciences Mission.....	5
Doctor of Physical Therapy Program Mission .....	5
Program Philosophy .....	5
<b>CORE FACULTY.....</b>	<b>6</b>
<b>ADJUNCT FACULTY.....</b>	<b>6</b>
<b>HOWARD UNIVERSITY POLICY ON EQUAL OPPORTUNITY AND TITLE IX .....</b>	<b>7</b>
<b><a href="https://www2.howard.edu/special-student-services">https://www2.howard.edu/special-student-services</a>.....</b>	<b>Error! Bookmark not defined.</b>
<b>DIVISION ACADEMIC POLICIES .....</b>	<b>7</b>
Academic Transfer Credits.....	8
Transcripts.....	8
<b>ACADEMIC INTEGRITY AND ETHICS.....</b>	<b>8</b>
Academic Integrity .....	8
Academic Code of Student Conduct.....	Error! Bookmark not defined.
Administration of the Academic Code .....	9
Academic Dishonesty in the Division of Allied Health Sciences.....	9
Definitions of Academic Infractions.....	9
Grading Scale .....	10
Total Withdrawals .....	11
Incomplete Grades: .....	11
<b>CODE OF ETHICS FOR PROFESSIONAL HEALTH SCIENCE STUDENTS .....</b>	<b>12</b>
<b>CLINICAL REQUIREMENTS.....</b>	<b>13</b>
First Aid & CPR Training .....	13
Criminal Background Check .....	14
Drug Screening.....	14
<b>ACADEMIC ADVANCEMENT AND RETENTION.....</b>	<b>14</b>
Academic Policy.....	14
Clinical Requirements .....	Error! Bookmark not defined.
Academic Probation .....	15
Removal of Academic Probation.....	15
Academic Suspension.....	15

Dismissal.....	Error! Bookmark not defined.
Graduation Policy.....	16
Readmission Policy .....	16
Policy Changes.....	16
<b>DEPARTMENTAL POLICIES AND PROCEDURES .....</b>	<b>17</b>
Curricular Themes .....	17
Curricular Goals.....	18
Modes of Educational Delivery .....	18
The Profession Curriculum.....	19
Expected Graduate Outcomes .....	19
Attendance.....	21
Class Attendance .....	21
Clinical Experience.....	21
Class/ Lab/ Clinical Policy .....	21
Universal Precautions and Occupational Exposure.....	22
Equipment Safety .....	22
Clinical and Lab Policy on Safety .....	22
Educational Use of Patients in Classroom Settings.....	22
Professional Behavior .....	23
Examinations Policy .....	23
Department Remediation Policies .....	23
Clinical Internship.....	24
Laboratory Fees.....	25
Hygiene and Grooming - Clinical.....	25
Dress Code.....	25
Minimum Standards/Guidelines for Clinic Dress.....	25
Classroom dress.....	25
Cell Phones/Electronic Devices .....	25
Equipment.....	26
E-Mail.....	26
Appointments .....	26
Lockers.....	26
Student Responsibilities .....	26
<b>CLINICAL EDUCATION ADDENDUM TO THE STUDENT HANDBOOK.....</b>	<b>27</b>
<b>GUIDE FOR PROFESSIONAL CONDUCT/CODE OF ETHICS.....</b>	<b>30</b>
Academic Cheating - Student Information.....	31

<b>Procedure for Suspected Cheating Incidents: .....</b>	<b>31</b>
<b>Conflict Resolution .....</b>	<b>32</b>
<b>Student Financial Assistance.....</b>	<b>32</b>
<b>Scholarship Information Center .....</b>	<b>32</b>
<b>Physical and/or Psychological Assessment/Evaluation of Students.....</b>	<b>32</b>
<b><i>PHYSICAL THERAPY CODE OF ETHICS.....</i></b>	<b>33</b>
<b><i>HOWARD UNIVERSITY HOSPITAL OCCUPATIONAL EXPOSURE PLAN FOR MEDICAL, DENTAL, NURSING AND ALLIED HEALTH SCIENCE STUDENTS.....</i></b>	<b>39</b>
<b><i>FACILITIES AND SERVICES .....</i></b>	<b>41</b>
<b><i>General Information .....</i></b>	<b>41</b>
<b><i>Special Events .....</i></b>	<b>43</b>
<b><i>COURSE DESCRIPTIONS.....</i></b>	<b>44</b>
<b><i>Student Grievance/ Complaint Form (SAMPLE).....</i></b>	<b>47</b>
<b><i>PROFESSIONAL BEHAVIOR TOOL (SAMPLE).....</i></b>	<b>48</b>
<b><i>Facilities Use Agreement .....</i></b>	<b>49</b>
<b><i>Verification of Receipt of Student Services Manual.....</i></b>	<b>51</b>

# MISSION

## ***Howard University Mission***

Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

## ***College of Nursing and Allied Health Sciences Mission***

The Mission of the College of Nursing and Allied Health Sciences is to provide exemplary educational experiences within the health professions to an ethnically diverse population of students with high scholarship and leadership potential. Emphasis is placed on the University's historical commitment to provide educational opportunities to Black students and other underserved minority groups.

The College fosters the development of competent, ethical, and compassionate graduates endowed with a strong sense of the University's core values of excellence, leadership, service, and truth. As scholars and leaders, graduates are empowered to address issues of social justice and inequities in health care in the United States and the global community, inclusive of the underserved. The College is committed to recruiting and retaining a diverse cadre of qualified and competent faculty and staff dedicated to teaching, research, professional practice, and service.

## ***Doctor of Physical Therapy Program Mission***

The mission of the program is to recruit and prepare promising African Americans and underserved minority populations with leadership potential to become compassionate, and competent physical therapists, with expertise in clinical decision making, problem solving and research. The program is committed to attracting and sustaining a cadre of faculty who promote critical thinking, self-inquiry, active learning, community service, cultural sensitivity, ethical behavior and contribute to research, practice, and enhancement of the profession nationally and internationally.

## ***Program Philosophy***

The philosophical base of the physical therapy program is an unwavering belief in the dignity of individuals and their inalienable right to the highest quality of care. We believe that health is dynamic and can be affected by physical, psychological, social, political, and economic factors. We believe that the health of African Americans and other underserved populations has been adversely affected by an imbalanced health care system, and that quality health care services can be delivered by physical therapists that are trained to promote wellness, prevent injury, impairment of function and disability. A well-educated and compassionate graduate is capable of interacting with all patients / clients and promoting optimal health and wellness through a strong foundation in clinical, basic, and behavioral sciences.

## **ACCREDITATION**

The physical therapy program at Howard University is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association in Alexandria, Virginia. To contact CAPTE: (800) 999-2782 or [www.capteonline.org](http://www.capteonline.org).

## **CORE FACULTY**

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## **HOWARD UNIVERSITY POLICY ON EQUAL OPPORTUNITY AND TITLE IX**

Howard University does not discriminate on the basis of race, color, national or ethnic origin, gender, marital status, religion, disability, age, sexual preference, political affiliation or any other basis prohibited by Federal or District of Columbia law. This policy covers administration of the University's educational policies, admission policies, scholarship and loan programs, other University administered programs, and employment. Inquiries regarding provisions for handicapped persons, equal opportunity and Title IX should be addressed to the appropriate office listed below:

Phone: 202-806-2550

Email: [TitleIX@howard.edu](mailto:TitleIX@howard.edu)

Location: Johnson Administration Building, Suite G06

Street Address: 2400 6th Street NW, Washington, DC 20059

**The Howard University Policy on Title IX (Student) Policy on Prohibited Sexual Harassment and Gender based Discrimination in Educational Program can be viewed at:**

**[Howard University Title IX Policy](#)**

## **STUDENTS WITH DISABILITIES**

Howard University is committed to providing access and reasonable accommodations to persons with documented disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability and anti-discrimination laws. Students must self-identify to the Dean of the Office of Student Accessibility, located at Wayne A.I Frederick Undergraduate Library, Sublevel 1, Suite L013. Phone: 202-238-2424. EM: [Accessibility@Howard.edu](mailto:Accessibility@Howard.edu) Students must register with the office within the first week of class and at the beginning of each subsequent semester for which accommodations are requested. Students will receive reasonable accommodations based on the recommendations of a licensed physician. A letter of accommodations will be given to students for delivery to the faculty, who will provide the accommodations.

The Howard University Office of Student Accessibility Policies and Information can be viewed at:

**[OSA: Office of Student Accessibility](#)**

## DIVISION ACADEMIC POLICIES

### *Academic Transfer Credits*

The College of Nursing and Allied Health Sciences retains the right to determine the acceptability of transfer credits to meet degree requirements. Acceptance of transfer credits will be determined by the faculty of the department in which the student seeks to enroll or is enrolled. Students must fulfill the following requirements regarding transfer credits:

- Scores of four or higher (or as determined by the department of the course) on the Advanced Placement Examinations of the College Entrance Examination Board are acceptable for transfer.
- Credit courses carrying a grade of C (not C-) or above from a regionally accredited institution will be considered for transfer.
- The number of semester hours transferred will be equal to the semester hours earned in the equivalent course at Howard University, if the transfer hours are at least 75% of the equivalent Howard University course. This policy applies to 3-credit hour courses and above only.
- A “Pass” grade may be accepted only if the grade is based on a minimum performance level of 70% as defined in an official document from the transfer institution.
- Credits earned by examination, through correspondence study, experiential learning or other nontraditional methods must be validated and approved by the faculty of the department and may be accepted on a case-by-case basis.
- Credit in upper-division didactic courses from a regionally accredited institution may be awarded by examination at the discretion of the major department.
- Any course taken at another school by a student in the Division must have prior approval from the department chairperson.

## ACADEMIC INTEGRITY AND ETHICS

### *Academic Integrity and Academic Code of Student Conduct*

“As part of Howard’s community of scholars, you are expected to hold the pursuit of learning and the search for truth in the highest regard while displaying unquestionable integrity and honesty. There is no place for academic dishonesty, regardless of any seeming advantage or gain that may accrue from such dishonesty. Students will be disciplined for any intentional act of dishonesty in the fulfillment of academic course or program requirements and for intentionally representing as one’s own, any ideas, writing and work of another without acknowledging that author.”

“Howard University is a community of scholars composed of faculty and students both who must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty regardless of any seeming advantage or gain that might accrue from



such dishonesty. To better assure the realization of this goal, any student enrolled for study at the university may be disciplined for the academic infractions defined below.”

**Source:** [Howard University Office of Student Conduct and Community Standards](#)

### ***Administration of the Academic Code***

This Academic Code of Student Conduct applies in all schools and colleges. In professional schools and colleges that have adopted honor codes, the honor code may supersede this Code. The authority and responsibility for the administration of this Academic Code of Conduct and imposition of any discipline upon any particular student shall vest in the Dean and faculty of the School or College in which the student is enrolled but may be delegated by the faculty to the Dean of the School or College in which the student is enrolled. The Dean shall be assisted in this responsibility by any faculty members and administrative officers in the School or College the Dean shall consider appropriate. Any student accused of an infraction of this Code shall have the right to a limited hearing.

For details see: <https://secretary.howard.edu/resources/student-code-conduct>

### ***Academic Dishonesty in the Division of Allied Health Sciences***

**Students enrolled in programs within the College of Nursing and Allied Health Sciences at Howard University are preparing for roles as a beginning health professional or advanced practice radiation therapist for professional practice. Students enrolled in a professional health sciences program of study are held to these standards, which require accountability throughout all facets of professional life. There is no tolerance for academic dishonesty in the education of health professionals. Academic dishonesty, as defined by the University and the Division of Allied Health Sciences, involves any act of cheating or plagiarism.**

### ***Definitions of Academic Infractions***

<https://secretary.howard.edu/resources/student-code-conduct>

*Plagiarism* - to take and pass off intentionally as one's own the ideas, writings, etc., of another, without attribution (without acknowledging the author).

*Copyright Infringement* - Copyright infringement occurs when copyrighted work is reproduced, distributed, performed, publicly displaced, or made into a derivative work without the permission of the copyright owner.

*Academic cheating* - any intentional act (s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual (s), organization, or document or other aid not specifically and expressly authorized by the instructor or department involved. (Note: this infraction assumes that except for authorized group assignments all work shall be completed by an individual student only, without any consultation or collaboration with any other individual, organization, or aid.)

***Cheating*** is further defined as actions that include, but are not limited to, the following:

- Copying from another student's examination paper or other exam instrument (e.g., computer)
- Allowing another student to copy from an examination paper or other exam instrument
- Unauthorized use of books, notes, electronic devices, or other materials to complete an examination quiz, project or other academic assignment
- Unauthorized collaboration with others on a text, quiz, assignment, or other academic project; Using or processing unauthorized or concealed materials (e.g., notes, formula lists, cheat sheets, web sites) during an examination
- Receiving communications (e.g., but not limited to notes, text messages, phone messages, computer-based messages, non-verbal signs) during examinations
- Disclosing examination questions or topics to other students; receiving information about examination questions or topics from other students
- Submission or use of falsified data
- Theft of or unauthorized access to an examination
- Submission of the same work for credit in more than one course, without obtaining permission of all faculty members beforehand.

### ***Grading Scale***

Your course grades will be determined using the 4.0 grading scale.

<b>A</b>	90%-100%
<b>B</b>	80%-89%
<b>C</b>	70%-79%
<b>D</b>	60%-69%
<b>F</b>	59% or below

## ***Total Withdrawals***

<https://howard.edu/registrar/withdrawal>

A Total Withdrawal Request Form is required for students who decide to withdraw from all their classes for the current semester or for a subsequent semester, for which they have already registered.

Students are required to follow the University guidelines for total withdrawal and the academic calendar regarding the deadline for total withdrawal. Students who are physically unable to complete the withdrawal in person and students who are administratively withdrawn should contact their Program Chairperson/Director or advisor for assistance.

Students who fail to officially withdraw after the designated withdrawal time identified by the University will receive a grade from the instructor. Students may receive a failing grade for courses in which they discontinue attendance without officially withdrawing. Please review your academic registration and officially withdraw from any course(s) you are not attending.

Students considering a total withdrawal should note the following:

- a. **The effective date of the withdrawal** will be the date on which Enrollment Management Records receives the completed Total Withdrawal Request Form.
- b. By registering for courses, **students accept financial responsibility for payment** for those courses and for any other charges incurred while they are enrolled.
- c. **Financial aid may be adjusted or canceled** as a result of withdrawal and may require repayment of loan funds. Adjustments to financial aid awards will be calculated according to University and Federal refund guidelines based on the official withdrawal date.
- d. Once the withdrawal has been completed, **students will receive a grade of “W”** for each course.
- e. Students who reside in University housing are required to **check out of their residence hall within 24 hours** of completing the total withdrawal process.
- f. Completing a total withdrawal from the University requires that **students surrender all University property**, including, but not limited to library books, room keys, computer cards, and identification/access cards.
- g. Students who complete a total withdrawal from the University **must reapply for admission** to the University by published application deadlines.

Students who leave the university and fail to officially withdraw from all course work may receive a grade of “F” for each course enrolled.

## ***Incomplete Grades:***

### [Howard University Academic Standing](#)

Incomplete grades are not granted for most departmental courses. Students must be in good academic standing to *request* an incomplete grade.

Incomplete grades are granted to students in accordance with the policy of the University. All incomplete grades carry an alternate grade (e.g., I/B, IC, I/D, I/F). Students who receive an incomplete grade have until the end of the next semester in which they are enrolled in the University to remove the alternate grade. To remove the alternate grade, the student must complete the required course assignment within the specified time period. The student has responsibility for initiating the contact with the professor who taught the course and/or the Program Chairperson/Director. If the incomplete grade is not removed by the last day of the semester in which the student is next enrolled at Howard University, the alternate grade will become the permanent grade.

At the time a student meets the course requirements, and the incomplete grade is removed, the Course Instructor/Coordinator initiates a *Special Grade Report Form* and submits it through the Program Chairperson/Director and the Office of the Dean, to the Office of Enrollment Management/Records.

If an incomplete grade is not changed by the end of the following semester enrolled, the incomplete will revert to the grade assigned with the incomplete (i.e., and I/F in the fall semester becomes F at the end of spring semester, if no grade change is effectuated by the instructor). Students are not allowed to advance to the next phase/semester without clearing the deficiency.

## CODE OF ETHICS FOR PROFESSIONAL HEALTH SCIENCE STUDENTS

College of Nursing and Allied Health Sciences students are expected to display the highest level of honesty and integrity in both academic and personal life. The faculty, through its Student Judiciary Committee, will exercise its responsibility to suspend or dismiss any student who is found guilty of violating ethical standards as articulated by the department, the College, and the University. Each student enrolled in the College, as well as students who are taking courses in Allied Health Sciences must:

1. Abstain from cheating, avoid the appearance of cheating, and avoid assisting or otherwise making it possible for others to cheat. Any act of dishonesty in the fulfillment of academic course or program requirements is academic cheating.
2. Give credit for ideas or materials that have been taken from another source. To copy and submit intentionally (as one's own the ideas) the writings and other creations of another, without acknowledging the author/creator, are regarded as plagiarism.
3. Respect the rights, privacy, and dignity of all patients, and render quality service irrespective of race, color, religion, age, sex, national ancestry, sexual orientation and/or mental disability.
4. Adhere to the legal and ethical standards of professional behavior while engaged in clinical practice.
5. Hold all patient information confidential and adhere to all HIPAA policies.
6. Present a neat, professional appearance, with attention to good personal hygiene at all times. Students in clinical practice must adhere to the dress code requirements of the departments, Division and/ or the affiliation (clinical) site to which she/he is assigned.
7. Recognize and respect authority.
8. Be courteous to others, respecting the privacy and dignity of peers and professional colleagues.
9. Be a responsible, trustworthy and dependable member of the health team.
10. Refrain from negligent behavior that may result in injury to the patient, or from conduct involving deliberate misrepresentation to patients and others.
11. Adhere to the professional code of conduct for the student's discipline enrolled, and the affiliation (clinical) site to which the student is assigned.

12. Adhere to Howard University regulations and guidelines governing the use of alcoholic beverages and narcotics.

## CLINICAL REQUIREMENTS

Each student must submit to their respective Clinical Coordinator evidence of medical clearance prior to participating in any clinical rotation experience. Students must complete the Health Clearance, which includes, but is not limited to, the physical examination, blood titers (proof of immunity for MMR, Hepatitis B, and Varicella), annual Tuberculosis Screening (Chest X-Ray for positive PPD), tetanus, and up-to-date immunizations record and any clinic-based Department or University requirements. Please note: some programs students may also be required to complete and submit a drug screening.

A student must be in good academic standing and receive endorsement of the faculty of the program in order to proceed to clinical affiliation.

- A minimum competency level must be achieved in all assigned areas of clinical practice, as determined by a passing score on the comprehensive practical examinations.
- Prompt and regular attendance at all clinical rotation sites is required. In the event of missed days, it is the student's responsibility to arrange for make-up time with the clinical coordinator.

### *Clinical Requirements*

Graduate students must provide evidence of a recent complete history and physical examination, showing acceptable health and meeting all required immunizations, prior to the beginning of each academic year during the graduate program course of study. Additional health clearance requirements may be requested by an individual clinical affiliation site.

The report must be submitted on a Howard University Entrance Medical Record Form before the beginning of classes in the fall semester. Please submit the form to: **Med + Proctor**.

**Additional information regarding health clearance may be found at:**

<https://studentaffairs.howard.edu/wellness>

### **University Student Health Center**

Medical Art Building  
2139 Georgia Ave NW-Suite 201  
Washington, DC 20059  
Phone: 202-806-7540; 202-806-7539  
Fax: 202-806-7416

### *CPR Training*

Each student must complete CPR and provide evidence of completion. The only acceptable CPR training is the Basic Life Support (BLS) Healthcare Provider training through the American Heart Association or American Red Cross. ***The CPR training must be valid for each academic year and to be able to participate in clinical education. Students schedule and pay for this course on their own.***

## ***Criminal Background Check***

All students are required to complete a criminal background check. The criminal background check must be obtained from the assigned investigation company. Site specific additional background checks may be required at the student's expense.

In the event of a positive criminal background report, the student will be contacted by the Clinical Coordinator to discuss program implications for clinical practice assignments.

## ***Drug Screening***

A student with a positive drug screen for illegal substances will be disciplined in accordance with the University Policies and the College of Nursing and Allied Health Sciences Student Handbook. In this case, a student may be unable to complete the clinical rotations, as clinical sites may be unwilling to allow the student a placement. Even though the use of marijuana is legal in the District of Columbia, it is not allowed for students enrolled at Howard University.

## ***HIPAA - Health Insurance Portability and Accountability Act and OSHA - Occupational Safety and Health Administration Training***

All students are required to complete HIPAA, OSHA and additional compliance and safety training annually or when changes in regulations occur. Only Howard University Hospital HIPAA & OSHA training (HealthStream) will be accepted. Upon completion of the training, students must submit a copy of the certificates of completion to their respective Clinical Coordinator.

# **ACADEMIC ADVANCEMENT AND RETENTION**

## ***Academic Policy***

- The minimum passing grade in any course taken in the program is "C".
- The minimum grade in any course taken at other accredited institutions to be considered for advanced standing is "C".
- The minimum semester GPA required for good standing in the program is 3.0.
- The minimum cumulative GPA required for graduation is 3.0.
- Any student whose semester GPA is less than 3.0 for two consecutive semesters will be suspended from the DPT program.

**Important Policy:** A student may not receive more than two grades of C in any of the DPT courses during his/her/their tenure in the program. If a student receives a third C in any of the program courses, he/she/they will be suspended from the DPT program.

**Safety Policy:** Regardless of the overall score one receives on a practical examination, certain key items (specifically patient safety issues) must be performed in order to successfully pass a practical.

***This academic policy supersedes all previous policies on advancement and retention that may be found in this document or online.***

## Academic Probation

Academic probation is a specified period of academic rehabilitation during which the student corrects deficiencies as stipulated by the Major Department and the Associate Dean or Dean.

The following deficiency is cause for probation:

- Earning a semester GPA less than 3.0

### ***Removal of Academic Probation***

Probation status for DPT students will be removed when:

- The student achieves a semester GPA of 3.0 or above the following semester after they were placed on probation.

### ***Suspension***

Suspension is an indefinite period in which a student is denied matriculation in the graduate program. A student on suspension may reapply to the program; however, **readmission is not guaranteed.**

If a student earns a semester grade point average of less than 3.0 in any one semester of the professional curriculum, the student will be placed on probation. A second consecutive probation will result in automatic suspension from the Program **regardless of GPA.**

Any one of the following is cause for suspension:

- A final grade of D or F in any Doctor of Physical Therapy course.
- A grade of W (withdrawal) in a graduate course without prior written approval of the department chairperson.
- A GPA below 3.0 for two consecutive semesters.
- Any student believed to create an environment or a situation that is perceived as threatening or dangerous for faculty/staff, visitors, fellow students, and/or patients.

Students being readmitted after suspension may be required, at the discretion of the faculty and/or chairperson, to retake specific courses.

In the event of an academic action, the curriculum may be interrupted, thus extending the length of time to complete program requirements by one or two semesters due to cyclic scheduling of the graduate program courses. The faculty of the program reserves the right to make necessary changes in the student's program for reasons such as changes in course offerings, changes in curriculum, or maintaining sequencing of courses.

Any student who fails to meet the minimum performance standards will be recommended for academic action by the department chair in the form of probation, suspension, or dismissal. The Dean or his/her designee will review departmental recommendations at the end of each semester and forward the findings to the Associate Dean for action. Students will be notified in writing if adverse actions are warranted.

Any student who has been readmitted after suspension and subsequently shows cause for academic suspension will be permanently dismissed from the graduate program.

## ***Graduation Policy***

1. Students will not be allowed to graduate unless they have successfully completed all academic and clinical requirements.
2. Students who have not successfully completed all their academic and clinical requirements for graduation will not be allowed to participate in any graduation ceremonies.

## ***Readmission Policy***

### First Semester

Students who have been suspended for academic reasons, unethical practices, or who have withdrawn for academic reasons, no later than the first semester of the first year, may reapply to the Admissions Committee of the Department of Physical Therapy as a new professional student. The student must follow the entry level application procedures. Application in these circumstances does not guarantee readmission.

### Subsequent Semesters

A student who has been suspended for academic reasons or students who have withdrawn for personal reasons at the end of the Spring semester of the first year, and during subsequent semesters, may seek readmission by submitting a letter of request through the Department Chairperson. The letter should contain information relating to what the student has done to remedy deficiencies since the last semester of matriculation in the program.

Students seeking readmission for the Fall semester must submit the letter of request by **May 15<sup>th</sup>**. Students seeking readmission for the Spring semester must submit the letter of request by **November 1<sup>st</sup>**. The request for readmission will be reviewed by the Admissions Committee of the Department of Physical Therapy. Readmission is not automatic. Students may be directed to complete specific requirements prior to readmission.

## ***Policy Changes***

When changes in prerequisite courses or the minimum grade requirement in a course, program, or the Division are implemented, the following will apply.

1. Students who have successfully completed the requirement prior to the change will have satisfactorily completed the requirement.
2. Students enrolled in a program before the time of change will be permitted to meet the old requirement.
3. Students, who have taken a course prior to the change and did not meet the grade requirement, must complete the course under the new requirement.
4. New students who are enrolling in the graduate program prior to the change must meet the new requirement.



# DEPARTMENTAL POLICIES AND PROCEDURES

## *Curriculum Plan and Educational Theory*

The Program's curriculum plan is a hybrid program, which includes in-class and distance educational techniques. The curriculum was initially inspired and designed based on a) the missions of the University and the Program; b) the educational needs of learners; c) A Normative Model of Physical Therapist Education; and d) the Guide to PT Practice.

Current educational theory provides the foundation, and informs the design, implementation, and outcome assessment of the curriculum. The curriculum allows for the developmental learning that must occur to create a reflective, problem-solving, critically-thinking, competent physical therapist who is able to perform culturally competent, evidenced-based physical therapy care to patients and clients across the lifespan and along the contemporary health care continuum.

The curriculum is based on several approaches to learning that are included in the "situative perspective." Situated cognition is a theory that posits that knowing is inseparable from doing\*. This perspective is an educational perspective/paradigm that best suits the unique needs of the student physical therapy learners at Howard University.

The profession requires the physical therapist to be able to integrate a strong foundational knowledge base in the biological, physical, behavioral, and clinical sciences to be able to manage patient/client care. However, students must also perform this activity within an active, ongoing, ever- changing social and physical environment with an ability to continually adapt to the needs of a clinical situation. The ability to competently perform all these tasks requires that the student be exposed to a variety and progression of learning strategies and environments. The educational principles translate into learning experiences, by including actual and simulated clinical experiences as an integrated adjunct to didactic information.

\*(Greeno, J. G., & Middle School Mathematics through Applications Project Group. (1998). The situativity of knowing, learning, and research. *American Psychologist*, 53(1), 5-26.).

## *Curricular Themes*

1. A primary goal of the HUDPT program is to train African Americans and other underserved minorities to become competent physical therapist with an emphasis on the treatment of conditions that are prevalent in underserved communities.
2. Competent physical therapists are those individuals who demonstrate professional behavior and expertise in clinical decision-making, patient/client management, and reflective practice.
3. Development of leadership potential is vital to the profession of physical therapy in areas of clinical practice, education, administration, consultation, and research.
4. A sensitivity to individual and cultural differences and a commitment to provide services to the profession and in underserved communities is strongly supported, using experiential service-learning opportunities that align with our university's mission.
5. A critical component of contemporary physical therapy practice is designing and promoting health and wellness programs which increase awareness and participation in initiatives that support a healthy campus community, as it relates to physical and mental health, and prevent or delay injury, functional impairment, disease, or disability.

## ***Curricular Goals***

The curricular goals are derived from the curricular themes as follows:

1. Graduates will demonstrate professional behavior in the practice of physical therapy.
2. Graduates will demonstrate excellence in clinical decision-making.
3. Graduates will demonstrate the ability to design, implement and manage a comprehensive physical therapy plan of care.
4. Graduates will assume leadership positions in the areas of clinical practice, education, administration, consultation or research.
5. Graduates will demonstrate cultural sensitivity.
6. Graduates will demonstrate social responsibility.
7. Graduates will be able to design and promote health and wellness programs.

### **PRINCIPLES UPON WHICH THE CURRICULUM IS BASED**

The Program has established the following principles with which to guide the development and implementation of the curriculum. The program's principles provide the general framework for implementation of its mission, culminating in preparation of competent physical therapists:

- **Principle 1:** Excellence, leadership, service, truth are our core values. Howard's aim is to forward the development of scholars and professionals who drive change and engage in scholarship that provides solutions to contemporary global problems, particularly one's impacting the African Diaspora.
- **Principle 2:** The program provides students with a strong background in foundational sciences upon which the clinical skills and competencies are built.
- **Principle 3:** Contemporary physical therapy education and practice is based on a sound knowledge of research, engagement in scholarship, and application of research outcomes to clinical practice.
- **Principle 4:** Critical thinking, problem-solving and clinical decision-making skills are key components of physical therapy education and practice.
- **Principle 5:** Effective, culturally sensitive communication and interaction should be employed to promote cooperation with all patients, clients, family members, health care practitioners, administrators, and other members of health care community.

## ***Modes of Educational Delivery***

The program is primarily implemented by the following educational modes:

- Classroom presentations and lectures
- Laboratory demonstrations and practice
- Distance learning
- Problem-based learning experiences
- Self-directed learning experiences
- Clinical experiences and field trips
- General clinical internships
- Specialty clinical internship

## *The Professional Curriculum*

**Admission Process:** The criteria for admission into the PT program are: a) possession of a bachelor's degree in any field, preferably in a health-related discipline, from an accredited university; b) having an overall GPA of at least 3.0 and a science GPA of at least 3.0; c) completion of the prerequisite courses and voluntary clinical experience, as prescribed by the program; and, d) selection through application and admission processes. Please consult [www.ptcas.org](http://www.ptcas.org) or [www.howard.edu](http://www.howard.edu) for admission requirements into the PT program.

**Conceptual Framework:** The PT program is consistent with the mission, philosophy, goals and objectives of the Department. The curriculum is student-centered and promotes health, wellness and prevention as related to physical therapy. The content areas in each instructional unit and the related courses are organized sequentially, proceeding from simple to complex. The program provides for early integration of the foundational and clinical sciences and culminates with full integration of the learned material later in the curriculum, where prevention, wellness, specialty practice, and research are emphasized.

**Curriculum Content:** The curriculum provides a foundation in the biological sciences, psychosocial and clinical skills related to four physical therapy practice areas: musculoskeletal, neurological, cardiopulmonary and integumentary systems. The bulk of foundational sciences are introduced in the first semester. Thereafter, they are integrated in appropriate breadth and depth, as part of the content within each of the four clinical practice areas. The PT curriculum addresses research skills, learning theories, professional, ethical and PT practice issues. Also, it provides for various clinical exposures in semesters 3-8, consistent with the breadth and depth of the material covered. The curriculum provides a variety of clinical experiences through supervised internships at clinical sites that meet the program's criteria. The clinical internships are offered for a total of 34 weeks at introductory, advanced and specialty levels in the 3<sup>rd</sup>, 6<sup>th</sup>, and 8<sup>th</sup> semesters, respectively. Finally, the curriculum provides for such electives as directed readings, independent study, and special projects in physical therapy.

**Course Objectives:** Early in the program, course objectives emphasize the lower levels of the cognitive, affective and psychomotor taxonomic domains, and progress to higher taxonomic levels as the students matriculate through advanced courses. The learning objectives are designed to measure the students' capacity to gain the required knowledge, beginning with basic comprehension and proceeding to information synthesis, integration and critical thinking. Course objectives promote clinical decision-making and problem-solving skills at all levels of interaction with patients and clients, from initial examination to the outcomes assessment. Course objectives promote research by analyzing, interpreting, and reporting the findings. Course presentations are in lecture-based format initially and proceed to case-based, problem-solving, and self-directed learning approach in advanced courses. The plan provides for mechanisms to evaluate students' clinical competency both in basic sciences and clinical skills prior to their assignment to clinical internships in 3<sup>rd</sup>, 6<sup>th</sup>, and 8<sup>th</sup> semesters.

## *Expected Graduate Outcomes*

**Goal 1:** *Graduates will demonstrate the ability to independently design, implement and manage a comprehensive physical therapy plan of care with patients/clients across the health continuum.*

### Expected graduate outcomes:

1. Independently examine a patient/client by obtaining a pertinent history, performing a relevant systems review, and selecting appropriate tests and measures.
2. Establish and monitor a physical therapy plan of care that is safe and effective, and efficient.
3. Provide physical therapy interventions directed to achieve the patient's/ client's goals.
4. Provide accurate, concise, and timely documentation of physical therapy related activities and communications, while adhering to professional standards and institutional policies.

**Goal 2: Graduates will be able to independently design, assess, and promote health and wellness programs.**

Expected graduate outcomes:

1. Provide prevention and wellness programs and services to individuals, groups, and communities, specific to diagnosis, age, gender, culture, and lifestyle.

**Goal 3: Graduates will demonstrate ethical and professional behavior in physical therapy practice.**

Expected graduate outcomes:

1. Demonstrate professional behaviors in all interactions with patients, clients, families, caregivers, other health care providers, students, other consumers, and payers.
2. Adhere to all applicable practice legal standards (federal, state, and local), and also to institutional regulations and the code of ethics of the American Physical Therapy Association.

**Goal 4: Graduates will demonstrate effective clinical decision-making.**

Expected graduate outcomes:

1. Demonstrate clinical decision-making skills, including clinical reasoning, clinical judgment, and reflective practice.
2. Critically evaluate published studies related to physical therapy practice, research, and education.

**Goal 5: Graduates will assume leadership positions in the areas of clinical practice, education, administration, consultation or research.**

Expected graduate outcomes:

1. Participate in clinical education.
2. Supervise and manage support personnel to whom tasks have been delegated.
3. Participate in management planning, budgeting, billing, and reimbursement activities.
4. Provide consultation to individuals, businesses, schools, government agencies, or other organizations.
5. Participate in the governance/ leadership of physical therapy professional organizations and activities.

**Goal 6: Graduates will demonstrate cultural sensitivity.**

Expected graduate outcomes:

1. Provide culturally sensitive physical therapy related services.
2. Be respectful of all individual and cultural differences in all interactions with patients, clients, families, caregivers, other health care providers, students, other consumers, and payers.
3. Graduates will enhance the cultural diversification of the physical therapy profession.

**Goal 7: Graduates will demonstrate social responsibility, particularly being prepared to serve those in underserved communities or in areas of health disparity.**

Expected graduate outcomes:

1. Participate in human service organizations/ activities, especially in underserved communities or areas of health disparity.
2. Provide *pro bono* services.

**Goal 8: Graduates will pass the National Physical Therapy Examination (NPTE).**

## *Attendance*

**ATTENDANCE** at each class session (lecture, laboratory, clinical) is **required**. Students are expected to have 100% attendance. Tardiness will not be tolerated. Three or more unexcused absences or tardiness will be reflected in your professional behavior rating score. This will affect your eligibility to begin clinic internships. There is no excuse for lateness. See the class syllabi for details. An excused absence is acceptable, and requires documentation in specific circumstances, including but not limited to:

- personal illness or family illness
- death of member of the student's immediate family
- religious holidays
- natural disaster
- court order

## *Class Attendance*

Notification must be given regarding absences **before** they occur. Failure to properly notify absence is considered unacceptable professional behavior.

The student must notify the following:

- Course instructor
- Department Chairperson

## *Clinical Experience*

The steps below must be taken regarding notification of absence from the clinic **before** the fact, i.e., at the earliest possible time before clinic opens for the day. Missed time must be made up. Students must notify the following:

- Site Clinical Coordinator (SCCE)
- Clinical Instructor
- Director of Clinical Education

Failure to properly follow the clinic notification procedures is considered unacceptable professional behavior.

## *Class/ Lab/ Clinical Policy*

1. Students are expected to arrive at class wearing appropriate attire (business casual) for all classes and lab clothes for clinical sessions. Students who are not appropriately dressed will not be able to participate in lab.
2. There will be no use of cell phones or smart watches for personal use during class/ lab/ clinic time, or **during exams!**
3. Tardiness during lab/ clinic sessions will not be tolerated.
4. Students are responsible of maintaining their work, study areas, classroom, laboratory, clinic and equipment at professionally acceptable level.
5. Students are responsible of taking turns in policing themselves in maintaining clean, neat, and safe facilities, equipment, and resources.
6. Eating and drinking (water permitted) is not allowed in classrooms lab.
7. Students shall not willfully engage in any activities, which may disrupt the learning environment.
8. Students will adhere to the department's standards on personal hygiene, grooming, dress code, and behavior.
9. Students will not engage in any activities that may disrupt the learning environment.

10. **Failure to comply with all the above will result in student's dismissal from class/lab/clinic for that day and it will unfavorably affect the student's participation grade.**
11. Unless otherwise indicated, students should assume that all assignments/ homework/ exams, quizzes, and practical exams must be completed individually.
12. After hours use of classrooms and labs must comply with the department's "after hours use of facilities" policy, found elsewhere in this document.

### ***Standard Precautions and Occupational Exposure***

1. Students will always use standard precautions.
2. Students will receive training on standard precautions, and occupational exposure yearly.
3. The training will comprise of online OSHA seminars, which will be incorporated in the clinical course.
4. The Howard University Employee Health Center, and University's Student Health Center are responsible for monitoring occupational exposures for the Medical, Dental, Nursing, and Allied Health students.
5. Material Data Safety Sheets (MSDS) are available at the University Environmental Safety Office.

### ***Equipment Safety***

1. All therapeutic electric/electronic equipment property of the department will be professionally serviced yearly.
2. Any missing, malfunctioning, or damaged equipment must be reported to the department's administrative assistant.
3. The administrative assistant will maintain a log of all equipment safety reports, service calls, and maintenance records.
4. The administrative assistant will inform the department chair of all equipment safety issues.

### ***Clinical and Lab Policy on Safety***

For all Practical Examinations and Simulated Patient Situations:

A safe environment must be always maintained and all clinical skills and techniques must be safely demonstrated by the student physical therapist. Safety measures are addressed in each clinical course and the syllabus outlines performance standards that constitute safety failures. **Failure to maintain safety in clinical situations is an automatic failure regardless of other performance criteria.**

Examples of safety failures include, but are not limited to, the following:

1. Failure to wash hands and observe standard precautions specific to a given situation.
2. Failure to acknowledge, rule out, and properly address red flags or safety hazards.
3. Leaving a patient unattended without proper instructions for safety.
4. Poor body mechanics demonstrated by the student or the patient without correction.
5. Lack of proper guarding, use of safety belts, or other safety precautions.
6. Failure to assess the patient for adverse effects of treatment before, during, or after, i.e., skin inspections, temperature assessment, sensory integrity.
7. Lack of attention to environmental safety or other policies and procedures.
8. Any unsafe, unethical, or unprofessional behavior that is deemed by the instructor in a clinical situation.

### ***Educational Use of Patients in Classroom Settings***

Actual patients may be utilized in the classroom for educational purposes at the discretion of the instructor.

The course instructor or Simulation Lab must secure a signed consent form from the patient or guardian prior to participation. The patient has the right to refuse to participate in part or in whole at any time. Each course instructor or the Simulation Lab will maintain a file of the signed informed consents.

### ***Professional Behavior***

1. Professional behavior is an integral part of physical therapy education and practice.
2. The professional behavior of each physical therapy student will be assessed throughout the curriculum, in all formal and informal interactions, using the Department's professional behavior tool.
3. Appropriate disciplinary action will be taken against any student who receives a citation for unprofessional behavior.
4. Any students believed to be creating an environment or situation(s) that are perceived as threatening or dangerous for faculty/staff, visitors, fellow students, and/or patients will be dismissed.

### ***Examinations Policy***

1. Students must work independently on all examinations.
2. Students may not leave their seats during testing, without the proctor's permission.
3. No questions are allowed during testing.
4. Use of electronic equipment is not allowed during the exam, unless authorized by the proctors.
5. Students who arrive for the exam more than thirty minutes after the exam has started will not be allowed to take the exam on that day.
6. No additional testing time will be allocated to students arriving late.
7. Students who finish their exam may not leave the examination room until thirty minutes after the start of the exam.
8. Students may not divulge information about the exam to any students who have not taken the exam.
9. Students who leave the room for any reason during an examination will not be allowed to return and continue the examination.
10. Exam materials are the property of the PT department, and cannot be physically removed from the exam area, recorded on paper or computer, video/ audio taped, copied, or distributed in any shape or form.
11. Students who commit plagiarism will receive a zero for that task (tests/ quizzes/ assignment) and be referred for disciplinary action.
12. Make-up of missed written or practical exam will be granted only with appropriate documentation indicating extreme medical or family emergency.
13. Practical examinations with a grade less than 80% must be repeated, contingent to limits set by departmental policy (See the PT advancement and retention policy). The recorded grade of the repeated practical will not exceed 80%. Regardless of the overall score one receives, certain key items (specifically patient safety issues) must be performed to successfully pass a practical examination.
14. **Failure to pass a practical exam after three attempts (including the original attempt) during the program will result in failure of the course.**
15. **Students who wish to question or request a change of grade on any assignment or examination must submit a written explanation and justification to the course instructor. They must do so within 48 hours of the date which the course coordinator notifies the students of their test grades.**
16. Grades are not given but are earned; and they are not negotiable.

### ***Department Remediation Policies***

#### ***A. REMEDIATION WHILE COURSE IN PROGRESS***

1. The operational definition of remediation as it applies to this section is: **Remediation is a process, which will give a student at risk an opportunity to strengthen her/ his learning.**
2. When a student earns a grade of less than 80% in a graded assignment of a course, he/she will be required to remediate.
3. The instructor will notify the student by email within 48 hours after the grades have been posted advising that she/ he is at risk of failing the course and request a meeting. Copies of the email will be copied to the student's advisor and department chair.
4. The instructor will meet with the student. In that meeting the student will have an opportunity to review the test and ask questions. The instructor will also make other recommendations as needed, including but not limited to strategies for studying and test taking, finding a tutor, referral to the HU Center for Academic Reinforcement or the Office of Special Services.
5. All communications, meetings, plans and outcomes will be documented using the remediation form.
6. The original of the documentation will be placed in the student's academic record.
7. Students who participate in the remediation program will be regularly discussed during faculty meetings until the end of the semester.

### ***B. REMEDIATION OF A DPT PROGRAM COMPREHENSIVE EXAMINATION***

1. When a student fails a program comprehensive examination, she/he will be required to remediate within 14 days from the date of the original exam.
2. The student will not be allowed to continue within the program until the examination has been remediated successfully.
3. The student must pass the re-take comprehensive exam to continue in the program.

### ***Clinical Internship***

A student must have the approval of the core faculty of the Department, before being allowed to enter his/her clinical internship.

The evaluation of clinical experiences is based on mastery of competencies specific to Physical Therapy. A student who does not master all required competencies will receive a grade of "F," be placed on Academic Probation, and may be automatically suspended from the program. The criteria associated with the grading of clinical internships include:

1. Students have only one opportunity to repeat an affiliation and to satisfactorily pass a clinical internship. Failure of a second affiliation will lead to suspension from the program.
2. Clinical assignments will be based on the availability of a clinical site.

A student who must withdraw from the clinic and is passing up to that time, with the recommendation of the faculty, may be given an incomplete grade and the opportunity to complete that affiliation at a time convenient for the clinical facility. For additional information regarding clinical internships please refer to the Clinical Education Manual.



## ***Laboratory Fees***

The Board of Trustees has approved laboratory and professional fees to be paid by all students matriculating in the professional level programs of the College of Nursing and Allied Health Sciences. These fees are designated per semester, and are added to your tuition per semester.

## ***Hygiene and Grooming - Clinical***

Each student is expected to maintain appropriate dress standards as set forth by the Department below. If the dress standard of the facility is different from that of the Department, the student is expected to adhere to the dress code set forth by the facility, during the time of affiliation at that facility.

Good personal hygiene is of utmost importance. Students must be neat and clean and fragrance free. Clean uniforms must be worn each day. Oral and body hygiene must be maintained. Nails must be short and neat. Hair must be worn off the shoulders in a neat fashion. Large dangling earrings or excessive jewelry are not permitted.

## ***Dress Code***

While you are in training, appropriate dress and exemplary hygiene are required. When there is a lecture or patient care experience at any clinical site, the student is expected to be in full professional attire. These guidelines reinforce dress standards that meet safety, infection control and sanitary requirements of health care institutions.

## ***Minimum Standards/Guidelines for Clinic Dress***

- All physical therapy students are to wear clean, pressed uniforms (based on the clinical site), with a name badge when in clinical areas.
- Proper identification badges bearing the student's name identifying the student as a "Student Physical Therapist" must always be worn.
- All hair is to be neatly groomed and clean including facial hair.
- Nails are to be short, neatly trimmed, and clean.
- Students must wear minimal jewelry. Exposed body piercing is limited to ear lobes and discreet nose jewelry.
- Dress shoes should be flat, closed in (no open toe or open back), and comfortable.
- All physical therapy students are to wear socks.
- All attire must be appropriate for the clinical setting.

## **Classroom Dress**

Students are required to dress in business casual attire.

## **Laboratory Dress**

Students are required to wear "lab clothes" when instructed. These include a clean, plain white shirt (no lettering or graphics) and navy blue or black athletic shorts (mid-thigh or higher). Students should also have sports underwear available including sports bras for individuals with breasts.

## ***Cell Phones/Electronic Devices***

Cell phones and/or personal electronic devices may only be used at the discretion of the instructor.

## *Equipment*

When students need to use Department equipment. The procedures are as follows:

1. Check with your instructor or departmental office staff to sign out equipment.
2. Permission to use the study models in the Department should be obtained from the primary instructor for the class; student(s) checking out models will also be responsible for their safe return;
3. A list of all students using the checked-out models should be provided to the instructor.

## *E-Mail*

**Students are assigned a Howard University e-mail address upon enrollment. Students are expected to check their Howard University e-mail at least daily. Students may not communicate with instructors using their personal email account.**

## *Appointments*

Please note faculty office hours to arrange appointments with individual faculty members. Conferences with the Department Chairperson are to be arranged through the Administrative Assistant.

## *Lockers*

Locker space is available for all professional level students. Students are responsible for cleaning lockers at the end of the Spring semester.

## *Student Responsibilities*

1. To promptly attend all classes and planned learning experiences sponsored by the Department and its faculty.
2. To seek regular conferences with advisor or other faculty of choice.
3. To realistically assess personal development and to recognize problems which demand the intervention of another; to seek assistance from advisor, another faculty, or Chair.
4. To participate in Departmental, Division, and University activities.
5. To utilize, the resources of the Department, Division and University.
6. To be an avid, interested learner and a willing sharer of learned materials with others who need assistance.
7. To abide by the Code of Ethics of the College of Nursing and Allied Health Sciences, Howard University, and the Department of Physical Therapy.
8. To obtain health clearance from the University Health Services prior to didactic phase and clinical rotations.
9. To present valid University registration to the Department prior to the start of classes or clinical internships.
10. To obtain all required equipment, texts, and other learning materials.
11. To develop into a competent Physical Therapist.

# CLINICAL EDUCATION ADDENDUM TO THE STUDENT HANDBOOK

Clinical Education is an important aspect of your experience in the Howard University Department of Physical Therapy. The person primarily responsible for clinical education is the Director of Clinical Education (DCE).

Each student must complete a minimum of four (4) full time clinical rotations to successfully complete the educational requirements of the physical therapy program. These rotations will occur in the 3<sup>rd</sup>, 6<sup>th</sup>, 8<sup>th</sup> semester.

## **Eligibility to participate in clinical internships**

To participate in clinical internships, students must successfully complete all classes in the semester preceding the assigned clinical internship. Prior to each semester internship, the student must also pass the department's comprehensive examination.

If a student fails a class or is suspended from the physical therapy program, he/she is ineligible to participate in the clinical internships.

If a student fails the comprehensive examination, the student will be allowed to re-take the examination. The student may not begin his/her clinical internship while waiting to re-take the examination. If the student fails the re-take examination, he/she will receive a failing grade for the examination, and the student will not be allowed to complete the clinical internship.

## **Health Clearance**

Students must receive a health clearance from the Howard University Student Health Center and must complete HIPAA Privacy and Security Training before they are eligible to participate in clinical internships.

## **Background Checks**

Occasionally the clinical site where a student is assigned may require drug screening or a criminal background check. The Department will cover the cost of a basic background check. However, if the assigned facility does not provide a drug screening for the student, the student is responsible for the costs associated with completion of that requirement. When required, the criminal background check and or drug screening must be completed within a timeline established by the site.

***Students must be registered for the summer clinical internship courses and must be cleared financially before they are eligible to participate in clinical internships. Students who attend a clinical internship when they are not properly registered for the course will be removed from the clinical internship and will not receive credit for any time spent at the site.***

## **Assignments to Clinical Internships**

In the Fall Semester of each school year, all physical therapy students will be provided a list of available sites for clinical rotations. Students may request an assignment to any of the available clinics; however, the faculty makes the final judgment regarding clinical placements. A student is not guaranteed his/her preferred clinical internship.

**Students may be required to attend internships outside of the Washington, DC metropolitan area. If such a placement is assigned, the student is responsible for all expenses related to completing that clinical internship (transportation, travel, meals, lodging, etc.).**

Students may request to be assigned to a site that does not have a clinical internship agreement (contract) with the Howard University Department of Physical Therapy. In those instances, the student must make first contact with the facility to inquire about the possibility of completing an internship, and to get the following information: date of contact; name and address of facility; and the contact person (with phone number). The student should then forward this information to the DCE. The DCE will contact the facility, and if appropriate, initiate the contract process.

Establishing a contract is a process, which may take several months to complete. It is imperative that students notify the DCE of a proposed clinical internship site(s) as soon as possible. If the contact information is not provided to the DCE at least three months prior to the start of the clinical internship, the proposed site may not be available to the student.

### **Grading Scale**

The clinical internship courses (Introductory Clinical Internship, Advanced Clinical Internship I, II, and Terminal Specialty Internship) have a “Pass”/” Fail” grading scale. The clinical internship site will recommend a grade of “Pass” or “Fail” for each student. The recommendation from the clinical instructor will be given great consideration; however, the DCE will assign each student’s final grade.

### **Participation in Clinical Internships**

Students are expected to meet specific performance objectives and to demonstrate professional behavior during their clinical internships (refer to Student Handbook). If a student’s performance is deemed by the clinical instructor and DCE to be unsatisfactory a remedial plan may be developed for the student, to facilitate didactic and practical competence in the deficit areas. The remedial plan must be completed successfully for the student to pass.

A student whose performance does not meet the established goals and objectives of the clinical internship will receive a failing grade (Fail). A student who fails an internship must repeat that internship. **Students who fail more than one clinical internship will be suspended from the physical therapy program.**

**Any student who receives a grade of “Fail” in more than one Clinical Internship course will be suspended from the physical therapy program.**

### **Attendance and Work Schedules of Clinical Education Experiences**

Students are required to attend and complete all scheduled clinical education experience assignments. Length of workday and/or week is determined by the clinical site, in accordance with the facility's standard operating procedures. The assignment of credit hours for clinical education experience is based on a forty (40) hour work week. However, one major purpose of clinical education is to expose the student to realistic practice patterns. Students are expected to work the length of days worked by the clinical instructor unless the clinical instructor deems otherwise.

Weekend work is allowable if the clinical instructor believes it to be of educational benefit to the student. In such a case the clinical instructor is advised to a) inform the student of weekend assignment(s) on the first day of the clinical education experience; b) provide adequate supervision and instruction for the student during weekend coverage; and c) provide for the student the same mechanism for compensatory time (if utilized at the institution) afforded employees.

Student absences from clinical education experience assignments are to be reported to and approved by the site clinical instructor(s). Any absence during any clinical experience must also be reported to the office of the

DCE. Decisions regarding the need to make up clinical education experience time, as well as the length of the make-up time, will be made by the DCE and the site clinical instructor(s). Failure to comply with the requirements for makeup will result in a grade of "F" for that experience. If, due to extenuating circumstances, the student is required to miss a significant amount of the clinical education experience, the student may request a grade of "Incomplete" for the experience.

Approved absences from the clinical education experience may be made up on a Saturday. In such a case, the Saturday assignment will be made by the clinical instructor and the student will receive as much notice as time allows.

### **Supervision of Physical Therapy Students by Clinical Instructors**

Physical therapy students may not practice as a licensed physical therapist. Physical therapy students must always have supervision by a licensed physical therapist available on the premises during their clinical education experiences. It is the clinical instructor's responsibility to ensure that adequate supervision is always available for students during the clinical education experience.

For questions and further information, please contact:

Dr. Sabrina Altema at [sabrina.altema@howard.edu](mailto:sabrina.altema@howard.edu)

# GUIDE FOR PROFESSIONAL CONDUCT/CODE OF ETHICS

**PURPOSE:** This guide is intended to serve student physical therapists of Howard University, Division of Allied Health in the upper division phase of Physical Therapy in matters of professional conduct, discipline and responsibility.

## **PRINCIPLE 1:**

Physical Therapy students respect the rights and dignity of their patients during clinical affiliations.

- a. Physical therapy students will uphold a professional image and exercise sound judgment and responsibility in the clinical setting.
- b. Physical therapy students, as apprentice of the trade, should never attempt the treatment of patients unless under direct supervision.

## **PRINCIPLE 2:**

Physical Therapy students respect the rights and opinions of fellow physical therapy students and the faculty.

- a. Physical therapy students should, when expressing personal opinions, give constructive criticism.
- b. There should be no talking when a professor is getting ready to start class.
- c. Keep utmost confidentiality among each other.
- d. Students should be willing to lend a helping hand to other students and to be courteous, polite and friendly.
- e. Students should be considerate of fellow students in scheduling final exams.
- f. Students should arrive on time for scheduled classes.

## **PRINCIPLE 3:**

Doctor of Physical Therapy students should be accessible to their “little brothers and sisters” (First year physical therapy students).

## **PRINCIPLE 4:**

Physical therapy students should maintain a warm rapport with Occupational Therapy and other allied health students relating to class studies and other class activities.

## **PRINCIPLE 5:**

Physical therapy students should be responsible for all laboratory equipment, handling it in such a fashion as to prevent destruction.

## **PRINCIPLE 6:**

Physical therapy students should be responsible for maintaining cleanliness of laboratories and classrooms.

## **PRINCIPLE 7:**

Physical therapy students should be professional and act responsibly in the school setting. At all times, they should demonstrate professional respectful behavior in their interactions with classmates, faculty, and staff.

- a. Do not arrive late to class.
- b. Do not cheat on exams.
- c. No stealing.
- d. Students should try to be honest in all aspects of their lives; do not lie.
- e. Students should try to gain as much knowledge and experience as possible while in the upper division phase.

## **PRINCIPLE 8:**

Physical therapy students should make it a point to do something, non-school related, at least twice a month to maintain a good state of mind.

## ***Academic Cheating - Student Information***

***Behaviors that may be interpreted as cheating or intent to do so include:***

- *Talking\**
- *Excessive fidgeting\**
- *Staring\**
- *Silent reading with lips moving\**
- *Looking on (an)other student(s)'s paper\**
- *Writing excessively large\**
- *Holding an exam paper so it may be read by others\**
- *Passing notes, papers, or any materials to another student\*\**
- *Coaching another student in lab examination\*\**
- *Possession of crib notes\*\**
- *Use of the exact wording as another student, in response to essay questions\*\*\**
- *Plagiarism\*\*\**
- *Tampering with any testing materials \*\*\**
- *Collaborating during online testing \*\*\**

### **RESPONSE BY INSTRUCTORS TO THE ABOVE OBSERVED BEHAVIORS:**

\* = Talk with student, one-on-one, immediately following the testing situation. Describe to the student what behavior(s) were observed. Inform the student that a repeat of the behavior in any testing situation in the Department may result in the student being referred to the Associate Dean's office for disciplinary action. Record the student conference in the student folder.

\*\* = Take the student(s)'s tests(s), dismiss the student from the classroom/testing site; refer student to the Chairman of the Department.

\*\*\* = Student(s) will be referred to the Associate Dean for disciplinary action.

Note: Tests using computer answer sheets may be subject to random sample analyses; results indicating cheating may have taken place will be referred to the Associate Dean's Office for disciplinary action

### ***Procedure for Suspected Cheating Incidents:***

1. Faculty involved will talk with student(s) involved.
2. If student(s) is/are being accused, a referral to the Chairperson will be made.
3. The Chairperson should convene an emergency faculty meeting to determine if student(s) will be referred, through the Associate Dean's Office, for disciplinary action.
4. If a case is referred for disciplinary action, a letter should be submitted to the Associate Dean describing the circumstances and recommending the level of action requested by the faculty.
5. The Associate Dean will investigate and will confer with the accusing faculty member.
6. Student(s) may be referred for disciplinary action to the Student Judiciary Committee (SJC); or a lesser punishment may be decided by the College Dean, Associate Dean, the accusing faculty, and the department.

Academic actions are **confidential**. They should not be discussed in public places of the Department or the College. Academic actions should not, for any reason, be discussed with other, non-involved students.

## ***Conflict Resolution***

**A student who has an academic conflict with a professor must first approach that professor, to attempt a resolution of the conflict. If a student is unsuccessful, he/she should contact his/her advisor, who will attempt to resolve the conflict. If the advisor's efforts are unsuccessful, the student should seek further resolution from the Chairperson/Program Director.**

## ***Student Financial Assistance***

You may contact the Financial Aid Officer at the University for information about sources of financial assistance. The Financial Aid Office is in the Mordecai Wyatt Johnson Administration Building.

## ***Scholarship Information Center***

Scholarships are available from several sources. Contact the financial aid office to explore opportunities.

## ***Physical and/or Psychological Assessment/Evaluation of Students***

### ***IMPLEMENTATION PROCEDURE***

The faculty member observing a student manifesting behavior portending physical or psychological health problems has the responsibility of conferring with the Department Chairperson regarding the observed behavior. Should agreement be reached that a health assessment/evaluation is desirable, the Chairperson and faculty member shall meet with the Associate Dean to further discuss the student's problem. Should the participants at this meeting agree that an assessment/evaluation is an appropriate action, the Associate Dean shall meet with the student to discuss the perceived need for an assessment/evaluation, and to convey the options available to the student regarding this matter.

To safeguard the rights of all constituencies of the Division and ultimately the public to be served by graduates of the Division, the following provision is articulated. It addresses the process and rights of students, involved faculty and administration concerning the perceived need to assess/evaluate physical health and psychological health problems that may occur with the matriculating students.

The Associate Dean of the Division of Allied Health Sciences will, upon recommendation of a Department faculty refer student(s) to the University Health Services for physical or psychological assessment/evaluation, in addition to the examination required of new students. The student, however, may elect to utilize the professional services of a physician of his/her own choice, in an appropriate specialty; in which case the associated fees and costs must be borne by the student. In either case, the evaluation must be completed by the appropriate health professional and a written report submitted to the Associate Dean of the College within forty-five (45) days of the date of the Associate Dean's referral.

### ***PHYSICAL AND/OR PSYCHOLOGICAL ASSESSMENT***

The student must be able to present verification that the initial appointment has been scheduled within two (2) weeks of the date of the Associate Dean's referral, and at the time of the initial appointment, must sign a release allowing the report to be submitted to the Associate Dean.



A written report of the assessment/evaluation will be provided to the Associate Dean of the Division. Following receipt of the assessment/evaluation report, the Associate Dean and the Student Academic Performance Committee of the College will review the report and will make recommendations, within ten (10) days, specifying the conditions, if any, for continuing matriculation of the student, or suspension. Suspension may be recommended for a student who is suffering from a health impairment that hinders the student's ability to effectively pursue the course of study in Allied Health. Suspension may also be recommended for a student who fails to report to the university Service or to a private practitioner for the requested assessment/evaluation.

The student has the right of appeal to a health assessment board. The student should contact the Office of Special Student Services for additional information.

## **PHYSICAL THERAPY CODE OF ETHICS**

### **PREAMBLE**

This Code of Ethics sets forth ethical principles for the physical therapy profession. Members of this profession are responsible for maintaining and promoting ethical practice. This Code of Ethics, adopted by the American Physical Therapy Association, shall be binding on physical therapists who are members of the Association.

### **PRINCIPLE 1**

A physical therapist shall respect the rights and dignity of all individuals and shall provide compassionate care.

#### **1.1 Attitudes of a Physical Therapist**

- A. A physical therapist shall recognize individual differences and shall respect and be responsive to those differences.
- B. A physical therapist shall be guided by concern for the physical, psychological, and socioeconomic welfare of patients/clients.
- C. A physical therapist shall not harass, abuse, or discriminate against others.
- D. A physical therapist shall be aware of the patient's health-related needs and act in a manner that facilitates meeting those needs.

### **PRINCIPLE 2**

A physical therapist shall act in a trustworthy manner towards patients/clients, and in all other aspects of physical therapy practice.

#### **2.1 Patient/Physical Therapist Relationship**

- A. To act in a trustworthy manner the physical therapist shall act in the patient/client's best interest. Working in the patient/client's best interest requires knowledge of the patient/client's needs from the patient/client's perspective. Patients/clients often come to the physical therapist in a vulnerable state and normally will rely on the physical therapist's advice, which they perceive to be based on superior knowledge, skill, and experience. The trustworthy physical therapist acts to ameliorate the patient's/client's vulnerability, not to exploit it.
- B. A physical therapist shall not exploit any aspect of the physical therapist/patient relationship.
- C. A physical therapist shall not engage in any sexual relationship or activity, whether consensual or nonconsensual, with any patient while a physical therapist/patient relationship exists.
- D. The physical therapist shall create an environment that encourages an open dialogue with the patient/client.
- E. In the event the physical therapist or patient terminates the physical therapist/patient relationship while the patient continues to need physical therapy services, the physical therapist should take steps to transfer the care of the patient to another provider.

## 2.2 Truthfulness

A physical therapist shall not make statements that he/she knows or should know are false, deceptive, fraudulent, or unfair. See Section 8.2.D.

## 2.3 Confidential Information

- A. Information relating to the physical therapist/patient relationship is confidential and may not be communicated to a third party not involved in that patient's care without the prior consent of the patient, subject to applicable law.
- B. Information derived from peer review shall be held confidential by the reviewer unless the physical therapist who was reviewed consents to the release of the information.
- C. A physical therapist may disclose information to appropriate authorities when it is necessary to protect the welfare of an individual or the community or when required by law. Such disclosure shall be in accordance with applicable law.

## 2.4 Patient Autonomy and Consent

- A. A physical therapist shall not restrict patients' freedom to select their provider of physical therapy.
- B. A physical therapist shall communicate to the patient/client the findings of his/her examination, evaluation, diagnosis, and prognosis.
- C. A physical therapist shall collaborate with the patient/client to establish the goals of treatment and the plan of care.
- D. A physical therapist shall inform the patient/client of the benefits, costs, and substantial risks (if any) of the recommended intervention and treatment alternatives.
- E. A physical therapist shall respect the patient's/client's right to make decisions regarding the recommended plan of care, including consent, modification, or refusal.

### **PRINCIPLE 3**

A physical therapist shall comply with laws and regulations governing physical therapy and shall strive to effect changes that benefit patients/clients.

#### 3.1 Professional Practice

A physical therapist shall provide examination, evaluation, diagnosis, prognosis, and intervention. A physical therapist shall not engage in any unlawful activity that substantially relates to the qualifications, functions, or duties of a physical therapist.

#### 3.2 Just Laws and Regulations

A physical therapist shall advocate the adoption of laws, regulations, and policies by providers, employers, third party payers, legislatures, and regulatory agencies to provide and improve access to necessary health care services for all individuals.

#### 3.3 Unjust Laws and Regulations

A physical therapist shall endeavor to change unjust laws, regulations, and policies that govern the practice of physical therapy. See Section 10.2.

### **PRINCIPLE 4**

A physical therapist shall exercise sound professional judgment.

#### 4.1 Professional Responsibility

- A. A physical therapist shall make professional judgments that are in the patient/client's best interests.
- B. Regardless of practice setting, a physical therapist has primary responsibility for the physical therapy care of a patient and shall make independent judgments regarding that care consistent with accepted professional standards. See Section 2.4.
- C. A physical therapist shall not provide physical therapy services to a patient/client while his/her ability to do so safely is impaired.

- D. A physical therapist shall exercise sound professional judgment based upon his/her knowledge, skill, education, training, and experience.
- E. Upon accepting a patient/client for physical therapy services, a physical therapist shall be responsible for: the examination, evaluation, and diagnosis of that individual; the prognosis and intervention; re-examination and modification of the plan of care; and the maintenance of adequate records, including progress reports. A physical therapist shall establish the plan of care and shall provide and/or supervise and direct the appropriate interventions. See Section 2.4.
- F. If the diagnostic process reveals findings that are outside the scope of the physical therapist's knowledge, experience, or expertise, the physical therapist shall so inform the patient/client and refer to an appropriate practitioner.
- G. When the patient has been referred from another practitioner, the physical therapist shall communicate the findings of the examination and evaluation, the diagnosis, the proposed intervention, and re-examination findings (as indicated) to the referring practitioner.
- H. A physical therapist shall determine when a patient/client will no longer benefit from physical therapy services.

#### 4.2 Direction and Supervision

- A. The supervising physical therapist has primary responsibility for the physical therapy care rendered to a patient/client.
- B. A physical therapist shall not delegate to a less qualified person any activity that requires the unique skill, knowledge, and judgment of the physical therapist.

#### 4.3 Practice Arrangements

- A. Participation in a business, partnership, corporation, or other entity does not exempt physical therapists, whether employers, partners, or stockholders, either individually or collectively, from the obligation to promote, maintain or comply with the ethical principles of the Association.
- B. A physical therapist shall advise his/her employer(s) of any employer practice that causes a physical therapist to be in conflict with the ethical principles of the Association. A physical therapist shall seek to eliminate aspects of his/her employment that are in conflict with the ethical principles of the Association.

#### 4.4 Gifts and Other Consideration

A physical therapist shall not accept or offer gifts or other considerations that affect or give an appearance of affecting his/her professional judgment.

### PRINCIPLE 5

A physical therapist shall achieve and maintain professional competence.

#### 5.1 Scope of Competence

A physical therapist shall practice within the scope of his/her competence and commensurate with his/her level of education, training, and experience.

#### 5.2 Self-assessment

A physical therapist shall engage in self-assessment, which is a lifelong professional responsibility for maintaining competence.

#### 5.3 Professional Development

A physical therapist shall participate in educational activities that enhance his/her basic knowledge and skills.

### PRINCIPLE 6

A physical therapist shall maintain and promote high standards for physical therapy practice, education and research.

#### 6.1 Professional Standards

A physical therapist shall know the accepted professional standards when engaging in physical therapy practice, education and/or research. A physical therapist shall continuously engage in assessment activities to determine

compliance with these standards. If a physical therapist is not in compliance with these standards, he/she shall engage in activities designed to reach compliance with the standards. When a physical therapist is in compliance with these standards, he/she shall engage in activities designed to maintain such compliance.

## 6.2 Practice

- A. A physical therapist shall achieve and maintain professional competence. See Section 5.
- B. A physical therapist shall demonstrate his/her commitment to quality improvement by engaging in peer and utilization review and other self-assessment activities.

## 6.3 Professional Education

- A. A physical therapist shall support high-quality education in academic and clinical settings.
- B. A physical therapist participating in the educational process is responsible to the students, the academic institutions, and the clinical settings for promoting ethical conduct. A physical therapist shall model ethical behavior and provide the student with information about the Code of Ethics, opportunities to discuss ethical conflicts, and procedures for reporting unresolved ethical conflicts. See Section 9.

## 6.4 Continuing Education

- A. A physical therapist providing continuing education must be competent in the content area.
- B. When a physical therapist provides continuing education, he/she shall ensure that course content, objectives, faculty credentials, and responsibilities of the instructional staff are accurately stated in the promotional and instructional course materials.
- C. A physical therapist shall evaluate the efficacy and effectiveness of information and techniques presented in continuing education programs before integrating them into his or her practice.

## 6.5 Research

- A. A physical therapist shall support research activities that contribute knowledge for improved patient care.
- B. A physical therapist shall report to appropriate authorities any acts in the conduct or presentation of research that appear unethical or illegal. See Section 9.

# PRINCIPLE 7

A physical therapist shall seek only such remuneration as is deserved and reasonable for physical therapy services.

## 7.1 Business and Employment Practices

- A. A physical therapist's business/employment practices shall be consistent with the ethical principles of the Association.
- B. A physical therapist shall never place her/his own financial interest above the welfare of individuals under his/her care.
- C. A physical therapist shall recognize that third-party payer contracts may limit, in one form or another, the provision of physical therapy services. Third-party limitations do not absolve the physical therapist from making sound professional judgments that are in the patient's best interest. A physical therapist shall avoid underutilization of physical therapy services.
- D. When a physical therapist's judgment is that a patient will receive negligible benefit from physical therapy services, the physical therapist shall not provide or continue to provide such services if the primary reason for doing so is to further the financial self-interest of the physical therapist or his/her employer. A physical therapist shall avoid over-utilization of physical therapy services.
- E. Fees for physical therapy services should be reasonable for the service performed, considering the setting in which it is provided, practice costs in the geographic area, judgment of other organizations, and other relevant factors.
- F. A physical therapist shall not directly or indirectly request, receive, or participate in the dividing, transferring, assigning, or rebating of an unearned fee.
- G. A physical therapist shall not profit by means of a credit or other valuable consideration, such as an unearned commission, discount, or gratuity, in connection with the furnishing of physical therapy services.

- H. Unless laws impose restrictions to the contrary, physical therapists who provide physical therapy services within a business entity may pool fees and monies received. Physical therapists may divide or apportion these fees and monies in accordance with the business agreement.
- I. A physical therapist may enter into agreements with organizations to provide physical therapy services if such agreements do not violate the ethical principles of the Association or applicable laws.

## 7.2 Endorsement of Products or Services

- A. A physical therapist shall not exert influence on individuals under his/her care or their families to use products or services based on the direct or indirect financial interest of the physical therapist in such products or services. Realizing that these individuals will normally rely on the physical therapist's advice, their best interest must always be maintained, as must their right of free choice relating to the use of any product or service. Although it cannot be considered unethical for physical therapists to own or have a financial interest in the production, sale, or distribution of products/services, they must act in accordance with law and make full disclosure of their interest whenever individuals under their care use such products/services.
- B. A physical therapist may receive remuneration for endorsement or advertisement of products or services to the public, physical therapists, or other health professionals provided he/she discloses any financial interest in the production, sale, or distribution of said products or services.
- C. When endorsing or advertising products or services, a physical therapist shall use sound professional judgment and shall not give the appearance of Association endorsement unless the Association has formally endorsed the products or services.

## 7.3 Disclosure

A physical therapist shall disclose to the patient if the referring practitioner derives compensation from the provision of physical therapy.

## PRINCIPLE 8

A physical therapist shall provide and make available accurate and relevant information to patients/clients about their care and to the public about physical therapy services.

### 8.1 Accurate and Relevant Information to the Patient

- A. A physical therapist shall provide the patient/client information about his/her condition and plan of care. See Section 2.4.
- B. Upon the request of the patient, the physical therapist shall provide, or make available, the medical record to the patient or a patient-designated third party.
- C. A physical therapist shall inform patients of any known financial limitations that may affect their care.
- D. A physical therapist shall inform the patient when, in his/her judgment, the patient will receive negligible benefit from further care. See Section 7.1.C.

### 8.2 Accurate and Relevant Information to the Public

- A. A physical therapist shall inform the public about the societal benefits of the profession and who is qualified to provide physical therapy services.
- B. Information given to the public shall emphasize that individual problems cannot be treated without individualized examination and plans/programs of care.
- C. A physical therapist may advertise his/her services to the public.
- D. A physical therapist shall not use, or participate in the use of, any form of communication containing a false, plagiarized, fraudulent, deceptive, unfair, or sensational statement or claim.
- E. A physical therapist who places a paid advertisement shall identify it as such unless it is apparent from the context that it is a paid advertisement.

## PRINCIPLE 9

A physical therapist shall protect the public and the profession from unethical, incompetent, and illegal acts.

### 9.1 Consumer Protection

- A. A physical therapist shall provide care that is within the scope of practice as defined by the state practice act.
- B. A physical therapist shall not engage in any conduct that is unethical, incompetent or illegal.
- C. A physical therapist shall report any conduct that appears to be unethical, incompetent, or illegal.
- D. A physical therapist may not participate in any arrangements in which patients are exploited due to the sources' enhancing their personal incomes as a result of referring for, prescribing, or recommending physical therapy. See Section 5.

#### **PRINCIPLE 10**

A physical therapist shall endeavor to address the health needs of society.

##### **10.1 Pro Bono Service**

A physical therapist shall render pro bono publico (reduced or no fee) services to patients lacking the ability to pay for services, as each physical therapist's practice permits.

##### **10.2 Community Health**

A physical therapist shall endeavor to support activities that benefit the health status of the community. See Section 3.

#### **PRINCIPLE 11**

A physical therapist shall respect the rights, knowledge, and skills of colleagues and other healthcare professionals.

##### **11.1 Consultation**

A physical therapist shall seek consultation whenever the welfare of the patient will be safeguarded or advanced by consulting those who have special skills, knowledge, and experience.

##### **11.2 Patient/Provider Relationships**

A physical therapist shall not undermine the relationship(s) between his/her patient and other healthcare professionals.

##### **11.3 Disparagement**

Physical therapists shall not disparage colleagues and other health care professionals. See Section 9 and Section 2.4.A.

# HOWARD UNIVERSITY HOSPITAL OCCUPATIONAL EXPOSURE PLAN FOR MEDICAL, DENTAL, NURSING AND ALLIED HEALTH SCIENCE STUDENTS

## A. Goals of Occupational Exposure Plan

1. To prevent work-related injury and illness of Howard University medical, dental, nursing and allied health students.
2. To prevent spread of communicable diseases to patients treated by Howard University clinical students.
3. To formalize procedures for reporting and managing work-related injuries and illness of Howard University clinical students.

## B. Methods

### 1. Education

New students will be given a copy of the occupational exposure plan during orientation. Prior to their first patient encounter, they will be educated in universal precautions and isolation requirements.

### 2. Health Screening and Maintenance

The Howard University Student Health Center will monitor the health status of all medical, dental and allied health science students with potentially infectious conditions as well as students who are injured or exposed to infections as a result of their assigned clinical activities. This will be accomplished through primary prevention screening and post-exposure or post-injury diagnostic testing and treatment.

The Howard University Hospital Employee Health Unit requires documentation of health screening and treatment of active disease prior to the time the student presents for Howard University Hospital, and all other hospitals, clinics or physician offices to students are assigned reserve the right to refuse access to their facilities to any student who fails to comply with the occupational exposure plan.

## C. Health Screening

Screening for infections is accomplished prior to matriculation, prior to the student's first patient encounter, and annually thereafter. The following are required of clinical students involved in direct patient care:

1. Initial physical examination and annually thereafter;
2. Initial tuberculosis screening and annually thereafter;
3. Initial testing for syphilis serology;
4. Proof of immunity to measles, mumps and rubella, as evidenced by two MMR vaccinations, or immune titers;
5. Tetanus (Td) within the past 10 years;
6. Immunity to Hepatitis B evidenced by three Hepatitis B vaccinations or immune titers;
7. Immunity to varicella (chicken pox);
8. Additional requirements may be required if rotating through pediatrics (such as nasopharyngeal cultures, etc.)

**Students will not be allowed to begin clinical assignment until cleared by the Student Health Center.**

Any student having an active infectious disease must be treated by his/her private physician prior to beginning or continuing a clinical assignment. A physician's "return to duty" certificate is required by the University Student Health Center as well as by the student's immediate supervisor before resuming clinical activity.

## **D. Students with Active Disease (Not Work-Related)**

### **1. Colds and Coughs**

A student with cold symptoms, without constitutional symptoms, may begin or continue his/her clinical assignment unless coughing repeatedly with a temperature of 100 degrees F or more. Exception: students with viral infections or cold symptoms who work with children, immune suppressed patients, and renal transplant patients will be sent home.

### **2. Diarrhea**

Students with diarrhea suspected to be viral or bacterial in origin will not be allowed to work in the nutrition and food service department or nursing services until the condition is controlled. Rectal swab or stool specimen and follow-up are advised.

### **3. Herpes**

Students with open herpetic lesions will be relieved from direct patient contact until the lesions are dried and healed.

### **4. Communicable Disease**

Students with a communicable disease (or who have a family member with a communicable disease) should follow the guidelines found in "Guidelines for Students With or Exposed to Communicable Diseases."

## **E. Evaluation of Occupational Exposure, Illness and Injury**

Students who are exposed or become ill or injured as the result of a clinical assignment will be evaluated at the Howard University Student Health Center during the Center's normal operating hours. Students will be treated at the Howard University Hospital Employee Health Center after obtaining a referral and claim form from the Student Health Center. If the Employee Health Unit is closed, the student will be referred to the Howard University Hospital Emergency Department. The Student Health Center staff member will triage the student and write the following information on the referral form:

- Whether the student has had his/her series of Hepatitis B and tetanus vaccines, and any other laboratory information.
- The type of injury, when and how the injury occurred, and any pertinent information regarding the patient.

When the Student Health Center is closed or in cases of dire emergency, the student should first contact the designated administrator at the work site. Any necessary emergency medical and nursing care shall be made available to the student through the regular procedures in effect at the Employee Health Unit or Emergency Department of the hospital, clinic or other medical facility to which the student is assigned.

The morning following discharge, the student must report to the Student Health Center for evaluation and clearance to return to work. The student should bring copies of discharge instructions and any other information describing the treatment that was rendered. The student will be referred to the Howard University Hospital Employee Health Unit for further management of the condition, if deemed medically necessary by the Student Health Center.



# FACILITIES AND SERVICES

## A. Financial Aid

Students apply for financial aid through the Financial Aid Office located in the Administration Building, 2<sup>nd</sup> floor. Eligibility is determined using a need analysis. Students should have the Financial Aid Federal Student Aid (FAFSA) form on file in the Financial Aid Office by the deadlines established by the University. The priority deadline is February 15. Completion of a financial aid form does not ensure that funds are available or will be awarded.

## B. Health Sciences Library

The Louis Stokes Health Sciences Library is on “W” Street adjacent to the Division of Allied Health Sciences. The hours of operation are posted at the Louise Stokes Health Sciences Library website and can be accessed at <https://hsl.howard.edu/library>. Hours are subject to change throughout the year.

A current Howard University ID must be presented to enter the building.

## C. I-Lab and Computer Lab/Enterprise Technology Services

For information about technology, admission to the lab and use of computers, see <https://technology.howard.edu/>

## D. University Office of Student Accessibility

A complete listing of University Student Services can be found in the current *Howard University Student Handbook*. Students requiring special services such as ADA accommodations are urged to contact Special Student Services.

## E. University Counseling Services

The Howard University Counseling Services (HUCS) are available to all **currently** enrolled full-time Howard university students at no cost. A range of professional services for student wanting help with psychological issues, personal concerns, interpersonal issues and crisis are available. Referrals to on-campus and off-campus support sources may be decided if clinical needs are beyond what can be provided at the Counseling Center. The HUCS Crisis Line number is 202 345-6709. This line is available on weekdays after 5pm, on weekends, and holidays. During the office hours, the crisis line is forwarded to the general line 202-806-6870, where a clinician can be reached.

## F. Office of Student Affairs (OSA)

The Office of Student Affairs (OSA) is in the College of Nursing and Allied Health Sciences. Dr. Bradley Green is the Director of Academic Services ([bradley.green@howard.edu](mailto:bradley.green@howard.edu)). The OSA is primarily responsible for acting in a student advocacy role. Additionally, this office is responsible for facilitating activities and functions related to student life, from admission through graduation. It is responsible for developing and implementing activities to enhance student recruitment and retention; and also serves as a repository for a variety of data and records, official and nonofficial.

## *General Information*

### A. Address/Name Change

It is the responsibility of the student to inform Enrollment Management/Office of Records and Articulation of a change in name or address. The student must also inform the Office of Student Affairs (OSA) in the Division of Allied Health Sciences and ensure that a current address and phone number are on file in the OSA if it becomes necessary to contact a student.

## **B. Emergency Response Plan: Division of Allied Health Sciences**

Students in the College of Nursing and Allied Health Sciences will become familiar with the Emergency Response Plan and will be required to participate in emergency response drills.

In the event the building, must be evacuated, all personnel are to use the nearest stairwell exit to their office or classroom. If the nearby exit is blocked individuals should proceed to the next nearby exit.

To review the Emergency Response Plan for the University, see Classroom Evacuation procedures at <https://publicsafety.howard.edu/emergency-management>

## **Incident and/or Accident Report**

1. An incident report is to be completed when a student sustains an injury in the classroom and/or clinical settings.

### ***On Campus:***

- a. The course faculty and/or Program Chairperson must be notified and ensure completion of the incident report, appropriate signatures and appropriate notification follow-up. The incident report is submitted by the faculty to the program chairperson.
- b. Students who require medical care should report to the Student Health Center, Medical Arts Building, 2139 Georgia Avenue & W St. NW, Suite 201, Second Floor between 9:00 – 4:00 p.m. for evaluation Monday – Friday. Incidents that occur after the close of the Student Health Center may be followed-up through the Urgent Care Center or Howard University Hospital Emergency Room.
- c. The instructor ensures that a copy of the incident report is forwarded to the program Chairperson for the files.

### ***Off Campus:***

- a. DAHS instructor ensures that the student, instructor and/or affiliating staff completes the incident report in accordance with the clinical agency's policies.
- b. The instructor ensures that a copy of the incident report is forwarded to the program chairperson for the files.
- c. The instructor ensures that the student receives appropriate follow up care in accordance with the policy of the clinical agency and/or the Division of Allied Health Sciences.

See H-Book at - <https://studentaffairs.howard.edu/student-handbook>

## **Safe and Drug Free Campus – See the H-Book**

Alcoholic Beverages Regulations and Guidelines at <https://studentaffairs.howard.edu/student-handbook>  
Narcotics Regulations and Guidelines, at <https://studentaffairs.howard.edu/student-handbook>

## **C. Smoking**

The College of Nursing and Allied Health Sciences as well as the Department of Physical Therapy is a smoke-free environment.

## **D. Transportation**

Students are responsible for providing their own transportation to clinical sites and for releasing the University and the affiliating institutions from liability for any accidents in which they are involved while commuting to and from the clinical sites.

## ***Special Events***

### **A. Commencement**

Commencement is held the 2<sup>nd</sup> Saturday in May of each year. All prospective graduates are encouraged to attend.

### **B. Convocation**

Two university-wide convocations are held annually, and students are encouraged to attend. Classes are suspended from 10:00 a.m. – 1:00 p.m. for convocation.

- Opening Convocation in September
- Charter Day Convocation in March

### **C. Honors Day**

The College of Nursing and Allied Health Sciences holds an Annual Awards Ceremony for recognition of students and faculty in the spring semester. This ceremony is traditionally held in Cramton Auditorium.

# COURSE DESCRIPTIONS

## **PHTH - 700 Advanced Human Anatomy (5 Cr.)**

In this course the student will learn to identify the components of the human body. Emphasis will be on muscles, bones, arteries, and nerves including observation of thoracic and abdominal relationships. Cadaver specimens, models, slides, computer programs and lectures will be presented.

## **PHTH – 701 Clinical Kinesiology (3 Cr.)**

Students will understand the design and function of the joints and muscles in the human body. Principles of mechanics will be applied to human movement, and laboratory methods will be introduced, including techniques for palpation and movement assessment. Descriptions of common musculoskeletal injuries, how they might happen, and their impact on movement patterns will also be provided.

## **PHTH – 702 Clinical Process in Physical Therapy Practice (3 Cr.)**

This course introduces the clinical process of physical therapy practice. Emphasis is placed on fundamental skills and techniques utilized in patient care. Topics include professional behavior, communication, examination, assessment, mobility, and documentation. This course is presented through lecture, laboratory and clinical experiences.

## **PHTH – 704 Intro to Physical Agents (2 Cr.)**

This course introduced the students to physical agents and modalities commonly used in physical therapy practice. This course is presented through lecture, laboratory and clinical experiences.

## **PHTH – 715 Intro to Physical Therapy Practice (2 Cr.)**

This course is the first in a series of courses related to professional issues in physical therapy practice and serves as a foundation for future coursework. Topics introduced in this course include psychology of health, ethics, educational foundations, and scientific inquiry.

## **PHTH – 710 Clinical Neurobiology (4 Cr.)**

Students will be presented with information on the foundation of the structure and function of the nervous system. This course will present a background in neurobiology that will enable the students to use the information in understanding neurological pathologies as the rationale for diagnosis, prognosis and therapeutic interventions later in the program.

## **PHTH – 705 Pathophysiology & Clinical Rehab. Medicine (3 Cr)**

This course is a foundational course in pathological theory, histology, genetics and pathological conditions. Teaching occurs in-person to provide the DPT student with knowledge relating to medical and surgical conditions across the lifespan commonly seen in physical therapy practice. Cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, musculoskeletal, nervous, respiratory and renal and urologic systems; system interactions; the nature of disease and its effects on the body tissues and its organs. In addition, Clinical pathology concepts which enable the student to understand the origin and progression of pathologic conditions will be introduced/ the mechanisms of diseases, inflammation, infection, tumors, allergic reactions etc. The material will be divided into several classifications of pathological processes: 1) cellular alterations, genetics, stress 2) Injury/Inflammation, 3) Infectious disease 4) Neoplasms 5) Metabolic and endocrine 6) Musculoskeletal disorders (MSK) 7) Nervous system and Laboratory test values 8) Cardiopulmonary (CP) 9) Gastrointestinal (GI) and Hepatic (HEP) 10) Pancreas and Biliary 11) Integumentary (Integumentary) 12) Renal and Urologic 13) Reproductive.

## **PHTH – 711 Introduction to the Musculoskeletal System (4 Cr.)**

This course develops clinical decision-making, psychomotor skills, and professional behaviors for examining and managing musculoskeletal impairments across the lifespan. Students will learn to evaluate and treat acute and chronic dysfunctions of the extremities using evidence-based examination techniques, manual therapy, therapeutic exercise, and rehabilitation tools. Through lectures, labs, and case-based learning, students will formulate diagnoses, implement plans of care, and select appropriate outcome measures. This is the first of a two-course series, focusing on upper and lower extremity and related gait dysfunction.

## **PHTH – 722 Introduction to the Neuromuscular System (4 Cr.)**

This course is an applied course that introduces the student to the basic skills required in evaluation and treatment of the neuromuscular system. The student will understand the pathophysiology, impairment, functional limitations, disabilities and societal limitations caused by various neuromuscular conditions. Medical management and PT interventions including clinical modalities will be introduced.

## **PHTH – 712 Introduction to the Cardiopulmonary System (3 Cr.)**

This course is an applied course that introduces the student to the basic skills required in evaluation and treatment of the cardiopulmonary system. The student will understand the pathophysiology, impairment, functional limitations, disabilities and societal limitations caused by various cardiopulmonary conditions. Medical management and PT intervention will be introduced.

## **PHTH – 729 Integumentary: Assessment & Intervention (3 Cr.)**

This course is an applied course that introduces the student to the basic skills required in evaluation and treatment of the integumentary system. The student will understand the pathophysiology, impairment, functional limitations, disabilities and societal limitations caused by various integumentary conditions. Medical management and PT intervention will be introduced. This course includes a clinical experience component The student will be introduced to the pathophysiology, integumentary pharmacology, impairment, functional limitations, disabilities and societal limitations caused by various integumentary conditions. Medical management and PT intervention will be emphasized.

**PHTH – 714 Introduction to Evidence Based Practice (2 Cr.)** This course is specifically designed to allow for integration of clinical concepts presented in individual courses. Students are presented with basic research methodologies and statistics as they relate to evidence-based practice in physical therapy. Tutorials and case studies are included.

**PHTH – 717 Introduction to Pharmacology (2 Cr.)**

This course introduces the basic principles of pharmacology and precautions as it relates to physical therapy practice. Main topics include: pharmacokinetics; pharmacodynamics; routes of drug administration; drugs and cellular receptors; age, sex and race considerations in pharmacology; teratogenicity and drugs; and principle of decision-making in pharmacology. Pharmacology as it relates to various human systems (equivalent of 2 credit hours) is integrated later in the program as part of the content of the clinical courses.

**PHTH – 716 Lifespan Development (2 Cr.)**

This is an interactive in-person course designed to provide the first-year professional physical therapy students with an understanding of the typical physical, cognitive, emotional, and socio-cultural aspects of human development across the lifespan and working knowledge of motor control and motor learning principles. The students will be introduced to the International Classification of Function (ICF) model of enablement, systems model of motor control and the task-oriented approach to movement analysis as the framework for evaluating simple movement dysfunction and for intervention planning. This information will provide a basic foundation for examining, evaluating, and providing treatment interventions for individuals who have movement dysfunction due to impairments with motor control, postural control, motor learning or functional mobility. Course materials will be uploaded through the Howard University Canvas system at: <https://canvas.howard.edu/>.

**PHTH – 720 Introductory Clinical Internship (7 Cr.)**

This is a full-time, eight-week clinical experience designed for first-year, professional-level physical therapy students. Under the supervision of a clinical instructor, students will engage in examination, intervention, and care planning activities within the clinical setting, applying knowledge gained from foundation, introductory, and advanced coursework. Students will also interact with patients, staff, and other therapists to gain a better understanding of the responsibilities and administrative duties of a physical therapist in this environment. The course begins with an introductory orientation session to help students become familiar with program expectations for the clinical experience.

**PHTH – 723 Advanced Study of the Musculoskeletal System (4 Cr.)**

This course is designed to develop clinical decision making, psychomotor skills, and the professional behaviors necessary for the examination and evaluation of acute and chronic impairments and functional limitations of the musculoskeletal system across the lifespan. Manual therapy techniques will be introduced as well as the incorporation of other rehabilitation tools into a plan of care for the achievement of goals and expected patient outcomes. Using lecture, problem solving, and laboratory experiences, students will analyze and synthesize patient/client data and best evidence, to determine a diagnostic classification, develop and implement a plan of care to include the performance of appropriate interventions, and select appropriate outcome measures for orthopedic, and musculoskeletal dysfunctions in the spine. This is the second of a two-course series, and will address temporomandibular joints, cervical, thoracic and lumbar spines, sacroiliac joints, and occupational health.

**PHTH – 730 Advanced Study of the Neuromuscular System (4 Cr.)**

This advanced course builds on the applied knowledge presented in Introduction to Neuromuscular System. The evaluation of the pathophysiology, impairments, functional limitations, disabilities, and societal limitations of neuromuscular various injuries, and the physical therapy interventions will be addressed. Students will be introduced to the management of complex neurological conditions, frequently treated by physical therapists. This course includes a clinical experience component.

**PHTH – 724 Advanced Study of the Cardiopulmonary System (3 Cr.)**

This course is an advanced course that builds on the knowledge gained in the Introduction to Cardiopulmonary System. The student will be introduced to the pathophysiology, cardiopulmonary pharmacology, impairment, functional limitations, disabilities and societal limitations caused by various cardiopulmonary conditions. Medical management and PT intervention will be emphasized. This course includes a clinical experience component.

**PHTH - 725 Ethics, Administration, and Policy (2 Cr.)**

This course provides introductory information concerning the professional obligations and responsibilities of physical therapists when functioning in the roles of clinician, consultant, and administrator. This course is designed to introduce the physical therapy student to administration and management issues in the practice of physical therapy, ethical principles and responsibilities in the delivery of care, and health policy associated with access to health care and the provision of quality health care services within that system. Students will understand and appreciate the role of the physical therapy administrator and the importance of managing financial and human resources to successfully provide quality care in an ever-changing healthcare environment. Students will also appreciate the role health policy plays in access to care and strategies to improve the quality of health services delivered in underserved communities.

**PHTH – 726 Advanced Study of Evidence Based Practice (2 Cr.)**

This course is specifically designed to allow for integration of concepts presented in previous coursework related to evidence-based practice. Concepts specific to the capstone project and case reports will be introduced. Students will also participate in tutorials and review case studies.

**PHTH – 731 Integrative Clinical Issues in Physical Therapy (4 Cr.)**

Students will integrate previously learned material to address issues related to independent practice. This course will reinforce the student's knowledge and skills related to differential diagnosis, spinal dysfunction, radiography and related issues.

**PHTH – 733 Integrative Clinical Seminar (4 Cr.)**

This course is designed to allow for advanced integration of concepts presented in individual courses. Students will participate in tutorials, clinical experiences, review case studies, and prepare a case report. This course prepares the student for their final clinical practicum experiences. This course

also allows the faculty to assess the student's knowledge at this point in the professional program. This integrative comprehensive examination will also prepare the student for taking their board examination at the end of the professional program.

#### **PHTH – 732 Physical Therapy in Special Populations (5 Cr.)**

Integration of materials previously learned will be emphasized in this course. Students will be presented with information specific to special populations including pediatrics, geriatrics, developmental disabilities, African Americans and other minorities.

#### **PHTH – 741 Advanced Clinical Internship I (7 wks.) (1 Cr.)**

This is a full-time clinical experience designed for second-year professional-level physical therapy students. Under the supervision of a clinical instructor, students will engage in examination, intervention, and care planning activities within the clinical setting, applying didactic knowledge gained in foundational, introductory, and advanced coursework. Students will also interact with patients, staff, and other therapists to understand the responsibilities and administrative duties of a physical therapist in this environment. The course begins with an introductory orientation session where students improve their understanding of program expectations for the clinical experience.

#### **PHTH – 742 Advanced Clinical Internship II (7 wks.) (1 Cr.)**

This is a full-time clinical experience designed for second-year professional-level physical therapy students. Under the supervision of a clinical instructor, students will engage in examination, intervention, and care planning activities within the clinical setting, applying didactic knowledge gained in foundational, introductory, and advanced coursework. Students will also interact with patients, staff, and other therapists to understand the responsibilities and administrative duties of a physical therapist in this environment.

#### **PHTH – 744 Capstone Project (2 Cr.)**

This course provides an opportunity for students to synthesize the knowledge and skills gained in the DPT program into an individual research project. The project involves investigation and integration of current literature as well as implementation, using current best practices. The project will be supervised by a capstone committee and will include a substantial written report and oral defense.

#### **PHTH – 743 Clinical Specialty Internship (12 wks.) (8 Cr.)**

This is a full-time clinical experience designed for third-year professional-level physical therapy students. Under the supervision of a clinical instructor, students will participate in examination, intervention, and care planning activities in the clinical setting, integrating didactic information from foundation, introductory, and advanced coursework. Students will also interact with patients, staff, and other therapists to understand the responsibilities and administrative duties of a physical therapist in this environment.

#### **PHTH – 762 Clinical Management in PT (1 Cr.)**

This course is a continuation of the thread of professional issues that runs throughout the DPT curriculum. It provides a presentation of the current critical issues in physical therapy practice and prepares the student for practice in an autonomous health care environment. This course will also reinforce the student's knowledge and skills related to safety, differential diagnosis, spinal dysfunction, and radiography.

#### **PHTH – 761 Health Management, Finance, Ethics and Law (2 Cr.)**

This course is designed to equip physical therapy students with foundational knowledge and practical skills in entrepreneurship and business management tailored to the healthcare sector. Participants will explore the essential concepts of starting, managing, and growing a successful physical therapy practice or related healthcare business. Key topics include basic business planning, marketing strategies, financial management, legal, ethical and regulatory considerations, leadership, and operational efficiency. Students will also consider current healthcare policy issues that impact the provision of services in private healthcare practices. Through case studies, interactive discussions, and real-world applications, students will develop the confidence and competence to navigate the business side of physical therapy, empowering them to become innovative practitioners and effective entrepreneurs.

#### **PHTH – 745 Wellness Practice (2 Cr.)**

Students will integrate previously learned material to plan for and participate in wellness practice for individuals and groups. Concepts of patient education, health promotion and disease prevention will also be reinforced.

#### **PHTH – 707 Introduction to Radiology (1 Cr.)**

The purpose of this 1-credit course is to provide students with an overview of radiography and its role within the health care delivery system. Students will be oriented to academic and administrative structures, key departments and personnel in diagnostic imaging and to the profession as a whole. Basic x-ray equipment design and types of diagnostic imaging examinations performed will be introduced.

#### **PHTH – 736 Medical Imaging (2 Cr.)**

This course is the second in a two-course series, following PHTH 707 – Introduction to Radiology. Building upon foundational radiologic principles, this advanced course focuses on the application of medical imaging in physical therapy practice. Topics include advanced imaging modalities such as magnetic resonance imaging (MRI), computed tomography (CT), and diagnostic ultrasound. Emphasis is placed on interpreting imaging findings to inform and enhance physical therapy assessment, clinical decision-making, and treatment planning.

#### **PHTH – 713 Intro to Therapeutic Exercise (2 Cr.)**

In this course the student will learn how the human body functions as a mechanical movement generator. Details will be provided on the design and function of the joints and muscles. Principles of mechanics will be applied to human movement, and laboratory methods will be introduced including techniques for palpation and evaluation of movement. Descriptions will also be provided of common injuries to the musculoskeletal system, how these injuries might occur, and what effect they will have on movement patterns. Instruction will be given on basic therapeutic exercise interventions.

Student Grievance/ Complaint Form (SAMPLE)  
(Used to file and process all student Grievances)

Part 1

**Grievance Action Pertaining to:** \_\_\_\_\_

**Grievance Action Initiated by:** \_\_\_\_\_ **Student ID#** \_\_\_\_\_

**Major** \_\_\_\_\_ **School/Division** \_\_\_\_\_

**Classification:** Undergraduate\_\_\_ Grad Student\_\_\_ Prof Student\_\_\_ Year: 1\_\_2\_\_3\_\_4\_\_

**Local Address:** \_\_\_\_\_ **Phone No.** \_\_\_\_\_

**Grievance statement and specific request Attachments Received:** Yes\_\_ No\_\_

(List and attach detail statement and supportive evidence and submit separately within 5 days)

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**Grievance filed with:** \_\_\_\_\_  
Print Name of Person and Title Date

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

Part 2

**Grievance Process and Action Sequence**

(To be completed by the person or committee chair responsible for the action taken, and return to student)

	Initial:	Date:	Action Taken:
<b>Informal Grievance: Yes__ No__</b>			
Faculty	_____	_____	_____
Chairperson	_____	_____	_____
Associate Dean	_____	_____	_____
<b>Formal Grievance: Yes__ No__</b>			
(CNAHS) Grievance Committee	_____	_____	_____
Recommendation to Dean	_____	_____	_____

(All documents from informal and formal procedures and a detailed statement of action taken shall be attached and case document submitted to dean within 10 working days of the hearing)

Part 3

**Dean's Final Action:**

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(Detailed statement of action taken, with justification, shall be attached if decision differs from committee's recommendation)

Print name of person making final decision \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

(Form Available in the CNAHS Office of Academic Services)

## **STUDENT PROFESSIONAL BEHAVIOR TOOL**

**Howard University**  
Division of Allied Health Sciences  
**Department of Physical Therapy**

Student \_\_\_\_\_  
Class \_\_\_\_\_  
Professor \_\_\_\_\_  
Date of Incident \_\_\_\_\_

**If element is rated U, please provide specific examples and dates to support your rating.**

Ethical behavior	Honest and trustworthy in all settings, adheres to honor codes (e.g., regarding testing, plagiarism, adherence to confidentiality rules, etc.)	
Attitude	Clearly interested in learning, not selfish, shows concerns for other's welfare, caring, supportive of faculty, peers, staff, supervisors, etc.	
Self-control	No inappropriate display of temper or overt frustration; pleasant demeanor; comfortable to be around; avoids arguments with peers, supervisors, staff faculty, customers, etc.	
Response to constructive criticism	Positive and appropriate if coming from supervisors, peers, instructors, faculty, etc. in all settings.	
Verbal communication	Word choice, tone, appropriateness for setting	
Body language and posture	Appropriate for task, audience, setting	
Responsibility/dependability	Management of self-assigned tasks, and interactions with others and adheres to time and attention requirements in classes, clinics, and other off campus activities.	
Dress/hygiene	Appropriate for academic/clinical US setting, conservative makeup, use of jewelry, cleanliness of body and clothing, and neat in appearance. Adheres to established dress code in all settings	
Care of facility	Adheres to facility cleanliness/orderliness requirements; contributes to care of facility; avoids/prevents environmental damage	

**Unprofessional behaviors may lead to additional disciplinary actions, including dismissal from the DPT program. These consequences are at the discretion of the department faculty.**

**This form does not override other existing Departmental or University policies**

Rev 08/2024



## Facilities Use Agreement

Use of the department's facilities requires that you agree to all of the following conditions:

- 1) I agree to use the facilities and equipment only during designated times.
- 2) I agree not to use provided facilities or associated equipment for any purpose that directly or indirectly involves or will ultimately result in illegal and/ or unprofessional activity.
- 3) I agree not to allow any party to derive any form of compensation or income from activities within or associated with the provided facilities, with the related equipment, or from materials produced with the provided equipment.
- 4) I agree to manage the equipment within the facilities responsibly and to keep it constantly under my own personal care.
- 5) I agree not to loan, rent, or otherwise allow any other individual, entity to use the facilities or associated equipment.
- 6) I agree that if I choose to use the facilities for additional practice beyond class time, I will do so at my own risk and I will sign in and out in the logbook every time.
- 7) I agree only to use/ operate equipment within the facilities, that I have been trained/ certified in its specific use by the Department of Physical Therapy.
- 8) I agree not to modify the equipment located in the department's facilities.
- 9) I agree that I will use all equipment and media with due care and that I will promptly report any operational or other problems to the PT Department.
- 10) I agree that, after each use, I will return all equipment to its proper default conditions, that I will restore furniture and other items to their sanctioned locations, and that I will appropriately remove my papers, books, food, garbage, and other items that are associated with my use.
- 11) I agree not to store personal items within departmental facilities except as explicitly authorized.
- 12) I agree not to eat or to have drinks in the labs and/ or classrooms at any time.
- 13) I agree not to bring any luggage (such as back packs, duffle bags, rolling cases, and large bags) in the labs/ classrooms.
- 14) I understand that the use of equipment is prohibited if the user is under the influence of alcohol or drugs.
- 15) I agree that university owned equipment shall not be removed from facilities.
- 16) I agree not to allow unauthorized individuals into the labs and to immediately report such persons to the University police. I agree to help assure that doors are closed and locked.
- 17) I agree not to share, duplicate, distribute or to otherwise allow others to know my keys or private access. I agree to make every possible effort to safeguard the safety and security of the facilities, and secrecy of keys and access codes.
- 18) I agree that Howard University, the Department of Physical Therapy, and their employees, agencies, affiliates, and related personnel shall not be liable for any loss or damage that results in any way from use of the equipment or facilities. Additionally, I agree that the University, the Department, and their employees, agencies, and affiliates will be held harmless from any claims, actions, suits, proceedings, costs, expenses, damages and liabilities, including attorney's fees arising from, connected with, or resulting from, any use of the facilities and equipment or from any and all for any acts or omissions of associated personnel.
- 19) I agree to Howard University and the Department of Physical Therapy to monitor my activities physically and electronically (including, but not limited to, to taking and storing video and images of me), when using the facilities.

- 20) I understand that failure to comply with this Facilities Agreement may result in my being denied access to resources (classes, labs, facilities, equipment) and in having legal and administrative actions possibly taken against me.
- 21) I agree that I will be financially responsible for all damages or losses resulting from my use of the facilities and equipment, except those associated with normal use wear and tear.
- 22) This Use Agreement shall be non-assignable. Only the user as named in the Use Agreement shall use the facilities.
- 23) No other use shall be permitted to interfere with the primary purpose for which these facilities are intended.
- 24) I agree that while using the facilities I will comply with all applicable rules and regulations of the Physical Therapy Department, Howard University, and the District of Columbia.

**I acknowledge that I have read and understood all of these conditions and that I agree to be bound by these terms.**

Student's name: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Verification of Receipt of the Student Handbook

I have read and fully agree to abide by the rules and regulations outlined in the Student Handbook that was provided and discussed with me this

\_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_\_.

\_\_\_\_\_  
Last Name, First Name  
(Print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date Received by Department

I have read and I understand the Clinical Education Addendum to the Student Handbook.

\_\_\_\_\_  
Name (Signature) Date \_\_\_\_\_

\_\_\_\_\_  
Name (Print)