

# **PHYSICAL THERAPY DIVISION**

## **DOCTORATE OF PHYSICAL THERAPY**

### **STUDENT HANDBOOK**

**2022 – 2023**

**PREPARED BY THE PHYSICAL THERAPY FACULTY, JUNE 2022**

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# SECTION 1. GENERAL DPT PROGRAM INFORMATION

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## 1.1 General Introduction

The Doctorate of Physical Therapy (DPT) curriculum is planned and administered to provide the student with a range of knowledge, skills, and behaviors that are required for professional success as a physical therapist. The educational program addresses foundational knowledge and contemporary issues in physical, biomedical, and social sciences that are significant to health care and its appropriate delivery to the consumer. The content of the total program is governed, reviewed, and revised in response to historical, political, and social forces as they relate to health care. The Doctorate of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education, 1111 North Fairfax Street, Alexandria, VA 22314-1488.

It is each student's responsibility to become familiar with and to comply with the various Ohio State University and School of Health and Rehabilitation Sciences requirements as published in their handbooks, and DPT program regulations outlined in this Handbook. By carefully reading the entire Handbook, you should be able to avoid difficulties related to class scheduling, petitions, disciplinary action, graduation, and initial licensure. The Ohio State University has developed a Code of Student Conduct that can be accessed at the following website: the <http://studentconduct.osu.edu/>. As a DPT student, you are under the authority of the graduate school, and that handbook is here: <https://gradsch.osu.edu/handbook>. In addition, the School of Health and Rehabilitation Sciences has a "Student Code of Ethics," outlined in the school's handbook, which defines expectations specific to our students. Each student is responsible for reading and following these expectations. The School's handbook along with that of the division is found on the school's website: <https://hrs.osu.edu/academics/academic-resources/student-handbooks>.

Student questions or concerns that are not addressed in this Handbook should be referred to the Division Director or to the Director of the School for review, discussion, and possible action. Students are encouraged to maintain frequent contact with their faculty advisors for assistance with academic, personal or career matters.

Throughout this handbook, certain abbreviations or partial references are used as follows. "The university," "university," and "OSU" all refer to The Ohio State University. "The college" or "college" will typically refer to The College of Medicine at OSU. "The school," "school," "SHRS," or "HRS" will refer to The School of Health and Rehabilitation Sciences. "The division," "the program," or "the PT division" will typically refer to the physical therapy division, and to the doctorate of physical therapy degree program, which the division administers.

In case of any discrepancy between this handbook and others that govern at OSU, the most recent published policy from the appropriate level of authority will apply.

## 1.2 Faculty

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*Associated Faculty with 50% or Greater Responsibility for one or more DPT Courses*

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## 1.3 Mission and Philosophy of the Program

The faculty, staff, students, and alumni share great pride in the history and accomplishments of the Physical Therapy Program of The Ohio State University, which began in 1955. The program is energized by its location within a vibrant and diverse University. The OSU motto is, ***Education for Citizenship***. The school spirit, traditions, and loyal alumni enrich the academic and clinical practice environment of the Physical Therapy Division in partnership with the Wexner Medical Center at The Ohio State University.

### 1.3.1 Mission Statement

**The mission of the physical therapy division is to advance the profession of physical therapy through education, research and scholarship, leadership, and service.**

### 1.3.2 Vision Statement

**OSU DPT students, graduates, and faculty will be leaders in promoting and optimizing human movement.**

### 1.3.3 Core Values

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

***Accountability:*** We take responsibility for our actions and their consequences.

***Evidence-based practice:*** We use the best available evidence, combined with critical thinking, problem solving skills and patient values, when making physical therapy practice decisions.

***Professionalism:*** Teamwork, respect, dependability, and a commitment to lifelong improvement will continually guide us.

***Integrity:*** We strive for the consistent practice of honesty in adherence to our principles.

***Altruism:*** We place the needs of the patient ahead of our own self-interest.

***Service:*** We embrace the outreach mission of OSU as a land-grant university, providing education and assistance to benefit our local community, the people of Ohio, and ultimately the people of the world.

***Diversity:*** We strive to include peoples and viewpoints across the spectrum for the widest possible perspectives and most creative approaches to solve meaningful problems for the benefit of all.

***Efficiency:*** We seek to refine and reduce administrative processes to make mission-focused activities the core focus of as much of our effort as is practicable.

***Collaboration:*** We work together among individuals and across disciplines to approach and solve problems in the most robust and considered ways.

### 1.3.4 Philosophy

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

The division believes that professional education in physical therapy should be based on prerequisite coursework in a four-year college degree followed by graduate coursework in the doctorate of physical therapy program to develop a strong knowledge base in foundational sciences, including Anatomy, Physiology, Pathology, Human Development, Biomechanics and Kinesiology, Neuroscience, and Pharmacology. Mastery of the foundational content is critical to the integration and application of the clinical science that is unique to physical therapy. The clinical science content will be integrated throughout the curriculum with didactic content that is reinforced through problem solving and case studies to develop clinical reasoning and independent decision-making skills.

Professional physical therapy education must also develop the entry-level clinical skills necessary for examination, evaluation, diagnosis, prognosis, and intervention. Skill development must be integrated into the academic curriculum and reinforced through high quality clinical experiences. The learning of clinical skills should be based on sound scientific principles, investigations of clinical efficacy, and clinical reasoning based on critical analysis of the scientific literature and with consideration of individual differences. Scientific investigation and application of evidence should be taught as standard physical therapy practice. To emphasize this belief, the principles and interpretation of research will be taught throughout the curriculum. In addition, graduates will understand teaching and learning styles and their impact on communication with patients/clients. All education regarding clinical skills and behaviors will be focused on preparing graduates for self-directed practice across all settings. The ability to practice in a multi-disciplinary environment, working collaboratively to provide inter-professional management of patient care for optimal outcomes is valued by the faculty. Students are provided many opportunities to practice in this manner during their professional training.

The OSU PT Faculty also believe that Doctorate of Physical Therapy programs should be housed in institutions that provide entry level DPT students the opportunity to pursue their unique talents and interests at the highest levels in the areas of advanced educational experiences, research and scholarship, service, and leadership. DPT program faculty should collectively be involved in these activities at high levels of accomplishment to set the example for the students.

Graduates of the physical therapy program are expected to have the professional behaviors required for competent, ethical, and responsible practice. Professional behaviors will be emphasized throughout the didactic curriculum and reinforced with service learning projects. Each graduate is expected to exhibit a dedication to the promotion of optimal health and physical function in patients/ clients of all ages, regardless of race, religion, age, gender, sexual orientation, socioeconomic status, or other personal characteristics.

## 1.4 Information for Enrolled Students

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

### 1.4.1 Related Costs

Related costs beyond tuition, fees and individual living expenses include:

1. Required textbooks and supplies (approximately \$300-\$750/semester).
2. All costs associated with clinical experiences, including but not limited to University fees, travel, food, lodging, personal liability insurance, health insurance, uniforms, postage and the like, are the responsibility of each student.
  - a. The student is also responsible for any other costs that may occur during the affiliation period (field trips, travel, recreational activities, meetings, continuing education programs, etc.).
  - b. Note: the Physical Therapy Division, not the student, pays the costs of site visits by faculty to assist with student problems that require the onsite presence of a faculty member during a clinical education experience.
3. Professional dues: Students are required to join the American Physical Therapy Association (\$90 annually). This provides access to journals and materials that are required reading.

### 1.4.2 Financial Assistance

The procedure for application for financial assistance can be obtained from the Student Financial Aid Office at [sfa.osu.edu](https://sfa.osu.edu). The deadline for requests for most grant, loan, or scholarship funds is March 1 prior to the academic year of financial need. There is also an emergency fund and other resources available for students who have unexpected difficulties while enrolled, which can be found at [advocacy.osu.edu](https://advocacy.osu.edu).

Each year, during Spring Semester, awards from University scholarships are made to a small number of physical therapy students. These scholarships provide partial support for tuition costs during the professional program and are based on varying combinations of merit, financial need, and specific endowment criteria. Students will be given information about these scholarships by the Division Director during the acceptance process. In general, a student must have filed the FAFSA with student financial aid in order to receive these scholarships. Physical Therapy students may also be eligible for scholarships or grants compiled in the Scholarship/ Financial Aid Information Packet provided by the American Physical Therapy Association. This brochure is available at [www.apta.org](https://www.apta.org).

### 1.4.3 Student Information

The DPT program is required to collect information beyond what the university normally keeps in its student records. This may include your social security number, date of birth, and other data. The program needs this information in order to keep the database needed to be able to certify graduation

and program completion for state licensing boards, to comply with accreditation requirements, and to provide information to our clinical partners for clinical education. We follow university policies to protect these data.

#### **1.4.4 Registration, Scheduling, and Fee Due Dates**

After the student has been accepted into the School of Health and Rehabilitation Sciences, all registration, class scheduling and counseling procedures will be provided by university, with assistance from the school's Student Services Office. Registration information will be sent from the Registrar's Office to your university email address at the appropriate time during the semester. It is the responsibility of each student to review all academic requirements of the curriculum and the University so that all requirements are satisfied prior to graduation.

During some semesters of the program, the start and stop dates of PT classes departs from the normal academic calendar. **However, the fee payment and registration deadlines, including deadlines for withdrawal and late fees, still follow the normal university calendar.** Although a class in the DPT program may not meet until the middle of the semester, this does not mean you can wait until the middle of the semester to pay tuition. If in doubt, please ask well in advance. Late fees are not waived except in extraordinary circumstances (not knowing the requirements is not an excuse).

#### **1.4.5 Advising**

Matters which pertain to individual problems (scheduling, petitions, personal matters, etc.) should be discussed with the student's faculty advisor or the school's graduate advisor. Graduate advising is used for matters that require interaction with the university, such as course change forms, transferring to a different program, enrolling in a dual degree program, etc. The school's graduate advisors are found in the school's office of academic affairs, which is located in 206 Atwell Hall.

Each student is assigned a faculty advisor during summer term each year. You should schedule an appointment to discuss any concerns with your academic program with your during each term. Advisors will meet with their advisees at least once a year to check on progress and discuss each individual's overall performance in the program. Additional meetings may be arranged by the student or advisor as the need arises.

Every student in the OSU DPT program has an advising folder located on Teams in the team named OSU DPT program. Each student's advising folder is visible to the DPT faculty and to the school's graduate advisors and to the individual student. Students can only see their own folders, they cannot see folders for other students. When you enter the DPT program, as soon as an OSUMC account is made for you, the DPT program begins the process of setting up your advising folder. Typically, these are ready to use after the first or second week of the program, after you arrive in the summer. Forms used to track your progress in the program, your professional behaviors, and specialization program progress are kept in your advising folder. You will receive specific instructions about how to use this folder during your first summer in the program.

## 1.4.6 Counseling Services

The school has a dedicated counseling service, which is paired with the university's center for career and counseling services. Students who need help or support from counseling for any reason are encouraged to contact the school's counseling service to setup and appointment. To schedule an appointment, email [hrscom.counseling@osumc.edu](mailto:hrscom.counseling@osumc.edu) . Let them know which program you're in, and that you'd like to set up an initial counseling appointment.

## 1.4.7 Lockers

Lockers are available throughout the building. The procedure for obtaining a locker is explained in the SHRS student handbook. Only certain lockers are available for DPT students – you are not permitted to select any free locker you find. You must work through the school's locker assignment process.

## 1.4.8 Computer Information Technology and Systems

### 1.4.8.1 *Email Accounts*

You will have three email accounts associated with the university. You will be sent instructions for how to use these accounts during your first semester.

Every student who applied to Ohio State gets assigned a “lastname.#@osu.edu” account. This is your last name followed by a period followed by a number. This is what you will use to log into all general OSU resources.

Along with your osu lastname.# account, students who enroll get a “buckeyemail” account. It has the same number but the form lastname.#@buckeyemail.osu.edu. For most students, your experience will be that the buckeyemail account is your email address. If you have a job at the university, the lastname.#@osu.edu is your ‘work’ email and it functions independently of the buckeyemail account.

For internal university login screens, such as the library or registrar, you just enter the lastname.# part of your email address, and leave off the @osu.edu part. If you are using a system where the university has a special account with an outside software vendor, like Adobe, and you have to enter a complete email address, then you should use the lastname.#@osu.edu version of your email (not the buckeyemail one) for authentication as a member of the OSU community.

After you graduate, the only email that will still work is the lastname.#@buckeyemail.osu.edu account. If you want to keep using it, that is good for the rest of your life. The lastname.#@osu.edu only works while you are an actively enrolled student, or if you are a university employee.

Once you are on campus and you have passed your background check, you will also get an email address through the Wexner Medical Center. This will allow you access to computer resources that are unique to the College of Medicine and the medical center. Your userid for this account will include the starting letters of your last name followed by numbers to create a userid that is four - six letters long (last##). This is what you will use to log into computers in the school and throughout the medical center to access things like the medical record system when you see patients in the OSU system. The password

for this will be the same as the password for your osu name.# account. You will get an email for this medical center account in the form [firstname.lastname@osumc.edu](mailto:firstname.lastname@osumc.edu).

***Once your medical center email is activated, faculty will use the medical center email as your primary account.***

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [ocio.osu.edu/help](https://ocio.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- TDD: 614-688-8743

#### **1.4.8.2 Technology skills needed for the DPT program**

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Other skills as indicated by particular courses

#### **1.4.8.3 Required equipment**

- Computer: current Mac or PC with up to date operating system and high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

#### **1.4.8.4 Required software**

- Microsoft Office 365. All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help). You will need this software to access things like your advising folder and other information like the weekly schedule of assignments know as “the grid.”
- Adobe Acrobat. You will at least need the free acrobat PDF reader software.
- Exemplify. Faculty use a program called ExamSoft for many of your written exams. The student version of this is called Exemplify, which is what you will use to take the tests.

#### **1.4.8.5 Carmen access**

The university’s learning management system (LMS) is called Carmen. The OSU Carmen LMS this is based on a product called Canvas. The location is <https://carmen.osu.edu>. You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, take the following steps:

- Register multiple devices in case something happens to your primary device. Visit *BuckeyePass - Adding a Device* for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

#### **1.4.8.6 Zoom Access**

The university has a special instance of Zoom, which is branded as “Carmen Zoom.” Online learning via zoom uses this platform. Each student gets their own zoom account while enrolled that can be used for their learning activity. Limited personal use is permitted consistent with university policy. The login is <https://zoom.osu.edu> and your university name.# credentials are used for access.

#### **1.4.8.7 MediaSite Access**

Faculty will place some multimedia content on a system called MediaSite. The url for this is <https://mediasite.osu.edu>. Students can also use MediaSite to create content by going to the app store and installing MediaSite mosaic, which is free. Be aware, however, the MediaSite is being phased out as of 2022, and the new system, which provides better accessibility, is called Echo360.

#### **1.4.8.8 Echo360**

In the fall of 2022, the medical center will be using Echo360 for all online video content. Echo360-meets legal requirements for accessibility for people with disabilities. You will receive more information about this as it is rolled out.

#### **1.4.8.9 OSU Software Installation Site**

Additional software is available for free, or for a discount, to students and staff. Students and not eligible for the same things as staff, but there are still many useful programs available to you either for free or at a discount.

Visit <https://ocio.osu.edu/software> for more information.



## **SECTION 2. DPT PROGRAM RULES, POLICIES, AND REQUIREMENTS**

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### **2.1 Background Check**

The Joint Commission on Accreditation of Health Care Organizations has mandated that all students working in hospitals and clinic settings must have a background check, which includes records of criminal activities and other items on an individual's record that may warrant further review. To comply with this mandate, The Doctorate of Physical Therapy program follows SHRS policy for background checks. (See SHRS Policy #13)

### **2.2 Patient/Volunteer Confidentiality**

Students shall respect patient's rights to confidentiality. All patients or volunteers who come into the laboratory setting for the purpose of demonstrations and practice by students will sign the CONSENT FOR EVALUATION, CARE AND TREATMENT AS AN EDUCATION MODEL PATIENT Form. Faculty supervision will be present at all times during practice sessions. (See SHRS Policy #12)

### **2.3 Cardiopulmonary Resuscitation (CPR)**

Each student is required to show proof of completion of an approved Cardiopulmonary Resuscitation (CPR) course prior to the end of the Autumn Semester or be enrolled in a Red Cross or American Heart Association certified healthcare provider course for Spring Semester of the first year. The period of certification must include the student's full-time clinical education assignment time period. A copy of the certification must be provided to the division director or designee as soon as the student has received the certification card.

It is the responsibility of the student to arrange and complete the training program. Any and all costs associated with this activity will be paid by the student. The student may receive the training through coursework at OSU or other certification programs; however, the program must comply with the standards for CPR training established by the American Red Cross or the American Heart Association for health care providers that includes adult, child, infant and AED instruction.

### **2.4 Vaccinations and Health Requirements**

A list of vaccinations required for clinical practice is mandated by the school in the school's handbook. These include the typical childhood vaccinations, as well as vaccinations for illnesses that can be transmitted through contact with blood in clinical settings. Current flu vaccination is also required by

most clinical sites, including seasonal flu and the H1N1 vaccine. Students are required to be vaccinated for COVID-19, or have an approved exemption on file. Additional requirements may apply at certain sites. The school oversees these requirements in consultation with the division's director of clinical education. (See SHRS Policy #15)

A physical examination by a physician, nurse practitioner, or physician's assistant is required for the student to begin clinical practice. Whenever there is a significant change in a student's health status, school policy dictates that the program must be notified in order to determine if any accommodation may be required. Elective surgeries should be planned in consultation with the program to ensure that the student's progress in the program is not adversely affected.

**NO STUDENT WILL BE PERMITTED TO START A FULL-TIME CLINICAL EDUCATION AFFILIATION WITHOUT CURRENT CPR CERTIFICATION, A PHYSICAL EXAMINATION, AND PROOF OF REQUIRED VACCINATIONS.**

## **2.5 Liability Insurance**

1. Students will be covered under a blanket policy provided by the university at no cost to the student.
2. The insurance will cover all clinical education assignments, but does not cover any activities that are not part of enrollment. Students should purchase additional insurance if they are participating in other volunteer activities.
3. Service learning activities will be covered as students are getting course credit for these activities.

Given that liability insurance for student physical therapists is generally quite inexpensive, students are encouraged to maintain personal coverage independent of the coverage provided by the school.

## **2.6 Core Performance Standards**

### **2.6.1 Rationale**

Physical therapy is a demanding career that requires a wide variety of cognitive, behavioral, sensory, and motor abilities. The physical therapist is expected to independently perform all aspects of the job. As described in the Guide to Physical Therapist Practice, the physical therapist will professionally interact with clients and their families who come from a wide variety of backgrounds and may be at any stage of life, from infancy through old age. The therapist will also interact professionally with other health care professionals, payers, and regulatory or legislative institutions. Services are provided to persons with disabilities for changes in function due to injury, disease, or other causes. The scope of physical therapy practice includes assessment and reduction of risk, prevention of disease and disability, promotion of health, wellness, and fitness, as well as the direct and specific rehabilitation of motor abilities diminished for any reason. Physical therapists consult, educate, engage in critical inquiry, and

administrate. Physical therapists also supervise the physical therapy service, including training and supervision of support personnel and paraprofessionals.

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

Before a student will be permitted to enter upon a clinical affiliation as a student physical therapist, a satisfactory level of performance must be demonstrated in these areas. Performance in Critical Thinking, Interpersonal Skills, and Communication Skills will be assessed through the Division's application of the "Professional Behaviors Policy." Performance in the remainder of these abilities will be assessed through examinations (written and practical) incorporated within the courses in the curriculum. In each course, a notice of performance standards to be assessed and the level of performance required will be written into the syllabus. These tests will be designed as screening tools, such that successful performance of the tests indicates to the faculty that the student probably possesses the core performance abilities required of a physical therapist. A student who does not achieve satisfactory performance of these core abilities may not be permitted to begin their clinical affiliation until satisfactory performance is demonstrated.

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

### **2.6.1.1      *References***

- The American Physical Therapy Association, Guide to Physical Therapist Practice, Second Edition (2001), Phys. Ther. 81(1).
- May, W.W., Morgan, B.J., & Lemke, J.L. (1995). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*, 9, 3-6.
- Lissner, L. Scott. (2001), Technical Standards & Accommodations in Nursing Educational Programs, The Ohio League of Nursing's Educational Summit, Columbus, Ohio.
- U.S. Department of Labor, Employment and Training Administration (1991). *Dictionary of Occupational Titles* (4th ed. Rev.). Indianapolis, IN: JIST Works.
- The Ohio State University Hospitals Job Descriptions for Physical Therapists, 2001.

## 2.6.2 Standards

These are the performance standards required for admission and progression in the physical therapy program. The student must read this list before signing the statement of understanding. If the student identifies any ability on this list that they feel unable to perform, the procedure outlined in step 3 on the first page of this document should be followed.

Ability	<p><b>Standard</b></p> <ul style="list-style-type: none"> <li>• <i>Example of necessary activities (not all-inclusive)</i></li> </ul>
Critical Thinking	<p><b>Critical thinking ability sufficient for clinical judgment</b></p> <ul style="list-style-type: none"> <li>• Synthesize examination findings to arrive at a physical therapy diagnosis</li> <li>• Develop a comprehensive plan of care appropriate to each patient.</li> <li>• Apply results of current physical therapy research to clinical practice</li> </ul>
Interpersonal Skills	<p><b>Interpersonal abilities sufficient to interact with patients, families, colleagues, and groups from various social, emotional, cultural, and intellectual backgrounds</b></p> <ul style="list-style-type: none"> <li>• Display appropriate sensitivity while training patients and families in complex caregiving tasks after life-changing events such as strokes, spinal cord injury, or the birth of a child with a disability, etc.</li> <li>• Achieve the expected levels of performance in the Professional Behaviors policy of the PT division.</li> </ul>
Communication Skills	<p><b>Communication abilities sufficient for effective verbal, non-verbal, and written interaction with others</b></p> <ul style="list-style-type: none"> <li>• Teach patients to correctly perform physical therapy exercises.</li> <li>• Read and contribute to the medical record of the patient</li> <li>• Gather relevant information during patient interviews</li> <li>• Adjust verbal and written communications to accommodate the communicative ability of the targeted audience.</li> <li>• Written and verbal Fluency in the English language as mandated by State licensure boards in the United States of America</li> </ul>
Mobility	<p><b>Physical ability sufficient to move patient and self about the work environment throughout the day on a variety of surfaces, and to and from different levels</b></p> <ul style="list-style-type: none"> <li>• Get on the floor with patient and move with them while the patient returns to standing.</li> <li>• Enter small areas (e.g., bathroom or car) with patients for instruction in safe transferring methods.</li> <li>• Move with patient outdoors on varied environmental terrain for assistance and instruction in wheelchair mobility</li> </ul>

Ability	<b>Standard</b>
	<ul style="list-style-type: none"> <li>• Examples of necessary activities (not all-inclusive)</li> </ul>
Motor Abilities	<b>Gross and fine motor abilities sufficient for safe and effective provision of physical therapy evaluations and treatments</b>
	<ul style="list-style-type: none"> <li>• Provide manual resistance sufficient for a maximal manual muscle test (MMT) of the quadriceps muscles of the knee and a poor grade MMT of the fingers.</li> <li>• Maintain simultaneous control of assistive devices (walker) and the patient during treatment.</li> <li>• Use surgical instruments to clean dead tissue away from open skin wounds</li> <li>• Calibrate and use equipment</li> <li>• Adapt manual inputs to patient ability during therapeutic exercise</li> <li>• Balance sufficient to maintain safety of patient and self during crutch training outside in a dynamic, visually complex environment.</li> <li>• Occasionally lift and support objects weighing 50 pounds</li> <li>• Help perform multi-person transfers of obese patients</li> </ul>
Hearing	<b>Auditory acuity sufficient to assess patients, monitor their status, and maintain their safety</b> <ul style="list-style-type: none"> <li>• Hear alarms from patient equipment</li> <li>• Hear patient cries for help</li> <li>• Hear heart and lung sounds</li> </ul>
Visual	<b>Visual acuity sufficient to assess patients, monitor their status, and maintain their safety</b> <ul style="list-style-type: none"> <li>• Examine skin wounds and make clinical judgments based on their appearance</li> <li>• Observe patient’s movement patterns and adjust treatment approach accordingly</li> <li>• See environmental hazards and patient actions to assess safety and prevent injury</li> <li>• Gather information from medical equipment, such as EKG machines, to monitor patient status.</li> </ul>
Tactile	<b>Tactile sensation sufficient to assess patients, monitor their status, and maintain their safety</b> <ul style="list-style-type: none"> <li>• Perform palpation functions for physical examination and treatment, such as detecting tissue irregularities, perceiving temperature and moisture of patient’s skin, detect joint irregularities, and palpating injured structures</li> </ul>

### 2.6.3 Procedure for Assessment

The faculty of the Physical Therapy educational program at The Ohio State University will assess each student for their ability to meet the Core Performance Standards. Students must meet these standards before entering the clinical education component of the curriculum. To enact this policy, the procedure outlined below will be followed.

1. The Core Performance Standards Statement of Understanding and the Core Performance Standards will be mailed to students after they have accepted the offer of admission to the program, along with related materials sent prior to students arriving on campus.
2. The student will read the statement and send the *Core Performance Standards Statement of Understanding* page back to the Physical Therapy program within one month of receipt.
3. If a student requests reasonable accommodations to meet the Core Performance Standards, the Physical Therapy program will work with the student, the Office of Student Life Disability Services (SLDS), and the Americans with Disabilities Act (ADA) Coordinator as needed to determine reasonable accommodations for both classroom and clinical education needs. Students are encouraged to report any condition that may need attention as early in the curriculum as possible. This means during the first week of each didactic semester for needs in the classroom and during the first autumn semester for clinical education needs. This will ensure ample time to identify resources for accommodation needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W 12<sup>th</sup> Ave, Columbus, OH 43210. The SLDS contact phone number is 614-292-3307 and email address is [SLDS@osu.edu](mailto:SLDS@osu.edu). The contact person for PT is Tonya Apke, Director of Clinical Education. Her office is in 516 Atwell Hall. Her phone number is 614-292-2410, email [tonya.apke@osumc.edu](mailto:tonya.apke@osumc.edu). The ADA Office of University Compliance and Integrity is located at 21 East 11th Avenue, Columbus, OH 43201, Phone: (614) 292-6207, TTY: (614) 688-8605, Fax: (614) 688-3665, E-mail: [ada-osu@osu.edu](mailto:ada-osu@osu.edu)
4. After the consultative process between the student, the faculty, and SLDS, the student will receive a written explanation of how the requested accommodations can or cannot be reasonably met by the didactic and clinical program.
5. Students who cannot meet the Core Performance Standards but who have not followed the procedure outlined above to request accommodation may not expect to receive any accommodation.
6. Failure to satisfactorily demonstrate the core performance standards may prevent the student from entering the clinical education component of the curriculum or from progressing to more demanding aspects of the academic program. If in the professional judgment of the faculty, no reasonable accommodation can be made to allow successful performance, continued progression in the program may not be allowed.

## **2.7 APTA Membership (American Physical Therapy Association)**

The American Physical Therapy Association (APTA) makes provision within its by-laws for student membership for individuals who are enrolled in approved curricula of physical therapy in the United States and Puerto Rico. We require you to join and maintain membership throughout your time as a student so that you will be able to take advantage of educational publications, meetings and other professional activities. Many of these resources available to members will be used as required course resources. Therefore, your APTA membership is the equivalent of a required textbook. Only students with membership will be eligible for travel assistance to professional meetings.

Student membership in the APTA currently costs \$90 per year and provides the student with a year's subscription to Physical Therapy and other professional privileges. Upon completion of the academic and clinical program, the student becomes eligible for active membership in the APTA. The student must notify the APTA of any address changes; it is recommended the student use a home address for the mailing address for Physical Therapy, Journal of the American Physical Therapy Association.

Complete the application form online at [www.apta.org](http://www.apta.org). Use your permanent home address and telephone number rather than your temporary campus address, and remember to sign the application. Bring proof of membership (receipt or card) no later than the 1<sup>st</sup> Friday in July, and provide your membership number on the student information form. Note: For your first year the program will pay the membership dues for all new students. You will be asked to fill out a PDF membership application and the division will submit those as a group. You are free to join sections of the APTA, but the program will not pay for your section memberships; in many sections, student membership is discounted or even free.

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

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

## **2.8 Class Attendance and Participation**

All students are required to attend all special and regularly scheduled lectures, laboratories and clinical sessions unless illness or a similar reason makes it inadvisable or impossible to be present. The student

is required to inform the instructor or the clinical facility of any illness or emergency which will prevent attendance at regularly scheduled academic or clinical assignments. Prolonged illness will be handled on an individual basis according to University policy and procedure. Violation of the attendance policy may result in disciplinary action. During class, as students in a professional program, you are expected to be alert, prepared, and participating. A repeated pattern of distraction, not following instructions, inattention (including sleeping), lack of preparation, or disengagement may be noted as unsatisfactory performance in the professional behaviors. Even though a student may be earning a satisfactory grade in the course, failure to attend and participate in class may still be considered unsatisfactory professional behavior.

## 2.9 Departures from the Regular Academic Calendar

As a professional curriculum with clinical education requirements central to the education of physical therapists, the DPT curriculum at times departs from the regular university academic calendar. A summary of the program is as follows:

<b>Term</b>	<b>Scheduling Details</b>
Year 1 Summer	Starts the Tuesday after Memorial Day, before second summer term.
Year 1 Fall	Follows Normal University Calendar
Year 1 Spring	Begins on time, ends ~2 weeks early so that students can begin the first full time clinical education experience, PT 7189.
Year 2 Summer	Begins early with the first full time clinical education experience, PT 7189. Students return to start the pediatrics curriculum at the normal University mid-June start date. The pediatrics courses end with the summer term end date around the beginning of August. PT7189 and the summer pediatrics courses are all summer term courses. Student must register and pay fees for the entire summer term at the earliest summer tuition due date. You cannot wait for the pediatrics courses to begin in June to pay tuition for summer.
Year 2 Fall	Follows Normal University Calendar
Year 2 Spring	Starts on time. Didactic courses ends early to allow first half of the second full time clinical education course, PT 7289.01. Students take the second year comprehensive exam prior to departing for clinical training.
Year 3 Summer	Students finish PT 7289.02 and then take PT 8189, registering for 12 credits in summer term. The end date for PT 8189 comes slightly after the normal end date for summer term.
Year 3 Fall	Starts on time with normal university calendar. PT didactic courses are completed by Thanksgiving. Students completing international service learning course go to Merida after Thanksgiving.
Year 3 Spring	Starts as soon as practicable after Jan 1, before university classes begin. Scheduled around clinical education experiences. Students return to campus for a final week of closing activities, including graduation.



## 2.10 Special Program Events

- When special visiting lecturers are arranged, all students who are on campus are required to attend. This specifically includes presentations by prospective faculty interviewing for a position here.
- There is an event called **The Theraball** which is a special fundraiser for the Foundation of Physical Therapy Research. All students are required to attend and are encouraged to bring guests.
- The **Combined Sections Meeting (CSM)** of the American Physical Therapy Association is held annually in February. All second year students are required to attend CSM. Students are responsible for the cost of travel, food and lodging. The program will pay students' registration fee and reimburse a partial per diem allowance from funds collected as an instructional fee in the first summer. Only students who maintain their APTA student membership are eligible for the program to pay registration and per diem.
- There are special student conferences nationally and at the state level. OSU students are encouraged to attend.
- The Ohio Physical Therapy Association has a spring conference that includes various educational and professional events. In the fall, there is a scientific symposium. Students are encouraged to attend – the OPTA liaison will promote these events to the classes.
- Other special events may be required in certain years.

## 2.11 Social Media

The school's social media policy is explained in the SHRS handbook (Policy #7). Social media are not to be utilized during class sessions. If electronic or other devices are being utilized in a manner that is not conducive to learning, the instructor may request that they be turned off or placed in a book bag or other location that is not within the learning environment for the duration of the class.

You are advised to exercise discretion and consider your digital footprint, your professional reputation and the reputation of The Ohio State University Physical Therapy Program when utilizing social media sites during your personal time.

Students are never permitted to post on any public website or through social media any course-related materials such as syllabi, homework, or any other materials that only students registered in the course should have access to. Discussing tests and other assessments through these venues is also forbidden. Publishing disparaging remarks about the program, its faculty, or fellow students is considered unprofessional behavior.

## 2.12 Dress Code and Personal Appearance Requirements

In order to respect the values of patients, professionals and peers, clothes worn by students in class when guests or patients are present and in clinical situations are expected to be consistent with professional dress standards. The SHRS Handbook has general provisions for a student dress code. See SHRS Policy #10. The criteria below are specific to DPT students. There are also specific expectations in the clinical education handbook that apply when in the clinic.

## 2.12.1 Regular Attire for DPT Skills Laboratories

1. Short sleeve shirt and shorts to allow palpation and observation of extremity structures.
2. The ability to bare the trunk to allow palpation and observation of abdominal and thoracic structures. Students may consider a sports bra, halter top, or comparable item of clothing.
3. A bathing suit may be required for aquatic therapy activities.
4. Socks and athletic shoes. No sandals or open-toed shoes permitted. The footwear must fit well and be securely fitted by shoe laces or straps so as to ensure safe and solid footing to provide assistance to the patient.

If the room is chilly students are of course free to don warmer outer clothes such as a sweatshirt or sweatpants. The guidelines above apply to periods where you are working with your classmates in the professional skills portion of class, when you must be able to see the body parts you are learning about.

## 2.12.2 Professional Attire

When the program involves students interacting with special guest speakers, patients, invited guests, professionals outside of PT Division either in the classroom, in the PT lab, or in clinical settings, faculty may require students to wear professional attire. Here are guidelines for what this means.

1. In general, these dress standards are the basic expectation for students in clinical settings. If the dress standards are different or more specific at the clinical site, then the clinic's standards will apply.
2. Faculty may specify that students dress "business professional" or "business casual" for special occasions. Examples of "Business professional" would be a shirt with a necktie, or a dressier shirt or blouse, or an appropriate dress. "Business casual" is defined as wearing the polo shirts issued by the division.
3. Discretion should be used to wear clinical clothing only in the clinical setting; clinical clothing that may be soiled should not be worn back to class.
4. All students will be required to have an OSU Physical Therapy Division shirt (arrangements for purchase will be made by the Division) to wear for designated activities.
5. Identification badges may be required to be worn by many clinical facilities.
6. Avoid jewelry which could scratch the patient, snag clothing, or interfere with clinical activities. Small rings and engagement or wedding rings are usually acceptable; however, elevated stones in rings may scratch patients. Long earrings or necklaces in neurological or pediatric settings are usually prohibited because patients with neurologic or behavioral disorders may grab and pull the jewelry. Some facilities may prohibit jewelry in piercings, other than the ears, as an infection control measure.
7. Watches with sweep second hands or digital display are recommended.
8. Shoes should fit well, be in good repair, provide a good grip to the floor, have closed toes, and provide for a stable base of support.

## **2.12.3 Personal Appearance and Habits**

1. Smoking and the use of any tobacco products is not permitted in any buildings or on the grounds of the Ohio State campus.
2. To avoid transmission of pathogens, eating is not permitted in any patient care area. Students are not allowed to eat in the midst of practicing clinical skills during lab. Hands must be washed before and after eating for clinical work or clinical skills practice.
3. Students may be allowed to eat in the classroom or PT skills laboratory at the discretion of the instructor. In general, this should be limited to breaks between classes. If cleanliness is not maintained or eating habits are distracting, the instructor may direct the student to refrain from eating.
4. Beverages may be consumed in class but must be in a spill-proof container.
5. Evidence of abuse of alcohol or other drugs of abuse may result in immediate removal from class and further disciplinary action.
6. Body cleanliness is important in all academic and clinical settings. Improper personal hygiene may result in dismissal of the student from classroom or clinical facilities. Use of deodorant is recommended. Perfumes, colognes and aftershave lotions should be used in moderation and with discretion.
7. Hair should be maintained in a manner that supports safe clinical practice.
8. Hands and fingernails must be clean to mitigate transmission of pathogens. Some clinical settings may prohibit colored nail polish because this can hide dirt. Artificial fingernails are typically prohibited because they can harbor bacteria.

## **2.13 Professional Behaviors Policy**

### **2.13.1 Faculty Expectations of Students**

As students in a professional program, a high level of maturity and professionalism in behavior is expected. For example, in an undergraduate course, attendance at lecture may be optional. That is not acceptable in a professional program. You are expected to attend all classes and contribute your best every day. You are expected to complete every assignment in every course in the program. Here are some of the standards we expect above and beyond the basics specified in the course syllabus.

1. Communicate with the course instructor when the student has questions, concerns, suggestions or problems related to that course; the sooner you communicate your difficulties, the better we can resolve the problem.
2. Behave in an attentive, mature, and professional manner during lecture and laboratory sessions. Sleeping, side-bar conversations, reading materials not related to class, playing games on electronic devices, web browsing, etc., is impermissible during instructional time. A student may be asked to leave a lecture their behavior is disruptive.
3. Maintain appropriate dress and personal hygiene in lecture, laboratory, and in the clinic.

4. Use appropriate communications and channels (e.g., course instructor, faculty advisor, division director, clinical instructor) to express concerns and resolve conflicts. Complaining to or sharing concerns with classmates usually will not satisfactorily solve problems. Posting of comments that are critical of the program, faculty, students, clinicians, clinical sites, or patients on social media sites is considered unprofessional behavior and may result in disciplinary action according to the Professional Behaviors policy.
5. Respect classmates, patients, other students and faculty for their worth and value as persons, recognizing each of us has different attitudes, values, and abilities.
6. Develop an understanding that students and faculty should not be adversaries but rather should assist each other to learn and develop personally and professionally.
7. Recognize that faculty at a university have many responsibilities in addition to teaching and may not be available for drop in appointments. Each faculty will either have posted office hours or will be available for appointment arranged by email, telephone, or a note.
8. Understand that the professional curriculum is designed to provide technical (patient care oriented) and non-technical learning and that each has importance and relevance to the student's learning and the development of physical therapy as a profession. Trust the faculty to know what is important for you to learn in order to become a PT and advance the profession.
9. Activate and configure the e-mail accounts provided for you by the University, and make sure you check any and all OSU accounts (e.g., buckeye mail, osu name.# account, OSUMC accounts); understand your options for forwarding if you want to use one account. The faculty use email address lists that go to an OSU account, not your personal email. Please also be aware that important messages sometimes register as spam. Learn to use and check your spam filters. If a message was sent to your class, but you didn't get it, check your spam filter.

## **2.13.2 Faculty Responsibilities to Students**

1. Provision of a course syllabus for each class taught; distribute copy to each student either physically or electronically; syllabus should indicate required textbooks or other necessary course materials; reading assignments; learning objectives (course objectives); projects, papers or other course requirements; grading and evaluation system; content of course with lecture and laboratory schedules; and access to instructor.
2. Checking class rosters and notification of any student who may have signed up incorrectly or may have failed to sign up for a required course.
3. Being prepared for each classroom and laboratory presentation; assure that guest presenters are qualified and prepared for their presentations.
4. Starting and ending classroom and laboratory sessions promptly according to the class schedule and University policy.
5. Treating each student fairly, equitably and impartially.
6. Respecting each student as an individual; recognize each person has a set of personal values, attitudes or opinions which may differ from the instructor's; and recognize that each student has worth and value as a person.

7. Assisting students to learn through discussions, readings, demonstrations, clinical experiences and other methods; provide an environment to challenge and motivate the student to improve his/her knowledge, skill, competence and ability.
8. Providing academic counseling to assist students to attain individual and curricular academic objectives; assist with individual student difficulties within the extent of one's competence; referral of student to appropriate health or counseling service or practitioner.
9. Compliance with University, College, School and Division policies and procedures.
10. Providing sufficient and appropriate availability for student appointments or provision of other means to communicate with students.

### **2.13.3 Procedure for Assessment of Professional Behaviors**

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

#### **1. Timing of Assessments**

- a. Students will be assessed by the faculty each term during the didactic portion of the program. Professional behavior is also assessed by the clinical instructor during all clinical experiences.
- b. During the third week of the selected terms (see below), each student will perform a self-assessment utilizing the Professional Behaviors form. After the first assessment, the student will comment on progress made toward previous areas that were identified for development.
- c. Each faculty advisor will review each student advisee's professional behaviors form and discuss the student's self-assessment in detail during at least one formal face-to-face advising meeting per year, and will discuss general progress in professional behaviors at a midyear point advising meeting.
- d. During each regular faculty meeting, the student progress committee will bring forward for discussion any professional behavior issue that has arisen with any individual student during allotted time during regular faculty meetings. An initial conversation with the student should normally occur with the faculty member who identified the problem. The faculty member will document the encounter, and this documentation will be kept in location accessible to the faculty. Follow-up to address the issue will be the responsibility of the student's academic advisor in consultation with the student progress committee and the program director.
- e. Timeline
  - i. Summer, Year 1: Policy is introduced and first self-assessment occurs
  - ii. Fall, Year 1: Faculty advisors review self-assessment with their advisees
  - iii. Spring, Year 1: Student self-assessment, prior to first clinical
  - iv. Fall, Year 2: Faculty advisors review self-assessment with their advisees

- v. Spring, Year 2: Self-assessment prior to the clinical education experiences
  - vi. Fall, Year 3: Faculty advisors review self-assessment with their advisees
  - vii. Spring, Year 3: Self-assessment prior to the final practicum
2. Criteria for Satisfactory Progress and Performance
    - a. The first year student must meet minimum rating of 3 or better (50% of the continuing development criteria) by spring of the first year, prior to the first full time clinical education experience.
    - b. The second year student must meet minimum rating of 4 or better (100% of the continuing development criteria) by spring semester of the second year, prior to the second full time clinical education experience. By fall of year 3, after three full time clinical education experiences have been satisfactorily completed, normal progress would be at least 5 in all criteria.
    - c. The third year student must attain 100% entry level (rating of 6 or better) by the end of the terminal clinical education experiences.
  3. Academic Probation for Unprofessional Behavior (SHRS Academic Policy #5, #6, #11)
    - a. If the student, first, second or third year, fails to meet the above minimum criteria, or if the faculty deem the student is displaying unacceptable professional behavior in any one area, the division's student progress committee will consider the case and make a recommendation for further action to the division director. The division director may refer the case the graduate studies committee of the school with a recommendation that the student be warned for failure to make reasonable progress. There will be written terms that the student will need to satisfy by a specific date in order to be allowed to continue in the DPT program.

## 2.14 Division Specific Resources and Responsibilities for Students

### 2.14.1 Student Officers

There is a Doctorate of Physical Therapy student club authorized through the Ohio Union. The division director, the director of clinical education, and the division's office associate serve as the co-advisors for this club. Each class shall elect a president, vice president, and secretary/treasurer. For the official club duties, the second year class officers shall serve in these official roles. Nominations and elections will take place during a class meeting to be held early in each Summer Semester. Within each class, the duties of the officers will be as follows.

#### 2.14.1.1 *Class President*

- Organizes and presides over all class meetings
- Appoints committees
- Acts as liaison with division director on behalf of the class

#### **2.14.1.2 Class Vice-President**

- Assumes president's duties in his/her absence or by request
- Assists in all class functions, committee activities, and other assigned responsibilities

#### **2.14.1.3 Class Secretary-Treasurer**

- Records minutes of all meetings
- Maintains accurate accounting of class funds

#### **2.14.1.4 Student Liaison to Ohio Physical Therapy Association**

- Is elected annually by the class.
- Represents and acts as an intermediary between outside professional association and the physical therapy class.
- This individual should be outgoing, energetic, interested in professional association activities and reliable.
- Should be self-directed and comfortable interacting with association leaders.

#### **2.14.1.5 SHRS Student Leadership Academy Representative**

- Chosen jointly by the class and the program faculty.
- Works with SHRS Leadership Academy to represent the DPT program for issues of concern for all students in the school.
- Help arrange the pre-commencement ceremony, where DPT students receive their doctoral hoods and selected students receive awards.

#### **2.14.1.6 Student Liaison to ACAPT**

- Chosen by the program faculty based on self-nomination from students
- Receives ACAPT newsletters and promotes awareness among students for relevant ACAPT activities
- Communicates with program director to share student perspectives on ACAPT initiatives

Each class or the student body as a whole may establish additional positions as desired, such as social chair, outreach coordinator, wellness coordinator, fundraising chair, etc.

#### **2.14.1.7 Student Representative to the Council of Graduate Students**

- The DPT program is included under the Health and Rehabilitation Sciences Graduate Program for representation on the Council of Graduate Students (CGS).
- DPT students are eligible to be HRS representatives to CGS, as are OTD, MS, PhD, and other graduate students in the school.
- Interested students may learn more at <https://cgs.osu.edu>

## 2.14.2 Use of the Office Areas and Labs by Students

Students are welcome to use the physical therapy teaching labs to study, read, practice clinical skills, eat, or hold group meetings when class is not in session. We do ask that you observe certain guidelines in order to respect these shared spaces.

1. The building is accessible from 7:30 a.m. to 5:30 p.m., Monday through Friday. It is not accessible in the evening, on the weekend, or on a holiday unless special arrangements are made through the division director. You should plan to use the library during these evening and weekend times.
2. Please pitch in to keep the lab and common office areas looking clean and tidy.
3. Books and other learning resources located in the lab may be used by students, but may not be removed from the room without express written permission from a faculty member and a sign-out process to track the materials. Never highlight or write in any of the books in the division.
4. There will be a regular cleaning time for the janitors to access and clean the lab that is posted in the room. Please yield the lab to the janitors during this time frame. The doors must be locked when the labs are not in use. Students have keycard access to the lab. Be sure you clean up after yourself and put the lab back how you found it so that the next class can be setup and begin on time.
5. Please help maintain security by making sure that if you leave a room that should be locked and no one is present, you close the door behind you. From time to time, thieves posing as students (e.g., wearing a backpack and OSU clothes) will brazenly enter the building, walk into open rooms, steal valuable electronics, and be gone in seconds. Always ask people you do not know to identify themselves in areas where only PT students or faculty should be.
6. Computers in the building located in the computer labs on the 4th and 2nd floors should be used if extended studying or writing is expected.
7. If a student needs to use supplies or equipment in the 516 office area for service learning or clinical education needs, the student must have permission from a faculty member on a case-by-case basis, and such use cannot interfere with the faculty's needs for their university duties.
8. While regular maintenance of the lab is the responsibility of the program, routine care and cleaning of the equipment is the responsibility of each student and faculty member using the equipment. If you notice a piece of equipment that is malfunctioning, you are required to report this to a faculty member immediately. Students will not be held responsible for repair of equipment that fails during normal use and should not hesitate to report when something is broken. Dangerous equipment will be taken out of service immediately. Broken equipment will be repaired, replaced, or discarded at the discretion of the division director.

## 2.14.3 Clinical Skills Practice Area in Prior Health Sciences Library

The school has established a practice area on the second floor of the John A. Prior Health Sciences Library where PT and OT students can practice in small groups. Each program keeps a small amount of equipment in these spaces. Anatomical models and other learning aids may be available for check-out from the front desk of the library. During evenings and weekends, or at times when the lab is being used by another class, you can use the space in the library to practice your clinical skills.



## 2.15 Student Short-Term Leave Policy (see SHRS policy #19)

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

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

1. The duration of the leave should always be as short as possible. School must take priority over anything competing for time. Specifically, a student is expected to take time away from work at a part time job before taking time away from school.
2. A request for leave form must be completed and approved by the director of the PT Division (or designee) before any accommodation can be made. In emergency leave, this form can be completed upon return. For voluntary leave, this must be completed and approved before leave begins.
3. Verification will always be required for emergency leave. Acceptable forms of verification will be a funeral program, a wedding invitation, a birth certificate, or other official notice or record of the event that was the cause of the request for leave.
4. In cases of emergency leave for reasons (1), (2), or (3) above, the student should contact the program as soon as possible. Simply calling the physical therapy program at 614 292-5922 and leaving a message (or sending an email to the program director) explaining the reason for and expected duration of the leave will suffice.
5. If some other event not included in (1), (2), or (3) above occurs that the student believes should qualify for emergency leave, they should seek from the director of the PT Division (or designee) approval of the event as qualifying for emergency leave before taking leave.
6. For voluntary leave (prearranged due to planned event), the student must give notice as soon as the event is scheduled, or at the latest by Wednesday a week and a half (~10 days) before the leave is to begin.
7. For both emergency and voluntary leave, assignments, exams, etc., that occur or come due before the leave begins must be completed on time.
8. Assignments, exams, etc., that come due during the leave should be completed before the leave begins if possible; otherwise, the work must be completed as soon as possible after return, with the amended due date assigned by the instructor.
9. In cases of voluntary leave, the standing of the student in the program may be considered as the faculty decides whether to grant the leave and how to handle make-up work. A student with a strong academic record and a history of completing assignments on time may be given greater privileges than a student with a poor academic record and a history of turning assignments that are late or unsatisfactory.

## 2.15.1 Instructions for completing the request for short-term student leave

A request for leave form is on the following page. The student should complete the top section of the form, including a remediation plan arranged with the instructors of courses where material will be missed or made up. Instructions follow.

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

An example for an emergency leave might look like this:

PT6250, Buford, Exam I scheduled 10/15 to be taken 10/18. *JB*

PT7420, Kidder, Lab on Elbow scheduled 10/15, to be made up through self-study and one-on-one time with residents, competency check by 10/19. *MK*



## **2.16 Long-Term Leave of Absence**

In cases where a student cannot maintain continuous enrollment according to the normal progression of the program, the student must request a leave of absence from the graduate program. This may occur for personal reasons such as family commitments, change of health status, or requirements for military service. It may also be triggered by a failure to make satisfactory progress in the program due to failing a required course or as a consequence of not meeting expectations for professional behavior.

### **2.16.1.1 Voluntary Long-Term Leave Initiated by the Student**

When the student needs to take a leave of absence and stop their normal progression of continuous enrollment in the program, a written request for a leave of absence must be completed by the student. The student will need to provide to the division director a written request for a leave of absence indicating the general reason for the leave request, the plans for maintaining knowledge and skills gained to date during the leave, and the expected date of return to the program. Specific conditions for reinstatement, including a deadline to apply for reinstatement, will be established by the faculty at the time of the request for withdrawal. These conditions will be shared in writing with the students and with the school's graduate studies committee.

### **2.16.1.2 Long-Term leave as a Consequence of Academic Action by the Program**

In cases where the student is required to take a long term leave due to failure to make satisfactory progress, the letter from the program explaining the failure to make satisfactory progress and stipulating the conditions and timeline for return will count as a request for leave of absence from the student if and only if the student returns a signed copy of that letter indicating they have read and understood the letter. A student who refuses to sign acknowledging receipt and understanding of such a letter will be considered to have not applied for the leave of absence and would need to make a formal written request for leave if they wish to be permitted to return to the program at a later date.

### **2.16.1.3 Request for Reinstatement**

A student who has been on leave from the program must apply in writing for reinstatement and must provide evidence that the required conditions for reinstatement that were set forth at the start of the leave have been satisfied. The written request for reinstatement must be provided by the deadline established at the beginning of the leave. It is the student's sole responsibility to meet this deadline. Failure to meet the deadline may prevent the student from re-enrolling that year, which would trigger a need for a new request for additional leave.

If a student takes leave without making a request and simply stops attending the program without formal approval, reinstatement will not be allowed unless the student can demonstrate that factors beyond their control prevented them from requesting leave when the leave began.

A student who refuses to sign acknowledging receipt and understanding of a notice of failure to make satisfactory progress as described above and who does not submit at that time their own separate request for leave will not be considered for reinstatement.

This reinstatement process does not apply to students who have been disenrolled from the division; such students are not eligible for reinstatement.

## **2.16.2 Change in Health Status or Injury**

### **2.16.2.1 Student Responsibility for Personal Safety**

A student who has a change in health status or injury that impairs their ability to perform in accordance with expectations for the course and program is expected to notify the Course Instructor and Program Director to request reasonable accommodations. Students participate in physical activities in the teaching laboratories at their own risk. A student with a previous injury or other condition who feels unsafe in performing any given activity is responsible for notifying the Instructor and opting out of the activity. Each student shall sign a waiver at the beginning of the program indicating understanding of this expectation.

#### **2.16.2.1.1 Reasonable Accommodations May Be Required**

If a student comes to the realization immediately before a required activity that, due to a physical limitation, they cannot perform it safely, and the student has not previously arranged for a reasonable accommodation, the instructor may delay the requirement for that individual until a reasonable accommodation is arranged. This requires the student to work through the office of disability service in a timely manner. Program requirements will not be altered or reduced except as part of an official plan for reasonable accommodations. If the student does not work in a timely manner to arrange for reasonable accommodations, then performance of the activity may be marked as unsatisfactory. Failure to adequately prepare for a required activity does not qualify for a reasonable accommodation.

#### **2.16.2.2 Extended absence due to health reasons**

If a student becomes ill or injured or has a change in health status during the professional program and must be absent from a substantial number of classes or cannot safely perform laboratory or clinical activities, an approval from a qualified health care professional will be required to resume course, clinical or laboratory activities. The student will need to contact the Office of Disability Services to receive official accommodations to be allowed to continue in the program if alterations to normal course and program requirements are needed for the student to progress.

#### **2.16.2.3 Injury of student of others during clinical skills labs**

If a student is involved in an incident in which someone is injured or if the student sustains injury during the practice of clinical skills in a PT course, the following procedures will be followed:

1. The injured individual will be attended to by the course Instructor in accordance with the Instructor's professional judgment, as well as the nature and severity of the injury.
2. The course Instructor will notify the course faculty and division director as soon as practicable.

The division director will in turn notify the director of the school.

3. The course instructor will provide written documentation. If other instructors in the course were directly involved, they will also provide written documentation of the incident/injury. The course Instructor(s) will provide the written documentation to the course faculty and division director.
4. Any student requiring further medical attention or referred to a physician for further evaluation will require a note from the physician or other qualified medical professional (treating PT, etc.) prior to resuming physical activities in class.
5. To avoid any appearance of a conflict of interest, faculty in the PT division may not be the treating therapist for any injured student, either in the clinic or informally through professional courtesy. The student must be treated by health care professionals who do not report to the division director.

#### **2.16.2.4 Injury at Clinical Education Site**

If a student is injured during practice at a clinical education site, the clinical site's procedures will be followed along with procedures specified in the clinical education handbook.

#### **2.16.2.5 Duty to Try to Avoid Transmitting Communicable Diseases**

Students have extensive physical contact with each other during practice of clinical skills. Each individual should try to avoid infecting others with communicable diseases. A student ill with any communicable disease is expected to stay home until no longer contagious. Students must comply with all university rules and requirements to prevent the spread of communicable diseases.

## **2.17 Licensure Procedures**

It is the individual student's responsibility to study and understand the requirements for licensure. This information is provided as a guide to delineate timelines used for the group. Students with special circumstances may need to follow a different timeline.

All DPT students are expected to register for the National Physical Therapy Examination (NPTE). This is a national licensure examination used in all states and jurisdictions in the United States. The test is administered by the Federation of State Boards of Physical Therapy (FSBPT). Typically, the test dates used by most graduates of our program are offered either at the very end of April, or in July. The program will make every effort to provide a schedule allowing students to sit for the exam in April, prior to spring graduation. Providing a student permission to take the NPTE before completing the academic program is an option that many programs do not allow. At OSU, we have decided as a faculty to permit this pre-graduation testing option upon request for students who have maintained good standing throughout their time in the program.\*

The timeline for this process is as follows:

1. Six months prior to the exam (December of 3<sup>rd</sup> year): a student who has been in good standing\* throughout the DPT program may request pre-certification for permission to take the NPTE immediately at the conclusion of the program, the week after the practicum is completed. If the request is approved, the DPT program director will certify through the FSBPT website that the individual is on track to graduate. If the faculty judge that the student's academic performance is below expectations, the request to test early may be denied based on a majority vote of the faculty. The student may appeal this decision to the graduate studies committee of the school.

A student who has not maintained a continuous status of good standing\*, or one who has been denied permission to test early based on concerns about academic performance, will not have the opportunity to take the NPTE prior to completion of the program. Such individuals will need to wait until the satisfactory completion of the program before the program will certify them to take the NPTE.

2. The student who has received permission to test will go to the FSBPT.ORG website (federation of state boards of physical therapy) to register for a date for the NPTE. Students in good standing\* who have been approved as described above may register for the exam held at the end of April in the spring of the 3<sup>rd</sup> year. The student must pay the fee for the examination. When registering, please be sure to authorize release of your scores to the program. These data are a key indicator used for curriculum evaluation.

If a student has a midterm evaluation during the final terminal clinical or practicum that indicates the student is not progressing, or if the student does not pass either of these courses, the program will contact the FSBPT to rescind permission to test. Permission to test will not be granted again until the student has completed the program successfully.

3. A certificate of completion will be prepared and provided to the student at the closing ceremonies held by the division in advance of graduation. This is the form used by the state of Ohio.

The student is responsible for getting their license and must study and follow all applicable rules and procedures. The program assists in this process, but the program does not get the license for the student. The student is in charge of this process.

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\* *Good standing* is defined as a student who has progressed through the program with no instances of academic or professional probation and who has been able to keep pace with the normal three-year timeline of the degree. A student who has not maintained good standing throughout the program shall not be eligible to take the licensure examination until after all program requirements have been met satisfactorily. For a student who has been placed on academic or professional probation, or who has received notice of failure to make satisfactory progress in the program after failing a required course, there are no exceptions to this policy. For students who have had to take leave for medical reasons, the student may apply for an exception to request permission to take the examination prior to completion of the program. The determination shall be made by a vote of the PT program faculty, and can be appealed through the graduate studies committee of the school.

### 2.17.1 Initial licensure in other states

State rules change, and the program does not keep track of individual state requirements other than Ohio. It is the responsibility of the individual student to study all requirements for licensure in the other state and follow those rules.

A student who wishes to be licensed in another state should still follow the process above to be certified for the NPTE by Ohio. Once certified by Ohio, the student can register for the NPTE anywhere in the US. The student wishing to be licensed outside Ohio must obtain any state forms for the program to complete and provide those forms to the program director along with a current set of instructions.

### 2.17.2 Transfer of license to another state

After graduation, throughout your career, if you move to another state, you will need to have the program certify your graduation. As noted above, each state has its own requirements. Presently and for the foreseeable future, the process is generally similar. Most likely, you will have the registrar of the university send your transcript to the new state. Through a separate process, the DPT program director will either write a letter or complete a form certifying to the new state that you completed the DPT program satisfactorily. Often these must be sent directly to the board, but individual state procedures vary. In addition, the state in which you are licensed would be asked to verify your license to the new state.

### 2.17.3 Transcripts

The DPT program cannot issue transcripts for you. Only the registrar issues transcripts. Go to <https://registrar.osu.edu> to request for your transcripts to be sent to employers, state licensure boards, etc.

### 2.17.4 Preparing for the NPTE

**Exam Prep.** During the third year, students participate in an exam preparation course at their own expense. The program provides free classroom space and will purchase required food and beverages for the course in keeping with the vendor policy.

**Practice Test.** The FSBPT administers a practice test called the PEAT. This test is comprised of actual test questions from past versions of the NPTE. The program pays the fee for students to take the PEAT.

## 2.18 Evaluation of Curriculum

At the end of each course, students will have the opportunity to evaluate the course and the instructor. Students are expected to practice professional behavior in communication during this process. The written comments go directly to the faculty member and to the program director. Personal attacks or otherwise unprofessional, derogatory comments will be deleted and will not factor in the evaluation of the course or faculty member.



Suggestions, comments or recommendations about the curriculum or specific courses can be made by any individual student at any time during the curriculum. The student should communicate directly with the instructor of a specific course, his/her faculty advisor, or the division director. For group concerns, the best approach is for students to communicate with the class officers and for the class officers to meet with the program director to discuss the issue and develop potential solutions.

Students will be requested to assist with the evaluation of the curriculum immediately upon graduation and again approximately one year following graduation from the program. It is vital for each student to participate in this activity to help us improve the program and continue to achieve our mission of advancing the profession.

## **2.19 Process for Filing a Complaint with CAPTE**

The Commission on Accreditation of Physical Therapy Education (CAPTE) has a process for filing complaints against accredited physical therapy education programs. Further instructions can be found at the following location: <http://www.capteonline.org/Complaints/>

CAPTE will not consider complaints that fall outside its jurisdiction/authority as expressed in the Evaluative Criteria and the academic integrity statements. When appropriate, complainants will be referred to other organizations to pursue their concern(s). There are a number of conditions required for CAPTE to consider a complaint. If you believe a complaint to CAPTE is warranted, you should refer to their website immediately to be sure you follow the requirements, which include timely reporting.

If you decide to proceed, a formal written, complaint may be filed with CAPTE in the format provided by the Department of Accreditation. Complaints may not be submitted anonymously.

To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at [accreditation@apta.org](mailto:accreditation@apta.org).

## **2.20 Grievances that fall outside established policies**

This policy applies to all persons or institutions that may have a complaint against the PT Division for which no pre-existing process is identified through existing policy.

The Division of Physical Therapy strives to demonstrate professionalism in all its activities. In some cases, a situation may generate complaint for which no formal grievance process exists. In this case, the complaint should be described in writing and addressed as follows:

Director  
Division of Physical Therapy  
Room 516 Atwell Hall  
453 W 10th Avenue

Columbus, OH 43210

Please include contact information so the program director can reach you in order to resolve the complaint.

The following outlines the process for handling a complaint against the Division:

1. When possible, the Division Director will discuss the complaint directly with the party involved within 14 business days. The expectation is that the complaint can be satisfactorily resolved by this discussion. The Division Director will provide a description of the resolution in writing to the person complaining.
2. If dissatisfied with the outcome of the discussion with the Division Director, or if the complaint is against the Division Director, the complainant may submit a written complaint to the Director of the School of Health and Rehabilitation Sciences. The Division Director will provide the Director of the school with a written summary of previous discussions where appropriate. The Director of the school will discuss the matter with each party separately and may schedule a joint appointment with the two parties in order to attempt to reach a solution. The Director of the School will provide the person with the complaint and the division director with a written letter outlining the solution reached through this step.
3. If the complainant remains dissatisfied after step 2, the next step would be the Vice Dean for Education in the College of Medicine, and the last line of complaint is to the Provost of the University, who serves as the chief academic officer of Ohio State.
4. Any letters or other written materials associated with the complaint from the complainant, the Division Director, School Director, or Provost will be kept in a folder marked "Complaints against the Division of PT" and kept in the program director's files for a period of 5 years.

## **SECTION 3. COMPREHENSIVE CURRICULUM PLAN FOR ENTRY-LEVEL PROGRAM IN PHYSICAL THERAPY**

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### **3.1 Overview**

The curriculum plan for the entry-level physical therapy program at The Ohio State University is designed to provide a sequence of educational experiences that support the mission, philosophy, and educational goals of the professional program. The professional curriculum spans 3 years (9 semesters) and culminates in a Doctorate of Physical Therapy degree.

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

These instructional units are organized in an integrative manner within and between semesters. The first semester in summer provides an introduction to the profession, foundational knowledge in anatomy and pharmacology, and elementary skills in clinical practice. The core semesters in the first two years each center around a content area of practice (musculoskeletal, pediatrics, adult neurology) with courses presenting typical and pathological function (clinical science), evaluation and treatment techniques (clinical applications), and issues related to practice and practice settings (professional development). Within each semester, the curriculum plan structures the content from basic to complex, moving from lower to higher order cognitive, psychomotor and affective abilities by the end of each semester. Current research methods and evidence based practice are integrated throughout the curriculum.

While each semester focuses on a particular area of practice, the knowledge gained in early semesters is integrated into subsequent semesters. For example, autumn semester of the first year centers on the clinical science, principles and foundations of examination, evaluation, and interventions for problems involving the musculoskeletal system. Concepts presented in this semester are reinforced as students learn, for example, developmental kinesiology in pediatrics, evaluation of the hemiplegic shoulder in neurology, and post-mastectomy changes in shoulder function in later semesters. In the final set of courses prior to the terminal clinical experiences, students integrate materials from the preceding courses to focus on treatment progressions. Courses in imaging, integumentary systems, and community reintegration round out the core knowledge and skill set in clinical practice. Students then

spend 20 continuous weeks in the clinic applying what they have learned. Students then return for a semester of advanced and elective coursework to develop skills necessary for autonomous practice, complete a final 10 week clinical education experience followed by a 6 week advanced clinical practicum to gain specialized experience in an area of personal interest, and graduate with a Doctorate of Physical Therapy degree.

The curriculum plan promotes and facilitates problem solving and the clinical decision making process as the basis of reflective practice in physical therapy by incorporating these concepts and principles into learning experiences throughout the curriculum. The plan places significant value on development of appropriate professional behaviors and effective oral and written communication by introducing these areas early and continuing them throughout the curriculum. The plan also places importance on preparation of general practitioners, who possess the knowledge and skills to manage persons of all ages across the lifespan. The curriculum plan promotes active, life-long learning and reflective, evidence-based practice. Throughout the curriculum the student is expected to develop as an active learner and critical, reflective thinker who seeks out, questions, and analyzes information.

A variety of learning experiences and teaching methods are used in the curriculum: large group lectures; laboratory demonstrations and practice; small group discussion and collaboration; patient presentations and case studies; role playing and case simulations; writing assignments; student presentations; peer teaching and peer assessment; independent learning; integrated clinical experiences; service learning activities, including coursework at the Physician's Free Clinic; individual studies; and, clinical practice education experiences. The course content and objectives help faculty determine which learning experiences and teaching methods are most appropriate for each course in the curriculum. The program director is assisted by a director of curriculum who consults with division faculty to design and update courses and to maintain integration of materials throughout the curriculum.

## **3.2 Required Courses**

### **3.2.1 List of Required Professional and Major Courses**

All students must satisfactorily complete all required coursework to meet the minimum number of credits required for the Doctor of Physical Therapy degree. These credit hours must be completed prior to graduation, which normally occurs at the end of Spring Semester of the third professional year of the curriculum. A student who has already taken any required course(s) prior to admission to the program must still achieve the required number of credits described on the program advising sheet while enrolled, which means you will need to take electives to achieve this balance.

The required courses are listed in the following table.

## THE DOCTORATE OF PHYSICAL THERAPY CURRICULUM (2022-23)

Year 1					
SUMMER	Cr	AUTUMN	Cr	SPRING	Cr
AMI 6000: Anatomy	5	PT 6250: Neural Basis of Movement	2	PT 7250: Neurologic Basis of Rehabilitation	2
PT 6410: Principles & Procedures in PT Practice	1	PT 6415: Acute PT Practice I	1	PT 8210: Musculoskeletal Diagnosis and Management II	5
PT 6021: Intro to PT Profession	1	PT 7012: Documentation and Reimbursement	1	PT 8410: Musculoskeletal Skills Lab II	3
HRS 5510: Pharmacology	2	PT 7220: Musculoskeletal Diagnosis and Management I	4	PT 8013: Contemporary Practice	1
		PT 7410: Musculoskeletal Skills Lab I	3	PT 6260: Pathology for PT	2
		HRS 7900: Evidence Based Prac. I (EBP I)	1	HRS 7910: EBP II	1
		PT 7235: Biomechanics for PT I	2	PT 6189: Integrated Clinical Experience	1
				PT 7245: Biomechanics for PT II	1
				PT 7915: Research Applications	1
<b>Semester Total:</b>	<b>9</b>		<b>14</b>		<b>17</b>
				<b>Year Total:</b>	<b>40</b>

Year 2					
SUMMER	Cr	AUTUMN	Cr	SPRING	Cr
PT 7189 Intermed. Clin. Ed. Exp. I	4	PT 8065 Service Learning in PT	.5	PT 8065 Service Learning in PT	.5
PT 8230 Clinical Apps. in Pediatrics	3	PT 8250 Adult Neurologic Rehab.	5	PT 8274 Integumentary Systems and Rehabilitation	2
PT 8430 Pediatric Laboratory	1	PT 8450 Adult Neurologic Laboratory	3	PT 8474 Integumentary and Community Reintegration Laboratory	3
PT 8630 Clinical Sci. in Pediatrics	2	PT 8270 Geriatric Management	2	PT 8276 Adaptive Equipment and Community Reintegration	2
PT 8030 Topics in Pediatrics	1	PT 8050 Topics in Rehab and Long Term Care	1	PT 8674 Advanced Therapeutic Interventions and Progressions	1
PT 6389: Pediatric ICE ... <i>or</i> ...	.5	PT 8272 Cardiopulmonary Rehab.	2	PT 8670 Imaging in PT Practice	1
[PT 7389: Peds Specialization] ICE	[1]	PT 6489 Acute Care ICE	.5	PT 7645 Acute PT Practice II	.5
				PT 7289.01 Intermediate Clin. Ed. Exp. II, pt. 1	4
<b>Semester Total:</b>	<b>11.5</b>		<b>14</b>		<b>14</b>
				<b>Year Total:</b>	<b>39.5</b>

Year 3					
SUMMER	Cr	AUTUMN	Cr	SPRING	Cr
PT 7289.02: Intermediate Clin. Ed. Exp. II, pt. 2	4	PT 8061: Director's Seminar: PT as a Profession	1	PT 8289: Terminal Clinical Education experience	8
		PT 8070: Management	2		
		PT 8060: Healthcare in America & Impact on PT I	1	PT 8989: Capstone Leadership Practicum	4
		PT 8676: Differential Diagnosis for PT	4		
PT 8189 Intermediate Clinical Education experience III	8	PT 8999: Thesis	2		
		PT 8610: Advanced Orthopedic PT (1 cr. elective)			
		PT 8640: Complex Scenarios in PT (1 cr. elective)			
		PT 8612: Advanced Sports PT (1 cr. elective)			
		PT 8650: Advanced Neuro. Rehab. (1 cr. elective)			
		PT 8620: Entrepreneurial leadership in PT (1 cr. elective)	2		
		PT 8645: Advanced Acute Care Practice (1 cr. elective)			
		PT 8630: Advanced Pediatrics (1 cr. elective)			
		<u>Clinical Elective</u>			
		PT 6589 Service Clinical Experience (.5 – 2 cr elective)			
		<u>Other Electives: See approved list below</u>			
<b>Semester Total:</b>	<b>12</b>		<b>12</b>		<b>12</b>
				<b>Year Total:</b>	<b>36</b>

**Total Credits: 115.5**

## 3.2.2 Descriptions of Required Courses

Courses are PHYSTHER unless otherwise noted.

### 3.2.2.1 Year 1

#### Summer Semester

- AMI 6000 Gross Anatomy Neuromuscular anatomy of the human body
- HRS 5510 Pharmacology Introduction to the general principles of pharmacology, drug classification, and the sites and mechanisms of drug action.
- 6410 Principles and Procedures in Physical Therapy Practice I: Principles of palpation, manual muscle testing & goniometry
- 6021 Introduction to the Physical Therapy Profession: Introduction to the profession of physical therapy and the behaviors consistent with that profession.

#### Autumn Semester

- 6250 Neural Bases of Movement: The neuroanatomical and physiological basis of sensorimotor function, providing a foundation in motor control for the analysis of motor dysfunction.
- 6415 Acute Physical Therapy Practice I: Patient mobility, safety monitoring, basic gait and transfer training skills, with specific applications in the acute care setting.
- 7012 Documentation and Reimbursement: Clinical decision making and documentation related to evaluation, goal setting, and treatment of the physical therapy client.
- 7235 Biomechanics for Physical Therapy I: Principles of biomechanics, normal and pathological movement involving the musculoskeletal system (part of a 2-course sequence).
- 7220 Musculoskeletal Diagnosis and Management I: Foundations, analysis and application of the concepts and principles of evaluation, examination, diagnosis, and treatment of problems of the musculoskeletal system (part of a 2 course sequence).
- 7420 Musculoskeletal Skills Lab I: Laboratory application of skills for evaluation, diagnosis and treatment of musculoskeletal disorders
- HRS 7900 Evidence Based Practice I: Critical Analysis of Measurement and Diagnostic Tests

#### Spring Semester

- 6189 Integrated Clinical Experience: ICE Clinical experience in orthopedic outpatient settings.
- 6260 Pathology for Physical Therapists: Principles of disease of the organ systems.
- 7245 Biomechanics for Physical Therapy II: Principles of biomechanics, normal and pathological movement involving the musculoskeletal system of the spine and lower extremities (conclusion of 2-course sequence).
- 7250 Neurologic Bases of rehabilitation: Advanced concepts in neuroscience and the control of movement.
- 7915 Research Applications: Practical experience and exposure to research in physical therapy.
- 8013 Contemporary Practice: Health care delivery systems and critical issues in orthopedic physical therapy.

- 8210 Musculoskeletal Diagnosis and Management II: Concepts and principles of musculoskeletal evaluation, examination, diagnosis, and treatment (conclusion of 2-course sequence).
- 8410 Musculoskeletal Skills Lab II: Concepts and principles of musculoskeletal evaluation, examination, diagnosis, and treatment (conclusion of 2-course sequence).

### **3.2.2.2 Year 2**

#### Summer Term

*The student must have passed all preceding courses and practical examinations prior to beginning PT 7189.*

- 7189 Clinical education: Intermediate full-time clinical experience I: Full-time clinical rotation completed in an affiliated outpatient facility with the focus on patients with musculoskeletal impairments.
- 6389 Pediatric ICE: Clinical experience in pediatric settings.
- 7389 Pediatric ICE for Specialization: Clinical experience in pediatric settings for students enrolled in the pediatric specialization.
- 8030 Topics in Pediatric Physical Therapy: Critical topics related to health care and education systems delivery in pediatric practice and the role of family and culture in the therapeutic program of the child.
- 8230 Clinical Applications in Pediatrics: Physical Therapy principles of examination, evaluation, diagnosis, prognosis and intervention with children.
- 8430 Pediatric Laboratory: Applications and methods used in evaluation, diagnosis and intervention including neurological, musculoskeletal, cardiopulmonary and integumentary systems in children.
- 8630 Clinical Science in Pediatrics: Typical and atypical development including the effects of disease and damage to the nervous, musculoskeletal, cardiopulmonary and integumentary systems in pediatrics.

#### Autumn Semester

- 6489 Acute Care ICE: Clinical experience in acute care settings.
- 8050 Topics in Rehabilitation and Long Term Care: Healthcare systems and critical topics in rehabilitation and geriatric care.
- 8065S Service Learning in Physical Therapy: Service learning experience in physical therapy.
- 8250 Adult Neurologic Rehabilitation: Analysis of body function and structure, activity, and participation levels associated with injury to the nervous system. Evidence and rationale for examination, evaluation, and interventions for adult neurologic physical therapy.
- 8270 Geriatric Management: Critical issues in the management of geriatric clients.
- 8272 Cardiopulmonary Rehabilitation: Evidence and rationale for examination, evaluation, and interventions for prevention of cardiovascular disease and treatment of common cardiopulmonary system disorders.
- 8450 Adult Neurologic Laboratory: Clinical decision making and techniques for examination, evaluation, and interventions for adult neurologic physical therapy.

### Spring Semester:

- 7645 Acute PT Practice II. This course is designed to promote competence in acute care physical therapy practice and related populations including those in skilled nursing and inpatient rehabilitation facilities.
- 8065S Service Learning in Physical Therapy: Service learning experience in physical therapy.
- 8274 Integumentary Systems and Rehabilitation: Analysis of body function and structure, activity, and participation levels associated with injury to the integumentary system. Evidence and rationale for examination, evaluation, and interventions for adults with conditions such as amputation, burns and wounds.
- 8276 Adaptive Equipment and Community Reintegration: Analysis of the use of adaptive equipment such as orthotics and wheelchairs to augment rehabilitation. Evidence and rationale for the performance of functional capacity evaluations for community reintegration.
- 8474 Integumentary and community reintegration laboratory: Clinical decision making and techniques for examination, evaluation, and interventions for those with disorders related to the integumentary system and the use of adaptive equipment and techniques for community reintegration.
- 8670 Imaging in Physical Therapy Practice: Develop an understanding of the basic principles and interpretation of musculoskeletal and neuromuscular imaging. The course will focus on the application of radiographic, CT and MRI images into physical therapy practice.
- 8674 Advanced Therapeutic Interventions and Progressions: Case based analysis, skill acquisition, and patient-centered clinical interventions.
- 7289.01 Clinical education: Intermediate clinical experience II, part 1: Full-time clinical rotation in an acute care or SNF affiliated clinical site with the focus on management of patients with medical, neurological and orthopedic diagnoses. This is the first five weeks of a two part course, 7289.01 and 7289.02.

### **3.2.2.3 Year 3**

*The student must have passed all preceding courses and practical examinations and must have passed the professional doctoral examination (i.e., 2<sup>nd</sup> year comprehensive examination) prior to beginning PT 7289.*

### Summer Term:

- 7289.02 Clinical education: Intermediate clinical experience II, part 2: Full-time clinical rotation in an acute care or SNF affiliated clinical site with the focus on management of patients with medical, neurological and orthopedic diagnoses. This is the last five weeks of a two part course, 7289.01 and 7289.02.
- 8189 Clinical education: terminal clinical education experience I: Full-time clinical education experience in an affiliated clinical facility.



### Autumn Semester

The student must have passed all preceding courses and practical examinations and must have passed 7289 and 8189 prior to beginning this semester in the third year of the program.

- 8060 Health Care in America and its Impact on Physical Therapy: Analysis of the healthcare system in America and how working within this system impacts the practice of physical therapy.
- 8061 Careers in Physical Therapy: Leadership and professionalism in physical therapy practice, with emphasis on preparing to enter the PT profession.
- 8070 Management: Administrative skills for the management of physical therapy practice in various settings. Introduce basic principles of administration and management that are applicable to problem solving in simulated administrative and management situations. Development of a marketing and business plan with adherence to ethical and legal requirements that will prepare the doctorate student to consider autonomous practice as a clinician or as a practice owner of a successful physical therapy business
- 8676 Differential Diagnosis for Physical Therapists: Clinical decision making related to systemic disease that can present as neuromuscular or musculoskeletal conditions. Related literature will be utilized to explore systemic origins of disorders related to PT practice.
- 8999 Thesis: preparing the case study for final written and oral presentation as the exit requirement for the doctorate of physical therapy.

### Electives

- 8610 *Advanced Orthopedic Physical Therapy* Critical analysis of the current literature and the application of advanced skills related to the orthopedic patient with an emphasis manual therapy techniques and evidence-based interventions.
- 8640 *Complex Scenarios in Physical Therapy* Complex geriatric and neurologic cases, incorporating electro diagnostic testing and other specialized assessments and interventions. Online modular format.
- 8612 *Advanced Sports Physical Therapy* Introduction to Sports Physical Therapy concepts with emphasis on prevention, acute injury management, differential diagnosis, sports-specific rehabilitation and wellness.
- 8620 *Advanced Entrepreneurial Leadership* Small group seminar discussing current approaches to entrepreneurial leadership in physical therapy practice.
- 8650 *Advanced Adult Neurologic Rehabilitation* Critical analysis of the current literature and the application of advanced skills related to the neurologic patient with an emphasis on evidence-based assessment and interventions.
- 8630 *Advanced Pediatrics* Critical analysis of the literature on pediatric practice and an exploration of advanced clinical topics in pediatrics.
- 8645 *Advanced Acute Care* Critical analysis of topics in acute care including practice in the ICU setting.

Plus others as offered:

HRS 5000 *Interdisciplinary Case Management*: This course pairs PT students with students from medicine, dentistry, pharmacy, occupational therapy, and other health care professions to consider interdisciplinary approaches to cases.

HRS 5100 *Adaptive technology*. This course examines assistance technology in rehabilitation disciplines.

HRS 8891 *Advanced Skeletal Biology*. This course examines advanced topics in the anatomy and biology of the skeletal system.

IPT course interdisciplinary leadership (1 cr) seminar Graham\*

Rehabilitation Engineering (variable credit elective)

Or, courses approved for Pediatric, Rehabilitation Engineering, or Global Health Specialization; electives not preapproved must receive approval to be counted.

### Spring Semester

The student must have passed all preceding academic and clinical education courses and satisfied all program requirements before beginning PT 8289.

8289 *Clinical education: Terminal clinical education experience II*: Full-time clinical education experience in an affiliated clinical facility.

The student must pass PT 8289 before beginning PT 8989.

8989 *Capstone Practicum Experience*: Full-time individualized experience focusing on an aspect of physical therapy such as specialty clinical practice, administration or management, teaching, research, service, or advocacy. It must include the development of a related project and may or may not involve direct patient care.

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

The following set of policies is considered a part of the syllabus for every course taught within the physical therapy division.

### **3.2.3.1 Make-Up Exams**

Make-up exams will be given only at the discretion of the instructor and with prior approval. Exams missed due to illness may require a note from a health care provider prior to make-up.

### **3.2.3.2 Required Assignments**

In every course in this professional program, students are required to submit all required assignments to pass the course. In the undergraduate experience, some students have developed a strategy of counting the points in a course, determining an acceptable grade, and not turning in assignments of low point value once the desired grade was assured. In a professional program, this is unacceptable. Every assignment in every course is designed as a part of a comprehensive curriculum to provide you with the

knowledge, skills, and attitudes required to practice safely and competently as a physical therapist. The student in a professional program, who does not yet possess the professional credential, is not qualified to determine which assignments matter. Only the faculty are qualified to make that judgment. Individual faculty may determine that certain late assignments are downgraded. This does not relieve the student of the responsibility to complete the assignment to the best of their ability, even if no points can be awarded. The important thing is the learning, not the points. Students who fail to complete required work shall be referred to the student progress committee for further action.

### **3.2.3.3 Reasonable Accommodations**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, chronic, or temporary medical conditions), you can inform the faculty and be referred to Student Life Disability Services, or you can go straight to Student Life Disability Services. The SDLS office works with faculty to determine reasonable accommodations. After registration, make arrangements as soon as possible to discuss your accommodations so that they may be implemented. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

### **3.2.3.4 Academic Misconduct**

The rules of the university faculty senate establish, under rule 3335-5-48.7, the university's "Committee on Academic Misconduct" (COAM). The rule requires that "Instructors shall report all instances of alleged academic misconduct to the committee."

There are many forms of academic misconduct, and these are specified at the following website:

<http://oaa.osu.edu/coam.html>

The faculty would like to make students especially aware of two forms of academic misconduct that may be inadvertent, and provide strategies for how to avoid them.

The first common mistake is plagiarism. According to the COAM, "Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." Copying sentences or complete phrases directly from sources is plagiarism. Sometimes, this can occur accidentally as students take notes when reading and then use these phrases directly without proper attribution. Students are cautioned to take steps proactively in written work to avoid even unintentional plagiarism. A faculty member reading the assignment has no way to know after the work is submitted whether the plagiarism was intentional or unintentional. The health sciences library provides instruction on how to avoid plagiarism.

The second common mistake is giving or receiving aid in work submitted for credit. As students work together through a professional program, a strong camaraderie develops. The competition that marked the undergraduate experience in an effort to gain admission to the professional program is replaced by cooperation. Students begin studying together to help each other learn and develop knowledge and skills, and the faculty encourage this. Unwittingly, students may cross the line into working together to

help each other with individual assignments. A simple rule of thumb is that if you are receiving an individual grade, your work must be individual. Faculty may assign group assignments, in which case this will be explicitly stated, and a rubric to track the contributions of group members will be provided. On selected learning activities that are called 'homework,' faculty may encourage working in groups for learning. However, this should not be equated with a standing policy; these are special cases. Would you want a member of your family treated by a PT who really can't do the job? If in doubt about whether group work is permitted, do not give or receive assistance on any assignment that involves points towards a grade.

### **3.2.3.5 Professional Behaviors**

Performance in each class contributes to the ongoing evaluation of Professional Behaviors. Therefore, each student is expected to demonstrate professional behavior in all aspects of each course. These requirements are a component of each course and will be graded as such.

### **3.2.3.6 Remediation or Repeat of Courses**

Physical therapy is a demanding, evolving profession requiring graduate education at a doctoral level. Competent physical therapists must not only be able to demonstrate skills adequate for clinical practice upon completion of the program, they must demonstrate the capacity to learn and acquire new skills at a pace on par with their peers in the profession. A professional is expected to keep up with a complex, evolving field of knowledge through their practice over time. Therefore, the policies described here are designed to craft a reasonable balance between giving the student the opportunity to overcome a short term deficit in performance and continue on in the program, but not to allow individuals who are incapable of meeting the standards of the profession from graduating with the DPT degree.

Remediation as defined below may be offered to give a student who is very close to passing a course a chance to demonstrate their ability with a short extension and to avoid adding a year to their education. Repeating a course may be offered for a student who has clearly failed a course, or has failed a remediation, to try one more time to pass the course; this will usually result in delaying graduation by a year.

The primary authority and judgment for decisions about whether to grant permission to remediate or repeat a course rests with the physical therapy faculty, who are uniquely qualified as members of this profession to determine who should and who should not be allowed to enter the profession. The considered judgment of the physical therapy faculty will be applied to each decision on a case-by-case basis.

Whenever remediation or repeat of a course is required, the school's Office of Academic Affairs shall be notified. Whenever a student fails a course, the graduate school shall be notified and a recommendation of a finding of failure to make satisfactory progress in the graduate program shall be made to the graduate school. This recommendation will include conditions for continuing in the program in good standing.

### **3.2.3.6.1 Remediation of a failed didactic course**

Remediation is when a student who fails a didactic course is provided with a grade of incomplete in lieu of an E and given one opportunity to remediate. For the first instance in the program of a failed course, the decision as to whether to allow the remediation, and the form of the remediation, are at the discretion of the course instructor. This type of remediation should only be used when there is a focused knowledge deficit in one particular part of the course, where a short term effort to address the deficiency is likely to succeed. Remediation should not be used for a student who has consistently performed below expectations throughout the course. If the instructor elects not to allow a remediation, the student may appeal this decision to a committee comprised of the core faculty members of the Physical Therapy Division. If the student disputes that decision, the grievance process would be as specified in the school's handbook. See SHRS Policy #5.

If a remediation is granted, a learning contract will be written and signed by both parties, the student and the course instructor, and must be approved by the program director. Failure to pass the remediation as defined by the learning contract shall result in failure of the course. The remediation contract must consist of two components, first a learning component, and then a testing component. The learning component involves the student participating in a learning activity designed to facilitate acquiring comprehension of the failed material. The testing component assesses whether or not the material has been mastered. Explicit outcomes will be measured for assessing successful completion of the remediation.

### **3.2.3.6.2 Extension of the duration of a clinical education course**

During clinical education experiences, some students may be making progress and may be very close to achieving the required level of performance, but not quite at the passing level. If the judgment of the director of clinical education and the clinical instructor is that a slight extension of time of the clinical education experience is likely to result in a passable performance, and appropriate logistic arrangements can be made successfully to allow this without interfering with other education requirements, then the student may be offered the opportunity to extend the clinical education experience beyond the original end date. The duration of the extension will be unique to each circumstance. This will not formally count as a remediation.

### **3.2.3.6.3 Remediation of a clinical education course**

In a case where, at the end of the clinical education experience, including any possible extension, a student has come very close to passing a clinical education course, but the director of clinical education finds it difficult to determine if the student has actually performed at the required level or is truly deficient in skills, a grade of I with an alternate grade of E may be entered. In this circumstance, the director of clinical education will arrange a special alternative clinical experience with a carefully chosen clinical instructor for the purpose of getting a second opinion to assess the student's skills. Explicit outcomes will be measured for assessing successful completion of the remediation. If, after this experience, the student is judged to be at the required level, the passing grade can be entered. Otherwise, the E will stand.

Only one clinical education course in the program may be remediated for any student in the program. Once a student has remediated any clinical education course in the program once, no subsequent clinical education course may be remediated in this manner. After any clinical education course has been remediated for a given student, any subsequent clinical performance that does not clearly meet or exceed requirements will be graded as an E.

#### **3.2.3.6.4 Repeat of a failed didactic course**

A student who has failed a didactic course but who is otherwise in good standing in the program and has not failed a course in the program previously will be afforded one opportunity to repeat the course. If the student fails on the second attempt, s/he shall be recommended for disenrollment from the program.

A student who has failed a course and repeated it and passed may not repeat any other course, clinical or didactic. Any subsequent course failure shall result in a recommendation for removal from the program without the opportunity to repeat. Throughout the time in the DPT program, no student shall be allowed to repeat more than one failed course.

#### **3.2.3.6.5 Repeat of a failed clinical education course**

If a student gets an E in any clinical education course, s/he may be granted the opportunity to repeat the course once. The faculty are not required to allow a student to repeat a failed clinical education course. A student who fails a clinical education course due to egregious behavior warranting disenrollment from the program will not be offered a chance to repeat the course. If the student's performance leads to the conclusion that, no matter how much additional training is provided, the student will never be able to function as a member of the physical therapy profession, the faculty may decide not to allow the student to repeat. Allowing a student to repeat should be based on evidence that the student does possess the potential to function as a physical therapist, but needs more time and education to demonstrate the required level of performance.

Only one opportunity to repeat a clinical education course will be provided. No student shall be allowed to repeat more than one failed clinical education course. Once a student in the DPT program has failed one clinical education course, if that student is allowed to repeat the course and does pass, that student must pass every subsequent course, clinical and didactic, on the first attempt for the remainder of the DPT program.

#### **3.2.3.7 Personal Technology Use**

While the faculty fully value and support the use of technologies in the classroom to enhance the learning experience, use of personal technology devices for anything other than academic purposes is prohibited in the classroom during instructional time. As explained in the SHRS Student Handbook, Students must refrain from using cell phones, laptops, tablets, and similar devices for non-educational activities such as messaging, email, games, or web browsing during class. The faculty member may direct that the device be put away, take possession of the device for the remainder of the class, or direct the student to leave the class, as deemed appropriate by the faculty member at any time. See SHRS Policy # 6.

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

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

When exam keys, answers to homework, etc., are posted for viewing, the student may not photograph or copy verbatim all or part of the test questions. Students may not pass any academic work returned to them to students at earlier stages in the program. Students may not develop or maintain files containing old exams, test questions, assignments, etc., except for their own individual, private use. Sharing such materials outside the program in hard copy or on the internet, or with other students in the program, is academic misconduct.

By university policy, the instructors retain student work for two academic terms after the work is completed and the grade is assigned. After this, these records may be destroyed.

## **3.3 Required Program Milestones**

### **3.3.1 Competency Checks**

In academic terms that include clinical laboratory skills courses, there may be required competency checks for certain skills; these may also be referred to as skills checks. Students are permitted re-tries on competency checks until they demonstrate satisfactory performance. Satisfactory performance on all competencies will be required before the student begins the next full time clinical education experience.

### **3.3.2 Practical Examinations**

Students must pass all practical examinations to pass a course. If the practical examination is not passed on the first attempt, a retake may be permitted, as specified by policies in the syllabus for that particular course. Refer carefully to the syllabus for the rules about retakes. A student must pass all practical examinations in order to pass a course.

### **3.3.3 First Year Comprehensive Examination**

All students will be required to take a comprehensive examination after the end of the first year in the curriculum. This examination is a comprehensive, 200-item multiple-choice test covering content contained in the DPT curriculum over the first year of study. The content is determined by the first year examination committee, which is comprised of faculty instructors who teach first year content for the division of physical therapy as appointed by the division director. The content will be weighted in approximate proportion to the credit hours per subject area across the curriculum.

The results of the examination will be shared with the student to help the student identify areas of weakness that should be reviewed prior to the second year examination. There is no specific pass point set on the written exam in the first year– it is simply a knowledge check in preparation for the professional doctoral examination.

### **3.3.4 Professional Doctoral Examination for the Doctor of Physical Therapy**

As specified in the graduate school handbook section 7.17.6, students in the Doctor of Physical Therapy (DPT) program will take a Professional Doctoral Examination to determine whether the student possesses understanding of the theoretical and applied fundamentals of the field and is ready to engage in a sustained period of clinical experience. This examination is a comprehensive, 200-item multiple choice test covering content contained in the DPT curriculum over the first two years of study. The content is determined by the professional doctoral examination committee from the division of physical therapy, which is comprised of regular faculty in the division as appointed by the division director.

In general the written content will be weighted in proportion to the credit hours per subject area across the curriculum. The pass point cannot require more than 70% correct of items remaining in the test after item analysis by the professional doctoral examination committee. The pass point can be adjusted as determined by the judgment of the professional doctoral examination committee.

To register for the professional doctoral examination, each student must go online to apply for him/herself to the graduate school through <http://gradforms.osu.edu> to take the professional doctoral examination. The student must use the following parameters for the test. First Professional Doctoral Examination, PHYSTHR program, choose Dr. Buford as the advisor and Drs. Schmitt and Kegelmeyer as committee members. Please note: faculty advisors are listed more than once in the selection list on the Gradforms website, because we can be advisors in degree programs in addition to the DPT. Make sure you choose the entry for each faculty member for the **DPT PHYSTHR** program, not the PhD. You should complete this application in February, well before the exam is given at the end of April. Details will be provided at that time.

Administratively, the faculty and the graduate school must then accept your application. After the exam results are calculated, the members of the committee will enter your results online. If you do not pass on the first attempt, the retake as explained below will be required.

In addition to the written examination, students must pass all practical examinations and competency checks prior to the progression on to the sustained clinical experience and year 3 of the doctoral program.

#### **3.3.4.1 Policy for Retake of Failed Professional Doctoral Examination**

Students who fail the professional doctoral examination on their first attempt on the multiple choice form are permitted one retake of the examination in accordance with graduate school handbook rule 7.17.7. The retake will be in the form of a written document based on two to four case studies designed by the faculty to address the student's area(s) of weakness identified by the first examination. The



written exam will be followed by an oral examination. The objectives of the examination will be consistent with those of the professional doctoral examination, to ensure understanding of the theoretical and applied fundamentals of the field and readiness to engage in a sustained period of clinical experience. The procedures will be as follows.

1. Unless an exception is made by the core faculty, a student may not continue on to the sustained clinical experience until s/he has demonstrated sound judgment and decision making sufficient to ensure patient safety by passing the professional doctoral examination. An exception may be made to allow the student to continue on with sustained clinical experiences and other requirements of the program following a review of the student's academic and clinical performance in the pre-candidacy phase of the program and an affirmative, majority vote of the core faculty. In either case, the process for the second exam is as outlined below.
2. For the written component, faculty will develop no fewer than two and no more than four case-based scenarios based on analysis of the student's weak areas from the multiple-choice form of the professional doctoral examination. Each scenario will include a case and alternative approaches to patient management expressed very generally. The student will write an evidence-based analysis of the case, providing a rationale to defend his/her choice for the best management and explain why the other alternatives were less optimal.
3. The deadline will be determined by the professional doctoral examination committee. The exact time frame will be specified in a learning contract between the student and the professional doctoral examination committee. This learning contract will be completed within four weeks of failure of the first attempt on the professional doctoral examination. One or more faculty mentors will be identified for each case. As the student works on the written component, the mentor may offer feedback on gross deficiencies in the written product and guidance on where to locate better information as the work develops, but faculty mentors will not provide direct assistance with the writing or creative thought process.
4. The faculty mentor for each case is primarily responsible for evaluating that component of the written examination to determine whether it is a pass. A student availing themselves of and responding appropriately to feedback given along the way would rarely be expected to fail at this point. A student may be advised that passing of the oral exam is highly unlikely based on extremely poor performance on the written, but may not be denied the right to take the oral examination.
5. The mentors function as the student's oral examination committee. There shall be at least three faculty on the oral examination committee, but not more than five. The oral examination will be scheduled by the student as a second professional doctoral exam through gradforms as instructed by the faculty. The professional doctoral exam committee members will also be the committee for the second examination. They will be joined in the oral exam by the mentor for each case. At least two weeks but not more than one month after the final written work is submitted for all cases required, the oral examination committee conducts an oral examination. The student and members of the oral examination committee receive copies of the student's written responses at least one week before the oral examination.

6. For the oral examination, one member is elected as chair of the committee by the members of the committee. All members of the committee examine the student orally for a period of about two hours, not to exceed two hours. The oral examination questions are principally focused on the content of the written component of the remedial examination. The objective is to determine whether the student understands the written component, and to determine if the student can be led towards better understanding through a problem solving, Socratic approach in areas where the student was weak on the written. The oral exam may also assess general knowledge and overall readiness for clinical practice as a physical therapist, but should not focus on details of practice areas not related to the written component of the examination.
7. The oral exam is graded pass or fail. Students who pass are eligible to complete their clinical affiliations and continue on towards the DPT (Doctor of Physical Therapy). Students who fail exit from the physical therapy program with no graduate degree awarded, but may be eligible to transfer to a different graduate program at Ohio State.
8. The student will be advised that there are policies in the graduate school for appeal of professional doctoral examination results. The student should refer to the graduate school handbook for these policies (<https://gradsch.osu.edu/handbook>).

As with the first professional examination, the student must register through [gradforms.osu.edu](http://gradforms.osu.edu) for permission to take the second. In this case, the committee will be the same, but the student will select “second professional doctoral examination.” The date and time for this exam will be determined on a case by case basis, and instructions for how to complete the application for a second professional examination will be provided when required. The school’s office of academic affairs and graduate studies committee shall be informed that a DPT student will be taking a second examination.

### **3.3.5 Final Case Report as the Final Document Requirement for the Doctorate of Physical Therapy Degree**

#### **3.3.5.1 General Instructions for the Final Document**

In accordance with the graduate school handbook policy 7.17.8, each student will complete a written case report on a patient seen during a terminal clinical education experience to serve as their final document. Extensive directions on how to select an appropriate patient and complete the case report are provided by the faculty. The student is responsible for submitting a complete written case report formatted according to the instructions. The essence of this requirement is to demonstrate the ability to use current evidence for physical therapy practice, and to demonstrate professional writing and communication skills. Faculty will judge whether the first draft of case report contains enough information to produce a final document within one week of submission. A student who does not produce a case report that can serve as a basis for a final document may be required to revise the case report or complete a new case study, as determined by the faculty, before the student can schedule their exit requirement.

Students shall comply with all HIPAA regulations when gathering information related to their case study or other assignments in which they utilize patient information. No patient identifiable information such as the patient’s initials, actual dates of treatment, the actual name of the hospital, etc., can be included.

It should be difficult or impossible for a curious person to deduce the individual patient's identity. Students shall have patients sign the PT Division CONSENT FOR EVALUATION, CARE AND TREATMENT AS AN EDUCATION MODEL PATIENT Form prior to data collection. In addition, students must have patients sign the BLANKET IMAGING RELEASE Form if any pictures will be utilized for school assignments.

Upon return from the clinical affiliation, the student will work with the faculty advisor to revise the written case report in order to bring the quality of writing, analysis, and presentation of the case up to the level of a standard that the written case report is ready for public dissemination. This is expected to take multiple rounds of feedback from the faculty and from student peers and revision by the student.

### **3.3.5.2 *Applying to Graduate Triggers Creation of the Forms for the Final Document and Exit Requirement***

In the fall semester of the third year, the student will apply for graduation through <http://gradforms.osu.edu>. The student will apply to graduate in May of the following semester. The student will enter a committee as instructed by the program to have an advisor in the PHYSTHER-DPT program in charge of the committee, and the appropriate committee members. Once the student has applied to graduate, the graduate school will release forms for the final document (the case study) and the exit requirement (the oral defense).

### **3.3.5.3 *Submitting the Final Document***

After the written case report is revised and completed, it will be submitted to the faculty advisor and a professional doctoral committee approved by the graduate school for the final requirement. This committee will then judge whether the written document is acceptable. If the faculty advisor believes the document is unlikely to be approved by the committee, the student shall be advised in writing to withhold submission until the document is acceptable.

### **3.3.5.4 *Policy for Failed Final Document***

If the final document is deemed unacceptable by a majority of the final document committee, the student will be permitted one opportunity to bring the document into compliance. In the event this cannot be accomplished prior to the end of the final semester for the program, the student may be required to register for 3 credits of PT8999 in a subsequent term. Graduate students are required by Ohio State to register for a minimum of 3 credits during the semester of graduation. The exception to this is late graduation, in which the student finishes the requirement prior to the start of the next term. Please see the graduate school handbook for further clarification.

## **3.3.6 *Oral Presentation of the Case as the Exit Requirement***

### **3.3.6.1 *General Description of the Exit Requirement***

As explained in the graduate school handbook, the exit requirement defined in graduate school policy 7.17.9 is structured around the final document. In the DPT program, each student will be required to provide an oral defense of the case report to the professional doctoral committee and student peers in a format mimicking a platform presentation at a national meeting, with a 10 – 12 minute presentation

followed by 3 – 5 minutes of questioning. The student must pass the exit requirement in order to graduate with the DPT.

To pass the exit requirement, the student must demonstrate the following:

1. An understanding of the physical therapy management of the patient case presented
2. The ability to apply information learned in the DPT program to the case study
3. The ability to read and assimilate research literature related to the case and to accurately apply those findings to the case
4. The ability to justify the PT management of the patient in the case study or to explain an appropriate alternative management strategy that is supported by the evidence available.

### **3.3.6.2 Scheduling the Exit Requirement**

As noted above, the application to graduate triggers the creation of the forms needed to assess the final document and exit requirement. The student shall be given the names of the faculty members to list on the final document and exit requirement committee when applying to graduate. The date, time and location of the exit requirement will also be provided. These will be entered in the application to graduate and used to create the forms needed for approval.

### **3.3.6.3 Procedures for the Day of the Exit Requirement**

Students will be assigned to a presentation group that includes all students who share the same committee of faculty for the exit requirement. At the beginning of the case presentation for the exit requirement, all students in that group will come together in the presentation room to load their presentations onto a common computer. Only the students presenting in that room may be present – no guests are allowed. Other members of the graduate faculty may observe but will not question the students.

The order of the presentations will be selected by the faculty. Student requests to go early or late within the group will be considered but cannot be guaranteed. At the appointed time, presentations will begin. At 10 minutes, the student presenter is warned for time, and at 12 minutes, the presentation is halted. Questioning will begin with the faculty, and if time permits, other students may then ask questions.

After all presentations and questions are complete, the students leave the room and wait nearby. The faculty will determine in each case whether the student has passed, or is in jeopardy of failing, for all students in the group. Each student will then be brought back in one by one in an order selected by the faculty for a private meeting with the committee.

During this meeting, students who passed will be given brief feedback in a few minutes to describe the strengths and weakness of the case and to be given advice for improvements.

Any student who did not pass will be informed at the outset of the private meeting that the original presentation was potentially unsatisfactory. The student will have a brief opportunity to answer new questions in private, again taking only a few minutes. After this period the student in this case will be

told that the decision is pending and will be given a specific time that same day at which they will be notified in person of their result.

After all remaining students have been informed, the committee will decide whether any student who did not pass during the original presentation performed satisfactorily during private questioning, or whether the unsatisfactory result should stand. If the committee finds the result unsatisfactory, all faculty involved in committees for the exit requirement will meet as soon as practicable on the same day after all committees have finished their private meetings and deliberations. The assembled faculty will receive the recommendation of the committee(s) for the student(s) with the unsatisfactory exam(s). A vote will be taken with a paper ballot to either affirm or overturn the committee's decision in each case of a recommendation not to pass.

### **3.3.6.4 Policy for Failure of the Exit Requirement**

The graduate school only allows one retake of the exit requirement (<https://gradsch.osu.edu/handbook>). Failure on the retake results in a failure of the program, and the student cannot be awarded the DPT. The student may, however, be eligible to transfer to another graduate program at Ohio State.

The retake will be structured like the original exit requirement, an oral defense of the final document. The committee for the re-take is the same as the committee for the original defense. If a faculty member cannot attend on the date of the scheduled retake, a substitute must be approved by the graduate school.

For the exam, the presentation shall be on the same case as the original defense. The requirements for the re-take are the same as they are for the first attempt. The student will not be asked to do a longer presentation. The presentation is still expected to be 10-12 minutes long. Exceeding the time frame by a few minutes is not grounds for failure, but the student will be cut off at 15 minutes. Questioning will also be 3-5 minutes, with additional time of up to 5 minutes if required, to mimic the time for private questioning during the original attempt.

Only the student and the committee are permitted to be in the room for the retake. No friends, fellow students, or others may be present. If the original committee did not consist of at least three faculty with P status in the DPT program, then the division director shall appoint additional faculty with P status in the DPT program to serve on the committee. The program director may also attend or have a designee attend to witness the process, but this person shall not ask questions if not a member of the original committee. Likewise, the chair of the graduate studies committee for the school or designee may attend, but shall not question the student.

After the presentation, the student will again be asked to leave the room and wait for the committee to deliberate. As before, if the committee recommends an unsatisfactory result, this recommendation will need to be ratified or overturned by the faculty of the program as a whole before the decision is official.

As with any other decision, graduate students have available to them appeals processes through which they are able to challenge the result of the exam for the exit requirement.

### **3.4 Physical Therapy Division Warning, Probation and Dismissal**

The academic standards controlling warning for failure to make satisfactory progress, academic probation, and disenrollment of the Physical Therapy Division are developed in accordance with the policies outlined by the faculty of the Division, School and in accordance with the Graduate School. The Graduate School Handbook of The Ohio State University states that “local Graduate Studies Committees are charged with the responsibility of conducting specific graduate programs within the context of the policies and rules established by the Graduate School.”

Also refer to the information on warning, probation and dismissal printed in the general school section of the School Handbook and the Professional Doctoral Programs in section 7.17 in the Graduate School Handbook.

#### **3.4.1 Physical Therapy Academic Requirements**

The student who experiences academic difficulties should communicate frequently with his/her advisor or the division director. It is more effective to provide assistance while the difficulty is current rather than after an unacceptable grade has been received.

1. Each student must enroll in all required courses and satisfactorily complete all required coursework.
2. Each student must maintain a minimum of a 3.0 cumulative grade point average.
3. A minimum grade of "C" or "S" is required in all required courses. If a "C-", any "D", an "E" or a "U" is received in any required professional or major course, the course must be repeated prior to graduation and a minimum grade of "C" or "S" attained.

##### **3.4.1.1 *Consequences of not receiving the minimum grade in a required course***

If a student does not complete any required physical therapy course with a grade of "C" or better, or "S" for pass/fail courses, the student may be restricted from enrolling in any succeeding required physical therapy courses until the course has been repeated and a grade of "C" or better, or "S" has been attained. Physical therapy courses are offered one semester per year; therefore, completion of the curriculum is likely to be delayed one year. This may necessitate a warning for failure to make satisfactory progress and a long term leave of absence from the program.

#### **3.4.2 Physical Therapy Probationary Status**

The student shall be notified in writing by the graduate school when placed on probation. Probation is determined by the graduate school in consultation with the program.

### **3.4.2.1 Academic Probation**

1. Academic probation is issued by the graduate school for a student whose cumulative point-hour ratio is below 3.0 after attempting 9 graduate credits.
2. A student on academic probation may be prohibited from beginning a full time clinical experience or practicum.
3. Academic probationary status shall continue until the requirements for removing probation have been achieved. A student who fails to bring the GPA above 3.0 after one semester is subject to disenrollment.
4. A student on probation who takes a leave of absence from the program and who is subsequently reinstated will resume probationary status upon return.
5. A student on academic probation based on poor grades shall not graduate in that semester. The student must first fulfill all requirements to be removed from probationary status in order to graduate. This may require adding additional semesters of study to the student's program.

### **3.4.2.2 Failure to Make Satisfactory Progress**

A student who gets a U or a grade less than C in a required course, who has a GPA less than 3.0 after attempting less than 9 credits, or who is warned for failure to make satisfactory progress based on unprofessional behavior, is not making satisfactory progress. The status of failure to make satisfactory progress will be communicated to the Graduate School and the student shall receive a warning with written conditions specified, along with a date by which conditions must be met, to continue in the program.

In some cases, the student who is failing to make satisfactory progress may be required to take a long-term leave of absence and return to the program at a subsequent point in time, as described for the long term leave of absence policy above.

A student placed on academic probation or warned for failure to make satisfactory progress is not considered a student in good standing in the program until such time as the probation is removed or the conditions set forth in the warning for failure to make reasonable progress are satisfied. Occasionally, students may request verification of good standing in the program for the purposes of car insurance discounts, membership in professional associations, etc. The program director will not provide such verification if the student is not in good standing when the request is received.

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

When conditions reach a point where the DPT program faculty conclude the student cannot successfully complete the DPT program requirements, the program shall recommend to the school's graduate studies committee that the student should be disenrolled from the DPT program. This is not the same as disenrollment from the university. The student in this situation might be eligible to remain a student at OSU and transfer to a different graduate program, even if completing the DPT is no longer possible.

When the DPT program recommends disenrollment of a DPT student, the school's graduate studies committee shall consider the request, and if they concur, make the recommendation to the graduate school, which provides the final decision.

The student shall be notified in writing of the DPT program's recommendation to dis-enroll, and the student will be informed along the way of their rights to be heard, to appeal, and receive due process in the decisions as they move forward through the various stages of consideration at the university.

A recommendation for disenrollment can result from the following scenarios.

1. The student has failed a required course and does not pass that course on the second attempt.
2. A student who has already failed one required course but successfully passed on repeat fails any subsequent required course.
3. The student has been placed on probation and has failed to satisfy conditions for removal of probation within the required time frame.
4. The student has been warned of failure to make satisfactory progress and fails to meet requirements for progress provided in the warning.
5. The student fails any full-time clinical education experience, and because of the nature of the failure, is not offered an opportunity to remediate as outlined in the clinical education handbook.
6. The student is found to have violated the student code of conduct in a manner warranting disenrollment from the program.
7. The student is found by the Committee on Academic Misconduct to have committed academic misconduct warranting disenrollment from the University.

If a student qualifies for disenrollment based on one or more of the reasons above, the core faculty of the physical therapy division will vote to determine whether the case meets the criteria for disenrollment. Two questions will be considered: (1) does the case meets the definition of the pre-existing policy warranting disenrollment and (2) has the student has been afforded due process through the applicable policies and procedures. If both votes pass, the student will be recommended for disenrollment. This recommendation will be sent to the Graduate Studies Committee of the school. A student recommended for disenrollment from the physical therapy program will not be permitted to enroll in any course, including clinical education, unless and until the matter has been resolved with the disenrollment decision being reversed through an appeal process.

Appeal processes are defined in the school handbook. See SHRS Policy #5.

### **3.4.4 Option to Transfer**

When a student faces a situation where successful completion of the DPT becomes questionable, or if the student comes to a decision that they do not want to be a physical therapist anymore, the student may wish to consider a voluntary transfer to another graduate program at Ohio State. The new graduate program will consider the student's academic performance in the DPT program along with any



disciplinary actions that may have occurred. This process is explained further in section 4.5 of this handbook.

### **3.4.5 Change of Adviser to Avoid Conflict**

In case a student's assigned advisor is the program director and the student is placed on academic probation, warned for failure to make satisfactory progress, or faces some other form of disciplinary action such that the program director is simultaneously in the position of enforcing disciplinary standards and being the student's advisor, the student will be reassigned to a new advisor. Likewise, if the student's advisor is the director of clinical education and the disciplinary action occurred in association with a clinical education course, the student will be assigned a new advisor who is not the director/associate/assistant director of clinical education.

## **3.5 Co-Curricular Requirements**

The Ohio State DPT program offers various ways for students to provide service to clients, our community, and our profession. The program involves service learning, which is done as part of a formalized coursework. There is also a program for community service in partnership with Columbus organizations that serve clients who benefit from interaction with our DPT students. There is also professional service which is done as part of our program to serve the APTA professional organization and to assist with recruitment activities for the OSU PT division, fundraising for physical therapy research, involvement with the OPTA, and other professional service activities.

### **3.5.1 Service Learning**

Service learning is "a method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs, that are integrated into the student's academic curriculum or provide structured time for reflection, and that enhance what is taught in school by extending student learning beyond the classroom and into the community" (Cauley K, et al. Service learning : integrating student learning and community service. *Education for Health*; 2001;14(2):173-181.). The goal of the service learning program is to provide OSU DPT students with a service opportunities that will enhance their DPT education and foster values consistent with the APTA's core values.

Second year DPT students are required to participate in a service learning course in collaboration with the Primary One Health John Maloney South Side Health Center during the Autumn and Spring semesters. Students will offer physical therapy services free of charge to uninsured or underinsured residents of Central Ohio at The Ohio State University Student Therapy Clinic under the supervision of physical therapists. Services include physical therapy examinations and diagnoses, and the development of personalized treatment plans to address impairments and limitations of neuromuscular, musculoskeletal and cardiovascular systems. There are also opportunities for third year DPT students to mentor the second year students at the clinic, which involves registration for an additional service learning course.

## **3.5.2 Community Service**

All first and second year students will participate *Community Service* aimed at meeting an identified need in the Columbus area. The goal of the community service program is to provide OSU DPT students with an opportunity to interact with clients in a manner that provides perspective of how individuals manage within the community setting in a variety of ways be it through a group exercise class, adaptive sports activities, or an organized day program, etc. depending on the group's focus. .

The community service program has pre-arranged opportunities for community service with identified partner organizations in the community. Each first and second year student is required to engage in community service each academic year. The exact means by which these requires are met will be explained annually to the students as opportunities arise.

## **3.5.3 Professional Service**

All students will be expected to participate in professional service through pre-arranged activities approved by the program, which may also be sponsored by the DPT Student Club. A few of these activities are listed below.

### **3.5.3.1 Admissions and Recruitment Events**

The admissions and recruitment committee organizes informational sessions, interview days, and other activities required to recruit and admit the best possible cohort of students each year. Current DPT students are needed to help welcome and guide attendees, participate in Q&A sessions for attendees, sit on discussion panels, lead tours of OSU PT facilities as well as campus, and provide general staffing for these events. In some cases, special visits by student pre-PT clubs from other universities are scheduled and assistance may be requested.

### **3.5.3.2 Outreach and Engagement Activities**

The service, outreach and engagement committee organizes events to engage alumni and other community partners with the program. In order to maintain good alumni relations, students may be asked to participate in selected activities. Some activities may be required.

#### **3.5.3.2.1 Fundraising for the Foundation for Physical Therapy Research.**

Students in all classes participate in the in a challenge run annually by the Foundation for Physical Therapy Research. The challenge is named for the preceding year's winner and the founding school, Marquette University. For example, if OSU raised the most money, then the next year, it would be called the Ohio State – Marquette Challenge. This challenge is open to all DPT programs nationwide for a friendly competition in support of this source of national funding for doctoral students and young faculty getting started in their PT research careers. Ohio State has a tradition of being among the leading participants in this activity, and has also benefitted from multiple awards from the foundation to our faculty and PhD students over the years. Students are an integral part of helping to design and plan the Theraball, which is the principal event used to raise the funds for the challenge.

## SECTION 4. SPECIALIZATIONS, CERTIFICATES, AND AFFILIATED GRADUATE PROGRAMS

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### 4.1 Overview of Specializations, Certificates, and Affiliated Graduate Programs

### 4.2 Specialization Programs

Specialization is available to DPT students in three areas: ***Pediatric OT and PT, Global Health, and Research***. DPT students pursuing specializations gain valuable experience in an area of interest to them. To obtain specialization the student completes both required and elective coursework that exceeds the requirements needed for the DPT degree. Specializations may include didactic and practicum courses.

***Specialization in Pediatric OT and PT.*** This specialization is offered through the School of Health and Rehabilitation Sciences. The coursework and advanced practicum experiences focus on the strengths and needs of children with special needs, and of their families. Recognition of completion is noted with a statement on the student’s transcript following graduation.

***Graduate Interdisciplinary Specialization in Global Health (GISGH).*** This specialization is a university-wide program that offers current OSU graduate and professional students advanced educational opportunities in the field of global health. The goal of the GISGH is to help prepare graduates to be active participants in the advancement of global health through academic enrichment, service-learning, and research pertaining to issues of global health.

***Research Specialization.*** This specialization is offered through The School of Health and Rehabilitation Sciences. Students participate in an ongoing research project with a faculty mentor and complete additional coursework in research methods. Recognition of completion is noted with a statement on the student’s transcript following graduation. A track within this specialization is rehabilitation engineering.

***Tracking Sheets.*** A tracking sheet has been developed for each specialization and can be kept in your advising folder.

If you are interested in additional information about the specific coursework and additional requirements, please contact the faculty member who is designated as the leader for that specialization.

<b><i>Specialization</i></b>	<b><i>Leader</i></b>	<b><i>Email</i></b>
Pediatrics	Jill Heathcock, PT, PhD	<a href="mailto:heathcock.2@osu.edu">heathcock.2@osu.edu</a>
Global Health	Anne Kloos, PT, PhD, NCS	<a href="mailto:kloos.4@osu.edu">kloos.4@osu.edu</a>
Research	Laura Schmitt, PT, PhD	<a href="mailto:laura.schmitt@osumc.edu">laura.schmitt@osumc.edu</a>

## **4.2.1 Graduate Specialization in Pediatric Physical Therapy and Occupational Therapy (SPPT-OT)**

The goal of the Specialization in Pediatric Physical Therapy and Occupational Therapy (SPPT-OT) is to enable Doctor of Physical Therapy (DPT) and Doctor of Occupational Therapy (OTD) students to gain skills and knowledge in pediatrics beyond those required in their professional degree educational programs. Although both the DPT and OTD programs require a level of pediatric coursework that meet accreditation standards, practical clinical and research experience and coursework beyond the minimum is not required. The SPPT-OT will allow students who are interested in careers in pediatric physical or occupational therapy to engage in learning opportunities beyond the minimum requirements and gain recognition for completion of additional coursework in pediatrics.

The faculty of Physical Therapy and Occupational Therapy view the SPPT-OT specialization as an opportunity for students with a high interest in pediatrics to gain valuable experience and education that will be beneficial to them when seeking an entry level position in pediatrics.

To enter the SPPT-OT track, students must apply and be approved by their respective Division faculty. Students who successfully complete the requirements are awarded a Specialization in Pediatric Occupational Therapy and Physical Therapy (SPPT-OT) by the Graduate School. This document defines the criteria for entrance into the track and the requirements for completion of the SPPT-OT.

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

Students eligible for the SPPT-OT Specialization must have a GPA of 3.5 or higher. There must also be a letter of support from a faculty member indicating willingness to advise the student.

Candidates must submit to their respective Division Directors or designees: 1) their advising report and 2) a statement of intent that explains their goals in the SPPT-OT and indicates how the specialization will assist them in obtaining specific long term goals, 3) the letter of support from their advisor.

### **4.2.1.2 Requirements**

To achieve the SPPT-OT Specialization, students are required to complete a minimum of 5 additional credits and meet the following requirements:

1. A minimum of 1 course from the approved course list below:

HRS 5717.03: Developmental Disabilities (3 credits)

HRS 5717.02: Interdisciplinary Perspectives on ASD (3 credits)

PAES 5761: Educational Interventions for Young Children with Disabilities (3 credits)

PAES 5769: Inclusion in Early Childhood Special Education (3 credits)

NURS 6331: Foundation of Child Health Outcomes: The Early Parent-Child Relationship (2 credits)

NURS 7260: Theories, Concepts & Issues in Advanced Family Nursing (2 credits)

NURS7338.01, NURS 7338.02, NURS 7338.03: Advanced Practice Nursing (3-8 credits)

2. A full-time clinical course in a pediatric setting.

OT 7289: Clinical Education experience (9 credits)

PT 7289: Intermediate Clinical Education experience II (4 credits)

PT 8189: Terminal Clinical Education experience I (9credits)

3. A research practicum, ALLIMED 7998 (2-3 credits) focusing on pediatric occupational or physical therapy research projects

4. Completion of all required discipline specific pediatric coursework.

*Occupational Therapy Doctorate students will complete these required courses:*

OT 7310: Occupational Therapy with Young Children I (3 credits)

OT 7320: Occupational therapy with School Age and Adolescents (3 credits)

OT 6389: Occupational Therapy Fieldwork I Pediatrics (2 credits)

OT7411: Assistive Technology II (1 credit)

*Doctor of Physical Therapy students will complete these required courses:*

PT 8030: Topics in Pediatric Physical Therapy

PT 8230: Clinical Applications in Pediatrics

PT 8430: Pediatric Laboratory

PT 8630: Clinical Science in Pediatrics

PT 8998 – research practicum for any work done in a pediatric research laboratory

HRS 6193 under Jill Heathcock for pediatric ICE done in summer of year 2

5. Optional activity: Students are encouraged, but not required, to participate in short term discipline special clinical experiences for which independent study credit may be arranged.

#### **4.2.1.3 Process of Completion of the SPPT-OT**

- The advisor determines whether or not the student has met the requirements and merits the SPPT-OT. This determination is based on the student's completing all the requirements.
- Students who successfully complete these requirements and receive the approval of their advisor with confirmation by the Division Director receive a Graduate Specialization in Physical or Occupational Therapy that is noted on their transcript by the Graduate School.
- In the quarter of their graduation, they also receive a certificate signed by the School Director and the Directors of the Occupational and Physical Therapy Divisions stating that they successfully completed the Graduate Specialization in Pediatric Occupational Therapy or Physical Therapy.

## 4.2.2 Graduate Interdisciplinary Specialization in Global Health

### 4.2.2.1 *Intended Audience*

The Graduate Interdisciplinary Specialization in Global Health (GISGH) is a university-wide program that offers current OSU graduate and professional students advanced educational opportunities in the field of global health. The goal of the GISGH is to help prepare graduates to be active participants in the advancement of global health through academic enrichment, service learning, and research pertaining to issues of global health.

### 4.2.2.2 *Objectives of the Graduate Interdisciplinary Specialization in Global Health*

- To provide graduate and professional students access to interdisciplinary study in global health issues.
- To offer students the opportunity to gain specific expertise in the unique challenges of healthcare in the developing world and among immigrant populations both domestically and abroad.
- To provide formal recognition of such study on the student's transcript upon completion.

### 4.2.2.3 *Specialization Requirements*

- Students must be enrolled in a graduate or professional program at OSU
- Hours needed to complete the GISGH vary by college but require at least 4 courses and 10 semester hours (1 of which must be the core course PUBHLT 600); at least 9 hours of coursework must come from a minimum of 2 programs outside the student's home program.
- Requirements can include work already required as part of the student's degree program

A full description of the program and applications can be found on the Global Health Center website: [www.globalhealth.osu.edu](http://www.globalhealth.osu.edu). HRS graduate and professional students who are interested in the specialization are encouraged to contact Anne Kloos, PT, PhD, NCS ([Kloos.4@osu.edu](mailto:Kloos.4@osu.edu)) for additional information and course planning.

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

PUBH-HLTH 6000: Introduction to Global Health (2 semester hours)

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

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

Course name	Semester	Faculty
PT 8065S - Service Learning (1 credit)	AU, SP	Anne Kloos

<i>This course consists of 2-3 hours of classroom instruction and 6-8 hours of service at a community pro bono student-run clinic that serves the medical needs of uninsured and underinsured individuals living in Franklin County. Many of the individuals who attend the clinic are foreign immigrants and come from diverse ethnic and cultural backgrounds. (DPT students are required to take this class)</i>		
<b>HRS 7700S</b> - Service Learning in Global Health (1-2 credits)	AU, 10-day trip in December	Laura Schmitt Anne Kloos
<i>This seminar is designed as a service learning course that provides physical therapy students with the opportunity to participate in organized health care experiences in the city of Merida within the state of Yucatan in Mexico. Students under the supervision of rehabilitation professionals will provide health services in a variety of settings in Yucatan, Mexico.</i>		
<b>HRS 7289</b> - Educational Practicum (1-4 credits)	AU, SP, SU	All graduate faculty
Mentored international experiences designed by the student and a faculty member		

#### **4.2.2.6 Elective Courses (3-4 courses)**

Check the list on Global Health Center website for a current list of approved electives.

<https://live-globalhealth-osu.pantheonsite.io/specialization-global-health/master-list>

#### **4.2.2.7 Sample Curriculum for DPT Students**

<b>Semester</b>	<b>Year</b>	<b>Class</b>	<b>Credits</b>
Autumn	1	PUBHLTH 6000: Intro to Global Health (in person; 2 units)	2
Spring	1	PHR 5550: Topics in International Pharmacy (online)	2
Autumn	2	PT 8065/ OT 6510 Service Learning (in person)	1
Spring	2	PUBHEHS 6325: Climate Change and Human Health (online)	3
Autumn	3	PUBHEPI 6410: Principles of Epidemiology (in person)	3
		... or ...	
		NURSING 5430: Interdisciplinary Healthcare in the Global Community	2
Autumn	3	HTRHSC 7700S: Global Health in Health Professions (Merida trip for DPT students only)	1
Any	1-3	HRS 7289: Educational Practicum (international fieldwork for students who do not go on Merida trip)	1-4

## 4.2.3 Research Specialization

The school has a program for specialization in research that is open to occupational therapy and physical therapy students. The requirements of the programs are essentially the same, with minor variations unique to each profession. The goal of the research specialization is to enable students to gain skills in research beyond those of their professional degree. To enter the research specialization, students must apply and be approved by their Division. Students who successfully complete the requirements are awarded a Research Specialization in Physical Therapy by the Graduate School. This document defines the research specialization and the criteria for completion.

### 4.2.3.1 *Criteria and Process to Apply*

Students eligible for the research specialization must have a GPA of 3.5 or higher in the DPT program and the commitment of a faculty member to mentor the student through the research specialization.

Candidates are encouraged to discuss their interests with prospective faculty mentors prior to entrance into the research specialization. The research specialization faculty leader can assist students with identifying potential faculty mentors based on the student's interests and ongoing faculty research areas. A research-focused independent study or volunteer time in a faculty member's lab may be completed prior to pursuing the research specialization. These opportunities are determined on an individual faculty-student basis.

Prior to starting the research specialization, the student should have an identified faculty mentor who agrees to guide them through the research specialization process. Once identified, the student must submit a statement of intent, overall goals of the research specialization, and name of the faculty mentor. This will be approved by the research specialization faculty leader and the identified faculty mentor. If a student has difficulty identifying a faculty mentor, please work directly with the research specialization faculty leader.

### 4.2.3.2 *Requirements*

To achieve the research specialization, students are required to complete a minimum of 7 credit hours of research courses as defined below.

1. Research-Based Coursework (3 credits). Complete a minimal of two courses in research methods. The OTD and DPT students will complete HRS 7900 and HRS 7910 (Evidence Based Practice I and II). In addition the DPT student will take PT 7915 (Research Applications). These courses provide comprehensive content on research design and methods. Although such courses may include limited practical experience in research for active learning, this cannot satisfy the requirement for practical experience in research defined below.
2. Practical Experience in Research (4 credits). Complete research practicum courses. DPT students take PT 8998, Physical Therapy Research Practicum, with the Research Specialization Faculty mentor for at least two semesters, enrolling in a total of 4 credits, with no more than 2 credits in any given semester. This course is structured as a contract in which the student and



mentor establish specific learning objectives, a defined scope of work, and specific products to be completed by the semester's end.

Some research projects will require a greater time commitment; however, the project must be completed within the normal time-to-degree for the program. The advisor is authorized to require more than 4 credits as long as the 2 credit per semester maximum is observed. During these semesters, it is expected that the student will review and analyze related literature, participate in data collection and/or experimental procedures, complete written research items, work on research dissemination items, and/or work on other research-related activities within

3. **Dissemination of the Research.** The research specialization must disseminate their project in some form of formal, scientific communication. One way to satisfy this requirement is an oral presentation or poster presentation of the research project that will be judged or peer reviewed. Currently there are three forums for presenting the project: (1) The Hayes Forum for Graduate Student Research, (2) The College of Medicine Graduate Student Research Forum, and (3) any professional peer reviewed forum (e.g., the Annual Ohio Physical Therapy conference or Annual Ohio Occupational Therapy conference, or any other meeting of comparable or higher quality). Submission of a manuscript for publication as a listed author on the paper would also be acceptable in lieu of a presentation. Presentation at a national or international conference can be accepted even if not judged or peer reviewed if the research specialization lead and the faculty mentor both consider the conference to meet or exceed the level of excellence exemplified by (1), (2) or (3) above.
4. **Submission of a Completed Project.** Completion of program requirements must be verified at a minimum of three weeks prior to graduation by the research specialization faculty mentor and the research specialization leader. The project must be deemed to be of satisfactory quality and to demonstrate a passing knowledge of all elements of the research process including: literature review, data collection, data analysis and interpretation of results. In the event that either the research specialization leader or the faculty mentor do not believe the project to be satisfactory the student may request a review by an additional faculty member to be appointed by the division director.

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

- The research specialization requirements as defined in 4.3.3.2 have been met as confirmed by the research specialization leader.
- Students meeting the requirements will receive a Research Specialization in Physical Therapy that will be noted in their transcript by the Graduate School and will be acknowledged by the School Director at graduation.

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

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

research as a part of their career. The specialization should improve a student's application into a PhD program. The graduate will also be prepared to enter a job that involves participating in program evaluation, clinical and translational research, or outcome research in physical therapy.

Students who are enrolled in the research specialization who become interested in the PhD should apply to the dual degree DPT/PhD program before they finish the DPT, typically in DPT year 2 or 3.

## **4.3 Affiliated Graduate Programs**

Graduate Students at Ohio State may apply to be enrolled in more than one graduate program at the same time. When there is a formal agreement between these programs, graduate school rules permit counting of up to half of the credits between the two programs. In practice, it is rarely can this many credits qualify because each program will have its own list of requirements that must be satisfied.

In the school, students can be dual-enrolled in the DPT program and the school's PhD in Health and Rehabilitation Sciences. In the PT program, we often refer to this as the DPT/PhD dual degree program. More correctly, this dual degree program is open to all graduate professional students in our school, including PT and OT, the Masters in Respiratory Therapy, The Masters of Dietetics and Nutrition, and in the near future, the Masters of Athletic Training (still in development as of this writing).

It may be possible for DPT students to dual enroll in other graduate programs; the Masters in Public Health is an option. Technically, any graduate program at OSU is an option, but only certain programs will have enough overlap in content areas to make dual enrollment worthwhile.

If you are interested in a dual degree program, work with your academic advisor and the schools graduate program manager to develop a plan of study and determine the feasibility and timeline. This will typically involve months of work to plan before you could apply. You must apply and be accepted to the second program as a dual degree student, with approval from the graduate school, before you graduate with the DPT in order to be eligible for the double-counting of credits as a dual-degree student.

### **4.3.1 Dual Degree Program for DPT/PhD students**

The School of Health and Rehabilitation Sciences has a dual degree program for students interested in concurrently pursuing the DPT and a PhD. This program is jointly administered by the DPT and Health and Rehabilitation Sciences PhD program directors. Students in the first three years of the DPT program complete all program requirements for the DPT, and concurrently begin working on research with a potential dissertation advisor, and take some PhD courses as their schedule allows while still a DPT student. Most students in this pathway are enrolled in the research specialization program. The student completes the DPT curriculum concurrent with their cohort, and then continues on into the full time PhD program immediately upon completion of the DPT. If the student has formally applied to the PhD program as a dual degree student before completing the DPT, a substantial number of credits from the DPT can be transferred forward to the PhD, allowing accelerated completion of the PhD. If the student has already completed the DPT and then applies for the PhD later, this double counting of

credits will not be allowed. Complete details of this program are available from the graduate studies program director for the School of Health and Rehabilitation Sciences. Please contact the graduate student advisor for the school and work with your DPT faculty research mentor to get started.

### **4.3.2 Transfer to Other Graduate Programs, Including the M.S. Program in Health and Rehabilitation Sciences**

#### **4.3.2.1 General Description for Transferring to a New Graduate Program.**

Graduate students at Ohio State are admitted to the graduate school and assigned to a degree program within the graduate school. Thus, DPT students at OSU are enrolled in the graduate school and assigned to the DPT program, similar to the way that engineering undergrads are in the College of Engineering and assigned to a major. If a student in the DPT program decides to switch to another graduate program at OSU, then there are two basic steps involved. The student must apply to the other graduate program for admission, and the student must request permission from the graduate school to switch programs. The new program that the student applies to must decide if the student is qualified and would make a good fit. The grad school checks to make sure that the new program wants to accept the student, and makes sure the student is in good standing overall as a grad student (bills are paid, not on probation, etc.). If the new program wants to admit the student and the grad school finds nothing wrong in the process, then the student transfers.

Part of this process will involve determining which credits taken in the DPT program are going to be accepted in the new program in lieu of their requirements, to determine how many credits and courses would be required to get the degree from the new program.

The graduate advisor in the new program will work with the graduate advisor in the School of Health and Rehabilitation Sciences to help the student complete the proper forms and applications that are required. Details of this part of the process are unique to each program and therefore are not described here. The student should work closely with the respective graduate advisors to understand the current graduate school and graduate program requirements. A general description of the rules involved can be found in the graduate student handbook (<https://gradsch.osu.edu/handbook>). The section on transfer is found here: <https://gradsch.osu.edu/handbook/2-9-admission-transfer-graduate-program>.

#### **4.3.2.2 Transfer from the DPT to the MS in Health and Rehabilitation Sciences**

Students in the DPT program at OSU who decide not to complete the DPT but want to receive a graduate degree from OSU will usually find the simplest option to be to apply for permission to transfer to the MS in Health and Rehabilitation Sciences. Many of the DPT courses, such as the evidence based practice course, may transfer directly to the MS. Other advanced DPT courses can count as content area courses and electives for the MS. For a student who has progressed to the third year of the program and who has already completed the case study for the DPT, that case study will typically serve as the basis for a non-thesis, "Plan B" option to complete the MS without completing a thesis. Students who have been involved in the research specialization are also likely to have work completed that could provide a basis for finishing the MS. These details can be decided in coordination with an MS advisor, who must

be identified prior to application to the MS program (a *Prospective Advisor Form* must be signed to accompany the application).

Each case is unique, and the ability to transfer to this program is not guaranteed. The student must apply to and be accepted into the MS program as a part of this process. Because this is so individualized, there will need to be a personalized assessment of the student's coursework to date to determine what would be required to complete the MS. Please utilize the *MS Course-Equivalency Template* to help easily evaluate your specific remaining needs for the MS (this will require a petition to the Graduate Studies Committee). The student will need to work with the Graduate Program Manager in the School of Health and Rehabilitation Sciences to determine an individualized plan for this transfer of graduate programs. Overall, however, because the DPT and the MS are both programs in the same school with some overlap, it will usually be much simpler, with a better chance of the maximal number of credits to count in the transfer, to transfer from the DPT to the MS in Health and Rehabilitation Sciences than it would be to transfer into any other graduate program at Ohio State.

## 4.4 Certificate Programs

The Ohio State University offers graduate certificate programs. The School of Health and Rehabilitation Sciences offers the following graduate certificates that may be of interest to DPT Students.

### 4.4.1 Assistive Technology

The online Assistive and Rehabilitative Technology Certificate (ARTC) program focuses on the application of science and technology to improve the quality of life of individuals with disabilities. The program provides students with an educational foundation to prepare them for the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) assistive technology professional exam. The online program is flexible, offering the opportunity for students to complete the certificate program online. Utilizing educational technologies, including case study videos and discussions, students receive a breadth of educational experiences.

<https://hrs.osu.edu/academics/certificates/assistive-and-rehabilitative-technology>

### 4.4.2 Usability and User Experience in Health Care

User experience (UX) design is the process of creating products that provide meaningful and relevant experiences to users. The purpose of the Usability and User Experience in Health Care Certificate program is to cross-train students with healthcare knowledge and experience in User Experience design methods. All required courses are offered online.

<https://hrs.osu.edu/-/media/files/hrs/academics/academic-resources/curriculum-guides/usability-and-user-experience/ux-graduate.pdf>



## HANDBOOK STATEMENT OF UNDERSTANDING

Physical Therapy Division  
The Ohio State University

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

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

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

\_\_\_\_\_  
Date







Doctorate of Physical Therapy Student Handbook  
2021-22