Welcome to Brenau!

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

Message from the Chair

Dear DPT Students,

Welcome to the Department of Physical Therapy at Brenau University. We are so glad you have chosen our program for your doctoral studies in physical therapy. Our department is part of the Ivester College of Health Sciences, where you will interact with a diverse group of interprofessional peers and future colleagues. It is truly an exciting time to enter our dynamic field, currently full of many opportunities for professional and personal growth and fulfillment.

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

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

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

Heather Ross, MPT, PhD
Associate Professor and Chair
DPT Student Handbook

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

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

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

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

The Department of Physical Therapy at Brenau University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 678-971-1832 or email hross@brenau.edu.
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Tenets of the University
Extraordinary Lives: Brenau 2025

Mission

Brenau University challenges students to live extraordinary lives of personal and professional fulfillment. As students pursue undergraduate and graduate degrees or non-degree programs at Brenau campuses and online, each prepares for a lifetime of intellectual accomplishment and appreciation of artistic expression through a curriculum enriched by the liberal arts, scientific inquiry and global awareness.

Fulfilling the Mission with Vision

Brenau University will provide a rich and much-needed approach to 21st century education. The BRENAU 2025 vision foresees the university’s producing intellectually adept, compassionate, professionally expert leaders steeped in the liberal arts to address commercial and social needs of a diverse world. BRENAU 2025 vision is clear: By 2025, Brenau University will be an internationally recognized leader in innovative higher education with a unique blend of the liberal arts and professional preparation resulting in accelerated and advanced degrees in areas that meet the essential needs of the 21st century.

Brenau 2025 Context

Worldwide knowledge doubles every five years, translating into the need to provide some form of education enhancement to three-quarters of the American work force every five years. For society to benefit from this wellspring of knowledge, educated and adept people must translate “knowledge” into useable protocols and social wisdom. In the past an individual might change jobs or careers one or two times in their employment lives. Because of myriad social and economic factors in today’s world, individuals now change jobs and even career paths, as many as 10 times before they retire.
Brenau’s strategy takes all this into consideration, but it does not stop there. The university recognizes that learning at its best and most valuable goes far beyond the simple accumulation of raw, cold facts and professional skills. Such a limited focus often results in an educational experience that lacks appreciation of personal accountability for the social good, artistic expression and the living of an ethical life.

It is urgent that America’s academic institutions construct an educational process that includes the best of a classical liberal arts and professional or career preparedness.

Through its BRENAU 2025 vision, the university addresses these critical elements for personal and professional fulfillment through an innovative curriculum that uniquely blends a rich and creative liberal arts core with extraordinary programs for professional preparedness.

Integral in such a program is the mastery of digital communications and data utilization. This innovative curriculum infuses all programs at undergraduate and graduate levels; this makes implementing the BRENAU 2025 vision all the more challenging because of demands by students and prospective employers for people to complete better educations in less time than that required in older models. Creating and maintaining such a comprehensive curriculum is not easy. It demands extraordinary commitment by faculty, staff and students.

Brenau believes that the outcomes in changed lives and, ultimately, a changed world justify the investment of the extensive financial and intellectual capital. Through accelerated degree programs and enhanced learning, Brenau plans to expose all of its students to its pioneering new curriculum that not only will educate them for a profession but also will prepare them for citizenship in a complex global society.

**Brenau 2025: Seeking Extraordinary Lives**

The central idea in Brenau University’s mission, preparing all of its students to live extraordinary lives, purposefully uses the word “extraordinary” to reflect an institutional conviction that Brenau graduates will have an education that is not just excellent but demonstrably life-changing – both for them and for others. The select group of creative, leading and inspiring citizens of the 21st century that the university serves will require much more than a 20th-century educational formula. They require inventive, strategic, knowledge-based programs that lead to both undergraduate and graduate degrees.

The educational path for most undergraduate students typically leads to their declaring one field of study for a narrow range of employment opportunities. This neither prepares them to keep up with the rate of worldwide knowledge nor enables them to be nimble enough to change jobs or careers whenever that becomes necessary or desirable.

**BRENAU 2025 will create a unique institution in the world of American higher education – one that others will want to imitate. It is an ambitious goal, but it is achievable.**
Tenets of the College

Mission

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

Standing Goals:

1. Increase university and college enrollment through tactical development of innovative, leading-edge programs at the doctoral, master's and baccalaureate levels.
2. Increase availability of majors in flexible formats across evening, weekend, online, summer, and hybrid formats year-round on the Gainesville and regional campuses of the university.
3. Develop a vibrant faculty with strong research/scholarship credentials.
4. Develop international, interdisciplinary, and service opportunities for students and faculty to address the language and cultural barriers encountered in Health & Science majors and professions.

Tenets of the DPT Program

Vision

The DPT program will develop extraordinary clinical practitioners who will serve, lead, and inspire.

Mission Statement

The mission of the Brenau Department of Physical Therapy is to challenge our students to live extraordinary lives through the implementation of our college’s motto: Thoughtful, Intentional, Strategic. We ready our students for success in today’s global healthcare arena through the application of an experiential learning approach that integrates clinical and didactic learning, grounded in the values of liberal education. Our students will be prepared to consistently practice with integrity and competence in a variety of settings. We will provide students with learning environments and opportunities dedicated to the student’s individual development as well as the advancement of physical therapy practice in our community and across the globe. Our culture will engender excellence, scholarship, altruism, integrity, interdependence and a sense of purpose in each of our students.
Physical Therapy Department Goals

Program Goals

Goal 1: The program is a regional leader in training entry-level physical therapists strong in evidence-based practice and excellence in clinical practice.

Goal 2: The program prepares entry-level physical therapists for leadership roles in clinical practice and professional advocacy.

Goal 3: The program models excellence in applied knowledge to clinical practice through a curriculum that is maximally integrated with clinical education and the provision of continuing education for graduates and practicing professionals.

Faculty Goals

Goal 1: Faculty will pursue excellence in the classroom in order to contribute to curricular development, promote integrated experiential learning experiences and ingrain innovative learning experiences for the students.

Goal 2: Faculty will foster university, community and professional relations in order to demonstrate commitment to service at all levels of engagement.

Goal 3: Faculty will be engaged in at least one scholarly area each year, and will promote evidence-based practice in the classroom.

Goal 4: Faculty will model professional behaviors for the student.

Student Goals

Goal 1: Be competent, ethical physical therapists who will continue to grow professionally by their lifelong acquisition and refinement of knowledge, skills, values and professional behaviors.

Goal 2: Be scholarly and resourceful physical therapists with the capacity to routinely integrate the best evidence available into their practice.

Goal 3: Use sound clinical judgment to make optimal decisions for and with their clients.

Goal 4: Serve as principal members or leaders in interdisciplinary healthcare practice, health policy, and research.

Goal 5: Engage in efforts to provide their services to people in need locally, nationally, or globally.
Expected Student Outcomes

1: Students will be highly competent in the diagnosis and treatment of movement disorders and poised to move forward as autonomous practitioners and professionals of choice for movement disorders.

2: Students will approach each patient compassionately and holistically, assessing and integrating the unique characteristics of every client they encounter, including the clients’ physical and psychosocial status, values, preferences, and needs.

3: Students will practice in a manner consistent with established legal and professional standards and ethics.

4: Students will demonstrate a record of safe and effective physical therapy practice in a variety of clinical settings.

5: Students will screen and refer patients to the appropriate practitioner for conditions outside the scope of physical therapy practice.

6: Students will be independent problem-solvers and critical thinkers as evidenced in the classroom and during clinical internships.

7: Students will employ evidence-based practice in their routine delivery of care.

8: Students will employ proficient interpersonal and communication skills necessary to be a caring and effective professional practitioner and leader.

9: Students will function regularly inside the classroom and out as an active member in interdisciplinary learning, clinical, and community activities.

10: Students will be independent in effectively educating patients/clients, families/caregivers, and healthcare colleagues to promote optimal health outcomes.
General Information

Organization – Academic Administration

President
Incoming President
Senior Vice President & Chief Financial Officer
Senior Vice President, Enrollment & Student Svs.
Provost and Vice President, Academic Affairs
Vice President, Communications & Publications
Vice President, External Relations
Vice President, Financial Services
Athletics Director

Ed L. Schrader, PhD
Anne Skleder, PhD
David L. Barnett, PhD
Amanda Lammers, Interim
Jim Eck, PhD
David Morrison
Matt Thomas
Toby Hinton
Mike Lochstampfor

Organization – Ivester College of Health Sciences

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

Dean’s Office
Dean of the Ivester College of Health Sciences
Department of Physical Therapy
School of Nursing
School of Occupational Therapy
Department of Psychology
Department of Mathematics & Science

678.707.5016
Dr. Gale H. Starich
Dr. Heather Ross
Dr. Dina Hewett
Dr. Kathleen Foley
Dr. Julie V. Battle
Dr. Carolyn Giberson (interim)
# Organization – Department of Physical Therapy

## Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Institution(s)</th>
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<tbody>
<tr>
<td>Heather H Ross MPT, PhD</td>
<td>B.A. Exercise &amp; Sport Science - N Carolina at Chapel Hill</td>
<td>M.P.T. Physical Therapy - East Carolina University</td>
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<tr>
<td></td>
<td></td>
<td>Ph.D. Anatomy &amp; Neurobiology - Virginia Commonwealth U</td>
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<tr>
<td></td>
<td>Associate Professor Chair</td>
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<tr>
<td>Mary T Thigpen PT, PhD</td>
<td>B.S. Physical Therapy - Medical College of Georgia</td>
<td>M.H.S. Health Science - University of Florida</td>
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<tr>
<td></td>
<td></td>
<td>Ph.D. Motor Behavior - University of Florida</td>
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<tr>
<td></td>
<td>Associate Professor</td>
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<tr>
<td>James E Lewis PT, DPT, ATC</td>
<td>B.S. Exercise &amp; Health Science - University of Georgia</td>
<td>B.S. Physical Therapy - Georgia State University</td>
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<td></td>
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<td>D.P.T - Boston University</td>
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<tr>
<td></td>
<td>Associate Professor</td>
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<tr>
<td>Tracy A Wright, PT, DPT</td>
<td>B.A. Economics - University of Florida</td>
<td>B.S. Physical Therapy - University of Florida</td>
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<td>D.P.T. - Simmons College</td>
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<td></td>
<td>Assistant Professor</td>
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<td></td>
<td>Director of Clinical</td>
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<td></td>
<td>Education (Through 08/19)</td>
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<tr>
<td>Robert Cantu, MPT, MBA, EdD,</td>
<td>B.S. Physical Therapy - University of Texas Medical Branch</td>
<td>M.M.Sc. Physical Therapy - Emory University</td>
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<tr>
<td>M.T.C.</td>
<td></td>
<td>M.B.A. Kennesaw State University</td>
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<tr>
<td></td>
<td>Assistant Professor</td>
<td>Ed.D. Health Care Education and Organizational Leadership - Nova Southeastern University</td>
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<tr>
<td>Fredy Mora Solis, PT, MS, PhD</td>
<td>B.S. Physical Therapy - UNAN - Managua, Nicaragua</td>
<td>M.S. Applied Physiology and Kinesiology - University of Florida</td>
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<td></td>
<td></td>
<td>Ph.D. Rehabilitation Science - University of Florida</td>
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<td>Assistant Professor</td>
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<tr>
<td>Stacey J Hoffman, PhD</td>
<td>B.S. Physical Therapy - Medical College of Georgia</td>
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<td>Ph.D. Clinical and Health Psychology - University of Florida</td>
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<td></td>
<td>Clinical Psychologist</td>
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<td>Assistant Professor</td>
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<tr>
<td>Christy Brimmer PT, DPT, NCS</td>
<td>B.S. Biology - Berry College</td>
<td>M.P.T. - Medical College of Georgia</td>
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<tr>
<td>Assistant Professor</td>
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<td>D.P.T. - Alabama State University</td>
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<td>Assistant Director of Clinical</td>
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<td>Education</td>
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<tr>
<td>Daniel Maddox, PT, DPT, OCS,</td>
<td>B.S. Kinesiology - Georgia Southern University</td>
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<td>FAAOMPT</td>
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<td>D.P.T. - Medical College of Georgia</td>
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<td>Assistant Director of Clinical</td>
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<td>Education</td>
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</tbody>
</table>
Tammy Buck, PT, DPT, PCS  B.S. Physical Therapy - Northeastern University  
Assistant Professor  
D.P.T. - Rocky Mountain University of Health Professions  
Director of Clinical Education  
(Effective 08/19)

Jeananne Elkins, PhD, DPT, MPH  B.S. Physical Therapy - Texas Women’s University  
Associate Professor  
M.P.H. - Texas A&M Health Science Center  
Ph. D. - Texas A&M University  
D.P.T. - Northeastern University

Administrative Staff

Tiffany Wilson  Operations Manager/ Admissions Advisor
Kimberly Dean  Clinical Education Specialist/ Pre-PT Advisor
Katie Schaefer  Office Manager
Tori Williams  Brenau Rehabilitation Practice Office Manager
## Frequently Called Numbers

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
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<tbody>
<tr>
<td><strong>GENERAL INFORMATION NUMBER</strong></td>
<td>(770) 534-6299</td>
</tr>
<tr>
<td>Academic Assessment Office</td>
<td>(770) 538-4712</td>
</tr>
<tr>
<td>Academic Matters, Provost and Vice President for Academic Affairs</td>
<td>(770) 534-6119</td>
</tr>
<tr>
<td>Bookstore (Barnes and Noble)</td>
<td>(770) 534-6208</td>
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<tr>
<td>Box Office (ticket information)</td>
<td>(770) 297-5902</td>
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<tr>
<td>Business &amp; Mass Communication</td>
<td>(770) 538-4700</td>
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<tr>
<td>Counseling Services</td>
<td>(770) 534-6121</td>
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<tr>
<td>Financial Aid/Scholarships</td>
<td>(770) 534-6152</td>
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<tr>
<td>Fitness Center</td>
<td>(770) 538-4687</td>
</tr>
<tr>
<td>Health Services</td>
<td>(770) 534-6135</td>
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<tr>
<td>Information, Campus Receptionist</td>
<td>(770) 534-6299</td>
</tr>
<tr>
<td>Institutional Research and Effectiveness</td>
<td>(770) 538-4749</td>
</tr>
<tr>
<td>Library</td>
<td>(770) 534-6113</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>(678) 707-5000</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>(678) 971-1832</td>
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<tr>
<td>Post Office</td>
<td>(770) 534-6128</td>
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<tr>
<td>Registration</td>
<td>(770) 534-6203</td>
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<tr>
<td>Security, Campus</td>
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<tr>
<td>Days</td>
<td>(678) 617-5625</td>
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<tr>
<td>Downtown Center</td>
<td>(678) 283-9074</td>
</tr>
<tr>
<td>Off Campus/Nights &amp; Weekends</td>
<td>(770) 534-6202</td>
</tr>
<tr>
<td>Gainesville Police (Non-Emergency)</td>
<td>(770) 534-6251</td>
</tr>
<tr>
<td>Student Accounts, Accounting Office</td>
<td>(770) 534-6150</td>
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<tr>
<td>Student Loan Disbursement</td>
<td>(770) 534-6274</td>
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<tr>
<td>Student Services</td>
<td>(770) 534-6130</td>
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<tr>
<td>Student Records and Transcripts</td>
<td>(770) 534-6203</td>
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<tr>
<td>Swimming Pool</td>
<td>(770) 534-6279</td>
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<tr>
<td>Ticket Information (Pearce Cultural Events)</td>
<td>(770) 538-4764</td>
</tr>
<tr>
<td>Transcripts, Registrar</td>
<td>(770) 534-6203</td>
</tr>
<tr>
<td>Veterans Educational Benefits</td>
<td>(770) 534-6152</td>
</tr>
<tr>
<td>Writing Center</td>
<td>(770)-538-4795</td>
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</tbody>
</table>
Your Safety

Brenau University Security

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

Security Escort

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

Brenau Security Main Campus Office ..................... 678-617-5625
Brenau Downtown Center Security ....................... 678-283-9074
Brenau East Campus Security ............................ 678-677-6556

E2Campus Emergency Alert System

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

EMERGENCIES DIAL 911
Emergency Procedures

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

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

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

Building Evacuation
- Building evacuations should occur when a building alarm sounds continuously and/or upon notification by Security or any staff/faculty member.
- Be aware of all marked exits from your room and building. Be aware of all shelter locations.
- Walk quickly to the nearest exit and ask others to do the same.
- Be aware of any individuals with disabilities exiting the building and assist.
- Use the stairwells in case of fire. In case of a non-fire emergency, elevators are reserved for disabled persons’ use only.
- As you evacuate the building, close doors once room is emptied.
- Once outside, meet at the designated area or move to a safe area away from the building.
- Remember to keep streets and walkways clear for emergency vehicles and personnel.
- Do not return to the evacuated building unless you are told to do so by Security or other.
Campus Places

Brenau Downtown Center: Department of Physical Therapy

- **Monday – Friday**, 7:00am – 10:00pm
- **Saturday & Sunday**, Closed

Building access is available 24/7*. Call the main security number at 678-617-5625 and they will drive over to let you in at the main entrance. The doors will remain locked, no security on duty.

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

**Need to have ID Card**

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

**The Trustee Library**

While the Brenau Trustee Library is physically located on the Gainesville campus, the library is mindful of its mission to support all students regardless of their location. To that end, the library is actively collecting electronic resources and developing a variety of online support tools. The growth of these e-resources is evidenced in the fact that the number of e-books in the collection has recently surpassed the number of circulating print volumes.

The Trustee Library has a staff of five professional librarians and three paraprofessionals. It is open 84 hours, seven days a week. Professional staff is available to respond to students’ calls (an 800 number is available for distance and online students) and email requests during those hours. Students have the opportunity to contact the library through strategically placed Ask-A-Librarian icons located on the online catalog page, on search aid pages and on Blackboard and Canvas sites.

**Hours**

*Fall and Spring Semesters*

- **Monday – Thursday**, 7:45am – 10:00pm (11:00pm during Final Exams)
- **Friday**, 7:45am – 6:30pm
- **Saturday**, 10:00am-6:30pm
- **Sunday**, 1:00pm – 10:00pm (11:00pm during Final Exams)
**Summer Term**
- Monday – Thursday, 8:00am – 8:00pm
- Friday, 8:00am – 12:00pm
- Saturday, closed
- Sunday, closed

**Between Semesters (Regular Business Hours)**
- Monday – Friday, 8:30am – 5:00pm
- Saturday, closed
- Sunday, closed

**Bookstore**

Barnes & Noble @ Brenau  770-534-6208

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

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

**Dining Facilities**

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

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

- **Monday - Friday**
  7:00 am – 9:00 pm - **Breakfast**
  9:00 am – 11:00 am - **Continental Breakfast**
  11:00 am – 2:00 pm - **Lunch**
  2:00 pm – 5:00 pm - **Lite Bites**
  5:00 pm – 7:30 pm – **Dinner** (Closes at 7:00 pm on Friday)

- **Saturday & Sunday**
  11:00am – 1:30 pm **Brunch**
  5:00 pm – 6:00 pm **Dinner**
The Tea Room located on Main Campus between Sorority Circle and the Trustee Library.

- Monday – Thursday ............7:30 am - 10:00 pm
- Friday........................................11:00 am – 3:00 pm
- Saturday ...................................Closed
- Sunday ....................................4:00 pm – 10:00 pm

Counseling & Psychological Services

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

How the BCCPS works: Anyone interested in counseling services can contact the clinic at 770-297-5959. After providing some basic information at the initial phone call, your assigned counselor will call to set up an appointment. Sessions are typically scheduled for 50 minutes, once a week. You can reschedule or cancel appointments with 24-hours’ notice.

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

Student Health Services

770-534-6135  
healthservices@brenau.edu

- Hours:
  - Monday – Thursday ............7:30 AM – 5 PM
  - Lunch......................................12:30 – 1:00
  - Closed on Fridays

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

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

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

From the President:

“Brenau’s Honor Code requires students and faculty to embrace truth. The university supports and enforces the honest pursuit of educational studies and respectful behavior towards others. When they graduate, Brenau alumni take honor code experience with them in life.”

- Ed L. Schrader, PhD

Brenau Honor Code

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

Academic Honesty Guidelines

Academic integrity is highly valued and seriously regarded by Brenau University and the Department of Physical Therapy. More specifically, you and your classmates are expected to maintain absolute integrity and a high standard of individual honor in scholastic and clinical work undertaken at Brenau and in the clinic. All of the violations below relate to: on-line assignments, papers, and exams and assignments papers, and exams that are handwritten or typed.
Violations of Academic Honesty

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

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

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

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

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

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

Consequences of Academic Honesty

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

**University Sanctions:**
This includes plagiarism, cheating and dishonesty, in classroom or in class-related activities. The following sanctions represent the **minimum action** that will be taken.
It is the prerogative of the Provost and Vice President for Academic Affairs to impose stronger sanctions if deemed appropriate.

a. 1st offense: “0” on the assignment; which may result in a “F” in the course, depending on the assignment.
   - Students will be required to enroll in AS 120, a zero-credit P/F course, Academic Honesty in Context, and complete the course with a P.
b. 2nd offense: an automatic “F” in the course in which the offense took place.
c. Expulsion from the university.

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

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

**Grievance Process**
Brenau University affords two grievance procedures, depending on the nature of the grievance. The Formal Grievance procedure is for non-academic concerns, and the Academic Grievance procedure is for concerns related to classroom issues other than grade appeals. These procedures should be enacted once the Informal Grievance Resolution options have failed to bring about a solution. Refer to the Brenau Student Handbook for the procedures.
Recognizing the mutual rights and responsibilities of faculty and students to each other is essential to the higher education community. The following statement reflects Brenau policies and procedures regarding those rights and responsibilities.

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

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

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

DPT Student and DPT Faculty Responsibilities

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

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

1. **Nondiscrimination.** Students, faculty and staff will not discriminate based on race, gender, sexual orientation, age, religion, or disability.
2. **Professionalism.** The student will be thoughtful and professional when interacting with faculty members, staff, or other students. Faculty members and staff will treat the student as a future peer in an appropriate professional manner. Under pressure, fatigue, professional stress or
personal problems, students, faculty and staff should maintain composure and seek support as needed.

3. **Honesty.** Students will not cheat, plagiarize, or assist others in the commission of these acts. Students and teachers must be willing to admit errors and not knowingly mislead others.

4. **Sexual Misconduct.** Students and teachers will not engage in romantic, sexual, or other non-professional relationships during the context of their teacher/learner relationship.

5. **Mistreatment.** Students are never to be mistreated by faculty, nor faculty by students. Inappropriate remarks, indifference, biting sarcasm, offensive language, personal attacks, or language with sexual overtones are not professional and are considered inappropriate as well.

6. **Evaluation.** Students, faculty and staff are encouraged to be open to constructive criticism and to avoid defensiveness, seeking the truth. During evaluations, constructive comments are expected. Evaluations will not include disparaging remarks, offensive language, or personal attacks and will maintain a professional and considerate tone at all times.

**CAPTE—Filing a complaint**

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

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

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

**APTA Definition of Professionalism (2000)**
Physical therapists and physical therapist assistants consistently demonstrate core values by aspiring to and wisely applying principles of altruism, excellence, caring, ethics, respect, communication and accountability, and by working together with other professionals to achieve optimal health and wellness in individuals and communities.

**American Physical Therapy Association – Core Values**

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

1) **Accountability**: Active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist including self-regulation and other behaviors that positively influence patient/client outcomes, the profession, and the health needs of society.

2) **Altruism**: The primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist’s self-interest.

3) **Compassion/Caring**: The desire to identify with or sense something of another’s experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.
4) **Excellence**: Physical therapy practice that consistently uses currently knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity, and works toward development of new knowledge.

5) **Integrity**: Steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and “speaking forth” about why do you do what you do.

6) **Professional Duty**: The commitment to meeting one’s obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.

7) **Social Responsibility**: The promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

### Professional Behaviors – Expectations

The expectations of your professional behavior will be assessed using the Professional Behaviors Assessment Tool, an evidence-based tool developed by Warren May et al, 2009. The tool is designed to assess attributes consistent with the professional behavior required to be a successful physical therapist. Assessment will begin your first semester here and follow you through your last semester.

Four behavioral criteria levels will be used as you move through the curriculum: beginning level, intermediate level, entry level, and post-entry level. The ten behaviors that will be expected of you are:

1) **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

2) **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

3) **Problem-solving** - The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

4) **Interpersonal Skills** - The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

5) **Responsibility** - The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

6) **Professionalism** - The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

7) **Use of Constructive Feedback** - The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8) **Effective Use of Time and Resources** - The ability to manage time and resources effectively to obtain the maximum possible benefit.

9) **Stress Management** - The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

10) **Commitment to Learning** - The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.
Requirements

The Basics

Academic Calendar

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

Registration

DPT students will be contacted each semester by the Registrar’s office regarding the steps required for registration. Tuition and general fees are published in the Brenau University Catalog under Day Program Tuition and Fees. Payments are accepted by credit/debit card, check, cash or money order. Payments can be made over the phone to the Accounting Office, in person or via Campus WEB (click on “my billing” and follow the directions). As a security measure, all cash payments at the Gainesville Campus must be made to the Accounting Office located at 316 Boulevard.

Additional Expenses

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

- Coursework:
  - Textbooks tend to be expensive, even used, but are often used across the program and will serve as professional references once in the field. A list of required textbooks will be provided to you the semester prior to when you will need them.
Lab fees for instructional materials will be associated with select courses and for CPR training.

Laptop computer Students will find that program practices necessitate a laptop computer which meets specifications consistent with Brenau IT guidelines available on the Brenau IT web page.

- **Immunizations:** Students are required to submit proof of immunizations or titer for measles, mumps, rubella, Hepatitis B, varicella-zoster, and tetanus-pertussis-diptheria. An annual PPD for Tuberculin testing is required. Students with prior positive PPD must obtain an x-ray of the lungs.

  - **Please note:** Some clinical agencies require more stringent immunizations, and students must also adhere to agency requirements. Documentation of immunizations, and any follow-up titers or x-rays, must be reported on agency forms. Most clinical agencies are now requiring an annual flu vaccine as well as H1N1 immunization.
  
  - Students are encouraged to make copies of all written immunization records. You will not be allowed to participate in clinical experiences until proof of immunizations is recorded in E*Value.
  
  - Students are responsible for verifying that all immunizations are current in the first week of each clinical course in order to attend clinical, so plan ahead:
    - Hepatitis B - You must have completed the three shot series (which takes approximately 6 months).
    - Varicella – You must have completed the 2 shot series (4 to 8 weeks apart) OR demonstrate serological evidence of a positive titer. History of the disease is insufficient evidence of immunity.

- **CPR Certification:** All students are required to have BLS for Healthcare Providers and must provide a copy of the current CPR certification card for their student files. You will not be allowed to participate in clinical experiences until a copy of the CPR card is in your file.

- **E*Value database:** Students are charged a one-time $350.00 fee for the E*Value web database to maintain health records, clinical education records, and other professional resources including a professional portfolio. Students retain access to E*Value for a period of time after graduation from the program.

- **Liability Insurance:** Liability Insurance is included in the onetime $350 E*Value fee and is not valid after the student leaves the program.

- **APTA Student Membership:** Students are required to become members of the state and national professional organizations. The fee will be $80-$100.00.
Clinical Education Internships:
  o Travel & living expenses during Internships: Students must be able to provide their own transportation to clinical sites. You are also expected to cover living expenses related to out-of-town internships.
  o Appropriate Dress: Students will need to have clothing that meets the clinical placement facility's dress code requirements; some require lab coats or scrubs. Scrubs are required for Early Mobility Clinical Education courses.
  o Malpractice Insurance: short-term malpractice insurance is required for each of your 3 full-time internships.

Additional Requirements: Each clinical site may have additional criteria that the student must comply with (e.g. current medical exam, FIT test, drug testing, and background check). Students are reminded that while on clinical internship they must comply with all university and hospital or clinical policies.

FBSPT Exam: The exam is taken after graduation. All fees associated are the responsibility of the student.

CLASS AND LAB ATTENDANCE

Attendance to classes and labs is mandatory; participation in class and lab is considered essential for success in the program.

Excused absence: The faculty understands that there are valid circumstances that will cause you to be absent from class. Some of these include: illness, death in the family, significant family illness, religious holidays, attendance to a conference, etc.

In the event of an unexpected but necessary absence:

  - Call the front desk and e-mail your instructors that morning to notify us.
  - Illness greater than two consecutive days will require a note from a physician or Student Services.
  - Illness before or after a holiday will require a note from a physician or Student Services.

In the event of a planned absence for special circumstances:

Each student is allowed 2 personal days off a semester pending approval from each instructor of the missed classes. It is understood that the instructor can choose not to agree if the missed day(s) is found to create a disruption in learning for either the student or their classmates or if an inconvenience to said instructor. Examples would include: Test/Quiz days; Group presentations; Guest Lecturers, Active learning events. Students are required to complete the Absence Request Form. Once signatures are obtained, the student’s advisor must sign off the final permission, and turn in to PT Department Operations Manager.
POLICY ON RECORDING OF CLASSROOM ACTIVITIES:

Please see the University Policy “Intellectual Property and Student Initiated Audio and Video Recording Policy.” Policy number: ICHS-400-01

SOCIAL MEDIA POLICY:

Please see University Policy “University Social Media Policy.” Policy number: CP-100-104
Essential Functions

The Department of Physical Therapy at Brenau University is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions of the Program. It is the policy of the Physical Therapy Program to comply with the Americans with Disabilities Act (ADA).

In accordance with federal regulations established by the ADA, Section 504 of the Civil Rights Act of 1973, and state and local requirements regarding students and applicants with disabilities, the Standards of the Essential Functions document assists each candidate/student in evaluating his/her prospects for academic and clinical success.

Procedures to ensure students understand Essential Functions:

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

The Department of Physical Therapy will:

1. Send applicants admitted to the program the Essential Functions document which asks for the student to review for a need for reasonable accommodations.
2. Any requests for accommodation made by the student for clinical internships or for the classroom setting generally require documentation from a terminal degree specialist regarding need for accommodations. The student will be referred to the Brenau Learning Center.
3. Explain and discuss the Essential Functions document during the Student Orientation before classes begin. At this time the PT program will collect acknowledgement from each student that they have read and understand the Essential Functions document and the process for requesting reasonable accommodations.
4. Review the Essential Functions document during the students’ first semester in the PT program in PT 901 Professional Issues I.
5. Provide information on the Learning Center so that students who want to access resources and/or request reasonable accommodations have the necessary information.
6. When indicated by the Learning Resource Center, implement approved reasonable accommodations.
7. Maintain classroom accessibility.
The student will:
1. Read the Essential Functions document prior to matriculation to ensure awareness of the essential functions of PT students and the resources available to them should he or she need reasonable accommodations.
2. Any requests for accommodation require documentation from terminal degree specialist regarding need for accommodations. This documentation should be placed on file in the Brenau Learning Center.
4. Participate in class discussion in Professional Issues I, PT 901, about the Essential Functions of a PT student document and sign the acknowledgement form if student has not already done so.
5. Identify self to the instructor for each class in which the student is seeking accommodations via letter from the Learning Center at the beginning of the semester.
6. Identify self to the DCE for each internship in which the student is seeking accommodations via a hardship application.
7. Update any changes to status and need for accommodation as necessary with documentation to Learning Center and updates to instructors and or DCE.

Required Essential Functions:

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

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

Observation skills:
Students must be able to accurately observe the client’s or patient’s activity and behavior during examinations and interventions as well as changes in status such as skin temperature and/or color, heart rate, facial expression, muscle tone, breath sounds, and breathing rate or pattern. Students must also be able to accurately observe and interpret demonstrations in the classroom, projected slides or overheads, x-rays, and monitor dials on equipment.
Psychomotor skills:
Students must be able to develop proficiency in motor skills required for accurate examination, evaluation, and intervention techniques. The student must demonstrate adequate locomotor ability to allow them to physically maneuver to and from and within the classroom, lab, and clinical settings in a timely manner. This includes the ability to quickly respond in emergency situations such as preventing a patient’s fall. Students must be able to safely and effectively manipulate or maneuver another person’s body and/or body parts to perform examination and intervention techniques and emergency procedures (e.g., transfers, gait training, positioning, mobilization, exercise, cardiopulmonary resuscitation, use of tools such as goniometer, blood pressure cuff, stethoscope, etc.). Students must be able to perform physical therapy examination and intervention procedures in a manner that is consistent with the APTA’s Code of Ethics and Guidelines for Professional Practice. Students must be able to perform the physical demands required by the majority of clinical settings in which physical therapists practice. These physical demands include the ability to:

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

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

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

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

1. Contact the Learning Center at the Gainesville, Georgia campus. You can call, email, or come by the Learning Center, but you MUST contact the Learning Center in order to get the process started. Point Person for this is Crystal S. Ball, Office Manager and Testing Coordinator, who can be reached via phone at 770.534.6133, via email at cball@brenau.edu, or in person at the Learning Center which is located at 530 Washington Street SE Gainesville, Georgia.

2. After you contact the Learning Center is to obtain documentation of your disability. What is documentation? It is something in writing by a medical or mental health professional stating specifically what your disability is. (The more comprehensive the information we are given, the better we can serve your needs.)

3. Please know that there is a 3 business day processing period. After the documentation of the disability is submitted, it is reviewed and evaluated. Then, your letter of accommodations is written. The Learning Center can share your letter of accommodations with your professors if you wish. Please know that you must agree to allow or request the Learning Center to share information about your testing accommodations with your professors before this can be done.

4. The letter of accommodations is finished and ready for use. The Learning Center will contact you about options on how to get the letter. If pick up in person is not convenient, the letter can be mailed, scanned and emailed, or faxed to you. At this time, you are asked if you want to share the letter with your professors yourself or if you would like the Learning Center to share it with your professors.

5. If you decided to share the letter of accommodations with your professors yourself instead of having the Learning Center do it, you must act quickly. You must share the letter of accommodations prior to receiving any testing accommodations. You are encouraged to share this with your professors as soon as possible. Doing it right before a test is not acceptable unless you got it at that time.
## Academic Requirements

### Grading Scale

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

Courses will be graded according to the departmental guidelines located in the student handbook. We will follow the standard grading scale listed below. Exams will consist primarily of multiple choice questions but may also contain short written answers, fill-in-the-blank, and/or diagrams. Exams will be conducted on the Canvas Course Website. **Students will bring only a computer, blank paper and writing implements into the test-taking environment and will remain in the room for the duration of the exam period.**

Rounding Rule

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

Graded Assignments

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

Remediation of Written Assessments

Students receiving less than a passing grade (passing grade is ≥79.5) on any major written evaluation will be required to remediate that content. The minimal extent of that remediation is that the student will fill out the remediation self-assessment form, present on the course Canvas website. The purpose of the self-assessment form is for the student to self-identify the reasons for the performance deficits on that written exam. Faculty will engage with that student one-on-one to convey the remediation pathway. The presence, content, and structure of that remediation are course- and content-dependent and determined by the instructor. Further interaction may be pursued by the instructor. Group remediation will be OPTIONAL only, and auxiliary to student driven, independent remediation. Remediation is considered a second attempt to achieve content mastery in order to facilitate student success and competence in future courses. Remediation is NOT used to replace an existing test score in a class. The original score will be used to calculate course grades. To support this practice, written exam grades will be returned to the student within one week of delivery. Students, in turn, will have one week to fill out the self-assessment survey and complete remediation. Failure to complete remediation will result in an inability of the student to take the next written assessment in the class. Students who need to remediate final exams will be given time during the break or during the first two weeks of the following semester.
Academic Progression

All academic and clinical coursework has to be successfully completed in sequence. Demonstrated competence in both academic and clinical components of the curriculum is required in order to progress to the next semester. Academic competence is demonstrated through satisfactory performance in coursework, assignments, professional behaviors and practical exams. Students are required to pass all safety criteria defined on practical exams by 100% and at least 80% on other requirements. If a student earns less than 80% on a practical, they will be allowed up to 2 weeks for remediation, and given one opportunity to re-take. If a practical exam must be repeated for any reason, the highest grade that can be earned for that practical exam is 80%. Practicals may be repeated only one time. If a practical is not passed on the second attempt, the student will earn an “F” for the course and be dismissed from the program.

A student, who repeatedly fails practical exams on the first attempt in one or more courses, will be referred to the DPT Program Director for academic advising and a plan of remediation.  
*For the policy regarding clinical internship courses, please refer to the Clinical Education Handbook.

Academic Probation

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

Criteria for Dismissal from the Program

- *Achieving a grade less than “pass” or “C” in any required didactic course offering.
- **Achieving a grade of “fail” on any clinical experience.
- Inability to maintain a cumulative 3.0 GPA after a probation semester.
- Inability to demonstrate acceptable profession development or behaviors.
- Inability to demonstrate competence or to insure patient safety despite reasonable and appropriate accommodation of a documented disability (refer to Technical Standards).
- Behavior determined illegal, unethical, or so objectionable as to be inconsistent with the values, ethics and standards of the physical therapy profession.

*The DPT Faculty reserves the right to review the circumstances surrounding a student’s academic dismissal status on a case by case basis. Rather than dismissal, the faculty may decide to offer the student an opportunity to return the following year to repeat the course. Upon re-taking the course, the student must earn at least a “B” in the course. If the student does not, they will be dismissed from the program.
If it is deemed necessary to remove the student from the internship, the DCE will recommend dismissal or remediation of skills, based upon the circumstances. If remediation is recommended, a learning contract will be developed with input from the student and the DCE. The DCE will determine where this remediation will take place and how long the remediation period will last. If the student successfully completes the remediation according to the contract, he/she will have an opportunity to repeat the internship at a site determined by the DCE and will receive a grade of “I” until the internship is completed. If the remediation is not completed satisfactorily in the time period designated, the student will not have the opportunity to repeat the internship and the student will receive a grade of “U” and will be dismissed from the program. Students will be allowed one, and only one, such situation regarding internships.

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

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1: Summer Year 1</td>
<td>CR</td>
<td>Semester 2: Fall Year 1</td>
</tr>
<tr>
<td>PT 901 Professional Issues I</td>
<td>1</td>
<td>PT 911 Functional Anatomy/Kines II</td>
</tr>
<tr>
<td>PT 910 Functional Anatomy/Kines I</td>
<td>5</td>
<td>PT 917 Exercise Physiology</td>
</tr>
<tr>
<td>PT 915 Human Physiology</td>
<td>3</td>
<td>PT 923 Basic Clinical Skills II</td>
</tr>
<tr>
<td>PT 920 Basic Clinical Skills I</td>
<td>3</td>
<td>PT 925 Examination &amp; Evaluation</td>
</tr>
<tr>
<td>PT 980 Clinical Education I (EMP)</td>
<td></td>
<td>PT 971 Motor Control/Therex I</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>Semester 4: Summer Year 2</td>
<td></td>
<td>Semester 5: Fall Year 2</td>
</tr>
<tr>
<td>PT 934 Pathophysiology II</td>
<td>3</td>
<td>First 9 weeks:</td>
</tr>
<tr>
<td>PT 972 Motor Control/Therex II</td>
<td>3</td>
<td>PT 902 Professional Issues II</td>
</tr>
<tr>
<td>PT 976 NeuroRehabilitation</td>
<td>4</td>
<td>PT 907 Radiology</td>
</tr>
<tr>
<td>PT 977 Musculoskeletal Disorders II</td>
<td>3</td>
<td>PT 921 Modalities</td>
</tr>
<tr>
<td>PT 982 Clinical Education III (EMP)</td>
<td>2</td>
<td>PT 935 Pharmacology</td>
</tr>
<tr>
<td>PT 974 Neurorehabilitation II</td>
<td>2</td>
<td>PT 963 Evidence Based Practice II</td>
</tr>
<tr>
<td>Second 6 weeks:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PT 983 Clinical Education IV</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>Semester 7: Summer Year 3</td>
<td></td>
<td>Semester 8: Fall Year 3</td>
</tr>
<tr>
<td>First 3 weeks:</td>
<td></td>
<td>First 12 weeks:</td>
</tr>
<tr>
<td>PT 978 Adv. Clinical Skills &amp; Reasoning</td>
<td>3</td>
<td>PT 952 Admin and Management</td>
</tr>
<tr>
<td>PT 958 Interdisciplinary Practice/PI3</td>
<td>3</td>
<td>PT 966 Evidence Based Practice IV</td>
</tr>
<tr>
<td>PT 973 Differential Diagnosis</td>
<td>3</td>
<td>Next 12 weeks:</td>
</tr>
<tr>
<td>PT 929 Advanced Technologies</td>
<td>2</td>
<td>PT 985 Clinical Education V</td>
</tr>
<tr>
<td>PT 965 Evidence-Based Practice III</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14</td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td><strong>TOTAL PROGRAM HOURS: 128</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Descriptions

910 Functional Anatomy/Kinesiology I (5)
The course provides a detailed introduction to human anatomy and the functional ramifications of that anatomy to human motion. Lecture and laboratory sessions will employ regional cadaveric dissection of the upper extremity, head, and neck, joint structure and function, forces that effect motion and the resultant kinematics. Emphasis is on the neuromuscular and musculoskeletal anatomy. Using this knowledge, the student should be able to analyze activities regularly observed in the clinic. Summer semester, year 1.

911 Functional Anatomy/Kinesiology II (5)
The course provides a detailed introduction to human anatomy and the functional ramifications of that anatomy to human motion. Lecture and laboratory sessions will employ regional cadaveric dissection of the lower extremity and trunk, joint structure and function, forces that effect motion and the resultant kinematics. Emphasis is on the neuromuscular and musculoskeletal anatomy. Using this knowledge, the student should be able to analyze activities regularly observed in the clinic. Fall semester, year 1.

915 Human Physiology (3)
This course is a systems review of how the human body's cellular and molecular processes, body composition, metabolism, muscle, sensory system, endocrine and autonomic systems, cardiovascular, respiratory, renal and immune systems function. Summer semester, year 1.

917 Exercise Physiology (2)
This course addresses the physiological mechanisms and organ systems that allow humans to engage in physical activity and how these systems are changed by acute and chronic activity (training) and disuse. Fall semester, year 1.

919 Pathophysiology 1 (3)
This course is Part 1 of a 2 semester course series that will provide a brief review of normal physiology of each body system, and then introduce basic pathological processes of each system. Risk factors, etiology, and signs and symptoms related to common diseases/conditions, will be examined. The role of the PT in risk factor reduction and prevention of disease will also be addressed, as well as PT management of adults with common medical-surgical disorders. Spring semester, year 1.
934 Pathophysiology 2 (3)
This course is Part 2 of a 2 semester course series that will continue with a brief review of normal physiology of each body system and introduction to basic pathological processes of each system. Risk factors, etiology, and signs and symptoms related to common diseases/conditions, will be examined. The role of the PT in risk factor reduction and prevention of disease will also be addressed, as well as PT management of adults with common medical-surgical disorders. Summer semester, year 2.

916 Neuroscience/Neuroanatomy (4)
This course familiarizes the student with neuroanatomy, neurophysiology, basic neuroscience and its relevance to clinical practice. This course includes lecture, wet specimen anatomy lab, and use of neurological case studies and review of current scientific literature. Spring semester, year 1.

920 Basic Clinical Skills I (3)
This course prepares the student for patient care activities required in Clin Ed I, including communication, assessing vital signs, body mechanics, patient positioning and draping, transfers, gait training. Students will develop these basic skills in a laboratory setting and with case studies. Summer semester, year 1.

923 Basic Clinical Skills II (3)
The student will obtain an overview of basic exercise training techniques (strength, flexibility, endurance, and relaxation) applicable to prevention and wellness services as well as to those populations requiring rehabilitation or restoration of function due to illness, injury, or chronic disability. Fall semester, year 1.

925 Examination and Evaluation (3)
The purpose of this course is to teach the student the basic elements of assessment that apply to all patients with a potential need for physical therapy services. Students will learn the basics of examination and evaluation, selection of appropriate tests and measures, use of validity, reliability, and best evidence to select tests and measures, and the use of critical thinking and decision-making to determine the most appropriate intervention and outcomes for all patients. Fall semester, year 1.

931 Musculoskeletal Disorders I (4)
The purpose of this course is to educate students about physical therapy evaluation and treatment for musculoskeletal disorders of the lower extremity. In the laboratory sessions, evaluation and treatment techniques will be demonstrated and practiced, including joint and soft-tissue mobilization, exercise prescription, and posture and movement retraining. Spring semester, year 1.

977 Musculoskeletal Disorders II (3)
This course will provide the student with an understanding of the techniques and rationale used in the evaluation and treatment of musculoskeletal dysfunction of the spine and upper extremity. In the laboratory sessions, evaluation and treatment techniques will be demonstrated and practiced, including joint and soft-tissue mobilization, exercise prescription, and posture and movement retraining. Summer semester, year 2.
971 Motor Control/Therapeutic Exercise I (2)
This course introduces the student to the fundamentals of movement science, offers a framework for understanding normal and abnormal movement, and includes concepts of kinesiology, neuroscience, physiology, motor control, and motor learning. The course will integrate theory and basic principles of motor behavior, motor development, motor control and motor learning as they relate to human motor performance across the lifespan. Spring semester, year 1.

972 Motor Control/Therapeutic Exercise II (3)
The purpose of this course is to provide the student with a foundation for examining, evaluating, and providing treatment interventions for individuals who have movement dysfunction secondary to neurological deficits. Emphasis is placed on understanding normal and impaired movement through discussion of current motor control, motor learning, and motor development/lifespan theories. This course teaches examination and evaluation of and interventions for basic functional movement skills and their underlying components such as motor control/coordination (ability to plan, initiate, sequence, time and grade movements), postural control and balance, perception and sensation, muscle tone, strength, and biomechanical considerations. Fall semester, year 2.

921 Modalities (3)
This course is an introduction to the management of pain and dysfunction using thermal, electrical and mechanical modalities as well as massage used by Physical Therapists in general practice. Lectures will highlight basic scientific rationale for approaches discussed while laboratory experience and problem solving using patient case studies will be used for application. Summer semester, year 2.

929 Advanced Technologies (2)
This course teaches advanced applications of light and electrical modalities. A strong evidence-based approach is promoted while reviewing current research findings. An emphasis will be placed on problem solving and good patient education when using these modalities. The focus of laboratory sessions is the demonstration of safety and appropriate clinical application of these advanced skills. Summer semester, year 3.

938 Cardiopulmonary Disorders (3)
The purpose of this course is to understand the pathophysiological mechanisms of cardiopulmonary disease, how to perform a Physical Therapy examination and evaluation, and to then develop an appropriate intervention plan. The student will design safe and effective rehabilitation programs for patients with cardiopulmonary disorders. Spring semester, year 2.
976 Neurorehabilitation 1 (4)
This course will provide the student with a foundation in common neurologic diseases and disorders, with emphasis on CVA, ABI, and SCI. From a medical perspective, information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to physical therapists. From a physical therapy perspective, specific standardized assessments, evaluation and treatment strategies, techniques, and approaches will be addressed. Summer semester, year 2.

963 Neurorehabilitation 2 (2)
This course will provide the student with a foundation in common neurologic diseases and disorders, with emphasis on Vestibular disorders, basal ganglia disorders, MS, and PNS disorders. From a medical perspective, information will include disease description, etiology, pathology, clinical signs and symptoms, diagnostic procedures, medical management, and precautions or special considerations pertinent to physical therapists. From a physical therapy perspective, specific standardized assessments, evaluation and treatment strategies, techniques, and approaches will be addressed. Fall semesters, year 2.

937 Geriatrics (3)
This course is an overview of the physical and psycho-behavioral aspects of aging in adulthood. Students are introduced to usual and pathological changes with aging and are challenged to problem solve treatment issues relevant to the types of older clients they will assist in physical therapy clinical settings. The multidimensional concerns of our older patients are emphasized, and students are encouraged to develop themselves as strong generalist physical therapists to serve the needs of our older clientele. Spring semester, year 2.

979 Prosthetics and Orthotics (2)
This course reviews the kinesiological principles of gait analysis. Of importance is the student’s ability to detect gait deviations and compensations. An introduction to prosthetics and orthotics will be provided. Students will be expected to apply their gait analysis skills when analyzing and understanding the mechanics of gait of patients with an amputation and patients with lower extremity orthoses. Spring semester, year 2.

932 Pediatrics (4)
The purpose of this course is to review and analyze the normal and abnormal developmental changes over the course of the maturation process with emphasis on selected medical conditions in pediatrics. Current motor control and motor learning theories are applied to therapeutic intervention strategies for the pediatric population. Spring semester, year 2.
950 Health Promotion and Wellness (3)
This course is designed to provide a framework for the student to develop and implement a plan for a community-based project directed toward improving health awareness in a specific group or population. The skills needed for identifying community needs, developing a strategic plan and securing resources are reviewed. Students must implement the plan and report the results of their program. Spring semester, year 2.

935 Pharmacology (2)
This course is the study of prescription and/or over-the-counter medications used in the management of a variety of patient conditions encountered during physical therapy management. Case examples from the four primary practice patterns from the Guide to PT Practice will be utilized for application. Fall semester, year 2.

907 Radiology (2)
This course is a progression from a basic understanding of plain film principles to a systematic analysis of the spine and extremities. The student will learn a systematic method of analyzing and integrating imaging findings into the physical therapy diagnostic process. In addition, the utility of imaging in physical therapy practice will be emphasized. Fall semester, year 2.

973 Differential Diagnosis (3)
This course is designed to assist the physical therapy student to become an autonomous practitioner able to consider, screen and identify a broad spectrum of conditions and pathologies not within the scope of physical therapy practice. Additionally, patterns of referral to the appropriate healthcare providers will be discussed and the role of the physical therapist as 'collaborator' in the healthcare team emphasized. Summer semester, year 3.

901 Professional Issues I (1)
The purpose of this course is to prepare the students in professional practices that will be used throughout the curriculum and their professional careers. This course provides the student with an introduction to the role of the professional in physical therapy practice. Students are educated about the application of generic skills to the profession of PT. Topics of application include communication (verbal, nonverbal, and written), individual and cultural differences, professional behavior and abilities, ethics, legal issues, and responsibility for professional development. Summer semester, year 1.

902 Professional Issues II (2)
This course is designed to build upon the professional behaviors and skills identified in Professional Issues I. As students continue clinical visits started in Clinical Education I and continued in Clinical Education II, direct application of topics to currently encountered case studies is addressed. Topics related to skills necessary for taking responsibility for and providing health care services to the public will be explored in greater depth. Professional licensure and membership in professional organizations will be emphasized. Students will begin the process of appropriate legal documentation. Fall semester, year 2.
958 Interdisciplinary Practice/PI III (3)
Students will learn from the scientific literature and practical experiences the meaning and significance of interdisciplinary healthcare practice. Best models of practice will be reviewed and students will emphasize learning about the practices of healthcare professionals from other disciplines. Additionally, Legal and Ethical Standards for the practice of Physical Therapy will be explored in greater depth. Spring semester, year 3.

957 Professional Issues IV (2)
Topics related to assuming professional responsibility in the areas of advanced management skills, marketing professional services, and providing consultative services are included. This course will focus on developing skills needed to successfully secure licensure as a PT, supervise and manage staff and students, plan and market therapy services, and advocate for legislative changes to state and federal regulations related to the provision of health care services. Spring semester, year 3.

952 Administration and Management (3)
In this course, students will focus on learning administration and management skills including human resource, operations, finance and information management. Skills will also be taught on networking and planning and forecasting. Fall semester, year 3.

961 Evidence-based Practice I (1)
This course reviews research design and statistics to prepare the student to become a critical consumer of rehabilitation research literature. Students are exposed to selected topics on research theory/philosophy, sampling, research design, descriptive/inferential statistics, power, error, estimation, reliability, validity, and reading a journal article. Spring semester, year 1.

963 Evidence-based Practice II (2)
This course will introduce the student to key concepts of evidence-based rehabilitation science. The first section of the course reviews basic principles of an evidence-based approach and subsequent sections review issues related to diagnosis, prognosis, and intervention for musculoskeletal and medical/surgical disorders. The student will gain experience searching the literature on these topics. Fall semester, year 2.

965 Evidence-based Practice III (2)
In this course the evidence based sequence continues by assisting students in making clinical decisions that are consistent with the professional literature. The course reviews evidence-based approaches related to diagnosis, prognosis, and intervention for neurorehabilitation, electrotherapy, geriatric and cardiopulmonary care. The student will gain experience searching the literature on these topics. Spring semester, year 2.
966 Evidence-based Practice IV (1)

The evidence-based practice sequence proceeds with the student gaining experience searching the literature by developing clinical questions in a form compatible with electronic search engines and learning differences in available electronic databases. The student will begin the process of developing their research question in conjunction with their mentor for their final research project. Summer semester, year 3.

967 Evidence-based Practice V (3)

The focus of this course will be on the student completing a research proposal in conjunction with their research project mentor. The student will complete the development of their research question, the review of literature for their project and the methodology and research design for their project. The data collection for the project will begin with this course. Fall semester, year 3.

969 Evidence-based Practice VI (3)

The purpose of this course is twofold. The first is to provide students with a practical example of self-assessment and reflection on clinical performance. The second is to provide students with experience that will make them more comfortable contributing to the professional literature as practicing clinicians. The primary emphasis of the class is the completion of their final research report and scientific poster with assistance from a writing mentor. Spring semester, year 3.

978 Advanced Clinical Skills & Reasoning (2)

This course will provide the student with a case-based experience that will require advanced integration, synthesis and application of information and evaluation/treatment techniques learned in previous clinical science courses. Clinical problem-solving processes will be discussed and practiced in class and lab to (a) help the student prepare for full time clinical experiences, (b) enrich and reinforce previous learning, (c) help the student integrate information gained across courses into comprehensive, integrated evaluation and treatment strategies, and (d) reinforce clinical reasoning skills in preparation for the National Physical Therapy Examination.

980 Clinical Education I (2)

The purpose of this clinical course is to provide a daily part-time clinical experience in acute care settings, long-term care facilities and outpatient orthopedics as a means to engender an appreciation for patient illness and working in an interdisciplinary approach. A professional work ethic will be developed as well as real-life application of basic clinical, communication and interpersonal skills. Fall semester, year 1.

981 Clinical Education II (2)

The purpose of this clinical course is to provide a daily part-time clinical experience in acute care settings, long-term care facilities and outpatient orthopedics as a means to engender an appreciation for patient illness and working in an interdisciplinary approach. A professional work ethic will be developed as well as real-life application of basic clinical, communication and interpersonal skills. Spring semester, year 1.
982 Clinical Education III (2)
The purpose of this clinical course is to provide a daily part-time clinical experience in acute care settings, long-term care facilities and outpatient orthopedics as a means to engender an appreciation for patient illness and working in an interdisciplinary approach. A professional work ethic will be developed as well as real-life application of basic clinical, communication and interpersonal skills. Summer semester, year 2.

983 Clinical Education IV (4)
The purpose of this clinical course is to provide the students with their first full time, eight-week clinical experience that occurs in the settings of acute care, general orthopedics, or subacute care. This internship will further develop basic skills as well as advancing their skill set with examination, evaluation, and treatment of patients with diverse conditions. Fall semester, year 2.

985 Clinical Education V (8)
The purpose of this clinical course is to provide the students with a longer, twelve-week clinical experience with the goal that the student will develop near-entry level skills specific to that setting by the end of the twelve weeks. Advancement of examination, evaluation, and treatment skills will be expected. Fall semester, year 3.

987 Clinical Education VI (8)
This clinical course will provide the students with a final, twelve-week clinical experience with the goal that the student will reflect generic entry level skills as well specialized skills specific to that setting. Spring semester, year 3.
Student Statement of Informed Consent
2019 - 2020 DPT Program Year

I, ____________________________, can obtain a personal copy of the 2019-2020 “Student Handbook” from the E*Value Home Page at any time.

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

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

______________________________
Printed Name

______________________________
Signature

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

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

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

_____Yes  _______No

My signature also acknowledges that I have been provided guidance concerning the use of the Learning Center as the resource for assistance when seeking reasonable accommodations. I understand that I must initiate the process by contacting the Learning Center at 770-534-6134 before reasonable accommodations can be determined and implemented.

__________________________________________
Printed Name

__________________________________________
Signature

__________________________________________
Date