



**GEORGE FOX  
UNIVERSITY**

**SCHOOL OF PHYSICAL THERAPY**

**STUDENT HANDBOOK**

## **Introduction**

The Student Handbook outlines the mission, goals and outcomes, and philosophy of the School of Physical Therapy at George Fox University (GFU). It also contains department policies and procedures that affect students enrolled in the Doctor of Physical Therapy (DPT) program. The policies are intended (1) to protect and make explicit student rights and responsibilities, and (2) to insure that DPT program operation is consistent with its obligations as a professional physical therapist education program.

In addition, the program provides a Clinical Education Handbook designed for use by students as well as clinical instructors.

Students are responsible to be familiar with the contents of both handbooks and to seek verification of any questions regarding the contents.

Tyler Cuddeford PT, PhD  
Program Director – School of Physical Therapy  
Professor of Physical Therapy

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# **Mission, Philosophy Goals and Educational Outcomes**

## **University Mission**

George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

## **College of Behavioral and Health Sciences Mission**

Members of the College of Behavioral and Health Sciences are committed to providing high quality educational programs that prepare students to care for the overall wellness of diverse individuals and groups by utilizing their expertise in the areas of physical, emotional, and spiritual healing.

## **School of Physical Therapy Mission**

The mission of the Doctor of Physical Therapy Program is to prepare physical therapists to meet the health and wellness needs of their community through innovative practice, passionate commitment, the pursuit of excellence, and generous service.

## **Educational Philosophy**

The faculty is committed to excellence in teaching. To this end, there has been established the following:

1. Our responsibility is to involve the student in the educational process by creating a safe environment to allow the sharing of ideas and values between students and faculty.
2. Our responsibility is to facilitate and assist students to develop critical thinking and problem-solving skills.
3. We believe that the clinical education experience is an integral part of the curriculum that provides opportunities for students to utilize and integrate the knowledge, skills, and attitudes they develop in their academic courses.
4. The faculty models lifelong learning and professional growth through clinical experience, research, and service activities.
5. We expect our graduates to continue to participate in professional and community service activities.

The School functions within the guidelines presented by:

1. George Fox University
2. State of Oregon Physical Therapy Licensing Board
3. Documents of the American Physical Therapy Association:

- Guide to Physical Therapist Practice
- Code of Ethics and the Guide for Professional Conduct
- Normative Model for Physical Therapist Professional Education
- Statement on Professionalism in Physical Therapy: Core Values
- The APTA web Clinical Performance Instrument
- The Commission on Accreditation of Physical Therapy Education's Evaluative Criteria for Educational Programs for Preparation of Physical Therapists

## Program Goals

1. The program will prepare physical therapists who are capable of practicing in direct access clinical environments in a manner that is ethical, safe, and demonstrates effective use of evidence and resources.
2. The program will deliver a curriculum emphasizing the affective, relational, and moral dimensions and responsibilities of physical therapy care delivery.
3. The program will graduate physical therapists prepared to apply critical thinking and self-reflection to provide creative and innovative solutions to human movement challenges.
4. The program will assume a leadership role in education, research, and innovation directed at enhancing the quality and value of physical therapy.
5. The program will graduate physical therapists prepared to deliver service as a member of the interprofessional healthcare team.

George Fox University School of Physical Therapy is committed to offering a quality physical therapist education program that operates within compliance of the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association.

The following practice expectations are set forth in the APTA's Standards & Required Elements:

### Professional Ethics, Values and Responsibilities

1. Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
2. Report to appropriate authorities suspected cases of abuse and vulnerable populations.
3. Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services.
4. Practice in a manner consistent with the APTA *Code of Ethics*.
5. Practice in a manner consistent with the APTA *Core Values*.
6. Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.
7. Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.
8. Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.
9. Access and critically analyze scientific literature.

10. Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources.
11. Identify, evaluate and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client.
12. Effectively educate others using teaching methods that are commensurate with the needs of the learner, including participation in the clinical education of students.
13. Participate in professional and community organizations that provide opportunities for volunteerism, advocacy and leadership.
14. Advocate for the profession and the healthcare needs of society through legislative and political processes.
15. Identify career development and lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students.

### Patient/Client Management

#### Screening

16. Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional.

#### Examination, Evaluation and Diagnosis

17. Obtain a history and relevant information from the patient/client and from other sources as needed.
18. Perform systems review.
19. Select, and competently administer tests and measures appropriate to the patient's age, diagnosis and health status including, but not limited to, those that assess:
  - a. Aerobic Capacity/Endurance
  - b. Anthropometric Characteristics
  - c. Assistive Technology
  - d. Balance
  - e. Circulation (Arterial, Venous, Lymphatic)
  - f. Self-Care and Civic, Community, Domestic, Education, Social and Work Life
  - g. Cranial and Peripheral Nerve Integrity
  - h. Environmental Factors
  - i. Gait
  - j. Integumentary Integrity
  - k. Joint Integrity and Mobility
  - l. Mental Functions
  - m. Mobility (including Locomotion)
  - n. Motor Function
  - o. Muscle Performance (including Strength, Power, Endurance, and Length)
  - p. Neuromotor Development and Sensory Processing
  - q. Pain
  - r. Posture
  - s. Range of Motion
  - t. Reflex Integrity
  - u. Sensory Integrity
  - v. Skeletal Integrity
  - w. Ventilation and Respiration or Gas Exchange



20. Evaluate data from the examination (history, health record, systems review, and tests and measures) to make clinical judgments.
21. Use the International Classification of Function (ICF) to describe a patient's/client's impairments, activity and participation limitations.
22. Determine a diagnosis that guides future patient/client management.

#### Prognosis and Plan of Care

23. Determine patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes.
24. Establish a safe and effective plan of care in collaboration with appropriate stakeholders, including patients/clients, family members, payors, other professionals and other appropriate individuals.
25. Determine those components of the plan of care that may, or may not, be directed to the physical therapist assistant (PTA) based on (a) the needs of the patient/client, (b) the role, education, and training of the PTA, (c) competence of the individual PTA, (d) jurisdictional law, (e) practice guidelines policies, and (f) facility policies.
26. Create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care.

#### Intervention

27. Competently perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include:
  - a. Airway Clearance Techniques
  - b. Assistive Technology: Prescription, Application, and, as appropriate, Fabrication or Modification
  - c. Biophysical Agents
  - d. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life
  - e. Integumentary Repair and Protection
  - f. Manual Therapy Techniques (including mobilization/manipulation thrust and nonthrust techniques)
  - g. Motor Function Training (balance, gait, etc.)
  - h. Patient/Client education
  - i. Therapeutic Exercise

#### Management of Care Delivery

28. Manage the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations, and administrative policies and procedures of the practice environment.
29. Delineate, communicate and supervise those areas of the plan of care that will be directed to the PTA.
30. Monitor and adjust the plan of care in response to patient/client status.
31. Assess patient outcomes, including the use of appropriate standardized tests and measures that address impairments, functional status and participation.
32. Complete accurate documentation related to numbers 15 through 30 that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.

33. Respond effectively to patient/client and environmental emergencies in one's practice setting.
34. Provide physical therapy services that address primary, secondary and tertiary prevention, health promotion, and wellness to individuals, groups, and communities.
35. Provide care through direct access.
36. Participate in the case management process.

#### Participation in Health Care Environment

37. Assess and document safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional healthcare team.
38. Participate in activities for ongoing assessment and improvement of quality services.
39. Participate in patient-centered interprofessional collaborative practice.
40. Use health informatics in the health care environment.
41. Assess health care policies and their potential impact on the healthcare environment and practice.

#### Practice Management

42. Participate in the financial management of the practice setting, including accurate billing and payment for services rendered.
43. Participate in practice management, including marketing, public relations, regulatory and legal requirements, risk management, staffing and continuous quality improvement.

## **Non-Discrimination Policy**

George Fox University students and employees work, live, and learn in an environment where the dignity of each individual is respected. Harassment or discrimination due to race, color, sex, sexual orientation, gender identity, marital status, religion, creed, age, national origin, citizenship status, workers' compensation status, physical or mental disability, veteran status, or any other status protected under applicable local, state, or federal law; or any other distinguishing characteristic protected by applicable non-discrimination law, is prohibited.

Actions that constitute harassment or discrimination may be verbal or physical conduct that includes, but is not limited to the following: demeaning gestures, threats of violence, physical attacks, or any types of threatening or verbal remarks. These behaviors include hazing, other initiations, or any actions that may be hazardous, dehumanizing, harassing or humiliating to people within or outside the George Fox community. This prohibition also includes vandalism, destruction of a person's property, the misuse of telephones, voicemail messages, text messages, United States or campus mail, as well as e-mail, social media or other electronic communication for the purpose of issuing obscene, harassing, or threatening messages.

Such conduct has the purpose or effect of interfering with an individual's work, academic, or student life environment. Students and employees are expected to conduct themselves in a manner that shows respect to all and ensures no discrimination or harassment occurs.

The Program recognizes the need for, and is committed to, the education of Physical Therapists representative of our diverse American population, to include people of any ethnic and cultural backgrounds.

## **Technical Standards, Essential Functions and Students with Disabilities**

In keeping with the central tenets of its mission – teaching, faith, and service – George Fox University is committed to the full access and the inclusion of all qualified students in its programs. It is the policy of the University to ensure that students with disabilities have equal opportunity for participation in the University's academic programs and activities, in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Some students with disabilities may need reasonable accommodation in order to participate fully in the Doctor of Physical Therapy program. If accommodation is needed in classroom or clinical settings, students should contact the Disability Services Office (DSO) as early as possible ([www.georgefox.edu/dso](http://www.georgefox.edu/dso)). If you have been approved for accommodations through the DSO, please discuss your accommodations with your professors and your advisor at the start of each semester in order to optimize your learning opportunities.

**Important:** The DPT program includes multiple lab experiences and off-campus clinical placements. Students may need additional or different accommodation arrangements for these lab and clinical components of the program. The Director of Clinical Education should receive the student's Field Experience Accessibility Plan from the Disability Services Office by February 1 of the calendar year prior to the scheduled start of a clinical internship. Early notification improves the ability to arrange a suitable placement to support needed accommodations. If an Accessibility Plan is submitted after the designated date, the Director of Clinical Education will attempt to arrange placements that meet accessibility needs, but the student might be delayed in completing clinical experiences.

The Director of Clinical Education may meet with the student at the students' request to discuss strategies for a successful completion of the clinical internship. Students may be encouraged at this time to meet with the Site Coordinator of Clinical Education (SCCE) to come to an agreement as to the request for accommodations. At no time is the student required to disclose their medical diagnosis. Prior to the clinical placement, the SCCE signs the Field Experience Accessibility Plan. The SCCE may decline the student request if the request is unreasonable for their specific setting.

## Minimal Abilities for Eligibility to Participate in the Doctor of Physical Therapy Program at GFU

The DPT program statement incorporates the University policy and is more specific to the technical standards of physical therapy, in preparing students to fulfill the professional role of practicing physical therapists. These technical standards are outlined in the table below and are designed to provide full access to learning opportunities for all students while respecting the professional duty to ensure client/patient safety and well-being while facilitating healing. The use of a trained intermediary would mean that a candidate's judgment is mediated by someone else's power of selection and observation. Therefore, third parties cannot be used to assist students in accomplishing curricular requirements.

A significant component of a practicing physical therapist is the assessment and treatment of movement disorders. Students must be able to perform the following essential functions with or without reasonable accommodation in order to fully participate in the DPT program. The following table is not a comprehensive listing of the functions of a physical therapist; these essential functions are stated to assist faculty and potential and/or currently enrolled students to:

- 1) Decide whether to enter the School of Physical Therapy;
- 2) Assess the student's ability to progress in the program; and/or
- 3) Determine the nature/extent of accommodation that might be necessary for equal participation in the program. Please note that students are responsible for requesting accommodations for a disability, in advance.

The student must be able to perform these minimal abilities prior to beginning the didactic portion of the educational program and prior to any clinical affiliation. Included in the handbook is a minimal abilities acknowledgement form that each student must complete. This form acknowledges that you meet the minimal abilities. If you are unable to meet these performance functions, you will not be allowed to continue in the program.

Ability	Standard
Critical Thinking	Critical thinking and reasoning sufficient for clinical judgment. This includes ability to measure, calculate and analyze. This requires ability to recall relevant events or research and incorporate these with a current patient/ circumstance.
Behavioral skills	Emotional health, ability to exercise sound judgment, the ability to develop mature and effective relationships with coworkers and patients. Must be able to continue to function even under stress of outside distractions.
Communication Skills	Communicate easily, effectively and with sensitivity with patients and staff. Communication includes speaking, listening, reading and writing. Use of

	electronic devices such as telephone and computer is becoming essential in the classroom and clinic.
Mobility/ Motor skills	Must have both gross and fine motor function necessary to effectively evaluate patients and assist patients considering patient safety as well as safety of the therapist. It must be considered that the patients under the care of a physical therapist may require physical assistance to perform safe transfers or for safe ambulation. The Physical Therapist must possess adequate motor ability to care for a patient in case of emergency.
Observational skills	Vision- required in the safe evaluation and care of a patient. Required to perform tests and use instruments, to read reports and remain current by literature review. Hearing- must be sufficient to converse with patient, for testing signs such as blood pressure, auscultate heart, lung and bowel sounds. Tactile- touch and pressure to evaluate strength and sensation of the patient and to grade exercise programs. Other- proprioception, hot, cold and pain, stereognosis and vibration.

## Student Rights

Physical therapy students enjoy the same rights and privileges as all other graduate students who attend George Fox University. Students should consult the George Fox University Student Handbook for a detailed description of student rights and due process.

## FERPA - Family Educational Rights and Privacy Act of 1974

FERPA is a federal law designed to protect the privacy of a student's educational records. Students have the right to request to inspect their education records. Records can be only released to a third party through written consent of the student (such as a transcript request form or Release of Information form). Under FERPA, information considered **Directory Information** may be released without student consent. Please review the policy regarding FERPA in the [Academic Handbook](#). Forms to release or suppress information are available through the [Registrar's Office](#). Refer to the Clinical Education Handbook for privacy rights information regarding clinical placements.

## **Student Services**

Health and counseling services are available to all students of George Fox University. All information is strictly confidential and includes individual counseling, personality assessments, intellectual assessments, learning disability assessments, crisis counseling and intervention, and consultation and referral. The counseling staff consists of licensed psychologists and other trained personnel. Academic services are available to all students and are housed in the Academic Resource Center (ARC) and consist of writing services, academic coaching, and tutoring. Consultants provide writing services by giving guidance and feedback to students engaged in the writing process and is provided by students from various majors with exceptionally strong writing skills. Academic coaching consists of improving skills in reading strategies, note-taking skills, exam preparation, and time management. Tutorial services are made by appointment with the ARC consultant. George Fox University is committed to providing equality of opportunity and meaningful access for qualified students with physical, psychological, attentional or learning-based disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Financial aid counselors and student account representatives are available to assist students with financial aid packaging and billing questions. Information on financial aid options and application procedures are available from Student Financial Services.

## **Communication with Students**

It is important for the Program to maintain communication with each of our students. To this end, notifications made will be provided primarily through the use of email using the students' GFU email account. If the student wishes to have that account forward his/her messages to another account, it is the students' responsibility to set that up and ensure it is properly maintained.

Residential address: It is the students' responsibility to notify the school and department of any changes of address.

## **University Policies**

Please refer to the university handbook regarding any questions about University policies:

<http://www.georgefox.edu/offices/student-life/student-handbook/index.html>

<https://www.georgefox.edu/grad-sps-policies/index.html>

## Compliance with Accreditation

George Fox University is accredited by the Northwest Commission on Colleges and Universities which is recognized by both the Commission on Higher Education and the US Department of Education.

Effective May 28th, 2015 George Fox University has been granted full accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org).

Process for filing a complaint can be found at the [CAPTE website](#).

Commission on Accreditation in Physical Therapy Education  
1111 North Fairfax Street  
Alexandria, Virginia 22314  
Email: accreditation@apta.org  
Phone: (703)-684-2782 or (703)-706-3245

## DPT Curriculum

**The DPT Program offers a 3-year curriculum.**

Successful completion of all academic and clinical coursework in successive order is required for graduation. The focus of the coursework begins with foundational sciences in order to establish adequate groundwork in normal human structure and function as well as basic physical therapy modalities and practices. The student is introduced to differential diagnosis, clinical reasoning, and evidence based practice across a lifespan and advances to a greater understanding of systems, conditions and the physical therapist's role in rehabilitation, prevention, health promotion, administration and legislation. Coursework includes presentation of relevant testing, intervention and education of a patient/client. The student will complete 33 weeks of full time clinical education throughout the 3 year curriculum. Clinical sites include acute care (hospital), rehabilitation (hospital based, skilled nursing facilities and home health) and outpatient (hospital based, sports medicine and private practice). Specialty areas including pediatrics, school district based therapy, and women's health may also be available. Students will be required to complete a full time, 8 or 9 week clinical experience in each of the following settings, 1. Inpatient care setting, 2. Outpatient setting and 3. Rehab setting. Students should be prepared to participate in clinical internships outside of the Portland-Metropolitan during the clinical education portion of the program.

### **Fall Year 1 (18 credits)**

PDPT 503 Basic Patient Care Skills (2)  
PDPT 510 Human Anatomy I (4)  
PDPT 520 Biomechanics and Kinesiology I (3)  
PDPT 531 Neuroscience (4)  
PDPT 550 Therapeutic Exercise I (2)  
PDPT 570 Applied Physiology (3)

**Spring Year 1 (20 credits)**

PDPT 504 Principles of Motor Control (2)  
PDPT 511 Human Anatomy II (3)  
PDPT 521 Biomechanics and Kinesiology I (3)  
PDPT 529 Evidence Based Practice and Clinical Decision Making (2)  
PDPT 540 Therapeutic Modalities (2)  
PDPT 551 Therapeutic Exercise II (2)  
PDPT 560 Essentials of Research Methods (3)  
PDPT 573 Pathophysiology (3)

**Summer Year 1 (6 weeks)**

PDPT 500 Professional Practices in Physical Therapy (2)  
PDPT 581 Comprehensive Clinical Experience (4)

**Fall Year 2 (20 credits)**

PDPT 600 Cardiovascular and Pulmonary Therapeutics (3)  
PDPT 611 Medical Surgical and Integumentary Conditions (3)  
PDPT 620 Geriatric Physical Therapy (2)  
PDPT 630 Neurorehabilitation I (4)  
PDPT 650 Orthopedic Assessment and Rehabilitation I (4)  
PDPT 670 Pediatric Physical Therapy (3)  
PDPT 750 Professional Research Project I (1)

**Spring Year 2 (15 credits + 6 weeks clinical Internship)**

PDPT 610 Pharmacology for Physical Therapists (3)  
PDPT 631 Neurorehabilitation II (3)  
PDPT 649 Medical Screening & Differential Diagnosis (2)  
PDPT 651 Orthopedic Assessment and Rehabilitation II (4)  
PDPT 660 Prosthetics and Orthotics (2)  
PDPT 680 Clinical Internship I (6)  
PDPT 751 Professional Research Project II (1)

**Summer Year 2 (8 credits)**

PDPT 619 Health and Wellness in Physical Therapy (2)  
PDPT 690 Diagnostic Imaging for Physical Therapists (2)  
PDPT 710 Psychosocial Aspects of Patient Care and Disability (1)  
PDPT 752 Professional Research Project III (1)  
PDPT 760 Professional Duty and Social Responsibility (2)



**Fall Year 3 (17 credits/weeks clinical internship)**

PDPT 780 Clinical Internship II (8)

PDPT 781 Clinical Internship III (9)

**Spring Year 3 (9 credits + 10 weeks clinical internship)**

PDPT 720 Administration in Physical Therapy (3)

PDPT 730 Professional Seminar (2)

PDPT 753 Professional Research Project IV (2)

PDPT 770 Special Topics (2)

PDPT 782 Clinical Internship IV (10)

**Total Credits = 129**

**Note:** Course numbers, sequencing, and names may change without notice during the course of the curriculum.

## Academic Advising

Each student will be assigned an academic advisor. It is the responsibility of the student to arrange regular meetings with their advisor as needed. The faculty will post their office hours.

<u>Faculty</u>	<u>Extension</u>	<u>Email address</u>
Tyler Cuddeford	2452	<a href="mailto:tcuddeford@georgefox.edu">tcuddeford@georgefox.edu</a>
Paul Shew	2453	<a href="mailto:pshew@georgefox.edu">pshew@georgefox.edu</a>
Marcey Keefer Hutchison	2454	<a href="mailto:mkeefehutchison@georgefox.edu">mkeefehutchison@georgefox.edu</a>
Andrew Meszaros	2455	<a href="mailto:ameszaros@georgefox.edu">ameszaros@georgefox.edu</a>
Jeff Houck	2457	<a href="mailto:jhouck@georgefox.edu">jhouck@georgefox.edu</a>
Cindy Zablotny	2459	<a href="mailto:czablotny@georgefox.edu">czablotny@georgefox.edu</a>
Dan Kang	2460	<a href="mailto:dkang@georgefox.edu">dkang@georgefox.edu</a>
Jason Brumitt	2461	<a href="mailto:jbrumitt@georgefox.edu">jbrumitt@georgefox.edu</a>
Ryan Jacobson	2462	<a href="mailto:rjacobson@georgefox.edu">rjacobson@georgefox.edu</a>
Lyndsay Stutzenberger	2463	<a href="mailto:lstutzenberger@georgefox.edu">lstutzenberger@georgefox.edu</a>

## **Attendance, Preparedness and Punctuality**

Due to the quantity of material covered as well as the progressive nature of the curriculum students are required to attend all classroom sessions, lab sessions, research presentations and clinical experiences. Students are required to be present, seated in class or dressed appropriately for laboratory sessions and prepared to begin on time. This is important in order to maximize the learning time of the student and to avoid disruption of the faculty and other students.

A student may need to be absent from class due to medical or other emergency situations. As soon as the student is aware that they will be absent, they are to contact the Program Director. If an absence is known ahead of time, it is the students' responsibility to contact the appropriate faculty member(s) via email and/or phone to request to be excused. In the event of an absence, it is the student's responsibility to obtain the appropriate missed content.

Repeated absences or repeated tardiness, even if legitimate, may result in a reduction of the course grade at the discretion of the faculty. This may result in a substandard grade and could lead to academic probation, remediation or dismissal from the program.

It should be noted that the DPT program is rigorous in content requiring students to be in attendance 5 days per week, for day long sessions in the classroom, lab and/or clinical setting. In addition, several hours each night and weekend preparation time are to be expected. It is therefore highly recommended that the student not be employed either full time or part time.

## **Determination of Student Readiness for Clinical Internships**

Student must demonstrate readiness in both satisfactory understanding of material presented in each course and practical application in course lab work. Faculty determines the readiness of each student. The standards set for each clinical affiliation phase are found in the Clinical Education Handbook.

## **Academic Policies**

### **Grading**

The DPT program reserves the right to determine how it defines professional competence and professional behavior, to establish standards of excellence, and to evaluate students. Semester grades are determined by the instructor's evaluation of the student's daily participation in class, performance on periodic tests, work on research papers and class projects, and achievement on final examinations. The DPT program reserves the right to decline or withdraw a student's admission if the student's mental health status indicates that such action is essential for the safety of fellow students, faculty, administrative staff, or patients. The DPT program uses the following percentages for grade determination: A = 93-100%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 72-70%, D = 60-69%, F = 59% or below, P = pass, NP = no pass, I = incomplete.

An incomplete (“I”) is given when the student is performing satisfactorily but there may be circumstances beyond the student’s control which resulted in the student not completing all of the assignments within the allotted time. If the incomplete work is not completed in the timeframe outlined by the faculty, the grade will be replaced with an “F”. Students cannot progress to the next sequenced course until the “I” is replaced with a passing grade. If circumstances arise such that the student is unable to complete the semester they must either apply for a leave of absence, withdraw, or be dismissed

Course grades of D and F are unacceptable and cannot be included as graduate credit and may result in immediate dismissal from the program. Students may appeal grades through the university’s academic appeals process. A student will also be dismissed from the program for the following reasons:

1. Repeating more than one clinical rotation.
2. Fails to achieve a minimum cumulative GPA of 3.0 by the end of the final semester.

## **Clinical Grading**

The DCE will assign a grade of “pass, no pass or incomplete” to the clinical education internship based upon the completion surveys, final CPI and input from the SCCE/CI as appropriate. This grade will be determined in part using the following as a guideline for determining a passing grade:

1. PDPT 680 rating of “Advanced Beginner” or above in all criteria.
2. PDPT 780 rating of “Intermediate” or above in all criteria.
3. PDPT 781 rating of “Advanced Intermediate” or above in all criteria.
4. PDPT 782 rating of “Entry Level” or above in all criteria.

A grade of Incomplete will be assigned for students unable to complete a clinical internship and will be converted to “Pass or No Pass” based on completion of this internship or an alternate clinical internship as determined by the DCE.

## **Progression, Retention, Withdrawal, Dismissal and Reapplication**

For continued matriculation, promotion, and graduation, Doctor of Physical Therapy students must maintain an average GPA of 3.0. If a student’s GPA falls below 3.0, the student will be placed on academic warning and the Program Director and faculty will consider the student’s potential for continued success. The faculty and Program Director will make recommendations to the course of action to the Dean of the College of Behavioral and Health Sciences. If a student receives a C or C- in a single course, the student will be required to meet with their academic advisor for counseling and/or remediation. If a student receives a C or C- in two designated courses, that student will be subject to academic warning and remediation. The remediation process could take the form of extra written work, retaking examinations (written or lab), or to retaking the course at the consent of the Program Director and faculty. In all circumstances, counseling between the student and academic advisor will be necessary to establish avenues to improve future performance. If a student receives a C or C- in three designated courses, that student may be subject to dismissal.

If a student is not in good academic standing, they may be placed on academic probation or warning, and a recommended course of action for the individual will be made by the Program Director and

faculty. Students will remain on academic probation until the deficiency is corrected. Once corrected, the student will be considered in good academic standing.

Should a student fail a clinic experience, they must remediate the failed clinical experience before progressing on to the next more advanced clinical experience. Remediation programs specific to the clinical education experience are designed and implemented on a case by case basis and are determined by the circumstances that led to the failure. The DCE, Program Director and faculty will decide the most appropriate remediation activity that may include instruction in clinical skills under direct supervision of faculty.

Unprofessional conduct will be remediated through review, oral and written testing on the code of ethics and standards of conduct; mentoring with the students' advisor or other designated faculty; and/or counseling with faculty possessing behavioral training expertise.

Academic remediation and probation will be assessed each semester or more frequently as needed. The determination of a plan to resolve the deficiencies will be developed by the Program Director and Faculty. If a student is at risk for dismissal, the Faculty and Program Director will make final determination. The student's advisor or program director is to notify the student of the concern regarding performance and plan of action for remediation. Scholastic dishonesty (cheating, falsifying, misrepresentation or plagiarism) are also grounds for academic probation or dismissal from the program.

Upon completion of the remediation activity, the Program Director and Faculty will review the results and determine the outcome of the remediation process. Successful completion of the remediation activity will result in restoration of good academic standing, and a new grade will be assigned. Unsuccessful completion may result in retaking the class, reassignment to another cohort, or dismissal.

## **Leave of Absence**

If a student must take a leave of absence from the program due to an illness, accident, or other substantial reason that impairs their ability to continue course work at that time, all incomplete coursework must be completed within two years from the date of their original start. If they are unable to complete the program in that time frame, they will be dismissed from the program.

## **Recording**

Recording lectures is only permitted by consent of the faculty and only when the class is being addressed by the faculty. Recordings are prohibited during lecture breaks, meetings with faculty and any other times outside scheduled course(s).

## **Student Conduct Policies**

Code of Conduct: Students enrolled in the DPT program are expected to conduct themselves according to the following policies, procedures and guidelines. The student is responsible for seeking clarification for any questions they may have.

1. **George Fox University-** When enrolling at George Fox University, students agree to respect the expectations and appointed leadership of the institution. All expectations are designed to allow the fullest liberty consistent with efficient work while at the same time promoting the welfare of the entire campus community.

The university admits students with the understanding they will comply with these expectations in every respect and conduct themselves as responsible citizens. All students are expected to uphold certain standards of behavior, which includes conforming to state and local laws.

Any student whose behavior is dishonest, destructive, unethical, or immoral, or whose conduct is detrimental to the total welfare of the community, shall be subject to disciplinary action that may warrant appropriate consequences; the most severe possibly resulting in suspension or dismissal.

In accordance with Christian convictions honoring the body as the temple of the Holy Spirit, the university community accepts a lifestyle that forbids immoral sexual behavior and the use, possession, or distribution of illegal drugs. Obscene or pornographic materials or literature, including pornography via the internet, also are unacceptable. Students are expected to maintain these lifestyle standards both on and off campus. Responsibilities and expectations for traditional undergraduate students can be found in the [Student Handbook](#).

As of July 1, 2015 marijuana became legal in the State of Oregon, but under federal law marijuana continues to be illegal. For the University to remain eligible for federal funding and the financial aid programs for our students, the federal law must be upheld. The use, possession or distribution of this drug will continue to be prohibited and against University policy.

Students are required to complete and pass a 10 panel drug screen for admittance into the program. Subsequent drug screenings may not be required except for cause (ORS413.435 section) or specific clinical site policies.

2. **American Physical Therapy Association-** The APTA has provided governing principles for physical therapy professionals including students. These principles apply to on-campus and off-campus George Fox University activities including clinical experiences and community service. The documents provided by the APTA include: Professionalism, Integrity in Practice and Core Ethics Documents. <http://www.apta.org/EthicsProfessionalism/>

## **Student's Right to Appeal** (Appeals should not be made frivolously but in good faith.)

In order to form an appeal, a student must be prepared to document performance on all coursework and explain why the student's performance is not consistent with the course or program expectations expressed in the syllabus. To submit an appeal, a student should follow the steps below (if resolution is not achieved, a student should proceed to the next step):

1. Student meets with faculty member to discuss their grade or professional behavioral deficiency. The student wishing to appeal must meet with the faculty member within the first three (3) academic weeks (excluding May Term) following the awarding of the disputed grade. If a resolution is not reached, the student may then appeal to the program director in writing within 1 academic week.

2. The student files a written appeal with the program director submitting appropriate documentation. The program director will make a decision after review of the appeal and consultation with the faculty member. A reply will be made to the student in writing within 2 academic weeks with a copy forwarded to the program dean. If resolution is not made after appealing to the program director, the student may elect to pursue a formal appeal.
3. Student sends written appeal to the Academic Affairs Office. The student wishing to pursue an appeal must do so within ten (10) working days of meeting with the program director. The Academic Appeal Form is available at: [www.georgefox.edu/catalog/handbook/academic/grading/appeal.html](http://www.georgefox.edu/catalog/handbook/academic/grading/appeal.html)
4. The program dean discusses the appeal with the faculty member and student. A decision is rendered by the program dean and communicated in writing from the dean to the faculty member and the student. A copy is kept in the Academic Affairs Office and sent, along with the original Academic Appeal Form, to the Registrar's Office to be kept with the student's official academic record.
5. The decision made by the program's dean may be appealed to the Academic Appeals Board. If the student is not satisfied with the decision of the program dean, a hearing by the Academic Appeals Board may be requested. To request a hearing, the student must submit a written appeal to the Academic Appeals Board within ten (10) working days after receipt of the written decision from the program dean.
6. The Academic Appeals Board decides whether or not to hear the appeal. If the Board meets to consider the appeal, the decision of the Board is submitted in writing to the Provost, program dean, faculty member, and the student. A copy of the decision will also be forwarded to the Registrar's Office to be kept with the student's official academic record. **The decision made by the Academic Appeals Board is final.**

**Policies, procedures, and practices that address handling complaints that fall outside the realm of due process:**

External complaints about the program from employers of future graduates, the general public, prospective students, family members of enrolled and/or prospective students, and clinical education sites should be directed to the Program Director. The director will address the complaint and the persons involved within 14 days. The goal is to investigate the complaint, to resolve the issue where appropriate and to bring closure through communication of complaint resolution. Once resolved, a letter from the director will summarize the complaint and the resolution in writing. A copy of the letter will be sent to the persons involved. An additional copy will be filed in a locked file room located in the Program hallway for 3 years. If not resolved informally or in writing, or if the complaint is against the Director, a person may file an official complaint in writing to the Dean, Provost, or higher level of administration at the University. The Director will inform the Dean of all complaints received to allow a second perspective in responding to the complaint.

Retaliation is prohibited by federal law and institutional policy. It is defined as any adverse or negative action against a person participating in any reporting, investigation or proceeding that is perceived as: intimidating, threatening, coercing, hostile, harassing, retribution, or violence that occurred in connection to the making and follow-up of the report. This also includes actions against an individual who has: (1) complained about alleged discrimination, harassment or retaliation, (2) participated as a party or witness in an investigation relating to such allegations, or (3) participated as a party or witness in a court proceeding or administrative investigation relating to such allegations. Federal civil rights laws, including Title IX, make it unlawful to retaliate against an individual for the purpose of interfering with

any right or privilege secured by these laws. Intimidation means to make fearful or to put into fear. Generally, proof of actual fear is not required in order to establish intimidation. It may be inferred from conduct, words or circumstances reasonably calculated to produce fear. Any person violating this policy may be subject to appropriate community accountability, up to and including suspension or dismissal.

## **Attire**

Students are expected to maintain a proper professional image in their behavior and personal appearance at all times. In the daily class setting, students are expected to be clean and wear appropriate apparel consisting of: shirts, pants, nice shorts, dresses, skirts, and shoes. Professional appearance and dress is appropriate when the student is interacting with community clinicians or other professionals, as the student is a representative of George Fox University School of Physical Therapy. At times, faculty may request professional attire for a guest lecturer.

Clean lab clothes should be readily available. Lab clothes must permit lab partners to have reasonable access to the body. Examples of appropriate lab clothes include: gym shorts, tank tops, and sports bras. Jeans or long pants are not suitable for lab experiences.

Shorts are prohibited during patient care and clinical education activities, and at any time students have contact with patients or are in the patient care areas. In these instances, dress is to be professional. Clinic ID badges should be worn by all students during on site clinical activities.

Hair may not be dyed in unnatural colors such as blue, pink, or purple. Beards are to be neatly trimmed and not longer than one inch.

Dress for the offsite clinic is outlined in the Clinical Education Handbook.

## **Financial Aid**

Information on financial aid can be found on the George Fox University website & the APTA website:

[www.georgefox.edu/offices/stu\\_fin\\_srv/aid\\_grad.html](http://www.georgefox.edu/offices/stu_fin_srv/aid_grad.html)

[www.apta.org/CurrentStudents/ScholarshipsAwards/Private/](http://www.apta.org/CurrentStudents/ScholarshipsAwards/Private/)

## **Emergency Funds**

George Fox University has a provision to provide compassionate assistance to students in emergency situations.

## **Health Issues**

### **Health Insurance**

George Fox University requires full-time students to carry medical insurance and provide proof of coverage. Insurance information is to be uploaded to castlebranch.com. Medical insurance can be obtained from Health and Counseling Services: [www.georgefox.edu/offices/hea\\_cou/insurance.html](http://www.georgefox.edu/offices/hea_cou/insurance.html)

### **Immunization Record**

All students are required to upload and maintain records through castlebranch.com and comply with the elements of Administrative Requirements for Students in Clinical Training (ORS 413.435). It is the students' responsibility to provide the clinical site with information as needed.

All students are required to complete a background check and pass a 10 panel drug screen by Castle Branch to be admitted into the program. Students must maintain their medical records.

### **CPR Training**

Each student is required to maintain cardiopulmonary resuscitation certification (CPR) throughout all 3 years in the program. They must demonstrate proof of CPR (American Heart Association for Health Care Professionals) by uploading their card to castlebranch.com. It is the student's responsibility to ensure the maintenance of this certification.

### **Medical Emergency or Injury**

In the case of urgent medical need or injury students are asked to present themselves at the Health & Counseling Center if possible and appropriate. Students are asked to call 911 in the event of an emergency.

## **Security Services**

Security services have provided the students of George Fox University with an emergency response plan:

<http://www.georgefox.edu/offices/security/Newberg-Campus-Emergency-Response-Plan/>



## Physical Therapy Facilities

Lockers are provided for each individual student. It is expected that the student will keep his/her locker clean.

The building is available 24 hours a day, 7 days a week and accessed with your student ID card.

The student lounge has microwaves and refrigerators for students to use for food. Food left for long periods of time in the refrigerator or break room will not be tolerated. It is the responsibility of your cohort to empty and clean the refrigerator each Friday afternoon. All perishable food is to be removed from the refrigerator and student lounge before the weekend.

It is also the responsibility of the students to keep the lounge and appliances clean. A vacuum and cleaning supplies can be found in the department.

## Labs and Equipment

Students are expected to clean up the lab after each use including:

- 1) Placing linens in the laundry basket.
- 2) Cleaning and returning equipment to the appropriate storage location
- 3) Returning the lab to normal arrangement
- 4) Removing of rubbish
- 5) Insuring that the laboratory is secure when leaving

It is expected that DPT students will engage in safe and acceptable behavior during all supervised and unsupervised use of the skills laboratories. Laboratory equipment is maintained by a trained medical equipment specialist. If problems occur with equipment please notify the course instructor.

The laboratories will be available at times when regularly scheduled classes are not in session for study and practice and are open 24 hours daily and accessed with the use of your student ID card. Students may only use physical therapy equipment for practice purposes on which they have been previously trained in operation and safety. Students are not to use any equipment for the first time without a faculty member present in a classroom setting. Practice is only allowed with other physical therapy students who have also been trained in the use of the respective equipment. Likewise, students may only practice examination and intervention procedures that have been presented and practiced in a physical therapy class. Practice is only allowed with other physical therapy students who have also been trained in the use of the examination or intervention procedures. Students are not to provide injury treatment to themselves or other students in an unsupervised lab setting. Students engaging in unsafe or unprofessional behavior may lose their unsupervised access privileges to the laboratories. Students may also be held responsible for damage to equipment and supplies if the damage is related to inappropriate use. Maintenance and calibration of equipment is the responsibility of the School of Physical Therapy.

Should an injury occur during unsupervised lab times, the incident must be reported. If the incident is a medical emergency, call 911 for Newberg Fire, Police, or Ambulance.

## Office Equipment and Staff

**Telephones and Fax Machine** - Students may use department telephones and fax machine ONLY when given permission by faculty or the Administrative Assistant in an emergency or for school-related business.

**Cell Phones** - Are a distraction to others. It is expected that the use of cell phones be limited to the student lounge or outdoors. No text messaging, calls or other use of a cell phone is permitted in the classroom, lab or clinical setting *unless with the permission of a remote faculty member*. Cell phones are to be turned off and stored where vibration mode is not detectable.

**Copiers and Printers** - Department copiers and printers are not for student use. There is a photocopier located in the Murdock Library. There is also a wireless printer for student use at the front of the Roberts Center in the Education Department.

**Administrative Assistants** - have enough of their own work to do. Students are not to add to their daily duties.

## Student Responsibilities

- 1) APTA/OPTA membership - required for the 1<sup>st</sup> year in the program and then highly recommended each subsequent year.
- 2) Skills kit – this is purchased at 1<sup>st</sup> year orientation and includes a stethoscope, pocket blood pressure kit, two goniometers, reflex hammer, electrodes, two Ace bandages, tape measure and one box of gloves.
- 3) Laptop computer with Wi-Fi capability
- 4) Textbooks
- 5) Lab coat
- 6) Gloves
- 7) Scrubs, shoes and eye protection for anatomy lab (first year students only)
- 8) Criminal background check
- 9) Drug screen
- 10) CPR (American Heart Association for Health Care Providers)
- 11) Travel and housing expenses for clinical experiences

## Clinical Education Internship

### Overview

The clinical education component of the Doctor of Physical Therapy degree program includes four blocks (minimum of 33 weeks) of full time clinical education of varying lengths over three years. During these blocks of clinical practice, each student will have experiences with patients/clients across a lifespan in a variety of settings. To support the goal of the school in graduating generalists, the clinical education

component has developed the following requirements for the 4 clinical experiences. Students must have clinical experiences in at least three of the following broad areas: outpatient orthopedics, acute care, pediatrics, geriatrics, and rehabilitation (post-acute rehab, SNF, rehabilitation facility). Additionally, the last 3 rotations (of the 4 total) must include one inpatient and one outpatient setting.

## Roles and Responsibilities of the Clinical Education Team

**Director of Clinical Education (DCE):** The DCE acts as a connection between the DPT program and the clinic education site.

**Site Coordinator of Clinical Education:** The SCCE acts as the clinical education site's representative to the DPT program.

**Clinical Instructor:** The CI provides the student with the practical application of their didactic learning.

**Student:** The Student must maintain and produce evidence of compliance of pre-entry requirements. Such requirements will include: proof of current health insurance; hepatitis B vaccine; immunization for measles, mumps, rubella and varicella; current TB test; American Heart Association CPR training for the Health Care Provider; criminal background check; certification of training in Standard Precautions, HIPAA regulation training; and 10-panel drug screen, infection control, professional dress, APTA Core Values and Code of Ethics, fire safety and hazardous materials and mandatory report of child and elder abuse. If you suspect abuse, neglect or financial exploitation of an elderly person or an adult with physical disabilities, [report](#) abuse or neglect to the Department of Human Services office in your area.

The Student/Intern must:

- Complete all pre-requisite academic requirements.
- Follow the policies of the University and the clinic.

## Clinical Education Course Descriptions

Full-time clinical education internships are held once at the end of the first year, once during the second year and three times during the third year of the curriculum. Students are expected to meet progressively more complex objectives as they progress through the individual clinical education affiliations:

**PDPT 680** (6 weeks Full time/240 hours) Expected performance level on APTA web based CPI- Advanced beginner to intermediate or above in all criteria.

**PDPT 780** (8 weeks full time/320 hours) Expected performance level on APTA web based CPI- Intermediate or above in all criteria.

**PDPT 781** (9 weeks full time/360 hours) Expected performance level on APTA web based CPI- Advanced intermediate or above in all criteria.

**PDPT 782** (10 weeks full time/400 hours) Expected performance level on APTA web based CPI- Entry level to above entry level in all criteria.

Total clinical internship time is 33 weeks full time.

Course Syllabi are found on the Physical Therapy website:

[http://www.georgefox.edu/physical-therapy/Clinical Education/resources.html](http://www.georgefox.edu/physical-therapy/Clinical%20Education/resources.html)

## Student Liability Insurance

The following coverage is maintained by George Fox University, Oregon, covering their staff and students:

General Liability            \$1,000,000 per occurrence  
   \$3,000,000 per year

Auto Non-Owned            \$1,000,000 Combined  
& Hired Liability            Single Limit

Excess Liability            \$25,000,000 per year

Prof Med. Mal.            \$2,000,000 per occurrence  
   \$4,000,000 per year

Workers Statutory        Workers Statutory SAIF  
SAIF

(Excluding students / Exception: Clinical rotation students and students completing internships as part of their curriculum are covered under a participant accident through Philadelphia Insurance Policy #PHPA0210205 with limits up to \$25,000.)

*STUDENTS MAY CHOOSE TO PURCHASE ADDITIONAL LIABILITY INSURANCE*

## Physical Therapy Profession and Degree Program Essential Functions, Skills, and Abilities

### Admission, Retention, and Graduation Requirements George Fox University Physical Therapy Program

#### Introduction

The physical therapy degree is recognized as a broad undifferentiated degree requiring the acquisition of general knowledge and basic skills in **all applicable domains of medicine**. The education of a physical therapist requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experience in preparation for independent and appropriate decisions required in practice. The current practice of physical therapy emphasizes **collaboration** among physical therapists, other allied health care professionals, the patient, and the patient's family.

## Policy

The Physical Therapy Program endeavors to select applicants who have the ability to become highly competent physical therapists. As an accredited physical therapy program, the Program's Curriculum in Physical Therapy adheres to the standards and guidelines of the Commission on Accreditation for Physical Therapy Education of the American Physical Therapy Association.

Within these guidelines, the Physical Therapy Program has the freedom and ultimate responsibility for the selection and evaluation of its students, the design, implementation, and evaluation of its curriculum, and the determination of who should be awarded a degree. Admission and retention decisions are based not only on prior satisfactory academic achievement, but also on **essential functions, skills, and abilities** which serve to insure that the candidate possesses all of the necessary attributes of the academic program required for graduation.

The Program has the **responsibility to the public** to assure that its graduates can become fully competent and caring physical therapists, capable of doing benefit and not harm. Thus, it is important the persons admitted possess the **intelligence, integrity, compassion, humanitarian concern, physical and emotional capacity, and professionalism** necessary to practice physical therapy.

The Physical Therapy Program is committed to the principle of equal opportunity. The Division does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, disabled veteran or Vietnam, Iraq, and Afghanistan era veteran status. When requested, the Institution will provide reasonable accommodation to otherwise qualified students with disabilities.

## Program

Essential Functions, Skills, and Abilities, as distinguished from fund of knowledge standards refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation. The essential abilities required by the curriculum are in the following areas: **motor, sensory, communication, intellectual (conceptual, integrative), and quantitative abilities** for problem solving and patient assessment) and the **behavioral and social** aspects of the performance of a physical therapist.

The Physical Therapy Program curriculum requires essential abilities in information acquisition. The student must have the ability to master information presented in course work in the form of lectures, written material, and projected images.

The student must have the cognitive abilities necessary to master relevant content in basic science and clinical courses at a level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. The student must be able to discern and comprehend dimensional and spatial relationships of structures, and be able to develop reasoning and decision making skills appropriate to the practice of physical therapy.

The student must have the ability to take, and document in a patient's record, an appropriate history, and perform a physical examination. Such tasks require the ability to communicate with the patient and family. The student must also be capable of perceiving the signs of disease, especially neuromusculoskeletal dysfunction, as manifested through the physical examination. Such information is

derived from observation and palpation of the body surfaces, palpable changes in various organs and tissues, and auditory information (such as patient voice and heart tones).

The student must have the **ability to discern** skin, subcutaneous masses, muscles, bones, joints, lymph nodes, and intra-abdominal organs (for example, liver and spleen). The student must be **able to perceive** the presence of abnormalities which are not within the musculoskeletal system, such as masses in the abdomen.

A major component of the practice of physical therapy is the assessment and management of movement disorders. Therefore, the student must have the ability, within reasonable limits, to safely assist a patient in moving, for example, from a chair to a bed, or from a wheelchair to a commode. The student must also have the ability to themselves and the patient in three-dimensional space in order to perform motor function tests and treatments. Additionally, the student must be able to ensure the physical safety of a patient at all times.

The student must have the skills to be able to communicate effectively with patients and family, physicians and other members of the health care team. These communication skills encompass the ability to assess all information, including the recognition of the significance of non-verbal communication and immediate assessment of information provided, to allow for appropriate, well-focused follow-up inquiry. The student must be capable of responsive, empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.

The student must be able to process and communicate information on the patient's status with accuracy in a timely manner to physical therapist colleagues and other members of the health care team. This information then needs to be communicated in a succinct yet comprehensive manner and in settings in which time available is limited. Written or dictated patient assessments, etc., must be complete and accurate. The appropriate communication may also rely on the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

The student must be able to understand the basis and content of ethical physical therapy practice and the professionalism required in such practice. They must possess attributes which include compassion, empathy, altruism, integrity, responsibility, and tolerance. The student must also have the emotional stability to function effectively under stress and to adapt to an environment which may change rapidly without warning and/or in unpredictable ways.

These essential functions of physical therapy education identify the requirements for admission, retention, and graduation of applicants and students respectively at the Physical Therapy Program. Graduates are expected to be qualified to enter the field of physical therapy. It is the responsibility of the student with disabilities to request those accommodations that they feel are reasonable and are needed to execute the essential requirements described.



**GEORGE FOX  
UNIVERSITY**

**SCHOOL OF PHYSICAL THERAPY**

**Handbook Acknowledgement Form**

I, \_(name)\_\_\_\_\_ have received and read all the information contained in this handbook. Further, I agree to ask for clarification if any information is not clear.

\_\_\_\_\_  
Print Your Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature



**GEORGE FOX  
UNIVERSITY**

**SCHOOL OF PHYSICAL THERAPY**

**Minimal Abilities Acknowledgement Form**

I, \_(name)\_\_\_\_\_ have received and read all the information contained in this handbook. Further, I agree to ask for clarification if any information is not clear.

\_\_\_\_\_  
Print Your Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature



## **Liability Disclaimer**

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