# TABLE OF CONTENTS

I. INTRODUCTION ................................................................................................................................. 5

II. FACULTY - Academic .......................................................................................................................... 6

III. MISSION AND PHILOSOPHY OF THE PROGRAM ............................................................................. 8

   Mission Statement ................................................................................................................................. 8
   Vision Statement .................................................................................................................................... 8
   Core Values............................................................................................................................................. 8
   Philosophy .............................................................................................................................................. 9

IV. INFORMATION FOR ENTERING STUDENTS ...................................................................................... 10

   Related Costs ........................................................................................................................................ 10
   Required Materials, Certifications, Etc. ................................................................................................ 10
   Student Handbook .............................................................................................................................. 10
   Student Information Form .................................................................................................................. 11
   Registration and Scheduling ............................................................................................................... 11
   Advising ............................................................................................................................................... 11
   Background Check ............................................................................................................................... 12
   Patients visiting labs and confidentiality ............................................................................................ 12
   Policy and Procedure for Core Performance Standards ................................................................. 12
   Cardiopulmonary Resuscitation (CPR) ............................................................................................... 17
   Vaccinations and Health Requirements ............................................................................................. 17
   Liability Insurance ............................................................................................................................... 17
   APTA Membership (American Physical Therapy Association) .......................................................... 17
   Process for Filing a Complaint with CAPTE ......................................................................................... 18

V. COMPREHENSIVE CURRICULUM PLAN FOR ENTRY-LEVEL PROGRAM IN PHYSICAL THERAPY ...... 19

   OVERVIEW ............................................................................................................................................ 19
   ACADEMIC REQUIREMENTS ................................................................................................................ 20
   Professional and Major Courses ......................................................................................................... 20
   The Doctorate of Physical Therapy Curriculum .................................................................................. 22
   Descriptions of Required Courses ....................................................................................................... 23
   Professional Abilities ............................................................................................................................. 26
   Service Learning ................................................................................................................................... 26
Physical Therapy 8998, Research Practicum

First Year Comprehensive Examination

Professional Doctoral Examination for the Doctor of Physical Therapy

Policy for Retake of Failed Professional Doctoral Examination:

Final Case Report as the Exit Requirement for the Doctorate of Physical Therapy Degree

Departures from the Regular Academic Calendar

Special Program Events

VI. SPECIALIZATION PROGRAMS

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

Criteria and Process to Apply

Requirements

Process of Completion of the SPOT-PT

Graduate Interdisciplinary Specialization in Global Health

Intended Audience

Objectives of the Graduate Interdisciplinary Specialization in Global Health

Specialization Requirements

Sample Curriculum for SHRS Students

Required Core Coursework across all disciplines (1 course)

Required Field Experience (1-2 courses)

Elective Courses (3-4 courses)

Research Specialization in Physical Therapy or Occupational Therapy

Criteria and Process to Apply

Requirements

Process for Completion of the Research Specialization

Outcome of the Research Specialization

Dual Degree Program for DPT/PhD students

VII. DPT PROGRAM SPECIFIC POLICIES AND PROCEDURES

Physical Therapy Division Standard Course Policies

Make-Up Exams

Reasonable Accommodations

Academic misconduct

Professional Behaviors
I. INTRODUCTION

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

It is each student's responsibility to become familiar with and to comply with the various University and School requirements and regulations outlined in the Handbook. By carefully reading the entire Handbook, you should be able to avoid difficulties related to class scheduling, petitions, disciplinary action, and graduation. The Ohio State University has developed a Code of Student conduct that can be accessed at the following website: the http://studentconduct.osu.edu/. In addition, the School of Health and Rehabilitation Sciences has a "Student Code of Ethics," outlined in the school's handbook, which defines expectations specific to our students. Each student is responsible for reading and following these expectations. The School's handbook along with that of the division is found on the school’s website: http://medicine.osu.edu/hrs/current-ohio-state-students/student-handbooks/pages/index.aspx

Student questions or concerns which are not responded to in this Handbook should be referred to the Division Director or to the Dean of the school for review, discussion and possible action. Students are encouraged to maintain frequent contact with their faculty advisors for assistance with academic, personal or career matters.
## II. FACULTY - Academic

<table>
<thead>
<tr>
<th>Name and Position</th>
<th>Education</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr. John Buford, PT, PhD</strong></td>
<td>B.S. (University of Wisconsin) Ph.D. (UCLA)</td>
<td><a href="mailto:John.Buford@osumc.edu">John.Buford@osumc.edu</a> (614) 292-1520 516-E Atwell Hall</td>
</tr>
<tr>
<td>PT Division Director Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dr. Deb Kegelmeyer, PT, GCS</strong></td>
<td>B.S. (The Ohio State University) M.S. (The Ohio State University) DPT (M.G.H. Inst of Health Prof) Geriatric Certified Specialist</td>
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</tr>
<tr>
<td>Director of DPT Curriculum Associate Professor, Clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dr. Tonya Apke, PT, OCS</strong></td>
<td>B.A. (Miami University) MPT (Hahnemann University) DPT (Arizona School of Health Sci Orthopaedic Certified Specialist</td>
<td><a href="mailto:Tonya.Apke@osumc.edu">Tonya.Apke@osumc.edu</a> (614) 292-2410 516-D Atwell Hall</td>
</tr>
<tr>
<td>Director of Clinical Education Assistant Professor, Clinical</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dr. Alexandra Borstad, PT, PhD</strong></td>
<td>B.A. (Univ. St. Thomas, St. Paul, M) B.S. (U. Minnesota), Physical Therapy Ph.D. (The Ohio State University) Neurologic Certified Specialist</td>
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</tr>
<tr>
<td>Assistant Professor, Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dr. John Borstad, PT, PhD</strong></td>
<td>B.A. (St. Olaf College) B.S. (University of Minnesota) PhD (University of Minnesota) Neurologic Certified Specialist</td>
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</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dr. Marka Gehrig, PT</strong></td>
<td>B.S. (University of Findlay) MS PT (University of Findlay) DPT DPT (M.G.H. Inst of Health Prof)</td>
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</tr>
<tr>
<td>Lecturer</td>
<td></td>
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<tr>
<td><strong>Dr. John DeWitt, PT, SCS</strong></td>
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</tr>
<tr>
<td>Clinical Assistant Professor</td>
<td></td>
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<tr>
<td><strong>Dr. Jill Heathcock, PT, PhD</strong></td>
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</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
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<tr>
<td><strong>Dr. Anne Kloos, PT, PhD, NCS</strong></td>
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<td>Associate Professor, Clinical</td>
<td></td>
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<tr>
<td><strong>Dr. Melissa Kidder, PT, OCS</strong></td>
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<tr>
<td>Lecturer</td>
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III. MISSION AND PHILOSOPHY OF THE PROGRAM

The faculty, staff, students, and alumni share great pride in the history and accomplishments of the Physical Therapy Program of The Ohio State University, which began in 1955. The program is energized by its location within a vibrant and diverse University whose slogan is to “Do Something Great.” The school spirit, the traditions, and loyal alumni enrich the academic and clinical practice environment of the Physical Therapy Division within the Wexner Medical Center at The Ohio State University.

Mission Statement

The mission of the Division of Physical Therapy is to advance the profession of physical therapy through education, scholarship, leadership, and service.

Vision Statement

The Physical Therapy Division of The Ohio State University will be among the nation's truly great physical therapy programs.

Core Values

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

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

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

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

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

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

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

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

*Efficiency:* We seek to refine and reduce administrative processes to make teaching and learning the core focus of as much of our effort as is practicable.

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

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

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

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

Graduates of the physical therapy program are expected have the professional behaviors consistent with a normative model of physical therapist professional education. Professional behaviors such as altruism, accountability, compassion, duty, and social responsibility will be emphasized throughout the didactic curriculum and reinforced with service learning projects. Each graduate is expected exhibit a dedication to the promotion of optimal health and physical function in patients/clients of all ages, regardless of race, religion, age, gender, sexual orientation, or socioeconomic status.
IV. INFORMATION FOR ENTERING STUDENTS

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

Related Costs

Related costs beyond stated and required University fees for instruction and tuition and individual housing arrangements include:

1. Required textbooks and supplies (approximately $300-750/semester).
2. Clinical clothing is required for both men and women. Costs are variable.
3. All costs associated with clinical experiences, including University fees, travel, food, lodging, liability insurance, health insurance, uniforms, postage and the like, are the responsibility of each student. The student is also responsible for any other costs that may occur during the affiliation period (field trips, travel, recreational activities, meetings, continuing education programs, etc.).
4. Professional dues: Students are expected to join the American Physical Therapy Association ($90 annually).
5. The Physical Therapy Division will be financially responsible for site visits by a faculty member to assist with student problems that require the onsite presence of a faculty member during an affiliation.

Financial Assistance

The procedure for application for financial assistance can be obtained from the Student Financial Aid Office at sfa.osu.edu. The deadline for requests for most grant, loan or scholarship funds is March 1 prior to the academic year of financial need.

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

Required Materials, Certifications, Etc.

Student Handbook

Each of you has received a copy; it is expected that you will read it within the first week of classes. You are responsible for the information contained in this handbook. Please sign the statement at the back of the handbook, indicating that you have read this material, and return the signed page to the office by the 1st Friday of summer term. You are also responsible for reading and following the policies in the
School of Health and Rehabilitation Science (SHRS) Student Handbook. Updates to the handbook will be posted on the division’s website.

**Student Information Form**

1. Complete the electronic form accurately, including the authorization waiver at the bottom of the page. **Notify us of future name or address changes.**
2. Sign and return it to the program director, Room 516 no later than the 1st Friday of summer term.

Note: if you do not wish to have certain information released to your classmates, you may so indicate by providing a hard copy with the information that should be withheld indicated, but the information must be provided to the program.

**Registration and Scheduling**
After the student has been accepted into the School of Health and Rehabilitation Sciences, all registration, class scheduling and counseling procedures will be provided by the Physical Therapy Division or by the Student Affairs Office. Registration information will be sent from the Registrar’s Office at the appropriate time during the semester. It is the responsibility of each student to review all academic requirements of the curriculum and the University so classes can be properly scheduled and completed according to requirements prior to the end of the curriculum.

All students must satisfactorily complete at least 115 credit hours of approved coursework to meet the minimum requirement for the awarding of the Doctor of Physical Therapy degree. These credit hours must be completed prior to the end of Spring Semester of the third professional year of the curriculum, and include satisfactory completion of all clinical internships.

Please note: If you have already taken any required course(s) prior to admission to the program, you must still achieve 115 credits while enrolled, which means you will need to take electives to achieve this balance.

During some semesters of the program, particularly summer of the second year and Summer, Fall, and Spring of the Third Year, the start and stop dates of PT classes departs from the normal academic calendar. **However, the fee payment and registration deadlines, including deadlines for withdrawal and late fees, still follow the normal university calendar.** Just because class may not meet until the middle of the semester, this does not mean you can wait until the middle of the semester to pay tuition. If in doubt, please ask well in advance. Late payment fees are not waived by the university except in the most extraordinary circumstances (not knowing the requirements will never count).

**Advising**
Matters which pertain to individual problems (scheduling, petitions, personal matters, etc.) should be discussed with the student’s divisional advisor or the School’s graduate advisor. Each student is assigned a faculty advisor prior to Summer Term each year. A list of advisors is posted for your information. You should schedule an appointment to discuss any concerns with your academic program
during each Term. Advisors will meet with their advisees at least twice a year to check on progress and discuss each individual’s overall performance in the program. Additional meetings may be arranged by the student or advisor as the need arises.

**Background Check**
The Joint Commission on Accreditation of Health Care Organizations has mandated that all students working in hospitals and clinic settings must have a background check, which includes records of criminal activities and other items on an individual’s record that may warrant further review. To comply with this mandate, the Wexner Medical Center at The Ohio State University requires that all incoming students have a background check prior to first semester enrollment. The background check must also be conducted annually thereafter to ensure continued compliance with the program policies. Your enrollment and continued status in the Physical Therapy Graduate program is contingent on satisfactorily passing all criminal background checks.

**Patients visiting labs and confidentiality**
All subjects or volunteers who come into the laboratory setting for the purpose of demonstrations and practice by students will sign the CONSENT FOR EVALUATION, CARE AND TREATMENT AS AN EDUCATION MODEL PATIENT Form. Faculty supervision will be present at all times during practice sessions. Students shall respect patient’s rights to confidentiality.

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

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

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

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

References

- Lissner, L. Scott. (2001), Technical Standards & Accomodations in Nursing Educational Programs, The Ohio League of Nursing’s Educational Summit, Columbus, Ohio.
- The Ohio State University Hospitals Job Descriptions for Physical Therapists, 2001.

Procedure

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

1. The Core Performance Standards Statement of Understanding and the Core Performance Standards will be mailed to students after they have accepted the offer of admission to the program, along with related materials sent prior to students arriving on campus.
2. The student will read the statement and send the Core Performance Standards Statement of Understanding page back to the Physical Therapy program within one month of receipt.
3. If a student requests reasonable accommodations to meet the Core Performance Standards, the Physical Therapy program will work with the student, the Office for Disability Services (ODS), and the Americans with Disabilities Act (ADA) Coordinator as needed to determine reasonable
accommodations for both classroom and clinical education needs. Students are encouraged to report any condition that may need attention as early in the curriculum as possible. This means during the first week of each didactic semester for needs in the classroom and during the first autumn semester for clinical education needs. This will ensure ample time to identify resources for accommodation needs. The contact person for ODS is Caitlyn McCandless, Assistant Director in 150 Pomerene Hall. Her phone number is 614-292-3307 (VRS 614-429-1334, and email is mccandless.8@osu.edu. The contact person for PT is Tonya Apke, Director of Clinical Education, in 516 Atwell Hall. Her phone number is 614-292-2410, email tonya.apke@osumc.edu. The ADA Coordinator is Scott Lissner in the Student Academic Services Building. His phone number is (614) 292-6207 (TTY at 614 688-8605).

4. After the consultative process between the student, the faculty, and ODS, the student will receive a written explanation of how the requested accommodations can or cannot be reasonably met by the didactic and clinical program.

5. Students who cannot meet the Core Performance Standards but who have not followed the procedure outlined above to request accommodation may not expect to receive any accommodation.

6. Failure to satisfactorily demonstrate the core performance standards may prevent the student from entering the clinical education component of the curriculum or from progressing to more demanding aspects of the academic program. If in the professional judgment of the faculty, no reasonable accommodation can be made to allow successful performance, continued progression in the program may not be allowed.

*Core performance standards for admission and progression*

These are the performance standards required for admission and progression in the physical therapy program. The student must read this list before signing the statement of understanding. If the student identifies any ability on this list that he or she feels unable to perform, the procedure outlined in step 3 on the first page of this document should be followed.
<table>
<thead>
<tr>
<th>Ability</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example of necessary activities (not all-inclusive)</strong></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>• Critical thinking ability sufficient for clinical judgment</td>
</tr>
<tr>
<td></td>
<td>• Synthesize examination findings to arrive at a physical therapy diagnosis</td>
</tr>
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<td></td>
<td>• Develop a comprehensive plan of care appropriate to each patient.</td>
</tr>
<tr>
<td></td>
<td>• Apply results of current physical therapy research to clinical practice</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>• Interpersonal abilities sufficient to interact with patients, families, colleagues, and groups from various social, emotional, cultural, and intellectual backgrounds</td>
</tr>
<tr>
<td></td>
<td>• Display appropriate sensitivity while training patients and families in complex caregiving tasks after life-changing events such as strokes, spinal cord injury, or the birth of a child with a disability, etc.</td>
</tr>
<tr>
<td></td>
<td>• Achieve the expected levels of performance in the Professional Behaviors policy of the PT division.</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>• Communication abilities sufficient for effective verbal, non-verbal, and written interaction with others</td>
</tr>
<tr>
<td></td>
<td>• Teach patients to correctly perform physical therapy exercises.</td>
</tr>
<tr>
<td></td>
<td>• Read and contribute to the medical record of the patient</td>
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<tr>
<td></td>
<td>• Gather relevant information during patient interviews</td>
</tr>
<tr>
<td></td>
<td>• Adjust verbal and written communications to accommodate the communicative ability of the targeted audience.</td>
</tr>
<tr>
<td></td>
<td>• Written and verbal Fluency in the English language as mandated by State licensure boards in the United States of America</td>
</tr>
<tr>
<td>Ability</td>
<td>Standard</td>
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<tr>
<td></td>
<td>Example of necessary activities (not all-inclusive)</td>
</tr>
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</table>

| Mobility   | • Physical ability sufficient to move patient and self about the work environment throughout the day on a variety of surfaces, and to and from different levels  
• Get on the floor with patient and move with them while the patient returns to standing.  
• Enter small areas (e.g., bathroom or car) with patients for instruction in safe transferring methods.  
• Move with patient outdoors on varied environmental terrain for assistance and instruction in wheelchair mobility |
|            | • Gross and fine motor abilities sufficient for safe and effective provision of physical therapy evaluations and treatments  
• Provide manual resistance sufficient for a maximal manual muscle test (MMT) of the quadriceps muscles of the knee and a poor grade MMT of the fingers.  
• Maintain simultaneous control of assistive devices (walker) and the patient during treatment.  
• Use surgical instruments to clean dead tissue away from open skin wounds  
• Calibrate and use equipment  
• Adapt manual inputs to patient ability during therapeutic exercise  
• Balance sufficient to maintain safety of patient and self during crutch training outside in a dynamic, visually complex environment.  
• Occasionally lift and support objects weighing 50 pounds  
• Help perform multi-person transfers of obese patients |
| Motor Abilities | • Auditory acuity sufficient to assess patients, monitor their status, and maintain their safety  
• Hear alarms from patient equipment  
• Hear patient cries for help  
• Hear heart and lung sounds |
| Hearing     | • Visual acuity sufficient to assess patients, monitor their status, and maintain their safety  
• Examine skin wounds and make clinical judgments based on their appearance  
• Observe patient’s movement patterns and adjust treatment approach accordingly  
• See environmental hazards and patient actions to assess safety and prevent injury  
• Gather information from medical equipment, such as EKG machines, to monitor patient status. |
| Visual      | • Tactile sensation sufficient to assess patients, monitor their status, and maintain their safety  
• Perform palpation functions for physical examination and treatment, such as detecting tissue irregularities, perceiving temperature and moisture of patient’s skin, detect joint irregularities, and palpating injured structures |
Cardiopulmonary Resuscitation (CPR)
Each student is required to show proof of completion of an approved Cardiopulmonary Resuscitation (CPR) course prior to the end of the Autumn Semester or be enrolled in a Red Cross certified course for Spring Semester of the first year. The period of certification must include the student’s full-time clinical education assignment time period. A copy of the certification must be provided to the division director or designee as soon as the student has received the certification card.

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

Vaccinations and Health Requirements
A list of vaccinations required for clinical practice is mandated by the school. These include the typical childhood vaccinations, as well as vaccinations for illnesses that can be transmitted through contact with blood in clinical settings. Current flu vaccination is also required by most clinical sites, including seasonal flu and the H1N1 vaccine. Additional requirements may apply at certain sites. The student will work with the director of clinical education and the student health service to arrange the appropriate vaccinations.

An annual physical examination by a physician, nurse practitioner, or physician’s assistant is also required.

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

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

APTA Membership (American Physical Therapy Association)
The American Physical Therapy Association (APTA) makes provision within its by-laws for student membership for individuals who are enrolled in approved curricula of physical therapy in the United States and Puerto Rico. We expect you to join and maintain membership throughout your time as a student so that you will be able to take advantage of educational publications, meetings and other professionally-related activities. Only students with membership will be eligible for travel assistance to professional meetings.
Student membership in the APTA currently costs $90 per year and provides the student with a year’s subscription to Physical Therapy and other professional privileges. Upon completion of the academic and clinical program, the student becomes eligible for active membership in the APTA. The student must notify the APTA of any address changes; it is recommended the student use a home address for the mailing address for Physical Therapy, Journal of the American Physical Therapy Association.

Complete the application form online at www.apta.org. Use your permanent home address and telephone number rather than your temporary campus address, and remember to sign the application. Bring proof of membership (receipt or card) to your faculty advisor no later than the 1st Friday in July in your first year, and provide your membership number on the student information form.

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

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

**Process for Filing a Complaint with CAPTE**

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

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

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

To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at accreditation@apta.org.
V. COMPREHENSIVE CURRICULUM PLAN FOR ENTRY-LEVEL PROGRAM IN PHYSICAL THERAPY

OVERVIEW

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

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

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

While each semester focuses on a particular area of practice, the knowledge gained in early semesters is integrated into subsequent semesters. For example, autumn semester of the first year centers on the clinical science, principles and foundations of examination, evaluation, and interventions for problems involving the musculoskeletal system. Concepts presented in this semester are reinforced as students learn developmental kinesiology in pediatrics, evaluation of the hemiplegic shoulder in neurology, and post-mastectomy changes in shoulder function in later semesters. In the final set of courses prior to the terminal clinical experiences, students integrate materials from the preceding courses to focus on treatment progressions. Courses in imaging, integumentary systems, and community reintegration round out the core knowledge and skill set in clinical practice. Students then spend 20 continuous weeks in the clinic applying what they have learned. Students then return for 15 weeks of advanced and elective coursework to develop skills necessary for autonomous practice, complete an 8 week advanced
clinical practicum to gain specialized experience in an area of personal interest, and graduate with a Doctorate of Physical Therapy degree.

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

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

**ACADEMIC REQUIREMENTS**

**Professional and Major Courses**

**Required Courses**

*Physical Therapy:* 6021, 6189, 6250, 6260, 6410, 6415, 7012, 7189, 7210, 7215, 7250, 7289, 7410, 7910, 8013, 8030, 8050, 8060, 8061, 8065, 8070, 8071, 8189, 8210, 8230, 8250, 8270, 8272, 8274, 8276, 8289, 8410, 8430, 8450, 8474, 8630, 8650, 8670, 8674, 8676, 8677, 8989, 8998, 8999.

*Health and Rehabilitation Sciences:* 5510, 7900, 7910

*Anatomy:* 6000

Note: PT 8998 is a research practicum that must be taken during one semester of the program.

PT 8999 is a progress towards the doctoral thesis that must be taken during the Spring (2 credit hours) semester in the 3rd year of the program.

**Electives**

Each student is required to take two elective courses (2 credits).
**Physical Therapy Electives:** 8610 (advanced orthopedics), 8660 (Clinical Diagnostic testing), 8665 (Cellular and molecular determinants of therapeutic exercise), 8650 (advanced neurologic rehabilitation), 8612 (advanced sports physical therapy).

**Other Electives:** Courses taken to meet the requirements for any of the clinical specializations (global health, pediatrics, rehabilitation engineering) or PhD courses for the DPT/PhD dual degree program or any course approved by the faculty as a whole. Requests for elective approval should be turned in to the Director of DPT curriculum.

**Required Clinical Education Courses**
All students must enroll in and satisfactorily complete all clinical education experiences to fulfill the curriculum requirements. These courses are PT 6189 (Integrated Clinical Experience during spring semester of 1st year), PT 7189 (Intermediate Clinical Internship after 1st Spring Semester), 7289 (Intermediate Clinical Internship during the 2nd year), and PT 8189 and 8289 (two, 10-week affiliations at the end of the didactic curriculum, spanning the third summer and autumn semesters). During spring year 3 students will enroll in PT 8989; an 8 week clinical practicum. They will also take PT 8999 (2 credits) for completion of their thesis project.

To enroll in the clinical education courses, the student must have satisfactorily completed all other required professional and University course requirements. Placement or scheduling students in clinical facilities is done in collaboration with the Director of Clinical Education for the PT Division. The facilities used will be those with which the Division has ongoing agreements or contracts. Detailed information is available from the Director of Clinical Education.

The clinical and academic faculty, clinical supervisors, and clinicians are responsible for the observation, evaluation and appraisal of nonacademic traits, behaviors and performance of students throughout the student’s enrollment in the doctorate of physical therapy program. The faculty will review and discuss episodes of behavior or performance considered to be improper, inadequate or inappropriate followed by counseling with the student. Disenrollment from the program may be recommended by the faculty if the problematic behavior persists or is unmodified following counseling. Disenrollment may also be recommended if behaviors are observed that are considered to be dangerous to the student or to other students, faculty, patients or other persons with whom the student interacts.

Each student is required to satisfactorily complete all clinical education courses to graduate and to be eligible to sit for the licensure examination. Students must also satisfactorily complete the PT 8989 practicum. Since many facilities available as clinical affiliation sites are located in various cities and states outside of Columbus and Ohio, it will be necessary for the student to have personal financial resources for travel, lodging, food and elective personal activities. Students will be required to show evidence of completion of special health-related procedures (appropriate inoculations, evaluation of communicable diseases, etc.) and evidence of liability and health insurance prior to assignment into clinical facilities or in other patient contact environments. These requirements are designed to protect the student as well as to protect the patient and other personnel with whom the student may have contact. Clinical assignments may be delayed or cancelled if these requirements are not fulfilled.
<table>
<thead>
<tr>
<th>Year 1</th>
<th>SUMMER</th>
<th>AUTUMN</th>
<th>SPRING</th>
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</thead>
<tbody>
<tr>
<td>AMI 6000: Anatomy</td>
<td>4</td>
<td>PT 6250: Neural Basis of Movement</td>
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<tr>
<td>PT 6410: Principles &amp; Procedures in PT Practice I</td>
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<td>PT 6415: Principles and Procedures in PT Practice II</td>
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<td>PT 6021: Intro to PT Profession</td>
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<td>PT 7012: Documentation and Reimbursement</td>
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<td>AMP 5510: Pharmacology</td>
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<td>PT 7215: Musculoskeletal Diagnosis and Management I</td>
<td>4</td>
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<tr>
<td>PT 7410: Musculoskeletal skills lab I</td>
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<td>PT 8410: Musculoskeletal Diagnosis and Management II</td>
<td>3</td>
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<tr>
<td>AMP 7900: Evidence Based Practice I (EBP I)</td>
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<td>AMP 7910: EBP II</td>
<td>1</td>
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<td>PT 7210: Biomechanics for PT</td>
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<td>PT 6189: Integrated Clinical Experience</td>
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<tr>
<td>PT 8998: Research Practicum*</td>
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| Year Total: | 40 |

* The research course can be taken autumn or spring semester.

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<tbody>
<tr>
<td>PT 7189 Intermed. Clin. Internship I</td>
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<td>PT 8065 Service Learning in PT *</td>
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<tr>
<td>PT 8230 Clinical Apps. in Pediatrics</td>
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<td>PT 8250 Adult Neurologic Rehab.</td>
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<tr>
<td>PT 8430 Pediatric Laboratory</td>
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<td>PT 8630 Clinical Sci. in Pediatrics</td>
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<td>PT 8270 Geriatric Management</td>
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<td>PT 8030 Topics in Pediatrics</td>
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<td>PT 8050 Topics in Rehab and Long Term Care</td>
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<td>PT 8272 Cardiopulmonary Rehab.</td>
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| Year Total: | 39 |

* The Service Learning course can be taken autumn or spring semester.

<table>
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<th>AUTUMN</th>
<th>SPRING</th>
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<tr>
<td>PT 8189: Terminal Clinical Internship I</td>
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<td>PT 8289: Terminal Clinical Internship II</td>
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<tr>
<td>PT 8070: Management I</td>
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<td>PT 8071: Management II</td>
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<td>PT 8060: Healthcare in America &amp; Impact on PT I</td>
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<td>PT 8061: Healthcare in America &amp; Impact on PT II</td>
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<td>PT 8676: Differential Diagnosis for PT I</td>
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<td>PT 8677: Differential diagnosis for PT II</td>
<td>2</td>
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<td>PT 8999: Thesis</td>
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<td>PT 8999: Thesis</td>
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<td>PT 8610: Advanced Orthopedic PT (elective) or PT 8640: Complex Scenarios in PT (elective)</td>
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<td>PT 8612: Advanced Sports PT (elective) or PT 8650: Advanced Neuro. Rehab. (elective)</td>
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<tr>
<td>PT 8989: Capstone Practicum internship</td>
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<td></td>
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<tr>
<td>Semester Total:</td>
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<td>15</td>
<td>11</td>
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</table>

| Year Total: | 35 |

Total Credits: 114
**Descriptions of Required Courses**

Courses are PHYSTHER unless otherwise noted.

**Year 1**

**Summer Semester**

AMI 6000: Gross Anatomy  Neuromuscular anatomy of the human body

HRS 5510: Pharmacology  Introduction to the general principles of pharmacology, drug classification, and the sites and mechanisms of drug action.

6410 Principles and Procedures in Physical Therapy Practice I: Principles of palpation, manual muscle testing & goniometry

6021 Introduction to the Physical Therapy Profession: Introduction to the profession of physical therapy and the behaviors consistent with that profession.

**Autumn Semester**

6250 Neural Bases of Movement: The neuroanatomical and physiological basis of sensorimotor function, providing a foundation in motor control and motor learning for the analysis of motor dysfunction.

6415 Principles and Procedures in Physical Therapy Practice II: Principles of goniometry, MMT and basic gait and transfer training skills

7012 Documentation and Reimbursement: Clinical decision making and documentation related to evaluation, goal setting, and treatment of the patient with musculoskeletal conditions.

7210 Biomechanics for Physical Therapy: Principles of biomechanics, normal and pathological movement involving the musculoskeletal system, in general, culminating in a focus on the shoulder region

7215 Musculoskeletal Diagnosis and Management I: Foundations, analysis and application of the concepts and principles of evaluation, examination, diagnosis, and treatment of problems of the musculoskeletal system and shoulder.

7410 Musculoskeletal Skills Lab I: Laboratory application of skills for evaluation, diagnosis and treatment of musculoskeletal disorders

HRS 7900: Evidence Based Practice I: Critical Analysis of Measurement and Diagnostic Tests

PT 8998 Research Practicum: research experience in a faculty member’s research lab

**Spring Semester**


6260 Pathology for Physical Therapists: Principles of disease of the organ systems.

7250 Neurologic Bases of Rehabilitation: Advanced concepts in neuroscience and the control of movement

8013 Contemporary Practice: Health care delivery systems and critical issues in orthopedic physical therapy.

8210 Musculoskeletal Diagnosis and Management II: Concepts and principles of musculoskeletal evaluation, examination, diagnosis, and treatment of the upper extremity, lower extremity and spine regions and gait.

8410 Musculoskeletal Skills Lab II: Concepts and principles of musculoskeletal evaluation, examination, diagnosis, and treatment of the upper extremity, lower extremity and spine regions and gait.
Year 2

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

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

Spring Semester:
The semester starts with a 6 week clinical education experience and then is followed by the didactic experience.
7289  Clinical education: Intermediate clinical experience II Full-time clinical rotation in an acute care or SNF affiliated clinical site with the focus on management of patients with medical, neurological and orthopedic diagnoses.
8274  Integumentary Systems and Rehabilitation Analysis of body function and structure, activity, and participation levels associated with injury to the integumentary system. Evidence and rationale for examination, evaluation, and interventions for adults with conditions such as amputation, burns and wounds.
8276  Adaptive Equipment and Community Reintegration Analysis of the use of adaptive equipment such as orthotics and wheelchairs to augment rehabilitation. Evidence and rationale for the performance of functional capacity evaluations for community reintegration.
8474  *Integumentary and community reintegration laboratory*  Clinical decision making and techniques for examination, evaluation, and interventions for those with disorders related to the integumentary system and the use of adaptive equipment and techniques for community reintegration.

8670  *Imaging in Physical Therapy Practice*  Develop an understanding of the basic principles and interpretation of musculoskeletal and neuromuscular imaging. The course will focus on the application of radiographic, CT and MRI images into physical therapy practice.

8674  *Advanced Therapeutic Interventions and Progressions*  Case based analysis, skill acquisition, and patient-centered clinical interventions.

**Year 3**

Two ten-week long clinical practicums, overlapping 2 semesters.

**Summer Term:**

8189  *Clinical education: terminal clinical internship I*  Full-time clinical internship in an affiliated clinical facility.

**Autumn Semester**

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

8060  *Health Care in America and its Impact on Physical Therapy I*  Analysis of the healthcare system in America and how working within this system impacts the practice of physical therapy.

8070  *Management I: Administrative Skills*  Administrative skills for the management of physical therapy practice in various settings. Introduce basic principles of administration and management that are applicable to problem solving in simulated administrative and management situations.

8676  *Differential Diagnosis for Physical Therapists I*  Clinical decision making related to systemic disease that can present as neuromuscular or musculoskeletal conditions. Related literature will be utilized to explore systemic origins of disorders related to PT practice.

8999  *Thesis*  preparing the case study for final written and oral presentation as the exit requirement for the doctorate of physical therapy.

**Electives**

8610  *Advanced Orthopedic Physical Therapy*  Critical analysis of the current literature and the application of advanced skills related to the orthopedic patient with an emphasis manual therapy techniques and evidence-based interventions.

8640  *Complex Scenarios in Physical Therapy*  Complex geriatric and neurologic cases, incorporating electrodiagnostic testing and other specialized assessments and interventions. Online modular format.

Or, courses approved by advisor Research or Global Health Specialization.

**Spring Semester**

8061  *Health Care in America and its Impact on Physical Therapy II*  Leadership and professionalism in physical therapy practice, with emphasis on preparing to enter the PT profession.

8071  *Management II: Practice Management*  Development of a marketing and business plan with
adherence to ethical and legal requirements that will prepare the doctorate student to consider autonomous practice as a clinician or as a practice owner of a successful physical therapy business.

8677  **Differential Diagnosis for Physical Therapists II**  Clinical decision making related to systemic disease that can present as neuromuscular or musculoskeletal conditions. Case studies and related literature will be used to explore systemic origins of musculoskeletal or neuromuscular signs and symptoms.

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

8999  **Thesis**  Preparing the case study for final written and oral presentation as the exit requirement for the doctorate of physical therapy.

**Electives  (Take one)**

8612  **Advanced Sports Physical Therapy**  Introduction to Sports Physical Therapy concepts with emphasis on prevention, acute injury management, differential diagnosis, sports-specific rehabilitation and wellness.

8650  **Advanced Adult Neurologic Rehabilitation**  Critical analysis of the current literature and the application of advanced skills related to the neurologic patient with an emphasis on evidence-based assessment and interventions.

Or, courses approved by advisor including those for Research, or Global Health Specialization.

**Professional Abilities**

The program utilizes a formal assessment of professional behaviors throughout the program. This is noted in the standard course policies and in the program policies detailed below. As a formal component of every course, satisfactory development and demonstration of professional behaviors is a requirement of the curriculum.

**Service Learning**

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

All first and second year students will participate in two separate types of service learning; **Community Service** aimed at meeting an identified need in the Columbus area, and **Professional Service**.
**Service Learning through Community Service.** The program has pre-arranged opportunities for community service with identified partner organizations in the community. Each first and second year student is required to provide a minimum of fifteen (15) hours of community service per academic year. Every student will have a primary service learning activity assigned through an approved group. Whenever possible, students will have the option to choose which type of community service they participate in during these first two years, but the service must be through one of the pre-arranged groups in order to satisfy the requirement of the curriculum. Second year students will spend a portion of their required community service time at the Physicians Free Clinic (PFC) as part of PT 8650. During the time a student is at the PFC they are excused from other community service expectations. Special activities can be used to satisfy the service learning requirement only with permission of the student’s primary service learning advisor for an activity that has been approved for service learning by the program.

Third year students are away from campus for extended time periods and are therefore not required to complete the community service requirements during that year. However, their experience and expertise will be invaluable to the earlier classes, so it is expected that the third year students will participate as required to ensure the success of the first and second year classes.

**Service Learning through Professional Service.** All students will participate in professional service through pre-arranged activities approved by the program. A minimum of five hours of professional service per academic year is expected of each student. Pre-standing activities that each class will be responsible for are as follows.

**First Year Students:** Recruitment activities aimed at incoming students, as well as potential PT students in early stages of their education, including college and K-12 grade levels, – primarily the first year class.

**Second Year Students:** Outreach and Engagement for education of the public about the profession of Physical Therapy.

**Third Year Students:** Fundraising for the Foundation for Physical Therapy Research, as a part of the Pitt-Marquette challenge to PT student nationwide for a friendly competition in support of this source of national funding for doctoral students and young faculty getting started in their PT research careers.

While members of each particular class will have principal responsibility for their assigned activity, it is expected that individuals with particular interest and expertise suitable to a certain activity will become involved as soon as possible during their time in the program and will remain involved after their formal year of obligation is completed.

**Tracking Mechanism.** The service learning activity will be tracked through a foundations course available through Carmen. The educational importance of service learning is discussed in the Professional Issues course series. Each student is expected to document his or her service learning hours and activities for the academic year as directed by the program director and the service learning advisor.
Physical Therapy 8998, Research Practicum

During the first year of the curriculum, each DPT student is required to register for one credit of PHYSTHER 8998. This is a research practicum scheduled with an individual faculty member during either Fall or Spring Semester of the 1st year, or during the summer term of the 2nd year.

During the summer of the 1st year, the students will have the opportunity to sign up for a practicum slot with a faculty member for a specific semester. The exact number of slots available will be distributed among faculty with active research programs.

At the time of the sign up, students will be informed in general about the research program of each faculty member. Students will be assigned a lottery number and will sign up for their preferred practicum experience according to that order.

During the semester of enrollment, the student should expect to devote approximately 20 hours to the practicum experience. Some variation is expected as research projects may take more or less time than anticipated. The faculty member may select a sub-portion of the semester during which the practicum training will occur. Students may work independently or with direct faculty supervision during different stages of the project. At a minimum, the faculty advisor will meet in person with the group to orient the students to the expectations, be available as needed for consultation and assistance during the project, and read and provide feedback on the work of the students at the conclusion of the practicum experience.

The precise work product to be produced at the end of the practicum is determined by the faculty mentor. In all cases, each student will write a reflective statement describing how the student saw the scientific method in action over the course of the practicum experience.

Further details are provided in the course syllabus for PT8998.

First Year Comprehensive Examination

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

The results of this examination will be shared with the student during the fall of the second year. This will help the student identify areas of weakness that should be reviewed prior to the second year examination.
Professional Doctoral Examination for the Doctor of Physical Therapy
As specified in the graduate school rule II.6.17.6, students in the Doctor of Physical Therapy (DPT) program will take a Professional Doctoral Examination to determine whether the student possesses understanding of the theoretical and applied fundamentals of the field and is ready to engage in a sustained period of clinical experience. This examination is a comprehensive, 200-item multiple choice test covering content contained in the DPT curriculum over the first two years of study. The content is determined by the professional doctoral examination committee from the division of physical therapy, which is comprised of regular faculty in the division as appointed by the division director.

In general the content will be weighted in proportion to the credit hours per subject area across the curriculum. The pass point is initially set at 70% of items remaining in the test after item analysis by the professional doctoral examination committee. The pass point may be adjusted slightly based on the professional judgment of the professional doctoral examination committee.

Policy for Retake of Failed Professional Doctoral Examination:
Students who fail the professional doctoral examination on their first attempt on the multiple choice form are permitted one retake of the examination. The retake will be in the form of a written document accompanied by an oral examination. The objectives of the examination will be consistent with those of the professional doctoral examination, to ensure understanding of the theoretical and applied fundamentals of the field and readiness to engage in a sustained period of clinical experience. The procedures will be as follows.

1. Unless an exception is made by the core faculty, a student may not continue on to the sustained clinical experience until s/he has demonstrated sound judgment and decision making sufficient to ensure patient safety by passing the professional doctoral examination. An exception may be made to allow the student to continue on with sustained clinical experiences and other requirements of the program following a review of the student’s academic and clinical performance in the pre-candidacy phase of the program and an affirmative, majority vote of the core faculty. In either case, the process for the second exam is as outlined below.
2. For the written component, faculty will develop no fewer than two and no more than four case-based scenarios based on analysis of the student’s weak areas from the multiple-choice form of the professional doctoral examination. Each scenario will include a case and alternative approaches to patient management expressed very generally. The student will write an evidence-based analysis of the case, providing a rationale to defend his/her choice for the best management and explain why the other alternatives were less optimal.
3. The deadline will be determined by the professional doctoral examination committee. The exact time frame will be specified in a learning contract between the student and the professional doctoral examination committee. This learning contract will be completed within four weeks of failure of the first attempt on the professional doctoral examination. One or more faculty mentors will be identified for each case. As the student works on the written component, the mentor may offer feedback on gross deficiencies in the written product and guidance on where to locate better information as the work develops, but faculty mentors will not provide direct
assistance with the writing or creative thought process.

4. The faculty mentor for each case is primarily responsible for evaluating that component of the written examination to determine whether it is a pass. A student availing themselves of and responding appropriately to feedback given along the way would rarely be expected to fail at this point. A student may be advised that passing of the oral exam is highly unlikely based on extremely poor performance on the written, but may not be denied the right to take the oral examination.

5. The mentors function as the student’s oral examination committee. There shall be at least three faculty on the oral examination committee, but not more than five. At least one member of the oral examination committee must be a member of the professional doctoral examination committee. At least two weeks but not more than one month after the final written work is submitted for all cases required, the oral examination committee conducts an oral examination. The student and members of the oral examination committee receive copies of the student’s written responses at least one week before the oral examination.

6. For the oral examination, one member is elected as chair of the committee by the members of the committee. All members of the committee examine the student orally for a period of about two hours, not to exceed two hours. The oral examination questions are principally focused on the content of the written component of the remedial examination. The objective is to determine whether the student understands the written component, and to determine if the student can be led towards better understanding through a problem solving, Socratic approach in areas where the student was weak on the written. The oral exam may also assess general knowledge and overall readiness for clinical practice as a physical therapist, but should not focus on details of practice areas not related to the written component of the examination.

7. The oral exam is graded pass, or fail. Students who pass are eligible to complete their clinical affiliations and continue on towards the DPT (Doctor of Physical Therapy). Students who fail exit from the physical therapy program with no graduate degree awarded.

8. The student will be advised that there are policies in the graduate school for appeal of professional doctoral examination results. The student should refer to the graduate school handbook for these policies.
Final Case Report as the Exit Requirement for the Doctorate of Physical Therapy Degree

Each student will complete a written case report on a patient seen during a terminal clinical internship. Extensive directions on how to select an appropriate patient and complete the case report are provided by the faculty. The student will be responsible for submitting a complete written case report formatted according to the instructions. The essence of this requirement is to demonstrate the ability to use current evidence for physical therapy practice, and to demonstrate professional writing and communication skills. Faculty will judge whether the case report is satisfactory or not at the time of the terminal clinical. A student who does not produce a satisfactory case report may be required to rewrite the case report or complete a new case study, as determined by the faculty.

Students shall comply with all HIPAA regulations when gathering information related to their case study or other assignments in which they utilize patient information. Students shall have patients sign the PT Division CONSENT FOR EVALUATION, CARE AND TREATMENT AS AN EDUCATION MODEL PATIENT Form prior to data collection. In addition, students must have patients sign the BLANKET IMAGING RELEASE Form if any pictures will be utilized for school assignments.

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

After the written case report is revised and completed, it will be submitted to the faculty advisor and a professional doctoral committee approved by the graduate school for the exit requirement. This committee will then judge whether the written document is acceptable.

Each student will also be required to provide an oral presentation of the case report to the professional doctoral committee and student peers in a format mimicking a platform presentation at a national meeting, with a 10 – 12 minute presentation followed by 3 – 5 minutes of questioning.
**Departures from the Regular Academic Calendar**

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Scheduling Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Summer</td>
<td>Follows Normal University Calendar</td>
</tr>
<tr>
<td>Year 1 Fall</td>
<td>Follows Normal University Calendar</td>
</tr>
<tr>
<td>Year 1 Spring</td>
<td>Begins on Time, ends ~2 weeks early so that students can begin PT 7189 (see below)</td>
</tr>
<tr>
<td>Year 2 Summer</td>
<td>Begins early so that students have time to travel and complete the 6-week PT 7189 internship. Then students return to start the pediatrics curriculum at the normal University mid-June start date. The pediatrics courses end with the summer term end date around the beginning of August. Student must register for PT6189 and for the summer pediatrics course and pay fees for the summer semester as a whole, including PT 7189 and all the pediatric courses, at the beginning of the summer semester. You cannot wait to pay for the pediatrics courses in June.</td>
</tr>
<tr>
<td>Year 2 Fall</td>
<td>Follows Normal University Calendar</td>
</tr>
<tr>
<td>Year 2 Spring</td>
<td>Students are away at clinical internship (PT 7289), starting a week before the normal university start date in January. They return to classes around the end of February and continue on to the normal university spring semester end date. They take the second year comprehensive exam (professional doctoral examination) about the last day of finals.</td>
</tr>
<tr>
<td>Year 3 Summer</td>
<td>Students begin their first 10-week full time clinical internship (PT 8189) after spring semester ends, registering for 9 credits for the summer semester starting in May.</td>
</tr>
<tr>
<td>Year 3 Fall</td>
<td>Students register for the second 10-week clinical internship (PT 8289) and for their fall classes in time for the regular fall semester registration and fee payment deadline. Fall classes resume in October after the internship has finished, about a month after the regular semester has begun.</td>
</tr>
<tr>
<td>Year 3 Spring</td>
<td>Classes may begin a few days before the regular semester starts so that students can complete classes and their final practicum in time to sit for the licensure exam, which is nationally scheduled for the last week in April. The final, 8 week practicum will begin about March and be finished by the end of April. Students then return to campus for a final week of closing activities, including graduation.</td>
</tr>
</tbody>
</table>

**Special Program Events**

- When special visiting lecturers are arranged, all students are expected to attend. This is especially includes presentations by prospective faculty interviewing for a position here as well as an annual event called the **Leader in PT**, which is typically held after finals but before graduation each spring.
- There is an event called **The Theraball** which is a special fundraiser for the foundation of physical Therapy Research. All students are expected to attend and are encouraged to bring guests.
- The Combined Sections meeting of the American Physical Therapy Association is held annually in February. All second year students are required to attend. Students are responsible for the cost of travel, food and lodging. The program will pay students’ registration fee and reimburse a partial per diem allowance from funds collected as an instructional fee in the first summer. Only students who maintain their APTA student membership are eligible for registration and per diem.
VI. SPECIALIZATION PROGRAMS

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

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

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

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

If you are interested in additional information about the specific coursework and additional requirements, please contact one of these faculty members.

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Leader</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pediatric PT and OT</td>
<td>Jane Case-Smith, OTR/L, EdD</td>
<td><a href="mailto:jane.case-smith@osumc.edu">jane.case-smith@osumc.edu</a></td>
</tr>
<tr>
<td>Global Health</td>
<td>Anne Kloos, PT, PhD, NCS</td>
<td><a href="mailto:kloos.4@osu.edu">kloos.4@osu.edu</a></td>
</tr>
<tr>
<td>Research</td>
<td>Deb Kegelmeyer, PT, DPT, MS, GCS</td>
<td><a href="mailto:deb.kegelmeyer@osumc.edu">deb.kegelmeyer@osumc.edu</a></td>
</tr>
</tbody>
</table>
Graduate Specialization in Pediatric Occupational Therapy and Physical Therapy (SPPT-OT)

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

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

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

Criteria and Process to Apply

Students eligible for the SPOT-PT Specialization must have a GPA of 3.5 or higher. He or she must also have a letter of support from a faculty member indicating willingness to advise him or her.

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

Requirements

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

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

   - HRS 5717.03: Developmental Disabilities (3 credits)
   - HRS 5717.02: Interdisciplinary Perspectives on ASD (3 credits)
   - PAES 5761: Educational Interventions for Young Children with Disabilities (3 credits)
   - PAES 5769: Inclusion in Early Childhood Special Education (3 credits)
   - NURS 6331: Foundation of Child Health Outcomes: The Early Parent-Child Relationship (2 credits)
   - NURS 7260: Theories, Concepts & Issues in Advanced Family Nursing (2 credits)
   - NURS7338.01, NURS 7338.02, NURS 7338.03: Advanced Practice Nursing (3-8 credits)
2. A full-time clinical course in a pediatric setting.

   OT 7289: Clinical Internship (9 credits)
   PT 7289: Intermediate Clinical Internship II (4 credits)
   PT 8189: Terminal Clinical Internship I (9 credits)

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

4. Completion of all required discipline specific pediatric coursework.

   Master of Occupational Therapy students will complete these required courses:
   OT 7310: Occupational Therapy with Young Children I (3 credits)
   OT 7320: Occupational therapy with School Age and Adolescents (3 credits)
   OT 6389: Occupational Therapy Fieldwork I Pediatrics (2 credits)
   OT 7411: Assistive Technology II (1 credit)

   Doctor of Physical Therapy students will complete these required courses:
   PT 8030: Topics in Pediatric Physical Therapy
   PT 8230: Clinical Applications in Pediatrics
   PT 8430: Pediatric Laboratory
   PT 8630: Clinical Science in Pediatrics

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

**Process of Completion of the SPOT-PT**

- The advisor determines whether or not the student has met the requirements and merits the SPOT-PT. This determination is based on the student’s completing all the requirements.
- The Division Faculty members confirm the award by a vote of approval.
- Students who successfully complete these requirements and receive the approval of their advisors with confirmation by the Division faculty receive a Graduate Specialization in Physical or Occupational Therapy that is noted on their transcript by the Graduate School.
- In the quarter of their graduation, they also receive a certificate signed by the School Director and the Directors of the Occupational and Physical Therapy Divisions stating that they successfully completed the Graduate Specialization in Pediatric Occupational Therapy or Physical Therapy.
Graduate Interdisciplinary Specialization in Global Health

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

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

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

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

Sample Curriculum for SHRS Students

Recommended Courses for PT/OT students:
- PUBH-HLTH 6000: (2 semester hours; required)
- PT8065 /OT 6510: (1 semester hour; field experience)
- HRS 7700S: (1-2 credits; field experience)
- International Studies 5801, or ANTHROP 5602, or RURLSOC 8500 (3 semester hours; elective)
- Nursing 5430: (2 semester hours; elective), or Nursing 6430 (3 semester hours; elective), or PUBH-HLTH 700: (3 semester hours, elective)
- Pharmacy 5180, VISSCI 5500 or HRS 7289 (2 semester hours; elective)

Recommended Courses for Medical Dietetic Students:
- PUBH-HLTH 6000 (2 semester hours; required)
- HRS 7289 (1-2 hours; field experience)
- International Studies 4532 (3 semester hours; elective)
CVM VETPREV 7722 (3 semester hours; elective)
Nursing 5430 (2 semester hours; elective) or Nursing 6430 (3 semester hours; elective)

**Required Core Coursework across all disciplines (1 course)**
PUBH-HLTH 6000: Introduction to Global Health (2 semester hours)

**Required Field Experience (1-2 courses)**
Students are required to participate in a mentored practicum that involves working with individuals from disadvantaged and underserved populations at an international site. These activities will be structured by the student and program faculty mentor to include on-site participation in research, clinical care (treatment or prevention) or outreach. Course offerings that students can sign up for are:

<table>
<thead>
<tr>
<th>Course name</th>
<th>Semester</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 8065/ OT 6510 - Service Learning at the Physicians Free Clinic (1 credit)</td>
<td>AU, SP</td>
<td>Anne Kloos, Melinda Rybski</td>
</tr>
<tr>
<td>This course is an interdisciplinary course consisting of 4-6 hours of classroom instruction and 6-8 hours of service at the Physicians Free Clinic (PFC). The PFC is a community clinic located in downtown Columbus that serves the medical needs of uninsured and underinsured individuals living in Franklin County. Many of the individuals who attend the PFC are foreign immigrants and come from diverse ethnic and cultural backgrounds. (MOT and DPT students are required to take this class)</td>
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<thead>
<tr>
<th>Course name</th>
<th>Semester</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRS 7700S - Service Learning in Global Health (1-2 credits)</td>
<td>SP, 10-day trip in April</td>
<td>Dale Deubler, Anne Kloos</td>
</tr>
<tr>
<td>This seminar is designed as a service learning course that provides allied medical students with the opportunity to participate in organized health care experiences in the city of Merida within the state of Yucatan in Mexico. Students under the supervision of allied medical professionals will provide health services in a variety of settings in Yucatan, Mexico.</td>
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<table>
<thead>
<tr>
<th>Course name</th>
<th>Semester</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRS 7289 - Educational Practicum (1-4 credits)</td>
<td>AU, SP, SU</td>
<td>All graduate faculty</td>
</tr>
<tr>
<td>Mentored international experiences designed by the student and a faculty member</td>
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</table>

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

<table>
<thead>
<tr>
<th>Course name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ANTHROP 5602 - Global Perspectives on Women’s Health (5 credits; 3 semester hours)</td>
<td>Biocultural and sociocultural aspects of health in modern and prehistoric populations. A cross-cultural comparison of the political, economic, social, and biological issues surrounding women’s health.</td>
</tr>
<tr>
<td>PHARMACY 5180 - Topics in International Pharmacy (2 semester hours)</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>PUBH-EPI 5412 - Infectious Disease in the Developing World (2 semester hours)</td>
<td>This course is designed to provide students with an overview of the field of infectious diseases in the developing world.</td>
</tr>
<tr>
<td>PUBH-EPI 6410 - Principles of Epidemiology (3 semester hours)</td>
<td>Introduction to the nature and scope of epidemiology; survey of basic epidemiological methods and their application to selected acute and chronic health problems.</td>
</tr>
<tr>
<td>CVM VETPREV 7722 – Food-Borne Diseases, Food Animal Production Systems, and Food Safety (3 semester hours)</td>
<td>Detailed description of common zoonotic food-borne diseases, with previous description of food chains for products from animal sources. Food safety issues will also be discussed.</td>
</tr>
<tr>
<td>Nursing 5430 - Interdisciplinary Healthcare in the Global Community (2 semester hours)</td>
<td>Develop strategies for culturally competent interdisciplinary healthcare in selected world communities.</td>
</tr>
<tr>
<td>International Studies 4532 – Food Security and Globalization (3 semester hours)</td>
<td>Examination of the causes and solutions for food insecurity. Global and local factors that affect access to food are also considered.</td>
</tr>
<tr>
<td>Nursing 7430- Introduction to Global Health Research Methods and Design (3 semester hours)</td>
<td>Examination of quantitative, qualitative and mixed method approaches for the study of global health issues.</td>
</tr>
<tr>
<td>International Studies 5801- Children and War (3 semester hours)</td>
<td>Explores how children are affected by war as forced participants, orphans and refugees. Long-term effects on society will be studied.</td>
</tr>
<tr>
<td>VISSCI 5500 - Special Topics in Vision Science: Global Issues in Optometry and Ophthalmology (1.5 semester hours)</td>
<td>Overview of common causes of vision impairment and eye diseases globally.</td>
</tr>
<tr>
<td>RURLSOC 8500 - Rural Sociology of Development and Social Change (3 semester hours; taught alternating years)</td>
<td>Overview of sociological principles, theories, and practice applied to international development and social change in rural settings</td>
</tr>
<tr>
<td>PUBHLTH 7000 - Public Health in Developing Countries (3 semester credits) The pre-requisite for this class is PUBHLTH 6000.</td>
<td>The course is designed to apply public health principles to global problems.</td>
</tr>
<tr>
<td>PUBH-EHS 5320 – Climate Change and Human Health (3 units)</td>
<td>Discusses the impact of climate change on human health; OSU students partnered with Chinese students throughout the course</td>
</tr>
</tbody>
</table>
Research Specialization in Physical Therapy or Occupational Therapy

The goal of the Research Specialization in Physical Therapy or Occupational Therapy is to enable Master of Occupational Therapy (MOT) or Doctor of Physical Therapy (DPT) students to gain skills in research beyond those of their professional degree. Although both the DPT and MOT program require a series of research coursework, the programs do not require practical experience in research (e.g. participation in a research lab). The specialization will allow students who are interested in a PhD program to explore those interests in performing research. It will enable students to develop foundational research skills for future collaboration with independent researchers.

To enter the Research Specialization track, students must apply and be approved by the Division faculty. Students who successfully complete the requirements are awarded a Research Specialization in Occupational Therapy or Physical Therapy by the University Graduate School. This document defines the criteria for entrance into the track and the requirements for completion of the Research Specialization.

Criteria and Process to Apply

Students eligible for the Research Specialization must have a GPA of 3.5 or higher. He or she must also have a letter of support from a faculty member indicating willingness to advise him or her.

Candidates are highly encouraged to work with a prospective advisor in his/her research program for the semester prior to application. The student can take an independent study course with the prospective advisor or complete volunteer hours in research activities. This experience prior to application will allow the student to assess their interest in pursuing the specialization and the professor to assess the student’s performance in a research environment. The advisor may require a research-focused independent study with him or her prior to application.

Candidates must submit their advising report and a statement of intent that explains their goals in the research specialization and indicates how the specialization will assist them in obtaining specific long term goals.

Requirements

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

1. Complete a minimal of two courses in research methods. The MOT and DPT students will complete HRS 7900 and HRS 7910. In addition the DPT student will take PT 8998 and the MOT students will take OT 6730, Research Methods. These courses provide comprehensive content on research design and methods; however, they do not include hands on experience in research methods other than literature searching, study analysis, and limited data entry and analysis.

2. Complete research practica, HRS 7998, Health and Rehabilitation Sciences Research Practicum, with their advisors for at least two semesters, enrolling in a total of 4 credits, with no more than 2 credits in any given semester. This course is structured as a contact in which the student and advisor establish specific learning objectives, a defined scope of work, and specific products to
be completed by the semester’s end. Therefore, each semester the student will complete a product as evidence of his or her learning for the semester. The course syllabus for HRS 7998 is attached. This course is graded S/U and we believe given the multiple types of activities and products that would result, S/U, is the most appropriate grading scheme. That said, the objectives established by the adviser and student will be highly specific and will include qualitative evaluation of the student’s learning.

Some research projects will require a greater time commitment; however, the project must be completed within the normal time-to-degree for the program. The advisor is authorized to require more than 4 credits as long as the 2 credit per semester maximum is observed. The letter of support supplied by the faculty advisor with the application shall specify the anticipated number of credits hours expected each semester during the specialization. During these semesters, it is expected that the student review and analyze the literature, participate in data collection and/or experimental procedures and complete a written research project.

3. Submit the project in completed form to the advisor a minimum of three weeks prior to graduation. The project is reviewed by the advisor and a minimum of one other Division faculty member. The project must be deemed to be of satisfactory quality and to demonstrate a passing knowledge of all elements of the research process including: literature review, data collection, data analysis and interpretation of results. In the event either the advisor or secondary reviewer does not believe the project to be satisfactory the student may request a review by an additional faculty member to be appointed by the division director.

4. Make an oral presentation or poster presentation of the research project that will be peer reviewed. Currently there are three forums for presenting the project: 1) The Hayes Forum for Graduate Student Research, 2) The College of Medicine Graduate Student Research Forum, and 3) a professional peer reviewed forum (e.g., the Annual Ohio Physical Therapy conference or Annual Ohio Occupational Therapy conference). Presentation in at least one of these forums is required. Many students will present the project in two of these forums. In addition, the students are expected to present their project at the School’s Student Scholarship Forum. Because the School’s Student Scholarship Forum is not peer reviewed, it cannot stand as the only outcome for the project. Submission of a manuscript for publication would also be acceptable and considered to be exceeding the requirements.

**Process for Completion of the Research Specialization**

- The advisor determines whether or not the student has met the requirements and merits the Research Specialization. This determination is based on the student’s completing all research course work, making an oral or poster presentation or submitting a manuscript for publication, and satisfactorily passing the project.
- The student submits to present the research at the Haynes Research Forum, the College of Medicine Research Forum, or a professional conference.
• The Division Faculty members confirm the award by a vote of approval.
• Students who successfully complete these requirements and receive the approval of their
  advisors with confirmation by the Division faculty receive a Research Specialization in
  Occupational Therapy or Physical Therapy that is noted on their transcript by the Graduate
  School.
• In the semester of their graduation, they also receive a certificate from the School Director
  stating that they successfully completed the Research Specialization in Occupational Therapy or
  Physical Therapy.

Outcome of the Research Specialization

The faculty of Physical Therapy and Occupational Therapy view the Research Specialization as a means
and not necessarily an end. We hope that this opportunity will enhance students’ enthusiasm for
research and encourage them to consider a PhD degree. The specialization should improve a student’s
application into a PhD program. With the Research Specialization on their curriculum vitae, the
graduate may be better prepared to enter a job that involves participating in program evaluation or
outcome research.

Dual Degree Program for DPT/PhD students

The School of Health and Rehabilitation Sciences has a dual degree program for students interested in
concurrently pursuing the DPT and a PhD. This program is jointly administered by the DPT and Health
and Rehabilitation Sciences PhD program directors. Students in the first three years of the DPT program
complete all program requirements for the DPT, and concurrently begin working on research with a
potential dissertation advisor, and take some PhD courses as their schedule allows while still a DPT
student. The student completes the DPT curriculum concurrent with his or her classmate, and then
continues on into the full time PhD program immediately upon completion of the DPT. A substantial
number of credits from the DPT will be transferred forward to the PhD, allowing accelerated completion
of the PhD. Complete details of this program are available for the graduate studies program director in
the administrative suites of the School of Health and Rehabilitation Sciences.
VII. DPT PROGRAM SPECIFIC POLICIES AND PROCEDURES

Physical Therapy Division Standard Course Policies
The following set of policies is considered a part of the syllabus for every course taught within the physical therapy division.

**Make-Up Exams**
Make-up exams will be given only at the discretion of the instructor and with prior approval. Exams missed due to illness require a physician's excuse prior to make-up.

**Reasonable Accommodations**
It is the responsibility of any student needing an accommodation to inform the instructor of their disability, how it creates a learning impediment, and the type of accommodation needed. This must occur the first week of the semester. The instructor and the student will work with the Office for Disability Services to determine the intervention needed. The student need not identify the disability to the instructor; however, no accommodation can then be expected.

**Academic misconduct**
Faculty rule 3335-5-54 will be followed which requires that "Each instructor shall report to the committee on academic misconduct (COAM) all instances of what he/she believes may be academic misconduct." If the finding of the committee is that academic misconduct did occur, the student will be placed on professional probation for Professional Behaviors with unsatisfactory marks in responsibility, commitment to learning and professionalism.

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

[http://oaa.osu.edu/coam.html](http://oaa.osu.edu/coam.html)

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

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

The second common mistake is giving or receiving aid in work submitted for credit. As students work together through a professional program, a strong camaraderie develops. The competition that marked the undergraduate experience in an effort to gain admission to the professional program is replaced by cooperation. Students begin studying together to help each other learn and develop knowledge and
skills, and the faculty encourage this. Unwittingly, students may cross the line into working together to help each other with individual assignments. A simple rule of thumb is that if you are receiving an individual grade, your work must be individual. Faculty may assign group assignments, in which case this will be explicitly stated, and a rubric to track the contributions of group members will likely be provided. On selected learning activities that are called ‘homework,’ faculty may encourage working in groups for learning. However, this should not be equated with a standing policy; these are special cases. If in doubt, do not give or receive assistance on any assignment that involves points towards your grade.

**Professional Behaviors**

Performance in each class contributes to the ongoing evaluation of Professional Behaviors. Therefore, each student is expected to demonstrate professional behavior in all aspects of each course.

**Remediation**

A student who fails a course *may* be provided with a grade of incomplete in lieu of an E and given one opportunity to remediate. The decision as to whether to allow the remediation, and the form of the remediation, are at the discretion of the course instructor. If the instructor elects not to allow a remediation, the student may appeal this decision to a committee comprised of the regular faculty members of the Division of Physical Therapy. If the student is dissatisfied with that decision, the grievance process would be as specified in the school’s handbook in the section on grievances for graduate students.

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

No student shall be allowed to remediate more than one failed course per academic year. Any student who has already been granted one opportunity to remediate a failed course must have all subsequent requests for remediation approved by a committee comprised of the regular faculty of the physical therapy division.

**Personal Technology Use**

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

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

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

By university policy, the instructor may destroy old examinations and other student work two academic terms after the work is completed and the grade is assigned.

Professional Behaviors Policy

Faculty Expectations of Students

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

1. Communicate with the course instructor when the student has questions, concerns, suggestions or problems related to that course; the sooner you communicate your difficulties, the better we can resolve the problem.
2. Behave in an attentive, mature, and professional manner during lecture and laboratory sessions. Sleeping, side-bar conversations, reading the newspaper, playing games on electronic devices, web browsing, etc., is impermissible during instructional time. A student may be asked to leave a lecture if his or her behavior is disruptive.
3. Maintain appropriate dress and personal hygiene in lecture, laboratory, and in the clinic.
4. Use appropriate communications and channels (e.g., course instructor, faculty advisor, division director, clinical instructor) to express concerns and resolve conflicts. Complaining to or sharing concerns with classmates usually will not satisfactorily solve problems. Posting of comments that are critical of the program, faculty, students, clinicians, clinical sites, or patients on public media sites such as Facebook is considered unprofessional behavior and will result in disciplinary action according to the Professional Behaviors policy.
5. Respect classmates, patients, other students and faculty for their worth and value as persons, recognizing each of us has different attitudes, values, and abilities.
6. Develop an understanding that students and faculty should not be adversaries but rather should assist each other to learn and develop personally and professionally.

7. Recognize that faculty at a university have many responsibilities in addition to teaching and may not be available for drop in appointments. Each faculty will either have posted office hours or will be available for appointment arranged by email, telephone, or a note.

8. Understand that the professional curriculum is designed to provide technical (patient care oriented) and non-technical learning and that each has importance and relevance to the student’s learning and the development of physical therapy as a profession. Trust the faculty to know what is important for you to learn in order to become a PT and advance the profession.

9. Activate and configure the e-mail accounts provided for you by the University, and make sure that any and all accounts (e.g., buckeye mail, osu name.# account, OSUMC accounts) to which faculty may send you messages through address lists provided by the university or the medical center are either forwarded to your preferred account or that you routinely check these osu accounts. Please be aware that university firewalls may prevent content from reaching certain email providers that have a history of problems with viruses and other security issues; in this case you should not forward to that account and will need to use your osu account. Please also be aware that important university communications will be sent to your name.# account, and as such, the university email system may send 100,000 emails at once. This may register as spam to outside providers, preventing you from getting crucial message. Faculty and staff of the school will not maintain a separate list of your personal email addresses such as gmail, etc. If you want to use these outside accounts, it is your responsibility to make sure that your osu accounts are forwarded so that you receive all official communications, and that you are successfully receiving these messages. You are responsible for managing your mailbox so that materials sent to you by the program will not be rejected.

**Faculty Responsibilities to Students**

1. Provision of a course syllabus for each class taught; distribute copy to each student either physically or electronically; syllabus should indicate required textbooks or other necessary course materials; reading assignments; learning objectives (course objectives); projects, papers or other course requirements; grading and evaluation system; content of course with lecture and laboratory schedules; and access to instructor.

2. Checking class rosters and notification of any student who may have signed up incorrectly or may have failed to sign up for a required course.

3. Being prepared for each classroom and laboratory presentation; assure that guest presenters are qualified and prepared for their presentations.

4. Starting and ending classroom and laboratory sessions promptly according to the class schedule and University policy.

5. Treating each student fairly, equitably and impartially.

6. Respecting each student as an individual; recognize each person has a set of personal values, attitudes or opinions which may differ from the instructor’s; and recognize that each student has worth and value as a person.

7. Assisting students to learn through discussions, readings, demonstrations, clinical experiences
and other methods; provide an environment to challenge and motivate the student to improve his/her knowledge, skill, competence and ability.

8. Providing academic counseling to assist students to attain individual and curricular academic objectives; assist with individual student difficulties within the extent of one’s competence; referral of student to appropriate health or counseling service or practitioner.

9. Compliance with University, College, School and Division policies and procedures.

10. Providing sufficient and appropriate availability for student appointments or provision of other means to communicate with students.

Procedure for Assessment of Professional Behaviors

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

1. Timing of Assessments

   a. Students will be assessed by the faculty each term during the didactic portion of the program. Professional behavior is also assessed by the clinical instructor during all full time clinical experiences.

   b. During the third week of the selected terms (see below), each student will perform a self-assessment utilizing the Professional Behaviors form. After the first assessment, the student will comment on progress made toward previous areas that were identified for development.

   c. Each faculty advisor will review each student advisee’s professional behaviors form and discuss the student’s self-assessment in detail during at least one formal face-to-face advising meeting per year, and will discuss general progress in professional behaviors at a midyear point advising meeting.

   d. During each regular faculty meeting, faculty will discuss any professional behavior issue that has arisen with any individual student during allotted time during regular faculty meetings. Follow-up to address the issue will be the responsibility of the student’s academic advisor. Feedback about the problematic professional behavior will be provided to student during the advisor meeting. The faculty member will document the encounter using the student encounter documentation form, which will be kept in the student’s advising folder.

   e. Timeline

      i. Summer, Year 1: Policy is introduced and first self-assessment occurs

      ii. Fall, Year 1: Faculty advisors review self-assessment with their advisees

      iii. Spring, Year 1: Student self-assessment, prior to the first clinical

      iv. Fall, Year 2: Faculty advisors review self-assessment with their advisees

      v. Spring, Year 2: Self-assessment prior to the terminal clinical internships

      vi. Fall, Year 2: Faculty advisors review self-assessment with their advisees

      vii. Spring, Year 3: Self-assessment prior to the final practicum
2. Criteria for Satisfactory Progress and Performance
   a. The first year students must meet minimum criteria of 50% of the behaviors rated in the intermediate level by spring of the first year.
   b. The second year student must meet minimum criteria of 100% of the behaviors rated at the intermediate level by the end of autumn semester and progress to 90% of the behaviors rated in the entry level by the end of spring semester.
   c. The third year students must attain 100% entry level by the end of the terminal clinical internships.

3. Professional Probation
   a. If the student, first, second or third year, fails to meet the above minimum criteria, or if the faculty deem the student is displaying unacceptable professional behavior in any one area, the student will be placed on probation for the following term and an action plan may be developed in collaboration with the student and the advisor. This will include a deadline for satisfactory demonstration of professional behavior.
   b. If the terms of the action plan are not met by the deadline, the student may be recommended for additional probation or recommended for disenrollment from the program.

Class Attendance
All students are expected to attend all special and regularly scheduled lectures, laboratories and clinical sessions unless illness or a similar reason makes it inadvisable or impossible to be present. The student is asked to inform the instructor or the clinical facility of any illness or emergency which will prevent attendance at regularly scheduled academic or clinical assignments. Prolonged illness will be handled on an individual basis according to University policy and procedure. Repeated absence from classes or clinical assignment without a proper reason will be reviewed by the faculty and may result in disciplinary action.

Social Media
It is expected that during class students are engaged in the learning process at all times. Social media are not to be utilized during class sessions. Laptop use is encouraged to take notes and interact with course materials. If electronic or other devices are being utilized in a manner that is not conducive to learning the instructor may request that they be turned off or placed in a book bag or other location that is not within the learning environment for the duration of the class.

Please refer to the OSU College of Medicine policy on the use of social media. It may be accessed through One Source at https://medcensearch.osumc.edu/sites/policies/Documents/SocialMedia.PDF You are requested to exercise discretion and consider your digital footprint, your professional reputation and the reputation of The Ohio State University Physical Therapy Program when utilizing social media sites during your personal time.

Students are never permitted to post on any public website or through social media any course-related materials such as syllabi, homework, or any other materials that only students registered in the course should have access to. Discussing tests and other assessments through these venues is also forbidden.
**Dress Code**

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

**Regular Attire for Physical Therapy Teaching Laboratories**

1. **Men**
   a. Short sleeve shirt (t-shirt, golf shirt, etc.).
   b. Boxer-type shorts or trunks. Jeans will not be permitted.
   c. Bathing trunks for hydrotherapy and aquatic labs.
   d. Socks and tennis or gym shoes. No sandals permitted.

2. **Women**
   a. T-shirt, short sleeve blouse, or short sleeve sweatshirt.
   b. Shorts (not too short). Jeans will not be permitted.
   c. A halter top, sport bra, or top of a modest two-piece bathing suit will be needed for some labs; must be able to expose back from neck to pelvis.
   d. One-piece or modest two-piece bathing suit for hydrotherapy.
   e. Socks and tennis or gym shoes. No sandals permitted.

If the room is chilly students are of course free to don warmer outer clothes such as a sweatshirt or sweatpants. The guidelines above apply to periods where you are working with your classmates in the professional skills portion of class. This is necessary to provide visibility of the body parts about which you are learning.

**Professional Attire for Special Classes or Laboratories (Guest speakers, interaction with patients, invited guests, professionals outside of PT Division either in the classroom, in the PT lab, or in clinical settings)**

1. **General**
   a. In general, these dress standards are the basic expectation for students in clinical settings. If the dress standards are different or more specific at the clinical site, then the clinic’s standards will apply.
   b. Faculty may specify that students dress “business professional” or “business casual” for special occasions. “Business professional” is defined as wearing a dress shirt and tie for men and a dress shirt for women. “Business casual” is defined as wearing the shirts issued by the division for both men and women.
   c. Discretion should be used to wear clinical clothing only in the clinical setting; clinical clothing that may be soiled should not be worn back to class.
   d. All students will be required to have an OSU Physical Therapy Division shirt (arrangements for purchase will be made by the Division) to wear for designated activities.
   e. Identification badges may be required to be worn by many clinical facilities. Avoid jewelry which is apt to scratch patients, snag clothing or interfere with clinical activities.
Small rings and engagement or wedding rings are usually acceptable; however, elevated stones in rings may scratch patients. Long earrings or necklaces in neurological or pediatric settings are usually prohibited because patients may grab and pull the jewelry.

f. No jewelry in piercings, other than the ears is permitted.

g. Watches with sweep second hands or digital display are recommended.

2. Men

a. Dress slacks (e.g., khakis) and dress shirts or the shirts issued by the division should be worn. A tie may be required. No jeans, sweat/wind or cargo pants, or shorts are allowed.

b. Dress shoes or white or black tennis shoes with closed toes and non-skid soles and socks should be worn. Sandals, boots or clogs are not permitted.

3. Women

a. Dress slacks (e.g., khakis) and dress blouses with sleeves or the shirts issued by the division should be worn. Shirts must either tuck into slacks or be long enough that they will not ride up when bending over. No cleavage or midriff skin should show even when bending over or raising arms overhead. No jeans, sweat/wind, cargo pants, or shorts are allowed.

b. Undergarments should be appropriate in style, color and fit; skirts and slacks should allow unrestricted movements. Clothing fabric should be thick enough to conceal undergarments.

c. Dress shoes or white or black tennis shoes with closed toes and non-skid soles and socks or hose should be worn. Sandals, boots, or clogs are not permitted.

**Personal Appearance and Habits**

1. **General**

a. Smoking and the use of any tobacco products is not permitted in any buildings or on the grounds of the Ohio State campus.

b. To avoid transmission of pathogens, eating is not permitted in any patient care area. Students are not allowed to eat in the midst of practicing clinical skills during lab. Hands must be washed before and after eating for clinical work or clinical skills practice.

c. Students may be allowed to eat in the classroom or clinical skills laboratory at the discretion of the instructor. In general, this should be limited to breaks between classes. If cleanliness is not maintained or eating habits are distracting, the instructor may direct the student to refrain from eating.

d. Beverages may be consumed in class but must be in a spill-proof container.

e. Evidence of abuse of alcohol or other chemical agents may result in immediate disenrollment.

f. Body cleanliness is important in all academic and clinical settings. Improper personal hygiene may result in dismissal of the student from classroom or clinical facilities. Use of deodorant is recommended. Perfumes, colognes and aftershave lotions should be used in moderation and with discretion.

g. Hair groomed or styled; extreme styles may be unacceptable. Long hair should be tied
back to avoid interference with patient care activities.

h. Fingernails clean and trimmed.

2. Men
   a. Clean shaven face preferred. Please be aware that students with beards may not be permitted to enter some clinical facilities.

3. Women.
   a. Facial make-up should be moderate.
   b. A colored nail polish is often not allowed in the clinical setting. Artificial fingernails are typically prohibited because they can harbor bacteria.

Division Specific Resources and Responsibilities for Students

Student Officers for Each Class of DPT Students
Each class of students will have a student club authorized through the Ohio Union. The division director serves as the advisor for these clubs. Each class shall elect a president, vice president, and secretary/treasurer. Nominations and elections will take place during a class meeting to be held early in each Summer Semester. Within each class, the duties of the officers will be as follows.

1. Class President
   a. Organizes and presides over all class meetings
   b. Appoints committees
   c. Acts as liaison with division director on behalf of the class

2. Class Vice-President
   a. Assumes president’s duties in his/her absence or by request
   b. Assists in all class functions, committee activities, and other assigned responsibilities

3. Class Secretary-Treasurer
   a. Records minutes of all meetings
   b. Maintains accurate accounting of class funds

4. Student Liaison to Ohio Physical Therapy Association
   a. Is elected annually by the class.
   b. Represents and acts as an intermediary between outside professional association and the physical therapy class.
   c. This individual should be outgoing, energetic, interested in professional association activities and reliable.
   d. Should be self-directed and comfortable interacting with association leaders.

5. SHRS Student Council Representative
   a. Works with SHRS Student council to represent the DPT program for issues of concern for all students in the school.
   b. Help arrange the pre-commencement ceremony, where DPT students receive their doctoral hoods and selected students receive awards.
**Inter-professional Council**

HRS students are currently not represented in the inter-professional student council. However, a possible role is being considered, and this may be amended in the near future.

**Evaluation of Curriculum**

Students will be requested to assist with the evaluation of the curriculum approximately one year following graduation from the program. It is important for each student to participate in this activity. Suggestions, comments or recommendations about the curriculum or specific courses can be made by any student at any time during the curriculum. The student should communicate directly with the instructor of a specific course, his/her faculty advisor, or the division director.

**Employment Opportunities**

When potential employers send notices of available positions to the division, these postings will be placed in a notebook available to the students in room 516. Old notices are removed approximately every 4-6 months. Other sources of employment information are: The Physical Therapy Bulletin, which is online, and Physical Therapy. This publication is available in the division. The division does not have a placement service nor does the School; however, job announcements will be e-mailed to students and posted in a notebook in the Division office.

An annual student organized and coordinated Career Day is available to first and second year students. Approximately 90-100 facilities or organizations participate in this event. All students should plan to attend. Specific information about the event will be provided prior to the scheduled date.

**Storage**

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

**Use of the Office Areas and Labs by Students**

Students are welcome in the office areas in 516 and in the physical therapy teaching labs to study, read, practice clinical skills, eat, or hold group meetings. We do ask that you observe certain guidelines in order to respect these shared spaces.

1. The building is accessible from 7:30 a.m. to 5:30 p.m., Monday through Friday. It is not accessible in the evening, on the weekend, or on a holiday unless special arrangements are made through the division director.
2. While you are in the 516 office area, please remember that this is a work area for the faculty, and keep conversations and noise to a minimum.
3. Please pitch in to keep the lab and common office areas looking clean and tidy.
4. Each student will have a folder where assignments can be returned and other division related correspondences can be placed. Mail sent to you at this address will be placed in your folder in case it is received here for some reason, but the division address may not be used as your personal mailing address.
5. Books and other learning resources located in the division may be used by students, but may not be removed from the division without express written permission from a faculty member and a sign-out process to track the materials. Never highlight or write in any of the books in the
division.

6. The PT teaching laboratory on the 3rd floor may be used for study or practice sessions when no class is scheduled. There will be a regular cleaning time for the janitors to access and clean the lab that is posted in the room. Please yield the lab to the janitors during this time frame. The doors must be locked when the labs are not in use. Faculty can direct the students to a key. Make sure you clean up after yourself and put the lab back how you found it so that the next class can be setup and begin on time.

7. Please do not leave the door to the large office area in 516 opened; use it as an exit only. The open entrance is through 516U. Please help maintain the security of the office area by making sure that if you leave the office area and no one is present, you close the door behind you.

8. Computers in the clinical education room and front office area are available for student use. These are for academic use on a short term basis only, for example, to look up information about a clinical site. They may be used for longer periods for studying if there is no one else waiting, but should be yielded if a fellow student needs to look something up and needs items such as folders from the clinical site files to refer to while on the computer. In general, other computers in the building located in the computer labs on the 4th and 2nd floors should be used if extended studying or writing is expected.

9. If a student needs to use supplies or equipment in the 516 office area for service learning or clinical education needs, the student must have permission from a faculty member on a case-by-case basis, and such use cannot interfere with the faculty’s needs for their university duties. Students are free to use simple supplies and equipment such as staplers, paper clips, and such things that are set out in common areas for finishing academic work and other papers required by the division. Students may not take supplies from the cabinets or use PT office equipment such as the printer for academic work.

10. While regular maintenance of the lab equipment is the responsibility of the program, routine care and cleaning of the equipment is the responsibility of each student and faculty member using the equipment. If you notice a piece of equipment that is malfunctioning, you are required to report this to a faculty member immediately. Students will not be held responsible for repair of equipment that fails during normal use and should not hesitate to report when something is broken. Dangerous equipment will be taken out of service immediately. Broken equipment will be repaired, replaced, or discarded at the discretion of the division director.

Student Leave Policy

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

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

1. The duration of the leave should always be as short as possible. School must take priority over anything competing for time in the handling of the emergency. Specifically, a student is expected to take time away from work before taking time away from school.
2. A request for leave form must be completed and approved by the director of the PT Division (or designee) before any accommodation can be made. In emergency leave, this form can be completed upon return. For voluntary leave, this must be completed and approved by a vote of the entire PT Division faculty before the leave begins.

3. Verification will always be required for emergency leave. Acceptable forms of verification will be a funeral program, a wedding invitation, a birth certificate, or other official notice or record of the event that was the cause of the request for leave.

4. In cases of emergency leave for reasons (1), (2), or (3) above, the student should contact the program as soon as possible. Simply calling the physical therapy program director at 292-1520 and leaving a message explaining the reason for and expected duration of the leave will suffice.

5. If some other event not included in (1), (2), or (3) above occurs that the student believes should qualify for emergency leave, they should seek from the director of the PT Division (or designee) approval of the event as qualifying for emergency leave before taking leave.

6. For voluntary leave (prearranged due to planned event), the student must give notice as soon as the event is scheduled, or at the latest by Wednesday the week before the leave is to begin.

7. For both emergency and voluntary leave, assignments, exams, etc., that occur or come due before the leave begins must be completed on time.

8. Assignments, exams, etc., that come due during the leave should be completed before the leave begins if possible; otherwise, the work must be completed as soon as possible after return, with the amended due date assigned by the instructor.

9. In cases of voluntary leave, the standing of the student in the program may be considered as the faculty decides whether to grant the leave and how to handle make-up work. A student with a strong academic record and a history of completing assignments on time may be given greater latitude than a student with a poor academic record and a history of turning assignments that are late or in need of remediation.

**Instructions for completing the request for student leave**

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

1. The student should identify the requested designation of the leave as emergency or voluntary by checking the appropriate box. A brief description of the reason for the leave should then be provided.

2. Indicate the date and time when you will first be absent from the program and the date and time when you will return.

3. Complete a plan for remediation of the work by filling in the lines.

4. Sign and date the form and turn it in to the Director of the PT Division.

An example for an emergency leave might look like this:

PT6250, Buford, Exam I scheduled 10/15 to be taken 10/18. JB
PT7410, Kidder, Lab on Elbow scheduled 10/15, to be made up through self-study and one-on-one time with residents, competency check by 10/19. MK
For Voluntary Leave, the form should be completed and turned in as soon as possible when the date of the conflicting event is known, or at the latest, the form must be turned in by the Wednesday preceding the week in which the leave is to begin. Voluntary Leave requires approval of the course instructor(s) and the division director.

For Emergency Leave, the form should be completed as soon as possible after the student returns, and at the latest, within one week of return.

The completed forms will be treated as a student record and kept in the student’s advising folder.
School of Health and Rehabilitation Sciences
Physical Therapy Division
Request for Student Leave

Requested Designation of Leave:  

Emergency Leave ☐
Voluntary Leave ☐

Reason:  

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Date and Time Leave Begins:  

Date and Time Leave Ends:  

PLAN FOR REMEDIATION
Identify the work missed during leave and the plan for remediation
(Course #, Work Missed, Original and New Due Dates, Remediation Plan, Instructor’s Initials)

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Signature of Student:  __________________________ Date: ______________

DO NOT WRITE HERE - THIS SPACE FOR FACULTY USE ONLY

Designation of Leave:  

☐ Emergency Leave
☐ Voluntary Leave

Confirmation Received:  

Action of Faculty:  

☐ Approved
☐ Denied

Faculty Signature:  __________________________ Date: ______________
Pregnancy
In addition to the School policy for students who become pregnant, the Division has established these policies:

1. The student will be expected to maintain a satisfactory level of academic and clinical performance as determined by the regular and auxiliary faculty or clinical supervisors.
2. Permission from a licensed physician for the student to continue in the program will be required. Limitations in the performance of lifting, stooping, bending, and other rigorous activities in laboratory and clinical work will be established as necessary.
3. The student will receive individual counseling to best prepare the student for all didactic and clinical requirements.
4. Should it be necessary for the student to withdraw from the program due to her pregnancy, re-enrollment in the Division will be possible providing the student’s didactic and clinical performance was satisfactory prior to the time of the withdrawal. A health report or statement from a licensed physician or the University Health Service will be requested from the student at the time of re-enrollment. This statement should indicate any limitations or restrictions of activities which the physician believes necessary and an estimate of the length of time those restrictions would be effective.

Illness or Injury
If a student becomes ill or injured during the professional program and must be absent from a substantial number of classes or cannot safely perform laboratory or clinical activities, an approval from a qualified health care professional will be required to resume course, clinical or laboratory activities.

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

1. The injured individual will be attended to by the course Instructor in accordance with the Instructor’s professional judgment, as well as the nature and severity of the injury.
2. The course Instructor will notify the course Faculty and division Director as soon as practicable. The division Director will in turn notify the Director of the school.
3. The course Instructor will provide written documentation. If other Instructors in the course were directly involved, they will also provide written documentation of the incident/injury. The course Instructor(s) will provide the written documentation to the course Faculty and division Director.
4. Any student requiring further medical attention or referred to a physician for further evaluation will require a note from the physician or other qualified medical professional (treating PT, etc.) prior to resuming physical activities in class.
5. To avoid any appearance of a conflict of interest, Faculty in the PT division may not be the treating therapist for any injured student, either in the clinic or informally through professional courtesy. The student must be treated by health care professionals who do not report to the division Director.

If a student is injured during practice as an intern at a clinical site, the clinical site’s procedures will be followed along with procedures specified in the clinical education handbook.
Students have extensive physical contact with each other during practice of clinical skills. A student ill with any communicable disease is expected to stay home until no longer contagious.

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

Physical Therapy Division Academic Warning, Probation and Dismissal

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

Also refer to the information on warning, probation and dismissal printed in the general school section of the School Handbook and the Professional Doctoral Programs in section II.6.17 in the Graduate School Handbook.

Physical Therapy Academic Requirements

1. Each student must enroll in all required courses and satisfactorily complete all required coursework.
2. Each student must maintain a minimum of a 3.0 cumulative point hour.
3. A minimum grade of "C" or "S" is required in all required courses; there is no C-. If a "D", "E" or "U" is received in any required professional or major course, the course must be repeated prior to graduation and a minimum grade of "C" or "S" attained.
4. If a student does not complete any required physical therapy course with a grade of "C" or better, or "S", the student may be restricted from enrolling in any succeeding required physical therapy courses until the course has been repeated and a grade of "C" or better, or "S" has been attained. Physical therapy courses are offered one semester per year; therefore, completion of the curriculum is likely to be delayed one year.
5. In rare instances, it may be necessary for a student to withdraw from the curriculum and subsequently petition for reinstatement. The faculty must receive a written rationale for the request to withdraw and the student must also request in writing at the time of withdrawal the opportunity to apply for reinstatement. Specific conditions for reinstatement will be established by the faculty at the time of the request for withdrawal. The student must then apply in writing for reinstatement and must provide evidence that the required conditions have been satisfied. This process does not apply to students who have been disenrolled from the division.
Physical Therapy Probationary Status

The student shall be notified in writing when he or she is placed on probation.

1. A student whose cumulative point-hour ratio is below 3.00 will be placed on probation in graduate program of Physical Therapy; a student whose GPA is below 3.0 after 10 graduate credit hours will also be placed on academic probation in the Graduate School.
2. A student on probation may be prohibited from beginning a full time clinical experience or practicum.
3. Probationary status shall continue until the requirements for removing probation have been achieved.
4. A student may be warned if he or she performs at a minimally acceptable level and shall be placed on probation if two or more causes of warning occur in two out of three semesters. The status of failure to maintain reasonable progress will be communicated to the Graduate School and the student shall receive a warning with conditions specified to return to good standing. The student who experiences academic difficulties should communicate frequently with his/her advisor or the division director. It is more effective to provide assistance while the difficulty is current rather than after an unacceptable grade has been received.
5. A student on probation who voluntarily leaves the Physical Therapy Graduate Program and who is subsequently permitted to reenroll in their program will resume probationary status when he or she returns.
6. A student on probation shall not graduate in that semester. The student must first fulfill all requirements to be removed from probationary status in order to graduate. This may require adding additional semesters of study to the student’s program.

Disenrollment from the Physical Therapy Graduate Program

The student shall be notified in writing of the decision to dis-enroll. Disenrollment can result from the following scenarios.

1. The student has failed one or more required courses and has exhausted all opportunities for remediation without satisfactorily passing the course.
2. The student has been placed on probation and has failed to satisfy conditions for removal of probation within the required time frame.
3. The student fails any full-time clinical internship, and because of the nature of the failure, is not offered an opportunity to remediate as outlined in the clinical education handbook.
4. The student fails any full-time clinical internship and is offered an opportunity to remediate as outlined in the clinical education handbook, but does not pass the remedial internship.
5. The student is found to have violated the student code of conduct in a manner warranting disenrollment from the program.
6. The student is found by the Committee on Academic Misconduct to have committed academic misconduct warranting disenrollment from the University.
If a student qualifies for disenrollment based on one or more of the reasons above, the regular faculty of the physical therapy division will vote to determine whether the case meets the criteria for disenrollment. The question will be whether the case meets the definition of the pre-existing policy warranting disenrollment and whether the student has been afforded due process through the applicable policies and procedures. If the vote is for disenrollment, this recommendation will be sent to the Graduate School. A student recommended for disenrollment from the physical therapy program will not be permitted to enroll in any course, including clinical education, unless and until the matter has been resolved with the disenrollment decision being reversed through an appeal process.

A student recommended for disenrollment by the regular faculty of the physical therapy division may appeal the decision for disenrollment to the Executive Committee of the School of Health and Rehabilitation Sciences. The executive committee shall notify the student of further avenues for appeal if the student’s request for reinstatement is not granted.

**Policy for grievances that fall outside due process**

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

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

Director  
Division of Physical Therapy  
Room 516 Atwell Hall  
453 W 10th Avenue  
Columbus, OH 43210

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

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

1. When possible, the Division Director will discuss the complaint directly with the party involved within 14 business days. The expectation is that the complaint can be satisfactorily resolved by this discussion. The Division Director will provide a description of the resolution in writing to the person complaining.

2. If dissatisfied with the outcome of the discussion with the Division Director, or if the complaint is against the Division Director, the complainant may submit a written complaint to the Dean of the School of Allied Medical Professions. The Division Director will provide the Dean of the school with a written summary of previous discussions where appropriate. The Dean will discuss the matter with each party separately and may schedule a joint appointment with the two parties in order to attempt to reach a solution. The Dean will provide the person with the
complaint and the division director with a written letter outlining the solution reached through this step.

3. If the complainant remains dissatisfied after step 2, the last line of complaint is to the Provost of the University, who serves as the chief academic officer of Ohio State.

4. Any letters or other written materials associated with the complaint from the complainant, the Division Director, Dean, or Provost will be kept in a folder marked “Complaints against the Division of PT” and kept in the program director’s files for a period of 5 years.
HANDBOOK STATEMENT OF UNDERSTANDING

Physical Therapy Division
The Ohio State University

Name: _________________________
(please print)

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

_______________________________________
Student Signature          Date