DPT STUDENT HANDBOOK
2026-2027
Hampton University
Department of Physical Therapy
Dr. Elizabeth Locke, Chair



George P. Phenix Hall
Hampton, VA 23668
Office: 757-727-5260

"The Standard of Excellence, An Education for Life"

Hampton University Department of Physical Therapy
Faculty and Staff Listing

DPT Core Faculty

Elizabeth Locke PT, MS, PhD, Associate Professor
Chair and DPT Program Director

Ayodele Akinremi PT, MSc, MHS, PhD, DSL, Associate Professor
Director, School of Science Pre-Health Programs

Marlon Jant PT, DPT, PhD(c), Assistant Professor

Stephen Owens PT, ScD, Associate Professor
Graduate Program Coordinator

Yolanda Rainey PT, MS, DPT, ACEEAA, Associate Professor
Program Assessment Facilitator

Kristin Rice PT, DPT, DHSc, CEEAA, Assistant Professor
Admissions and Recruitment Coordinator

Pamela Tucker PT, DPT, MS, Assistant Professor
Director of Clinical Education

DPT Associated Faculty

Charlene Jensen PT, DPT, MMHPE
Board Certified Geriatric Clinical Specialist
Neurologic Management I and II

Marilyn Saulsbury, B.S.Pharm., PhD, RPh
Associate Professor of Pharmacology

Administrative Staff

Kaitlin Allen, BS
Office Administrator

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SUPPLEMENT
This Handbook is a supplement to the Hampton University Official Student Handbook and the Hampton University Academic Catalog 2026-2028.

REVISION OF THIS HANDBOOK AND ENCLOSED POLICIES AND PROCEDURES
THIS HANDBOOK AND POLICIES AND PROCEDURES ARE REVIEWED A MINIMUM OF ONE TIME PER YEAR AND ARE REVISED AS NEEDED TO FACILITATE THE MISSION OF THE DEPARTMENT AND THE UNIVERSITY. THE PROGRAM RESERVES THE RIGHT TO MAKE CHANGES TO ANY AND ALL ASPECTS OF THIS PROGRAM HANDBOOK. STUDENTS WILL BE NOTIFIED IN WRITING OF ANY SUBSTANTIAL CHANGES TO THE POLICIES AND PROCEDURES. STUDENTS ARE EXPECTED TO REMAIN CURRENT ON ALL POLICIES AND PROCEDURES.

I. GENERAL INFORMATION

A. Description of Physical Therapist Practice: The Foundational Concepts

Physical therapy is a dynamic profession with an established theoretical and scientific base. Physical therapists are health professionals who diagnose and manage movement dysfunction as it relates to the restoration, maintenance, and promotion of optimal physical function and the health and well-being of individuals, families, and communities. Physical therapists possess a distinct body of knowledge that provides a unique perspective on purposeful, precise, and efficient movement across the life span.

Based on the person's diagnosis, prognosis, and goals, physical therapists design and implement a customized and integrated plan of care in collaboration with the individual to achieve the individual's goal-directed outcomes. Physical therapists work towards maximizing an individual's ability to engage with and respond to their environment, emphasizing movement-related interventions to optimize functional capabilities and performance.

Physical therapists play a unique role in society in wellness, fitness, health promotion, and the prevention and management of disease and disability. Physical therapists' expertise in optimizing movement guides enhanced activity and quality participation in life and society. While physical therapists are experts in rehabilitation and habilitation, they also have the expertise to help groups of people (such as families and communities) improve their overall health and decrease the risk of preventable health conditions.
(Reference: APTA Guide to Physical Therapist Practice 4.0 https://guide.apta.org/)

B. Program Philosophy, Mission, Goals, and Outcomes

Program Philosophy

The Hampton University Department of Physical Therapy faculty hold the following values and beliefs with respect to physical therapy entry-level education:

Faculty are committed to the training and development of competent entry-level generalist physical therapists who are leaders in the profession and prepared to engage in autonomous practice with integrity and compassion.

Faculty believe that the didactic education of a physical therapy student is best delivered in a multicultural environment that is representative of the diversity of the nation and future patients and clients.

Faculty believe that the development of professional behaviors in students is essential and includes an appreciation and respect for individual and cultural differences.

Faculty value serving the disadvantaged and underserved people in a society and are committed to modeling and instilling this belief in physical therapy program students.

Because the physical therapy profession is dynamic and constantly evolving through research and discovery. the faculty believe that a physical therapist will always be engaged in lifelong learning and is responsible for using the best available evidence to deliver physical therapy services.

Department of Physical Therapy Mission Statement

The Mission of the Hampton University Department of Physical Therapy is to provide contemporary physical therapist education in a multicultural learning environment with a special focus on systemically marginalized, under-represented, and under-resourced populations. The program will prepare its graduates to practice autonomously and collaboratively exemplifying integrity, compassion, and lifelong learning. The faculty and graduates will advance the profession and community through leadership, research, scholarship and service.

Congruence of the Program's Mission Statement with the Institution and School

The program's mission statement exemplifies 3 strategic focus areas: education and training; research and knowledge creation; leadership and community service. These areas are aligned with both the University and the School of Science mission statements that emphasize multiculturalism, scholarly excellence, scientific- inquiry, and global leadership.

Congruence of the Mission Statements

The program's mission is congruent with the Guide to Physical Therapist Practice and reflects the preparation of physical therapists as autonomous practitioners who strive for excellence grounded in evidence-based practice and scientific inquiry. The mission statement is aligned with the following contemporary theoretical models: International Classification of Function (ICF), Disability, and Health Enablement model, and the APTA's Patient/Client Management model. In addition to these models, the program is consistent with the core competencies for the Inter-Professional Education Collaborative (IPEC) reflecting the need for practitioners who model the ethics and values of good character and embrace the value and benefit of diversity and collaboration. Ultimately, the mission reflects a contemporary professional expectation that the career ladder will extend beyond the award of the Doctor of Physical Therapy degree and inspire leadership for a global population. This would include pursuing advanced education (e.g., doctoral degrees, fellowships, and residency programs), clinical specializations (e.g., pediatrics, sports and orthopedic physical therapy), professional clinical and academic roles (e.g., Clinical Administrator, Program Director / Chair to Dean) and entrepreneurial experiences (e.g., Clinician, Practice owner).

Program Graduate Outcomes

Outcome #1 – The graduates will demonstrate skills necessary to practice autonomously with competence, integrity, and compassion in a variety of settings across the life span.

Outcome #2 – The graduates will communicate effectively and appropriately, in a culturally sensitive manner, with diverse populations including colleagues, patients, and the public.

Outcome #3 - The graduates will critically analyze published literature and utilize the best available evidence to inform his/her practice.

Outcome #4 – The graduates will demonstrate a commitment to service to the profession, patients, and the community.

Student Learning Outcomes

Student Learning Outcome #1: Students will demonstrate competence in patient/client management.

Student Learning Outcome #2: Students will demonstrate competence in professional communication and behavior.

Student Learning Outcome #3: Students will demonstrate competence in research literacy and evidence based practice.

Student Learning Outcome #4: Students will demonstrate competence in professional responsibility.

Faculty Outcomes

Faculty Outcome #1: Faculty will engage in scholarly activities that promote culturally competent patient centered care.

Faculty Outcome #2: Faculty will participate in continuous learning and leadership activities that enhance content area instruction.

C. Accreditation Statement

The Doctor of Physical Therapy program at Hampton University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 757-727-5260 or email Elizabeth.Locke@hamptonu.edu.

D. Tuition and Fees

Please refer to the 2026-2027 Hampton University Academic Catalog or the Hampton University Graduate College website for the 2026-2027 Tuition and Fee Schedule located at https://home.hamptonu.edu/gradcoll/tuition-fees/.

E. Financial Assistance

Information regarding financial assistance services may be viewed at https://home.hamptonu.edu/financialaid/.

Hampton University Office of Financial Aid and Scholarships

The financial aid program at Hampton University is designed to assist students, especially financially needy and/or academically qualified undergraduate and graduate students in meeting their reasonable educational expenses (tuition and comprehensive fees, room and board, books and supplies, personal expenses, and transportation). The Office of Financial Aid and Scholarships make all possible attempts to assist needy and/or academically qualified students to prepare them to accomplish their educational aspirations and goals. Students are expected to demonstrate, wherever possible, sacrifice of earned resources (i.e., savings from employment) and family contributions for educational development at the University. Eligible students should note that financial aid should be considered as a supplement to the efforts of the family.

The Commonwealth of Virginia provides financial assistance to residents attending a private school. The Virginia Tuition Assistance Grant (VTAG) information can be located at https://www.schev.edu/financial-aid/financial-aid/federal-state-financial-aid/virginia-tuition-assistance-grant-program. The application is processed through the Office of Financial Aid and Scholarships.

Graduate student loans are available through the Office of Financial Aid and Scholarships.

Financial Aid Application Process

The Free Application for Federal Student Aid (FAFSA) is the application for financial aid at Hampton University. All students applying for aid must complete the FAFSA and submit it to the Federal Processor. It is recommended that students complete the application online at https://studentaid.gov/h/apply-for-aid/fafsa.

The Department adheres to Hampton University policies regarding access and learning, and financial aid and scholarships.

Additional information on Student Services may be accessed in the Department of Physical Therapy DPT Student Handbook, the Hampton University 2026-2027 Academic Catalog (https://home.hamptonu.edu/academics/wp-content/uploads/sites/3/2026/06/556805-HU-Academic-Catalogue-2026-27_6.17.26-2.pdf), and the Hampton University 2026-2027 Student Handbook at https://home.hamptonu.edu/hunews/wp-content/uploads/sites/121/2026/07/Official-Student-Handbook-2026-2027-Copy.pdf.

Hampton University Department of Physical Therapy

The availability of these Department level scholarships and stipends depends on the level of funding appropriated to the program by the University and federal government.

The Lilly Foundation Scholarship is available to students in financial need with a minimum GPA of 3.0 after the first semester of study. Request for applications will be initiated in the Fall Semester by the Department of Physical Therapy.

Title III Funding. Graduate assistantship stipends are based on availability of funds and the number of qualifying enrolled DPT students. First year students may qualify for tuition support. Second year students may qualify for stipend support.

The American Physical Therapy Association (APTA)

The DPT curriculum requires the use of APTA resources available to members. The Program requires active membership in the American Physical Therapy Association for all enrolled doctor of physical therapy students. Based on funding, the Program will provide one year of paid membership per student. First year enrolled student membership will be paid by the Program. Thereafter, the student is responsible for membership renewal at the start of Years 2 and 3. Students are required to submit a copy of the APTA individual membership card to the Department by October 1 of each academic year. Information on joining the APTA is located at: http://www.apta.org/Membership/?navID=10737422526.

The APTA Access and Opportunity Scholarship Fund Awards

The American Physical Therapy Association Access and Opportunity Scholarship Fund Awards, sponsored by the PT Fund, honors physical therapist and physical therapist assistant students who are completing their final year in an accredited program, as well as faculty pursuing post-professional doctoral degrees. These awards recognize individuals who demonstrate exceptional academic achievement, strong professional character, and a dedication to the continued growth and advancement of the physical therapy profession. Visit https://www.apta.org/apta-and-you/honors-awards/access-opportunity-scholarship-fund-awards#guide to learn more about eligibility requirements and nomination process.

Health Professions Scholarship Program

The U.S. Army and U.S. Air Force provide scholarship support to students in Allied Health Disciplines. Additional details are located at:
http://www.goarmy.com/amedd/allied-health/benefits.html and https://www.airforce.com/.

Crest Scholarship

The Crest Scholarship is awarded by the Rizing Tide Foundation to DPT first or second year students. Additional details are located at https://rizing-tide.com/scholarships/crest/.

F. Health Requirements

1. Immunizations

The Department of Physical Therapy requires vaccinations and similar tests which are in accordance with the requirements of the Student Health Services. Some clinical sites require detailed documentation of student vaccination and/or disease history prior to beginning a rotation at their facility. It is the responsibility of the student to be aware of these requirements and supply documentation as required by the facility. An explanation of the immunization and infection control requirements is given below. A check list of students' immunization status will be housed within the Department of Physical Therapy. Copies of this information will be provided to assigned clinical sites prior to student arrival on site.

TB Test

All students enrolled in the Department of Physical Therapy must have written verification of a TB or QuantiFERON test every year. Any student who feels that he/she has been exposed to TB during the year is also encouraged to have an additional test performed at that time. If the student has had a positive test result for TB in the past, he/she will be required to have a chest X-ray, possibly at the student's expense.

COVID-19
The Department follows the current Hampton University COVID-19 Guidelines at https://home.hamptonu.edu/alert/covid/

Hepatitis B Vaccination
In accordance with OSHA Occupational Exposure to Blood Borne Pathogens Standard (1910.1030), all students enrolled in the Department of Physical Therapy are required to participate in a training procedure covering AIDS-HIV/Hepatitis B OSHA regulations. Students are required to sign the OSHA Blood Borne Pathogens Training form upon completion of this training.

Students will be informed of their options regarding Hepatitis B vaccinations and will then be required to submit one of the following to the Department of Physical Therapy:

Proof of Hepatitis B vaccination or a witnessed waiver of vaccination (Hepatitis B Vaccine declination) or proof of current participation in the vaccination process or Hep B titer.

Written documentation of any testing performed should be secured by the student. Other required vaccinations are listed on the Student Health Services immunization documentation. The guidelines for the vaccinations required by the Student Health Services should meet all clinical facility requirements.

Measles
If born before 1957, then evidence of disease history or two measles vaccines (if born in 1957 or later, documentation of one measles vaccine).

Mumps
If born before 1957, then evidence of disease history or one mumps vaccine (if born in 1957 or later, documentation of two mumps vaccines).

Rubella
Documentation of rubella vaccine or immunity by blood titer.

Tetanus/Diphtheria
3 DTP vaccines and 1 TDAP in the last 10 years.

Chicken Pox (Varicella): Two vaccines or titer.
The immunization and infection control requirements checklist will be provided to the clinical facilities with a copy of medical history and immunizations, documentation of OSHA Bloodborne Pathogens Training, a photocopy of a CPR training card and declination from Hepatitis B vaccine, if indicated. Students are responsible for meeting all the requirements and getting the proper documentation to the Department of Physical Therapy, prior to going to clinical sites. Copies of this documentation will be maintained on file in the Department of Physical Therapy.

2. OSHA Requirements
OSHA Requirements specify the protective measures all health care personnel are required to perform in order to prevent the spread of communicable disease. Completion of OSHA training ensures students are able to demonstrate proper OSHA precautions. (For more information, please refer to the Student Clinical Education Manual section of this Handbook).

3. Health Insurance

All DPT students are required to maintain current health insurance coverage throughout their enrollment in the program. Clinical education sites require students to provide proof of health insurance prior to participating in clinical experiences. Students are expected to submit a copy of their current health insurance card during the fall semester of each academic year.

4. Cost of Emergency Medical Services

Each DPT student is responsible for covering costs associated with the provision of medical services.

5. Physical Examinations

Each student is responsible for getting a physical examination upon acceptance to Hampton University and for covering the associated costs. Students must provide a copy of the examination results to the Hampton University Student Health Center. If the student matriculated at Hampton University as an undergraduate and is a continuing student in the Physical Therapy program immediately upon graduation, the student is not required to obtain another physical examination. Students may be required to obtain a current physical for clinical education experiences if required by the facility. The student is responsible for the cost.

6. CPR Requirements

Documentation of CPR training is required. A photocopy of current CPR card is adequate. Students must maintain current CPR certification throughout matriculation. Proof of current CPR certification must be on file in the department.

G. Background Checks / Drug Screening

Clinical facilities may require background checks and/or drug testing from students. Students are responsible for payment of background checks. It is the student's responsibility to provide background check information. If applicable, it is the student's responsibility to pay for drug testing according to the stipulations of the clinical facility.

Unless all documentations pertaining to registration, health status, background checks, and drug testing are provided in a timely manner, students will not be allowed to start their clinical rotations.

In light of the legalization of marijuana in Virginia and other States, please note the use of marijuana and any other drugs are prohibited in the Physical Therapy program. This includes during clinical rotations. Students are subject to drug screening by clinical facilities. Positive test results for drugs will result in your not being allowed to do a clinical rotation at that facility. This may have an impact on your progression through the program in a timely manner.

H. Facilities

The Department of Physical Therapy is located in the East Wing of the second floor of Phenix Hall. The Department's Administrative Offices are located in Suite 216. The Facilities include administrative, clerical, and faculty offices, conference/meeting room, three dedicated classrooms, and four laboratories: one Clinical Skills laboratory, a Cardiopulmonary Research laboratory, Human Patient Simulator laboratory, and the Neuromuscular Research laboratory. In addition, students have access to a student study area, as well as hall lockers, and lavatory facilities. Most physical therapy program courses are held in Phenix Hall dedicated space.

However, courses may be held in other buildings on the Main Campus such as the School of Pharmacy and School of Nursing. These buildings are near Phenix Hall.

II. HAMPTON UNIVERSITY CODE OF CONDUCT and APTA CODE OF ETHICS FOR THE PHYSICAL THERAPY PROFESSION

A. The Hampton University Code of Conduct

https://home.hamptonu.edu/activities/code-of-conduct/

Joining the Hampton Family is an honor and requires each individual to uphold the policies, regulations and guidelines established for students, faculty, administration, professional and other employees and the laws of the Commonwealth of Virginia. No member shall lie, cheat or steal and each member is required to adhere to and conform to the instructions and guidance of the leadership of his/her respective area. Therefore, in maintaining The Standard of Excellence, the following are expected of each member of the Hampton Family:

1. To respect himself or herself.
2. To respect the dignity, feelings, worth and values of others.
3. To foster a personal professional work ethic within the Hampton University Family.
4. To foster an open, fair and caring environment.
5. To respect the rights and property of others.
6. To practice personal, professional, and academic integrity.
7. To promote inclusion, while striving to learn from differences in people, ideas and opinions.
8. To promote ethical use of technology and social media.
9. To be fully responsible for upholding the Hampton University Code.

The Hampton University Official Student Handbook 2026-2027: Living, Learning, Leadership & Service Standards of Conduct may be accessed at https://home.hamptonu.edu/hunews/wp-content/uploads/sites/121/2026/07/Official-Student-Handbook-2026-2027-Copy.pdf.

B. APTA Code of Ethics for the Physical Therapy Profession

Preamble

The vision of the American Physical Therapy Association is “transforming society by optimizing movement to improve the human experience.” Our profession’s charge, as we strive to be an inclusive moral community that is diverse and equitable, is to meet the health needs of all people. APTA is a voluntary professional society that strives both to serve APTA members and to support the profession as a whole. Ethical conduct by physical therapists and physical therapist assistants is vital to the standing of the profession.

The Code of Ethics for the Physical Therapy Profession established by APTA is the ethical

foundation to which APTA members commit and was developed to provide guidance and define the ethical expectations for the profession. The Code of Ethics establishes the ethical framework guiding the conduct of all members of the physical therapy profession (physical therapists and physical therapist assistants) throughout their careers, in all practice settings, and in all roles relating to patient and client management, consultation, education, research, and administration. The Code of Ethics also provides the public with ethical standards to which we aspire and for which we are accountable. Fundamental to the Code of Ethics is the obligation of the physical therapy professional to educate, enable, and empower the public to facilitate greater independence, health, wellness, and enhanced quality of life.

Physical therapists and physical therapist assistants strive for the highest standards of ethical conduct based on the core values of the profession and the ethical principles (respect for autonomy, beneficence, non-maleficence, justice, veracity, and fidelity) that are part of ethical action at all levels: individual, organizational, and societal. The Ethical Commitments set forth in the Code of Ethics are important to patients, clients, the public, colleagues, and other health care providers. The Ethical Commitments detail the elements of the ethical fiduciary duty of physical therapists and physical therapist assistants to act in the best interests of their patients and clients. Regulators and others may rely on the Code of Ethics in assessing the conduct of physical therapists and physical therapist assistants.

The Standards of Conduct set forth in the Code of Ethics are used by the APTA Ethics and Judicial Committee to assess whether APTA members have engaged in unethical conduct. At all times the physical therapist maintains responsibility for all physical therapist services. The physical therapist assistant shall work in collaboration with and under the supervision of the physical therapist for select interventions when appropriate. Student physical therapists and student physical therapist assistants have the responsibility to adhere to the Code of Ethics during their entire academic program under the guidance of faculty and supervising clinical instructors.

The APTA Code of Ethics for the Physical Therapy Profession reference document may be accessed at https://www.apta.org/apta-and-you/leadership-and-governance/policies/code-of-ethics-for-the physical-therapy-profession.

C. Professionalism in Physical Therapy: Core Values (Appendix 4)

D. The Standards of Practice for Physical Therapy (Appendix 5)

E. Confidentiality of Student Records

Release of student academic records are guided by the Family Educational Rights of Privacy Act of 1974 (FERPA). The Release of Information Policy may be accessed on Page 48 of the Hampton University 2026-2027 Student Handbook: Living, Learning, Leadership & Service at https://home.hamptonu.edu/hunews/wp-content/uploads/sites/121/2026/07/Official Student-Handbook-2026-2027-Copy.pdf.

III. UNIVERSITY RESOURCES

Hampton University has a variety of resources, facilities and services available to and utilized by the students and faculty of the Department of Physical Therapy.

A. University Library Resources

Hampton University's Libraries include the William R and Norma B. Harvey Library (main) and branch units in the School of Nursing, the Department of Architecture, and the Department of Music. Hampton University Doctor of Physical Therapy students have access to the library at the VA Hospital located adjacent to the University.

Students can gain access to the library's holdings through the Hampton University Online Public Access Catalogue (HUPAC) and the computerized catalog of the NOTIS Library Management System.

B. Student Support Services

The Student Health Center
The Student Health Center provides outpatient health care for Hampton University students. Health services are provided by a staff consisting of physicians, nurse practitioners, registered nurses, medical laboratory technicians, and medical office personnel who are committed to maintaining a maximum level of wellness for each member of the university community.

Hampton University
Health Center
200 William R. Harvey Way
Hampton, VA. 23668
(757) 727-5315
Email: healthcenter@hamptonu.edu

The Student Counseling Center
The Student Counseling Center, staffed by professional counselors who are understanding and experienced in dealing with students' problems and concerns, assists students with emotional,

personal, social and academic concerns. Individual and group counseling, seminars, and workshops are provided to help students cope with the demands of college. A network of community resources and referral agencies has been established to support the mental health needs of students. Confidentiality is guaranteed and student privacy is protected under state and federal laws. Students may schedule appointments by visiting or calling the Center at (757) 727-5617.

Health Education Visits and Lifestyle Modification and Nutritional Discussion Visits
Hampton University provides the following resources for enrolled students:

Mental Health Self-Help Resources
https://home.hamptonu.edu/counseling/resources/self-help/

SheCare Wellness Pods
https://home.hamptonu.edu/counseling/outreach/shecare-wellness-pods-signup-form/

Mental Health Workshops
https://home.hamptonu.edu/counseling/outreach/workshops/

Mind Body Connection
https://home.hamptonu.edu/counseling/services/mind-body/

Health Services
https://home.hamptonu.edu/healthcenter/health-center-services-and-fees/

Office of Access and Learning
Hampton University is dedicated to ensuring equal access and opportunities for qualified individuals with disabilities. The University prohibits discrimination based on disability and strives to ensure that qualified students and employees are not excluded from participating in, denied the benefits of, or otherwise discriminated against in any University program, activity, or service.

Hampton University is committed to complying with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973 (Section 504). In accordance with these laws, the University works to provide appropriate and equitable educational and employment opportunities for qualified individuals with disabilities.

The Office of Access and Learning assists qualified students and employees by coordinating reasonable accommodations, support services, and auxiliary aids. Members of the University community who require disability-related services should contact the Director of Access and Learning, located in the Student Success Center, at 757-727-5493 or by email.
Additional information is located at https://home.hamptonu.edu/student-affairs/office-of-access-and-learning/.

C. Student Parking
Students are required to have a parking decal in order to park on campus. Parking decals can be purchased through Campus Police in the Fall Semester for $100.00/year. Documents needed to obtain a parking decal include:

1. Receipt of payment from the Cashier's Office (Whipple Barn)
2. Current vehicle registration card
3. Valid driver's license

4. Validated University ID
5. Car insurance policy

Parking in faculty and staff designated areas are off limits to students before 5:00 p.m. from Monday through Friday. Parking in reserved spaces is prohibited. Failure to comply will result in a parking violation, a tire boot and a fine. Registration for the subsequent semester will be blocked until all fines are paid.

D. Student Center

The Student Center is located behind Phenix Hall, adjacent to Armstrong Stadium. The Student Center includes a movie theater, a bowling alley, a food court, and a fitness center among other recreational activities available to students. A complete list and description of student activities/organizations can be accessed in the following locations:

The Hampton University Official Student Handbook 2026-2027: Living, Learning, Leadership & Service
https://home.hamptonu.edu/hunews/wp-content/uploads/sites/121/2026/07/Official-Student-Handbook-2026-2027-Copy.pdf

Office of Student Involvement & Leadership
https://home.hamptonu.edu/student-affairs/student-actitivities/

IV. CURRICULUM PLAN

A. DPT Curriculum

The Department of Physical Therapy Curriculum may be viewed online at:
https://home.hamptonu.edu/science/physical-therapy/dpt-curriculum/

B. Course Descriptions

The physical therapy course descriptions may be viewed in **Appendix 3**. Course descriptions are also available online in the Hampton University 2026-2028 Academic Catalog at https://home.hamptonu.edu/academics/academic-catalog/.

C. Curriculum Progression

Students are required to complete semester course work according to the outlined course sequence. They will not be allowed to progress to the next semester until all required course work is completed.

Students who receive a grade of Incomplete are required to successfully complete course work prior to progression. Resolution of incomplete course work should be in accordance with University policy.

Satisfactory completion of all practical exams must be achieved prior to going to clinical affiliations.

Hampton University Doctor of Physical Therapy students may choose to sit for the national physical therapist licensure examination (NPTE-PT) in the final semester of the program prior to graduation. A DPT student who chooses to sit for the NPTE must submit proof of NPTE registration or an Authorization to Test (ATT) letter from the Federation of State Boards of Physical Therapy as evidence of intent to sit for the licensure examination prior to graduation clearance. This is consistent with the Commission on Accreditation in Physical Therapy Education Required Elements related to published program policies and student progression through the Program (CAPTE SRE 3C and 4N). Students are to submit evidence of intent to the Chair of the Department of Physical Therapy. Student records will be filed in accordance with University policies on confidential records management and retention.

D. Technical Standards of Performance

The performance standards **(Appendix 1**) are set forth so that the student will understand the essential eligibility requirements for participation and progression in the physical therapy curriculum. Standards cover interpersonal skills, communication, psychomotor skills, and cognitive skills. The ability to observe, evaluate and treat a patient independently, while ensuring patient safety at all times is an expectation of the Department of Physical Therapy.

The purpose of this policy is to ensure that all physical therapy students are able to provide safe and competent evaluation and treatment to patients. All students will be held to the same standards and must be able to perform the expected technical standards with or without reasonable accommodation.

Each accepted applicant must complete an affidavit that attests to their ability to fulfill the Physical Therapy Departments Technical Standards. A detailed list of the technical standards section is provided in Appendices 1 and 2 of this Handbook. The procedure to request an accommodation is described on Page 16 of this Handbook.

V. ACADEMIC POLICIES

A. Grading Scale

The Hampton University Department of Physical Therapy Grading Scale is:

Grade		Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	Below 60	0.0

An accumulation of no more than eight credit hours of grades below B may be counted toward degree requirements. **Students will receive credit for courses in which they earn a grade of C. Students who earn greater than eight credit hours below B may be recommended for dismissal from the program.** As a professional graduate program, the Department of Physical Therapy's standard for dismissal is stringent and exceeds the policy of the Graduate College. **A grade of "D" is considered <u>not passing</u> and may result in dismissal from the program.**

The University reserves the right to terminate the registration of any student whose academic record falls below the standard acceptable to Hampton University. The Department of Physical

Therapy with the concurrence of the Dean of The Graduate College can recommend to the Graduate Council that a student be withdrawn from the degree program for unsatisfactory performance.

Hampton University DPT faculty will assign the final clinical grade for Clinical Education courses based on written documentation from the clinical instructor and completion of all assignments.

It is the responsibility of the student to request a grade of Incomplete. Academic Policies and Regulations for Graduate Students may be viewed on Page 231 of the Hampton University 2026-2028 Academic Catalog.

B. Professional Behavior

In addition to the Graduate School requirements, demonstrating the professional behavior required to be an effective physical therapist is equal in importance to acquiring knowledge and skills. Each student's progress toward attaining entry-level competence (knowledge, skills and behavior) is reviewed by the faculty at the end of each semester. Satisfactory progress in all three areas is required for students to continue in the program. **Students are expected to exhibit professional behaviors in compliance with the University Code of Conduct and the APTA Code of Ethics.**

Classroom and Laboratory Conduct and Standards

Students are expected to arrive to lectures and lab sessions on time and with the **appropriate clothing and equipment**. The following behaviors are also expected in all lecture and lab sessions.

a. **No eating during class**. No chewing gum, food or drinks, with the exception of water in a closed container, are permitted in instructional areas (classroom and lab areas).
b. **Smoking –** Smoking is not allowed in any building on campus
c. **Cell Phones –** Students may be allowed to use cell phones for instructional purposes only. Faculty can confiscate phones if abused.
d. Students are expected to assist the instructors in the **pre- and post-lab organization** of equipment.
e. Students are instructed on the safe and appropriate operation of equipment before use. Students are expected to adhere to these guidelines and use lab equipment in a safe and respectful manner.
f. Shoes must be removed while on the lab tables or mats.
g. Students should use a clip board or notebook as a writing surface during laboratory classes. **Lab tables are not to be used as a writing surface**.
h. All book bags should be kept in lockers whenever possible to reduce clutter. Students should have on hand only the APTA Kit and books relevant to the lab.

Professional Behavior

Professional behavior is expected in class, clinics, and labs at all times.

Any incident of unprofessional behavior may result in disciplinary action including inability to participate in clinical education experiences and dismissal from the program according to University guidelines. The Policy on Social Dismissal can be found in the Official Student Handbook and includes infractions such as, (but not limited to), failure to

comply with laboratory safety rules, Hampton University Code of Conduct violations, occurrence of disrespectful attitude towards staff, faculty and other students.

Academic Dishonesty
The Department of Physical Therapy abides by the Hampton University Procedures and Penalties for Academic Dishonesty accessed on Pages 33-34 at https://home.hamptonu.edu/hunews/wp-content/uploads/sites/121/2026/07/Official-Student-Handbook-2026-2027-Copy.pdf.

C. Evaluation of Academic Performance

All students enrolled in the Doctor of Physical Therapy Program must maintain a minimum cumulative GPA of 3.0. Students may earn no more than 8 credit hours below a B. Failure to comply with this policy will alter the standing of the student in the program and will lead to recommendation for dismissal, according to Graduate College Policy.

1. Laboratory Practical Examination Policy

a. Students who receive a grade **below 70% (below C)** will **fail** the practical examination.
a. Students who fail to demonstrate **safety** procedures during all practical exams will fail the practical examination.
b. Students will be allowed **one (1)** retake of a failed laboratory practical exam.
c. A student who passes the repeat laboratory practical exam with a grade of 70%-79% will receive the actual grade earned.
d. A student who passes the repeat laboratory practical exam with a grade of 80% or higher will have a grade of **80%** recorded.
e. Satisfactory completion of all practical exams must be achieved prior to going to clinical affiliations.
f. Students who do not pass the repeat laboratory practical exam will fail the course.

2. Make-up Examination Policy

a. It is at the discretion of the course instructor to allow students to make-up written or practical examinations. If allowed, the formation of this make-up examination is at the discretion of the instructor.

b. It is the student's responsibility **to request** a make-up written or practical examination with the instructor.

3. Program Assessments

a. Students are required to complete two assessments during the curriculum to prepare for the Final Comprehensive Examination. The assessments will be completed in the Fall of the 2nd and 3rd years of the program.

D. Licensure Preparation

All second-year cohort enrolled students are **required** to sit for a two-day licensure preparation course entitled Scorebuilders. Students must complete the full course to advance to the Federation of State Board of Physical Therapy Practice Exam & Assessment Tool (PEAT) during the final semester of matriculation.

Scorebuilders is provided **once** during the second summer semester following matriculation and is designed to prepare students to sit for the National Physical Therapy Examination.

Costs of Scorebuilders are borne by the Program and are administered at no cost to the student.

Hampton University Doctor of Physical Therapy students may choose to sit for the national physical therapist licensure examination (NPTE-PT) in the final semester of the program prior to graduation. A Doctor of Physical Therapy student who chooses to sit for the NPTE must submit proof of NPTE registration or an Authorization to Test (ATT) letter from the Federation of State Boards of Physical Therapy as evidence of intent to sit for the licensure examination prior to graduation clearance. This is consistent with the Commission on Accreditation in Physical Therapy Education Required Elements related to published program policies and student progression through the Program (CAPTE SRE 3C and 4N). Students are to submit evidence of intent to the Chair of the Department of Physical Therapy. Student records will be filed in accordance with University policies on confidential records management and retention.

E. Final Comprehensive Examination Policy

a. In addition to successfully meeting all program requirements, the University, through its Graduate College, requires that each graduate student meet a final exit requirement for graduation in the form of a thesis, dissertation or comprehensive examination. The Department of Physical Therapy's program exit requirement is the Final Comprehensive Examination and is taken during the final semester of graduate matriculation. In accordance with Hampton University Graduate College policy, students are required to submit a Comprehensive Examination Application to the Graduate College prior to sitting for the Final Comprehensive Examination. The application must be resubmitted for each subsequent examination attempt when a student does not successfully pass the examination on the first attempt and requires a second or third attempt. A student shall not be permitted more than **three attempts** to successfully pass the Final Comprehensive Examination.

b. The Department of Physical Therapy's Final Comprehensive Examination is the Federation of State Board of Physical Therapy Practice Exam & Assessment Tool (PEAT). The PEAT is a computer-based, timed multiple choice examination developed and designed by item writers and experienced physical therapist clinicians. There are 2 versions of the PEAT, Form A and Form B. It is virtually administered to all final DPT students at the same time and consists of 225 questions per practice examination taken during a 5, consecutive hour period of time on one day. The minimum passing score on the PEAT is 600 and the maximum score is 800. Costs of the PEAT are borne by the Program and are administered at no cost to the student. Additional information is found at https://www.fsbpt.org/Our-Services/Candidate-Services/Practice-Exam-Assessment-Tool-PEAT.

c. **First Attempt**. The first administration is PEAT Form A. A student who earns the minimum score of 600 is considered passing and no further written examination is warranted.

d. **Second Attempt**. Students who fail the first attempt will be allowed two additional opportunities to pass the Final Comprehensive Examination. If a student scores less

than 600 on Form A, the PEAT Form B will be administered at least two weeks after completion of Form A. The minimum score of 600 on Form B is considered passing and no further written examination is warranted. After two unsuccessful retakes, no further examination attempts on the FSBPT PEAT are permitted.

e. **Third Attempt**. A student who does not pass the second attempt may request a third opportunity to take the Final Comprehensive Examination through the Graduate Council, in accordance with Graduate College procedures. The third attempt shall be a written comprehensive examination administered in a virtual format and shall consist of 225 questions to be completed within five consecutive hours. A minimum score of **80%** is required to pass the examination.

The Program shall report all examination completions and outcomes to the Graduate College.

F. Remediation Program

A remediation program shall be initiated for any student whose course average is below a B (80%) at midterm in any course within the Doctor of Physical Therapy (DPT) curriculum.

The Department Chair shall notify the student when remediation is required and provide direction regarding the remediation process. The student shall develop an individualized remediation plan in consultation with the course instructor. The course instructor shall provide recommendations based on the specific areas of academic concern identified through the student's midterm performance.

As part of the remediation process, the student is required to meet with both the faculty advisor and the course instructor for the course in which the student's midterm average is below a B (80%). These meetings will be used to identify contributing factors, establish appropriate remediation strategies, and develop a plan to support the student's academic success.

The remediation plan shall be reviewed and acknowledged through signatures from all parties involved. The student shall sign the remediation plan first, followed by the faculty advisor and course instructor. The completed plan shall then be submitted to the Department Chair, who will meet with the student to review the remediation plan and provide final approval. The Department Chair's signature shall signify completion of the remediation planning process.

Remediation activities may include, but are not limited to, strategies addressing identified areas of concern such as test-taking skills, study habits, time management, organization, and other academic skills or behaviors relevant to the student's performance. The remediation plan may be modified as needed based on the student's progress and identified academic needs. Any modifications shall be documented and acknowledged by the student and appropriate faculty members.

G. Retention

Every effort is applied toward retaining every student admitted to the program. Every student is assigned a faculty advisor and is strongly encouraged to schedule at least one meeting per semester so that this advisor can monitor the student’s academic performance and identify problems early. Students can also access the Student Counseling Center for additional assistance.

H. Academic Actions

Probation
A specified period of remediation in which the student corrects deficiencies as stipulated in the recommendations by the departmental faculty and Graduate College. Factors that lead to probation include:

1. Cumulative grade point average below 3.0
2. Participation in any unethical practices in the classroom or clinic as defined by the H.U. Code of Conduct, APTA Code of Ethics, *Virginia State Law
3. As recommended by the departmental faculty

Dismissal
Factors that may lead to Dismissal include:

1. Two consecutive semesters of probation.
2. Participation in any unethical practice in the classroom or clinic as defined by the H.U. Code of Conduct, APTA Code of Ethics, *Virginia State Law.
   **Serious violations of State and Federal Law constitute an "act of felony" which would limit a student's ability to take the State Board Examination.*
3. **Failure of any course with a grade below 70%**
4. **Greater than 8 credits below B**
5. As recommended by the Department of Physical Therapy faculty

Readmission to the Program
Students who fail a course or withdraw and are subsequently dismissed from the program may reapply. **Readmission is not guaranteed.** Students who withdraw due to extenuating circumstances may reapply. **Readmission is not guaranteed.**

Issues and Concerns
Individual course-related questions (grades, etc.) should first be directed to the course instructor. The student may seek additional assistance from his or her faculty advisor and/or Department Chairperson.

Non-course related concerns should be directed to the students' faculty advisor.

The appeals process for the Department of Physical Therapy is consistent with the Hampton University grievance procedure steps outlined in the Hampton University Student Handbook.

I. Attendance and Punctuality

Students must demonstrate an excellent record of attendance and punctuality.

1. Class and Clinic Attendance
Students are **required** to be in the classroom, lab and/or clinic prepared to begin classroom, lab and/or clinic wearing the appropriate attire **by** the designated starting time for that session or activity.

Students are **required** to attend all classes, laboratories, and scheduled clinic time.

Students who fail to take a quiz, test or exam or submit assignments due to **ANY** absence will abide by the course rules as established by the course instructor.

2. Attendance

a. Classroom/Laboratory

Student attendance is **MANDATORY**. In the event a student is absent from class/laboratory the student is required to CALL the office at (757) 727-5260 prior to their absence. Upon returning to class, it is the student's responsibility to contact each faculty member whose course was missed.

STUDENTS WHO DO NOT FOLLOW THIS POLICY FORFEIT HIS/HER RIGHT TO MAKE-UP ASSIGNMENTS, QUIZZES OR EXAMS. AN EARNED GRADE OF ZERO (0) WILL BE RECORDED.

b. **Clinic** – See attendance policy in the Student Clinical Education Manual section of this handbook.
c. Student travel arrangements should not be made until after the end of the final examinations.

3. Tardiness

Tardiness is unprofessional behavior. Students are expected to arrive to classes on time. Individual faculty may outline additional consequences in their course syllabi.

If the student anticipates being late for class or laboratory due to an unexpected situation, he or she is required to call the Department of Physical Therapy Main Office at (757) 727-5260 in advance of class arrival.

J. Dress Codes

The Department of Physical Therapy abides by The Dress Code of Hampton University accessible on Page 25 of the Hampton University Official Student Handbook at https://home.hamptonu.edu/hunews/wp-content/uploads/sites/121/2026/07/Official-Student-Handbook-2026-2027-Copy.pdf.

It is intended that daily appearance on campus be analogous to daily appearance in the future as a health professional and as a representative of the Department of Physical Therapy at Hampton University. Failure to comply with the Dress Code will be considered professional misconduct.

Dress Code for the Classroom
Students will portray the well-groomed appearance of a responsible health professional.
Men: Shirts must be collared and have sleeves. Polo-type shirts (not T-shirts) are acceptable. Casual dress slacks are preferred. Clean tennis or running shoes or any other closed-toe shoe with socks are acceptable. Jeans, open toe shoes and/or hats are **not** acceptable classroom attire for the Hampton University professional preparation program in physical therapy. Jewelry will be kept to a reasonable minimum, both in size and quantity.

Women: Casual dress slacks are preferred. Shirts must be collared and have sleeves. Polo-type shirts (not T-shirts) are acceptable. Tank tops or exposed midriffs are not acceptable. Clean tennis or running shoes or any other closed-toe shoes are acceptable. Jeans, open toe shoes and/or hats are **not** acceptable classroom attire for the Hampton University professional

preparation program in physical therapy. Jewelry will be kept to a reasonable minimum, both in size and quantity.

Clinical Laboratory Dress Code
Women: Solid color loose fitting gym shorts that allow for modesty and free movement. Spandex shorts can be put under regular shorts for modesty; halter top or a bathing suit top that exposes the scapulae and may be unfastened at the back. A loose shirt should be worn when not participating as a patient. It is recommended that students keep an extra set of lab clothes and clean tennis or running shoes available in personal lockers. Jean shorts are not permitted.

Men: Gym shorts that allow for modesty and free movement, loose shirt to wear when not participating as a patient. Spandex shorts can be put under regular shorts for modesty. It is recommended that students keep an extra set of lab clothes and clean tennis or running shoes available in personal lockers. Jean shorts are not permitted.

Students may change into lab dress attire once on campus, prior to a lab session. Faculty may make specific exceptions due to scheduling factors. Because you are a student in a professional program, you should not circulate on campus wearing lab attire.

Nails: Must be kept clean and trimmed. Neutral or no polish is preferred.

K. Graduation
Students are eligible for graduation after completing all academic and clinical program requirements. Students must achieve a cumulative GPA of 3.0 to be eligible for graduation.

Admission to Candidacy/Graduation Application
Students must submit their application for graduation in the fall semester of the third year. The deadline for submission is in October. The Form must be completed and presented to the Department Chair with an unofficial copy of the transcript for signature. The signed application should be forwarded to the Dean of the Graduate College for review.

Academic Standing Requirements for Graduation
Satisfactory performance on the Comprehensive Examination
Satisfactory completion of all required courses
A minimum cumulative GPA of 3.0
Recommendation by the DPT Faculty

L. Use of Departmental Resources

Learning Resources
Audiovisuals, books, and various instruments are available to students to check out overnight through the Departmental Office. Students are individually responsible for items that they check out. Loss of any resource materials will result in a monetary fine equal to the cost for the replacement of the lost item. In order to have some items available to all students, some resource materials may be restricted to check out only during working hours (8:00 am – 5:00 pm).

Access to Classrooms and Laboratories
All students have access to the classrooms and labs by using their ID access card from 8:00 am to 10 pm daily.

Access to laboratory and classrooms is **exclusively** for enrolled DPT students. No individuals will be given access to DPT facilities and rooms. Individuals who are not matriculated in physical therapy will be asked to leave any classroom or laboratory by faculty or staff. It is strongly advised that students remain in groups on the premises during after-hours study.

Use and Care of Department Facilities
Students are responsible to inform laboratory faculty about any health problems or conditions that would limit participation in laboratory practices.

Students are responsible to follow safety guidelines and procedures posted in the laboratories and as listed in all Course Syllabi.

Classrooms and laboratories must be left in order and cleaned after each use.
EATING AND DRINKING IS STRICTLY PROHIBITED IN ALL CLASSROOMS AND LABORATORIES.

Two second floor lockers will be assigned to each student for storage of book bags, lab clothes and coats. Lockers must be kept clean at all times.

Used linen should be put in designated areas.

M. Online Exam Policy
It is the position of the DPT program at Hampton University that computer usage in the classroom and for remote instructions is a fundamental component of course instruction and assessments. Students cannot use cell phones, Chromebooks and Ipads to complete online quizzes or exams. Students must follow the Hampton University policy for the appropriate use of computers and technology both on and off-campus. Students are required to use personal computers with webcams for assessments, and Lock Down Browser and Respondus Monitor for online exams. The browser prevents students from accessing other websites or applications during the test. Respondus Monitor is a fully automated proctoring system that allows instructors to review video recordings and the results of proctoring sessions. Video segments with potential exam violations are detected and flagged for the instructor. It is each student's responsibility to adhere to this policy and the instructions on Canvas for Lock Down Browser and Respondus Monitor, as well as other examination instructions. Failure to do so will result in a zero grade. Please consult the Canvas support team for instructions on installing and using these features and other strategies for taking online exams and other Laptop specifications. All students must comply with the Hampton University policies for personal devices both on and off-campus.

N. Classroom Safety and Risk Management

Rights and Dignity of Participants in Classroom Activities
Respectful communication, physical contact, and proper draping techniques in didactic and/or laboratory courses will be monitored and enforced by the DPT Faculty. Student complaints may be directed to the faculty instructor, student advisor, or Department Chair. Issues not resolved at this level may be addressed to the Dean of the School of Science. Grievance Procedure for Academic Matters may be accessed on Page 32 of the 2026-2027 Hampton University Official Student Handbook at https://home.hamptonu.edu/hunews/wp-content/uploads/sites/121/2026/07/Official-Student-Handbook-2026-2027-Copy.pdf.

This Program is committed to maintaining a learning environment that is free from harassment, intimidation, or coercion. The Title IX Policy may be accessed on Pages 18-21 in the 2026-2027 Hampton University Official Student Handbook.

Classroom Safety
The use of **standard precautions** in the classroom and laboratory will be observed to minimize the risk of transmission of disease. The precautions are:

Gloves must be worn before touching blood, body fluids, mucous membranes, and non-intact skin.

Gloves must be changed after contact with each individual/patient.

Wash hands immediately after gloves are removed. Wash hands and other skin surfaces immediately if contaminated with blood or other body fluids.

Masks and protective eye wear or face shields must be worn for procedures likely to generate splashes of blood or body fluids.

Dispose of all sharp items (scalpel blades) in puncture-resistant containers located near point of use.

Do not recap needles or sharps or otherwise manipulate them by hand before disposal.

Blood spills should be cleaned up promptly with an approved chemical germicide or appropriately diluted sodium hypochlorite (bleach) solution.

Please report any inoperable equipment, furniture, etc. to the course instructor or office administrator immediately.

Injuries and Incident Reports
Accidental injuries incurred while on the premises must be reported immediately to the Department Office. The emergency or incident must be reported in writing by completing Appendix 6: The Incident Report Form and submitting to the Office Administrator. All Forms will be maintained in a confidential file in the Department of Physical Therapy.

If the injury is an emergency requiring medical attention and occurs when the office is closed, **call University Police at 757-727-5666** immediately (see Incident Form). The Incident Form is located as **Appendix 6**.

In the event of a fire or disaster in the building, the students will follow directions as established by Hampton University for the evacuation plan posted in each classroom building.

O. Campus Safety and Emergency Response

Hampton University Police Department
General responsibilities of the University community to ensure a safe campus may be viewed at https://home.hamptonu.edu/police/.

The Hampton University Police Department is a professional, full-service organization providing comprehensive law enforcement and security services to all components of Hampton University and services unique to an academic institution. They provide 24-hour patrol, 365 days a year.

Uniformed officers actively patrol the campus grounds and facilities on foot, by bicycle and in police vehicles. All university police officers are fully trained as required by the Hampton Roads Regional Academy of Criminal Justice.

Emergency Response
Faculty, staff, students and visitors are encouraged to report criminal activity, suspected criminal activity and all other emergencies directly to University Police. To report an incident, one can dial University Police at 757-727-5666 for **emergencies** or 757-727-5300 for **non-emergencies**. You can also press the button on the front of one of the nineteen call boxes located conspicuously around campus, and at any time, day or night, you may come directly to police headquarters located in the rear of Whipple Barn. All emergency reports received by University Police will receive an immediate response. Priority responses will be given to crimes against persons and personal injuries.

In case of fire emergency, sound the alarm or if you hear the fire alarm, evacuate the building using the stairwells not the elevator. Move away from the building and call the University Police at 757-727-5666. Provide your name, location, and size of type of fire.

If you receive a bomb threat or a suspicious package, immediately call the University Police at 757-727-5666.

Further details regarding disaster and emergency responses can be accessed at https://home.hamptonu.edu/police/fire-safety/.

P. Complaints Outside of Due Process

The Department Chair is responsible for handling all written complaints that fall outside of due process (e.g. clinical education sites, employers of graduates and the public) and keeping a record of these complaints in the Department Office. Complaints should be submitted in writing to the Department Chair. In the event that the complaint involves the Chair, then the complaint will be forwarded to the Dean of the School of Science.

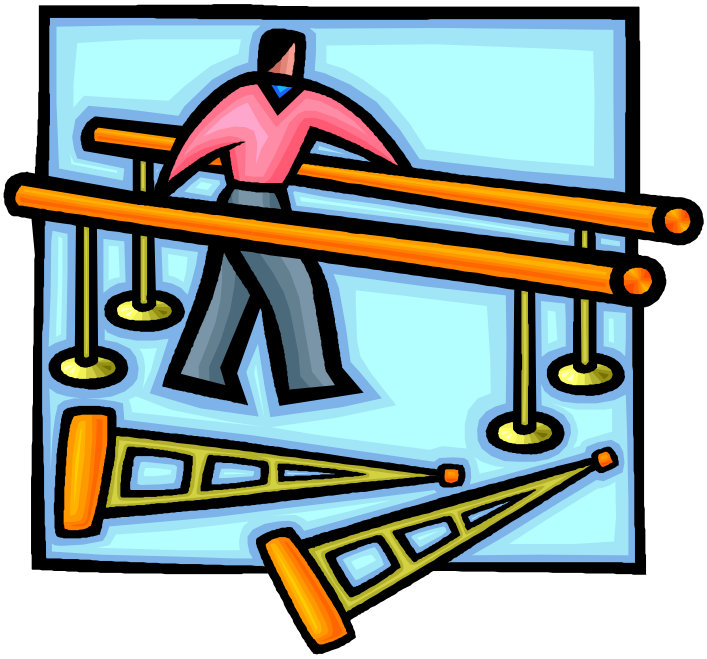
The Department Chair must respond in writing to the complainant within 14 days of receiving the complaint.

A record of the complaint and any action taken will be maintained in the DPT Main Office.

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VI. STUDENT CLINICAL EDUCATION MANUAL

Policies & Procedures



HAMPTON UNIVERSITY
DEPARTMENT OF PHYSICAL THERAPY

Hampton University
Department of Physical Therapy
Student Clinical Education Manual

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A. OVERVIEW OF CLINICAL EDUCATION

The Clinical Education component of the curriculum is a vital segment that will prepare the student for entry-level autonomous practice upon graduation. The clinical education program includes a series of courses that are integrated throughout the curriculum plan. The clinical education program will focus upon skills as well as professional behaviors necessary to work in the practice of physical therapy. Students will learn to relate to multiple cultures, all age groups, varied socio-economic levels, and other health professionals.

See "Program Mission and Goals" section in this manual for further details.

B. CLINICAL EXPERIENCES

The clinical education program consists of five full time clinical experiences. Each clinical experience is eight weeks in length. The students begin their clinical experiences in the second year of the program. Clinical experiences occur in the fall and spring of the students' second and third years.

Clinical Education I	Fall Second Year
Clinical Education II	Spring Second Year
Clinical Education III	Fall Third Year
Clinical Education IV	Spring Third Year
Clinical Education V	Spring Third Year

The DCE sends out a request for placements in March of the year prior to the clinical experience to facilities with current contracts. Once the slot request forms are returned, the DCE compiles a list of available sites for each clinical experience.

Students are informed about clinical education during orientation when they enter the program. The DCE also meets with students during their first year to talk about clinical education and discuss the students' desires for clinical placement. Students are asked to indicate if they plan to stay local or if they desire an out of state placement. Students who express a desire to have a clinical experience out of state in an area where the program does not have a current contract are encouraged to provide the DCE with information about facilities in that area and the DCE will look into obtaining a clinical contract if the site is willing to provide a clinical education experience. Based on the available slots, the DCE will assign clinical placement. The DCE takes into account the students' choice of local versus out of state placement, previous types of affiliations as well as students' strengths and areas that need improvement to ensure a good educational experience for the student. After the clinical assignments have been finalized, the DCE informs the students of their clinical assignment for their upcoming clinical experience. Students may not get their first choice for clinical locations. It is

important for students to have a variety of settings which may cause students to temporarily relocate for their 8-week clinical experience.

The goal is for students to be assigned to at least an inpatient and outpatient clinical rotation. The inpatient experience will be either an acute, SNF, LTACH, or Rehab rotation. The outpatient experience will be either general, ortho, rehab, occupational health, sports, etc. Students will continue to receive an opportunity to be placed in varied settings to ensure students receive quality experiences and a variety of experiences.

Prior to the clinical experience, the clinical instructor will receive correspondence from the DCE listing the student's name, clinical affiliation number, copy of the syllabus with grading expectations for the clinical experience, and contact information for the student. If the clinical facility requires a background check and/or drug screen, the student will provide written consent to the facility granting permission for access to this information. If the student has a learning or physical disability this information will be disclosed to the clinical facility if the student grants written permission to do so unless there is a potential safety issue. Students' academic performance in the program will not be disclosed to clinical facilities unless the students' discloses the information themselves.

Protection of the rights of the clinical education sites are outlined in the contractual agreement between the clinical facility and the university.

C. STUDENTS RESPONSIBILITIES

1. Statement of Professional Behavior

In addition to the Graduate School requirements, demonstrating the professional behavior required to be an effective physical therapist is equal in importance to acquiring knowledge and skills. Each student's progress toward attaining entry-level competence (knowledge, skills, and behavior) is reviewed by the faculty at the end of each semester. Satisfactory progress in all three areas is required for students to continue in the program. Additionally, students are expected to exhibit professional behaviors in compliance with the University Code of Conduct and the APTA Code of Ethics.

2. Behavior in the Clinic

- Each clinical facility will have its own rules and regulations. The student should make him or herself aware of those at the beginning of each clinical experience.
- During times when the student has no patient treatment duties or other assignments, check first with the clinical supervisor for additional work. If none is available, the student should observe other treatment, work on

documentation, read equipment manuals or other professional reading. Socializing with staff or patients during working hours is unprofessional.

- Behavior in the clinic that is not conformed to the Hampton University Code of Conduct, the American Physical Therapy Association Code of Ethics, or the State of Virginia laws and regulations is cause for dismissal from the program.

3. Attendance

Full attendance is required for individual classes and clinical experiences. The student must report to the clinical facility **in uniform** as indicated by the CI. The students' work hours are the same as the CI. In cases of illness or family emergencies, the student must notify the facility and/or the CI, the Hampton University physical therapy department and/or the DCE. The student must speak directly with the CI or clinic director and the DCE or department secretary. Students who miss more than two days of clinic due to illness or family emergency must make up the time missed beyond the two days. Make up for the hours missed is at the convenience of the facility and faculty. If a student is out for more than two days due to illness, they must bring in a doctor's note when they return to clinic and send a copy to the DCE. In case of inclement weather, the student must contact the facility and/or the CI to see if the facility is open. The student will follow the policy of the facility **not** Hampton University. If the student is unable to safely travel to the clinic, the student must notify the facility and/or the CI, the Hampton University physical therapy department and/or the DCE as described above. Any missed time due to inclement weather will be made up if required by the CI. Make up for the hours missed is at the convenience of the facility and faculty. Students are expected to follow the same holiday that the clinical facility allows for its employees or regular full-time staff. In the event of religious or personal holidays, the student must first seek approval from the DCE before making any arrangements with the clinical facility. Students may be required to make up clinic hours lost due to holidays.

Incurring an unexcused absence or failure to make up previously approved absence may be grounds for failure of the clinical experience.

4. Dress Code – Clinical Affiliations - Each student is expected to conform to the dress code set by Hampton University Department of Physical Therapy and the clinical site.

- Female students – Dress pants in solid or neutral colors and shirts with a collar.
- Neutral socks. Low heeled shoes, with non-skid soles and closed toes.
- Male students – Dress pants in solid or neutral colors and shirts with a collar.

- Neutral socks. Low heeled shoes, with non-skid soles and closed toes.
- No jeans, shorts, low waist slacks, short or low-cut tops or track shoes allowed.
- Most important, the student must be neat and clean.
- Uniforms should be washed daily.
- Nails must be short and neat.
- Hair should be worn off the shoulders. No headpieces should be worn in the clinic.
- No large earrings, multiple bangle bracelets, necklaces, or rings.
- Heavy perfume or after-shave should not be worn.
- Nametags should be worn on uniforms at all times.
- Scrubs may be worn if that is the facility attire.
- Failure to dress professionally may result in removal from the clinical experience until proper attire is obtained. Missed hours must be made up at the convenience of the facility.

5. Student Expectations

- Uphold the legal and ethical standards of the profession and the jurisdiction of their clinical rotations.
- Uphold all policies and procedures governing the delivery of physical therapy services at the clinical site.
- Uphold standards of the profession including core values, code of ethics, and standards of practice.
- Integrate and apply all information taught within the academic curriculum.
- Demonstrate professionalism in all interactions.
- Demonstrate effective verbal and written communication skills.
- Demonstrate measurable progress toward clinical and professional competence.
- Complete all assignments, paperwork and documentation prior to the conclusion of the clinical experience.
- Complete all formal and informal assignments given by clinical faculty during clinical experience to facilitate knowledge base, clinical reasoning and professional development.
- Engage in reflective practice evidenced by assessing own learning needs and developing strategies to address those needs, and seeking and incorporating

constructive criticism/feedback into future interactions.
- Demonstrate effective use of time and available resources.
- Develop and utilize critical thinking and problem-solving skills.
- Maintain contact with DCE throughout the clinical experiences.

6. **Clinical Requirements -** Before the first day of clinical affiliation, the student must show proof of the following:
   - Completion of the online CPI training and provide evidence of passing the post-test.
   - Cardio-pulmonary resuscitation (CPR)/First Aid certification
   - MMR titer or vaccine
   - Varicella titer or vaccine
   - Tetanus inoculation (Tdap)
   - Hepatitis B titer or Vaccine or letter of declination
   - Negative 2 step PPD test or QuantiFERON test
   - Current Flu Shot
   - COVID-19 testing (if requested)
   - COVID-19 vaccination
   - Proof of medical insurance
   - Proof of vehicle insurance
   - Proof of current registration/enrollment at Hampton University

   Clinical sites require this documentation of their employees, so 100% compliance is expected from the students. The Physical Therapy Department will maintain copies of the students' immunization records. The Student Health Service will maintain the students' physical examination records and the original copies of the students' immunization records.

7. **OSHA Requirements -** OSHA Requirements specify the protective measures all health care personnel are required to perform in order to prevent the spread of communicable disease. Completion of OSHA training ensures students are able to demonstrate proper hand-washing technique, apply personal protective devices in the presence of potential or confirmed infections, integrate isolation precautions, and provide proof of current immunization records and screening for active tuberculosis. Training in OSHA requirements are completed during the first pre-clinical seminar course prior to the students' first clinical experience.

   Needle Sticks: Physical therapy students are as susceptible to exposure from biohazards as any health care provider. To minimize the risk of exposure, students receive training and orientation during the first semester of the program. In the event of a needle stick or other biohazard exposure, students are to follow the clinical institution's guidelines for managing and reporting. Equal regard and attention must be paid to the patient, the student and any facility staff involved in the incident.

8. **Health Insurance Portability and Accountability Act (HIPAA) /Patient Confidentiality**
   During the first pre-clinical seminar course prior to the students' first clinical experience, the students discuss HIPPA policy/rules and the responsibility to protect a patient's right to privacy. The concepts of confidentiality, accessing information for Physical Therapy purposes only and appropriate release of information procedures to ensure confidentiality compliance is discussed. Students are also reminded throughout the curriculum of HIPAA to ensure integration as they prepare for clinical experiences. Breaches in privacy and or confidentiality may result in the immediate termination and potential failure of a clinical experience.

   Students are informed that certain clinical facilities may have additional HIPPA requirements.

9. **Confidentiality Outside of Patient Care**
   Students are reminded that all information related to a given clinical site is the property of that site. If a student would like to use/present information related to patients or administrative aspects of clinic management beyond that facility, they must obtain the expressed permission of the SCCE/CI.

10. **Legal Limitations/Regulations on Clinical Activities**
    Students should recognize the serious nature of, and potential liability involved with clinical education. Patients being treated by a student in a clinical facility have the right to know the level of training of the person administering treatment, the right to receive the same standard of care as provided by licensed therapists, and the right to refuse treatment administered by any health care provider. The clinical instructors are responsible for the care given patients and must, therefore, guide and supervise a student's activities.

11. **Students and Medicare Beneficiaries**
    Hampton University's PT Program is committed to developing generalist clinical competencies in our students in all clinical environments. Regulations regarding student interaction with Medicare patients change frequently. Students are strongly encouraged to remain abreast of these regulatory guidelines to maximize learning opportunities. The most updated information can be found on the web at www.cms.gov.

12. **Background Checks/Drug Screening** - Clinical facilities may require background checks and/or drug testing from students. Students are responsible to request and pay for background checks and/or drug testing. It is the student's responsibility to provide background check information. All information gathered in this process is strictly confidential. This information will remain between facility and the PT program and may not be revealed to

any other party without written permission from the student.

Unless all documentations pertaining to registration, health status, background checks, and drug testing are provided in a timely manner, students will not be allowed to start their clinical experience.

See "Health Requirements" section in this manual for further details.

13. **Liability Insurance** - Proof of liability insurance is required before any student works in a clinical environment. Hampton University provides liability insurance for students. The Physical Therapy Department maintains a copy of the coverage and sends a copy to the clinical facility.

    - Personal liability insurance for students may be purchased from the following website: https://www.hpso.com/

14. **Grading for Clinical Education**

    - Students must pass both the laboratory and didactic portion of all clinical courses to participate in clinical education experiences.
    - Clinical assignments will be made based on the availability of sites and faculty input.
    - The online Clinical Performance Instrument (CPI 3.0) is the grading tool used for clinical education. The clinical instructor will use this instrument to evaluate the student's performance.
    - It is the student's responsibility to complete all skills in the evaluation.
    - Students are required to complete one self-assessment on the CPI at midterm and one self-assessment on the CPI at the final evaluation period unless otherwise instructed by their CI.
    - All students are required to participate in the Canvas discussion, complete a clinical site evaluation, and upload a journal of their clinical experience n Canvas upon completion of the clinical experience.
    - Hampton University faculty will assign the final clinical grade based on written documentation from the clinic and completion of all assignments.
    - Students who **FAIL** a clinical education course with a D or lower may be recommended for dismissal from the program.
    - Students may appeal the dismissal recommendation to the Graduate Council. If the appeal is granted, students will be allowed to repeat the clinical course when it is next offered in the curriculum sequence.
    - Students who fail Clinical IV in the spring semester will not be allowed to continue to Clinical V and they will not be able to take the Final

Comprehensive Exam. Students will not be recommended for graduation for that year.

- Failure to successfully complete a **repeated** clinical rotation may result in a recommendation for dismissal from the program.
- Students are required to complete clinical course work according to the outlined course sequence. They will not be allowed to progress to the next clinical until all required course work is completed.

  Students who receive a grade of Incomplete are required to successfully complete clinical course work prior to progression. Resolution of incomplete course work should be in accordance with University policy.
- Students MUST demonstrate entry level clinical performance by the end of their last clinical experience.

15. Student Assessment of Clinical Education Experience

- All students must complete a Student Assessment of Clinical Affiliation Form that can be found on the APTA website.
- The student is to review this assessment with their clinical instructor at mid-term and at the conclusion of the clinical experience.
- The clinical instructor must sign the assessment.
- A copy of this form may be made at the time it is filled out and left with the clinical instructor. The original must be returned to the DCE prior to receiving a grade.
- Students will complete an assessment of the DCE at the conclusion of their clinical experience.

D. EXPENSES, TRANSPORTATION, AND HOUSING

It is the student's responsibility to cover all costs associated with clinical education experiences including additional cost for food, parking, and uniforms; for transportation to and from facilities; and for housing at locations distant from their school address.

Students are also responsible for the costs of any medical care accessed while participating in clinical experiences. These may include emergency services, immunizations, emergency prophylaxis in the event of a needle stick, or blood work to verify the presence of antibodies.

E. DCE AND CLINICAL INSTRUCTORS RESPONSIBILITIES

1. DCE Responsibilities

- Serve as a liaison between Hampton University's PT program and the clinical site.
- Maintain current clinical education affiliation agreements.
- Assess clinical sites to ensure quality education is provided to students.
- Provide development activities for clinical education faculty based on an ongoing needs assessment.
- Solicit and maintain a list of current clinical experiences
- Assure there is current university coverage for general and professional liability insurance.
- Assign physical therapy students to appropriate clinical sites.
- Make periodic visits and/or telephone calls to the clinical sites and make appropriate recommendations regarding training, supervision, and overall clinical experience of the student.
- Serve as a liaison to clinical education faculty in order to problem-solve strategies and activities to maximize the educational experience for a student.
- Evaluate student achievements and submit grades for clinical courses.
- Inform clinical sites of clinical development and training that is offered by the department.
- Collect and summarize clinical education program outcome data.
- Provide formal feedback and recommendations to the Program Director and core faculty about curricular needs identified by trends in the data collected and summarized.

2. Clinical Instructors' Responsibilities

- Clinical faculty must complete the online CPI 3.0 training.
- Provide learning experiences that are on the academic level with the student's preparation.
- Provide student with appropriate orientation and inform student of all pertinent policies and procedures specific to the facility to ensure compliance.
- Ensure that student has access to emergency care. Students are responsible for all costs incurred to receive care.
- Discuss and provide objectives for the student's learning experience.
- Provide supervised experiences that are "hands on" variety as well as the chance to observe experienced therapists at work.

- Provide sufficient variety and number of experiences that allow the student to progress and be fairly evaluated.
- Provide feedback to the student weekly on an informal basis and a formal written evaluation at mid-affiliation and at the end of the affiliation.
- Encourage further development of the student through readings, special clinical experiences only available at this clinic, and/or additional administrative tasks.
- Engage in self-development through continuing education experiences, readings, feedback from peer, DCE, and student evaluations, and through self-assessment and reflection.
- Notify the DCE immediately if the student is having difficulty during the clinical experience.
- Completed the online CPI documentation on the student's last day of their clinical experience.
- Submit an updated Clinical Site Information Form (CSIF) through the online CPI/CSIF website or to the DCE
- Provide feedback to the program regarding trends in student performance relative to demands of contemporary professional practice.

Please call the following number in case of emergency or if additional communication is required:

(757) 728-6725 Dr. Pamela Tucker, DCE
(757) 727–5157 Dr. Elizabeth Locke, Chair - Department of Physical Therapy
(757) 727–5260 Physical Therapy Department Main Office
(757) 728-6546 Department Fax

F. CLINICAL EVALUATIVE CRITERIA

1. Clinical Education Syllabi will be given to the students and reviewed in the Pre-clinical Seminar class. Syllabi which includes grading criteria will be sent to the clinical instructors prior to the students' arrival.

2. The Clinical Performance Instrument (CPI 3.0) will be reviewed during the Pre-clinical Seminar class. The students will take the online CPI 3.0 training during Pre-clinical Seminar I.

VII. APPENDICES

Appendix 1

TECHNICAL STANDARDS POLICY

Technical Standards:	**This list is an example not inclusive but merely provides examples**
OBSERVATION: Independently, the student must be able to observe a patient accurately	Assess gait deviation of patient 10 feet away Observe client response, diagnosis, pallor, grimacing Determine pressure ulcer stage and depth. Read degrees of motion on a goniometer.
COMMUNICATIONS: Utilize verbal, non-verbal and communication with client and care givers.	Elicit information from client and care givers for written history. Explain treatment procedures. Demonstrate exercise programs. Document client response in the medical record Establish rapport with client, care givers and colleagues. Apply teaching, learning theories and methods in health care and community environments.
SENSORIMOTOR: Safely, reliably and efficiently perform physical therapy assessments and treatments. Practice in an ethical and legal manner. Move from place to place and position to position. Perform physical therapy procedures with speed, strength coordination and endurance for handling self, classmates, clients. Simultaneously physically support and observe a patient with a disability.	Respond to a timer, emergency alarms. Discern breath sounds. Perform tests of vital signs, pain, strength, coordination, cranial and peripheral nerves, posture, sensation, endurance, skin integrity joint motion, wound status, cognitive/mental status, soft tissue, assistive devices fit/use, reflexes, developmental stages, exertion of torque for manual muscle test or grade push/pull forces Coordination of verbal, manual and gross motor activities Perform gait assessment on level surfaces, outdoor terrain, curbs, steps, ramps. Assist with bed mobility and transfers from supine to sit, sit to stand. Administer balance training, cardiopulmonary resuscitation, exercise techniques, activities of daily living, coordination training, prosthetic and orthotic training, joint mobilization, wound debridement and dressing, electrotherapy, soft tissue mobilization, thermal agents, neurosensory techniques, cardiopulmonary rehabilitation, developmental activities, hydrotherapy, tilt table, massage, relaxation techniques, traction, taping and draping techniques, dependent patient transfers.

Technical Standards

INTELLECTUAL/CONCEPTUAL:

- A student must be able to problem solve rapidly. Students must demonstrate ability to learn and reason, and to integrate, analyze and synthesize data concurrently in a multitask setting.
- Students must be able to comprehend three-dimensional relationships and understand the spatial relationship of structure.
- Students must participate in scientific inquiry process.

This list is an example not inclusive but merely provides examples

1. Determine the physical therapy needs of any patient with a dysfunction.
2. Demonstrate ability to apply universal precautions.
3. Identify cause and effect relationships. Perform physical therapy differential diagnosis.
4. Interpret client responses
5. Make appropriate modifications to evaluations and treatment. Determine realistic short and long term goals for the client
6. Recognize the psychological impact of dysfunction and disability.
7. Integrate the needs of the client and care giver into the plan of care. Develop hypothesis.
8. Perform literature search and clinical research.
9. Perform statistical analysis.
10. Develop discussion and conclusions.

JUDGEMENT:

- Students must be able to practice in a safe, ethical and legal manner.
- Students must be able to respond to emergencies.
- Students must demonstrate management skills including planning, organizing, supervising and delegating.

This list is an example not inclusive but merely provides examples

1. Complies with the American Physical Therapy Association Code of Ethics
2. Abides by Hampton University's Policy on Academic Honesty.
3. Complies with State Board of Physical Therapy's rules and regulations.
4. Modifies procedures in a manner that is appropriate to the patient's status and desired goals.

BEHAVIORAL/SOCIAL:

- Students must possess the emotional health required for full use of their intellectual abilities, exercise good judgement and the prompt and safe completion of all responsibilities.
- Students must be able to adapt to change, to display flexibility, and to learn to function in the face of uncertainty and stress.
- Students must possess empathy, integrity and concern for others.

This list is an example not inclusive but merely provides examples

1. Assess learner's ability to perform tasks. Identify cognitive and emotional needs of self and others.
2. Establish rapport.
3. Interact with individuals, families, groups from a variety of social, emotional, cultural and intellectual backgrounds.
4. Demonstrate responsibility for lifelong professional growth and development.

Appendix 2

AFFIDAVIT
TECHNICAL STANDARDS FOR
THE DEPARTMENT OF PHYSICAL THERAPY
HAMPTON UNIVERSITY
ADMISSION, PROMOTION AND GRADUATION

1. Observation: Independently the student must be able to observe a patient accurately.

2. Communication: The student must be able to utilize verbal, non-verbal and written communication.

3. Sensorimotor: The student must be able to safely, reliably, and efficiently perform physical therapy assessment and treatments and possess speed, strength, coordination, and endurance for safely handling self, classmates and clients.

4. Intellectual/Conceptual: The student must be able to problem-solve rapidly. Demonstrate the ability to learn and reason, and to integrate analyze and synthesize data concurrently in a multitask setting. Students must be able to comprehend three-dimensional relationships and understand spatial relationships of structures.

5. Judgement: The student must be able to practice in a safe, ethical and legal manner. The student must be able to respond to emergencies, demonstrate management skills, including planning, organizing, supervising and delegating.

6. Behavioral/Social: Students must possess the emotional health required for full use of their intellectual abilities. They must be able to adapt to change, display flexibility and deal with stress and uncertainty.

STATE OF _____

COUNTY OF _____

The undersigned who appeared personally before me and known to me or presented identification that satisfied me that s/he was the person whose signature appears below, and being first duly sworn upon his/her oath, deposes and states that s/he read the above-described Technical standards for the Department of Physical Therapy of Hampton University for Admission, Promotion and Graduation and declares that s/he:

_____Is able to meet the Department of Physical Therapy's Technical standards without accommodations.

OR

_____Has a disability that necessitates accommodations to meet the Department of Physical Therapy's Overriding Behaviors. In accordance with the Procedural Policies, undersigned submits documentation of the disability, along with a request for a reasonable accommodation with this affidavit.

Dated this _____ day of _____ 20__

_____
Name of Accepted Applicant

Subscribed, Sworn to and acknowledged before me, a Notary Public,

for the purposes stated here, by_____

_____
Notary Public

My commission expires: _____

Appendix 3

PHT (Physical Therapy) Course Descriptions

PHT 600 Anatomy **Lec. 3./Lab 3./Credit 6.**
In this course, you will study gross structures of the human body. This course provides the groundwork for all subsequent physical therapy courses that you take and will provide a foundation for understanding anatomical and medical terminology, which you will use to diagnose and treat trauma and disease in the clinical setting. The material will be presented in a regional format in which all aspects of that region are studied at the same time i.e. bones, muscles, blood vessels and nerves. The following regions will be covered in this course: back, upper limb, lower limb, thorax, abdomen, pelvis, head and neck. In addition to traditional lectures, students will learn significantly through dissection of the human body. Total contact hours: 48 hours of lectures and 96 hours of laboratory.
Pre-Requisites: General Biology, Human Anatomy, Human Physiology.

PHT 602 Kinesiology **Lec. 3./Lab 1./Credit 4.**
In this course the student will learn the basic concepts of biomechanics. The course will cover how to describe motion and how to analyze human motion. Emphasis will be put on the description of the design and function of joints and muscles and pathokinesiology of movements. Principles of mechanics will be applied to human movement. Discussion of the impact of injuries on movement patterns will be based on direct observation or videotape of children, adults and older individuals. Total contact hours: 48 hours of lectures and 32 hours of laboratory.
Prerequisites: College Physics, Human Anatomy.

PHT 604 Tests and Measurements **Lec. 3./Lab 2./Credit 5.**
This course covers musculoskeletal assessment to include strength testing, joint motion, posture, sensation and girth. The student is introduced to background information on the basic principles of test standardization to enable him/her to perform a physical therapy assessment using critical and analytical observational skills, goniometric measurements, manual muscle measurements, girth measurement, and sensory testing. Total contact hours: 48 hours of lectures and 64 hours of laboratory.
Prerequisites: Human Anatomy, Intro. to Statistics.

PHT 606 Exercise Physiology **Lec. 3./Credit 3.**
This course outlines the physiological effects of acute and chronic exercise on the cardiovascular, pulmonary, endocrine, and musculoskeletal systems. The role of exercise in the development of strength, power, muscular endurance, and cardiovascular endurance in normal conditions will be explored across the lifespan. Additionally, the application of training principles for the development of exercise programs for health and wellness, and interventions for specific pathologies will be discussed. The principles and guidelines regarding health-related physical fitness testing is included in class lectures and discussions. Total contact hours: 48 hours of lectures.
Prerequisites: Human Physiology, Human Anatomy, Chemistry

PHT 607 Motor Control and Learning **Lec. 2./Credit 2.**
This course is designed to provide entry-level DPT students the opportunity to learn topics in movement sciences throughout lifespan. The course will emphasize basic theoretical concepts and principles of motor development, control, and learning to set the foundation for application.

Additionally, the course will emphasize application and discussions of the contemporary knowledge of motor control and learning for individuals with movement dysfunctions. This course will also introduce effective motor re-learning strategies for physical therapy intervention. Total contact hours: 32 hours of lectures.
Prerequisites: Sequence of DPT curriculum

PHT 609 PT Seminar I: The Profession Lec. 1./Credit 1.
This course is the first in a series of three courses. This course focuses on orienting students to the philosophy and conceptual framework of the Physical Therapy profession and its components. The principles of professional behavior in their role as students and future health care practitioners are emphasized as students learn the conceptual framework of the patient/client management model using the Guide to Physical Therapy Practice. Students are introduced to the professional organization as well as the role of other healthcare providers including the role of the physical therapist assistant. Total contact hours: 16 hours of lectures.
Prerequisites: courses in curriculum sequence.

PHT 611 Basic Skills in Physical Therapy Lec. 2./Lab 2./Credit 4.
This course is an introduction to the application of basic physical therapy examination, patient/client management and mastery of basic interventions skills used in common chronic or acute conditions involving mobilization of the Neurological, Musculoskeletal, Integumentary, and Cardiovascular/Pulmonary systems. Emphasis will include observation, facilitation, and instruction of movement patterns as a component of the clinical decision-making process. Application of the ICF enablement model will include use of evaluation and intervention skills including teaching and training patient/client in the application of therapeutic massage, functional mobility, use of assistive devices for locomotion and ambulation, exercise prescription and intervention protocols and community reintegration. Demonstration of safe and efficient patterns of moving, lifting, turning, and positioning will be included for the patient and the therapist. Total contact hours: 32 hours of lectures; 64 hours of laboratory sessions.
Prerequisites: courses curriculum sequence.

PHT 612 Pathology Lec. 3./Credit 3.
This Pathology Course is designed for the physical therapy student to meet the challenge of understanding the basic concepts of disease processes in the human body. The knowledge of disease processes will be helpful in the differential diagnosis process and the development of a treatment plan that include realistic goals and is consistent with prognosis of the disease. The course is divided into two parts. Part I is General Pathology, which deals with the basic principles and characteristics of disease processes that may involve any tissue or organ of the body and underlie all diseases. Part II is Systemic Pathology, which deals with the pathophysiologic processes that affect specific tissues and organ systems of the body. A clinical pathological approach i.e., ability to understand, interpret and correlate patient's clinical signs and symptoms with the underlying pathophysiologic process will be emphasized. Total contact hours: 48 hours of lectures.
Prerequisites: courses in curriculum sequence.

PHT 614 Neuroscience Lec. 3./Credit 3.
In this course, we will be exploring the principles of neuroscience and its clinical applications assessing and managing motor function disorders and functional recovery following neurological

disorders across lifespan. Some of these disorders will arise from developmental defects, dysfunction of the nervous system or injury to the nervous system. This course will focus on clear understanding of the normal development, structure and functioning of the nervous system is central to clinical decision-making, to aid in developing appropriate treatments and therapies. I hope this course will pique your interest in the exciting discoveries in neurobiology and provide you with the knowledge you will need to apply current theories of neuroscience in the clinical setting. This neuroscience series will focus on cellular, molecular and developmental events that are important in building the nervous system and which are involved in the communication between individual nerve cells and nerve and muscle cells. We will also engage in a detailed study of sensory and motor systems with an emphasis on the physiological factors related to various neurological diseases. Total contact hours: 48 hours of lectures.
Prerequisites: Human Anatomy, Human Physiology.

PHT 615 Case Management I **Lecture 1/Credit 1.**
This the first of two courses required in the continuum of integration of all course materials covered in previous semesters. Cases presented in this course emphasize the examination, diagnosis, prognosis and intervention for real or simulated patients with neuromuscular disorders and underlying musculoskeletal dysfunction. Cases in this course will emphasize examination procedures, diagnostic process, interventions and outcomes for neuromuscular dysfunction across the lifespan. Prerequisites: Successful completion of all previously required PHT courses in curriculum sequence. Total contact hours: 16 hours of lectures.

PHT 616 Neuroscience II **Lec 3/Credit 3**
This course uses a regional approach to study the organization of the adult human nervous system. The topics covered include: peripheral nervous system (spinal and cranial nerves), spinal cord (segmental sensory and motor innervation), brainstem and cerebrum. In addition, the vestibular system and visual system will be covered with an emphasis on pathways related to posture and balance and the limbic system and mechanisms of learning and memory will also be discussed. The course will finish with an important topic for rehabilitation sciences, neuronal plasticity. Case studies will be used throughout the course to emphasize clinical application of material. Total contact hours: 48 hours of lectures.
Prerequisites: Successful completion of all previously required PHT courses in curriculum sequence.

PHT 617 Physical Agents **Lec. 1.5/Lab 1.5/Credit 3**
This course provides students the opportunity to develop clinical skills in assessment and intervention using manual therapy, electrotherapeutic procedures, and wound healing techniques. This course will emphasize the use of heat, cryotherapy, massage, ultrasound, and other therapeutic modalities in the intervention of patients with neuromusculoskeletal and integumentary impairments. This course is based on a problem-solving approach for the selection and application of appropriate intervention strategies to manage pain, edema, motion limitation, muscle weakness, and tissue/wound healing. Intervention strategies and techniques including prevention of skin breakdown, dermal wound healing, and burn care will also be addressed. Clinical decision-making practice will be implemented throughout the course to design appropriate plan of care and modification of the intervention based on the ongoing assessment of physiological and physical response to the intervention. All content areas of this course are emphasized on having students synthesize the information presented

for application to current clinical practice and research. Total contact hours: 24 hours of lectures, 48 hours of lab. Prerequisites: courses in curriculum sequence.

PHT 618 Research I Lec. 2./Credit 2.
This course is designed for the student to learn the basic language, logic, principles, concepts, and procedures of research including a review of statistics as they apply to quantitative and qualitative research. It also introduces the framework and terminology of evidence-based practice (EBP), which is built on the application of research into decision-making, for patient/client management in physical therapy. This course includes the processes of developing a clinical question, locating and accessing sources of evidence to answer that question, and the beginnings of abstracting the evidence for practice. An overview of positivistic and phenomenological research traditions will be presented, with an emphasis on experimental and quasi-experimental research designs. Students will learn to use literature searches and synthesize credible research findings in order to make recommendations upon which to base clinical decisions. Total contact hours: 32 hours of lectures.

PHT 620 Pharmacology Lec. 2./Credit 2.
This course is designed to acquaint each student with the general principles of Pharmacology. Pharmacology is the Science that deals with the mechanism of action, utilization and adverse effects. Using this description, the classification of various therapeutic agents will be analyzed. Furthermore, the course will focus on concepts, principles and applications of pharmacotherapeutics used by the physical therapist in the management of physical disabilities, movement dysfunction and pain resulting from injury, disease, disability or other acute or chronic health related conditions. Total contact hours: 32 hours of lectures. Prerequisites: courses in curriculum sequence.

PHT 625 PT Seminar II: Psychology of Disability Lec. 1./Credit 1.
This course has a major emphasis on the analysis of the physical therapist relationship with patients/clients, family and community. Through specific readings addressing psychology of disability, the course discussions will seek to enhance the learners' understanding of the importance of personal values, cultural impacts, and coping skills when working to optimize function for individuals with disability. Total contact hours: 16 hours of lectures. Prerequisites: courses in curriculum sequence.

PHT 630 Prosthetics and Orthotics Lec. 3./Credit 3.
In this course students will learn to apply their knowledge of kinesiology, pathology and client management model to the care of individuals requiring prosthetic and orthotic devices. This course will also emphasize preventive foot care, pre and post surgical physical therapy interventions and functional rehabilitation of individuals with congenital, traumatic and circulatory conditions requiring prosthetic or orthotic devices. Total contact hours: 48 hours of lectures. Prerequisites: courses in curriculum sequence.

PHT 631 Clinical Education I (Off Campus) Credit 4.
This first clinical education experience occurs in the curriculum after students have completed their coursework in examination and intervention for the adult patient with orthopedic and neurologic dysfunction. During this clinical experience, the students are expected to develop an appreciation for the scope of the role of the physical therapist and how physical therapy interventions fit into the patient-centered model of health care delivery. Under the guidance of a clinical instructor, students will begin to apply the examination, evaluation, diagnosis, prognosis, and intervention skills learned this far in the curriculum with direct patient application. Over the

clinical experience, students should become competent with chart review, patient interview, selection, administration, and interpretation of tests and measures, and in the analysis of test findings to establish a physical therapy diagnosis. It is expected that students at this level will need guidance in establishing prognosis and length of stay for the patients they treat, and integrate information to develop cost-effective and realistic plans of care. Students will develop their communication and group work skills when interacting with patients, caregivers, preceptors, and other members of the team working with the patient. Students will begin to develop competence in documenting the results of their examination, evaluation and diagnosis, establish therapy goals and plans of care, as well as patient progress in meeting established functional outcomes. Finally, students will begin to evaluate their performance and seek out resources to minimize deficiencies in identified areas. Total contact hours: 320 hours (40 hours/week x 8 weeks), 1 classroom hour. Prerequisites: courses in curriculum sequence.

PHT 634 Neurologic Management I Lec. 1.5./Lab 1.5./Credit 3.

This educational vision for this course is to develop reflective autonomous physical therapists qualified to maximize functioning and minimize disability in persons with Central Nervous System (CNS) health conditions including the Vestibular System. Teaching and learning strategies implemented facilitate the development of student professional affective, cognitive, and psychomotor behaviors required for physical therapist practice. Contact hours: 24 hours of lectures; 48 hours of lab. Prerequisites: courses in curriculum sequence.

PHT 635 Cardiopulmonary Physical Therapy Lec. 3./Lab 1./Credit 4.

This course builds on the information provided in anatomy, neuroscience, pathology, basic skills, tests and measures, and exercise physiology in physical therapy practice. It provides expanded knowledge of the normal physiology of the cardiac, vascular and pulmonary systems. Pathophysiology of specific cardiac and pulmonary conditions is explored as they relate to functional performance, compensation for disease process and implications for physical therapy patient/client management over the lifespan. This course also provides the students with the opportunity through case studies to apply their clinical reasoning skills and knowledge of pathophysiology to diagnose and make clinical decisions for patients/clients with multiple medical diagnoses. Total contact hours: 48 hours of lectures; 32 hours of lab. Prerequisites: courses in curriculum sequence.

PHT 641 Clinical Education II (Off campus) Credit 4.

This course is the second full time clinical education experience occurs in the curriculum after students have completed additional coursework in examination and intervention for the adult patient with orthopedic and cardiopulmonary dysfunction. During this clinical experience, students are expected to show competence in review of the medical record; interview of the patient and his family; selection, implementation, and interpretation of tests and measurements; and in establishing a diagnosis. Students should be independent in establishing goals and physical therapy plan of care and in evaluating its effectiveness. Students should be able to document the results of the examination, evaluation, and diagnosis; therapy goals and intervention plans; and the patients' progress toward established outcomes. Students should demonstrate the communication skills needed to be effective in interacting with the patient and his family, team members, and the clinical instructor. In addition, students should be active in self-evaluation and in seeking out resources to meet identified deficiencies. Students are expected to justify his/her clinical decision-making. Students should be able to describe the health care delivery model in the facility and begin to analyze the implications of this model on

clinical decisions about the length of stay, interventions, patient education, and referral to community resources, and/or to other practitioners. Contact hours: 320 hours (40 hours/week x 8 weeks). Prerequisites: courses in curriculum sequence.

PHT 642 PT Seminar III: Ethics **Lec. 2./Credit 2.**
This course will introduce the student to a variety of issues and challenges in Physical Therapy Practice. Issues facing the profession will be explored through current legislation, regulations and policies that impact the practice of physical therapy. Ethical and bioethical issues that confront healthcare professionals will be identified and analyzed. The student will have the opportunity to explore the essential elements of ethical decision-making and to integrate the core values of the profession in a changing health care environment. Contact hours: 32 hours of lectures. Prerequisites: courses in curriculum sequence.

PHT 643 Musculoskeletal Management I **Lec. 1./Lab 2./Credit 3.**
Utilizing the Guide to Physical Therapist Practice, there are five elements of patient/client management that are provided by physical therapists: examination, evaluation, diagnosis, prognosis, and intervention. The course focus is on conditions and pathophysiology of the appendicular skeleton, as well as connective, and muscular tissues of the upper and lower quarter commonly encountered by physical therapists. In this course, the student will work to readdress and enhance previously acquired skills necessary to perform a physical therapy examination utilizing appropriate selection of tests and measures as related to the musculoskeletal system. Accurate performance of examination techniques enables the examiner to assess and evaluate bone, connective tissue and muscle function, as well as joint motion; in order to develop a musculoskeletal related diagnosis, prognosis, and plan of care. Laboratory experiences will focus on acquisition of examination and intervention skills for the management of upper and lower extremity musculoskeletal conditions. Contact hours: 16 hours of lectures; 64 hours of lab. Prerequisites: courses in curriculum sequence.

PHT 645 Pediatrics **Lec. 3./Lab 1./Credit 4.**
In this course, students will acquire safe, effective, and evidence-based pediatric physical therapy patient/client management skills for children diagnosed with musculoskeletal, neuromuscular, cardiopulmonary, and integumentary system conditions. This course emphasizes a team approach where the child, family members, caregivers, and other responsible personnel collaborate in various settings to maximize patient outcomes. This course uses ***Disablement Models*** and ***The International Classification of Functioning, Disability, and Health (ICF)*** as models that guide practice. The ***Guide to Physical Therapist Practice*** provides the template for the elements of patient/client management and other professional roles of the physical therapist. Clinical decision-making practice implemented throughout the course will focus on designing an appropriate plan of care with modification based on the ongoing assessment of a child's responses to therapeutic intervention. The course content places emphasis on student synthesis of current evidence-based information and the appropriate application to clinical practice. Contact hours: 48 hours of lectures; 32 hours of lab. Prerequisites: courses in curriculum sequence.

PHT 647 Community Health **Lec. 3./Credit 3.**
This course is designed to guide the students in developing and implementing a plan for community involvement with the elderly, children, or the disadvantaged. Community involvement to promote wellness and prevention of movement disorders will be the focus of the

professional involvement in these communities. Contact hours: 48 hours of lectures. Prerequisites: courses in curriculum sequence.

PHT 649 Musculoskeletal Management II Lec. 1./Lab 2./Credit 3.
This course is designed to guide students in the healthcare process in order to develop entry-level physical therapy skills of problem solving for individuals with musculoskeletal disorders. This course is a continuation of Musculoskeletal Management I with focus on musculoskeletal management of pathophysiological conditions and disorders of the temporomandibular joint, spine, and pelvis. Utilizing the *Guide to Physical Therapist Practice*, students will examine, evaluate, diagnose, prognose, provide evidence-based interventions, and document care as related to the musculoskeletal system. Laboratory experiences will focus on acquisition and accurate performance of examination, intervention, and documentation skills for the management of musculoskeletal conditions and disorders. With the completion of this course, students are expected to demonstrate the ability to synthesize accumulated knowledge and psychomotor skills in order to perform as entry-level physical therapists in the musculoskeletal realm. Contact hours: 32 hours of lectures; 32 hours of lab. Prerequisites: courses curriculum sequence.

PHT 651 Neurologic Management II Lec. 1.5./Lab 1.5./Credit 3.
This course is a continuation of PHT 634 Adult Neuromanagement I designed to enable students to develop entry-level skills for physical therapy management of adolescent and adult individuals with neurologic disorders. The emphasis is on the use of the disablement model and the patient/ client management model in clinical problem solving alongthe continuum of care. The course of instruction uses the World Health Organization (WHO) conceptual model of health & disability and The Guide to Physical Therapist Practice for safe effective clinical management of individuals with neurologic disorders. The course content emphasizes patient management for individuals with vertebral column, spinal cord nerve, and/or peripheral nerve pathology. Contact hours: 24 hours of lectures; 48 hours of lab. Prerequisites: courses curriculum sequence.

PHT 653 Physical Therapy Administration and Management . Lec. 3./Credit 3.
This course will provide students opportunities to develop managerial and supervisory skills in any health care setting where PT is provided. The health care system in the United States will be covered. The student will be exposed to topics as financial management, facility planning, writing business proposals, effective communication, human resources, leadership styles, delegation, time management, crisis management, risk management, facility planning, writing business proposals, effective communication, human resources, leadership styles, delegation, time management, crisis management, risk management and legal considerations, consultation services, entrepreneurship, and management information systems. Business principles will be presented as they relate to ability to generate a budget, adhere to regulations and interactions with other professionals as team members or as administrators. Contact hours: 48 hours of lectures.

PHT 655 Research II Lec. 2./Credit 2.
The purpose of this course is to apply the broad concepts of research methods and design in the framework of evidence-based practice to specific clinical problems. The student will find, organize, critically analyze, and document evidence found in physical therapy and related literature related to diagnosis, prognosis, intervention and outcome for patient/client. Contact hours: 32 hours of lectures.

PHT 659 Case Management II **Lec. 1/Credit 1.**

This is the final course in a series of courses designed to enhance students' ability to engage in problem-solving, critical thinking diagnosis, prognosis, interventions and outcome assessment of simulated cases with critical and non-critical multi-system involvement. The emphasis of this course will be the incorporation of students' knowledge and skills acquired in the classroom and in the clinic to be competent practitioners. Students are expected to use relevant research to guide clinical decisions and interventions. It is also expected that students are competent in addressing simple and complex problems through the life-span. Competency in communication and collaboration with other health professionals in the evaluation of treatment outcomes, psychosocial and cultural aspects of health care are also expected. At the end of this course students should demonstrate good clinical judgment in the current health care environment, and incorporate in their problem-solving exercise, all the elements of good physical therapy practice. Contact hours: 16 hours of lectures. Prerequisites: Successful completion of all previously required PHT courses in curriculum sequence.

PHT 661 Clinical Education III **(Off Campus) Credits 4.**

This is the third of five full-time clinical experiences. This clinical experience occurs after students have completed all course work on examination, and interventions for the patient/client with orthopedic, neuromuscular, and cardiopulmonary dysfunction across the lifespan. In addition, students have completed administration and management, professional and ethical and legal issues and research. During this clinical experience, students are expected to show competence and independence in the comprehensive management of the adult patient/client and show competence with occassional guidance from the clinical instructor in the management of patients with complex multi-system diagnoses. Students are expected to seek out evidence for his or her clinical decisions on tests and treatment interventions. Students will also participate in non-direct patient care roles such as education of peers, and other health care professionals and fiscal management and reimbursement, research and consultation. Students are also expected to be active in self-assessment and in seeking resources to eliminate identified deficiencies or weaknesses. Students are expected to begin to formulate their future career plans. Contact hours: 320 hours (40 hours/week x 8 weeks)

PHT 663 Special Topics **Lec. 4./Credit 4.**

This course is designed to refine assessment and therapeutic skills in specific physical therapy specialties: advanced manual therapy, industrial rehabilitation, aquatics, geriatric rehabilitation, women's health, Neurologic Rehabilitation, Oncology and the study of health promotion/ wellness, health informatics, and health policy. This course will consist of a series of lectures/ demonstrations by clinical experts. Contact hours: 64 hours of lectures.

PHT 664 Differential Diagnosis **Lec. 3./Credit 3.**

This course covers screening and examination of patient/clients and the clinical signs and symptoms of systemic dysfunctions. In this course, students are expected to recognize signs and symptoms of disease processes that may masquerade as neuromusculoskeletal dysfunction. The course will include the differential screening, interview process and overviews of clinical signs and symptoms for each system. This course provides students the skills of differential diagnosis in physical therapy that will prepare them to be competent practitioners in the current health care environment of independent practice under direct access laws. Contact hours: 48 hours of lectures.

PHT 665 Comprehensive Exam Part I **Lec. 1./Credit 1.**
This course is designed to prepare students for the Licensure Exam. The content outline of the Licensing Exam for physical therapists and the application process for licensure in any state will be reviewed based on publications by the Federation of State Boards of Physical Therapy. Students will establish a plan for the comprehensive review of materials covered in the three-year course of study. The emphasis of the course will be on strategies for test taking skills, practice drills for problem solving and critical thinking using multiple choice exam format. Contact hours: 16 lecture hours.

PHT 668 Research III **Lec. 2./Credit 2.**
This course is the first course in a two-course sequence designed to encourage use of the principles of evidence-based practice, integrating clinical experience, patient values, and research evidence to produce a therapeutic alliance. In this course students will work in small groups to generate a manuscript from the literature available for a specific clinical question. Contact hours: 32 lecture hours.

PHT 669 Clinical Education IV (Off Campus) **Credit 4.**
This is the fourth of five 8-week clinical experience that occur after students have completed all courses in the curriculum. During this experience, students are expected to show competence and independence in the comprehensive management of patients across the lifespan with simple and complex multi-system diagnoses. Students are expected to seek out evidence for their clinical decisions in the clinical arena and seek advice from expert clinicians to guide their future career plans and explore areas of physical therapy practice that they plan to pursue. Students at this level are expected to perform at entry-level practice. Contact hours 320 hours (40 hours/week x 8 weeks)

PHT 673 Research IV **Lec. 2./Credit 2.**
This course is the second course in a two-course sequence designed to encourage use of the principles of evidence-based practice, integrating clinical expertise, patient values, and research evidence to produce a therapeutic alliance. The focus of this course is on analyzing, synthesizing and presenting data collected on a specific clinical case or research project. Students will implement these scholarship skills in small groups by presenting their work both in written format and in an oral presentation during a departmental Presentation Day organized as a professional conference. The course also provides practice in recognizing the patient as a primary source of knowledge in practice. In this course in the sequence, students will identify a teaching point that emphasizes recognition of patient values as a central part of patient care. This teaching point is an issue that can be generalized from their specific patient case to a large number of patients that will be seen in their practice as physical therapists. Students will present this teaching point in the context of the individual patient as part of a group discussion. Contact hours 32 hours of lectures.

PHT 675 Teaching and Learning **Lec. 2./Credit 2.**
This course is designed to provide information on learning and teaching methodology, planning of learning experiences, clinical teaching tools and strategies, formulation of objectives, effective feedback and performance evaluation within the context of adult education. This course will also address the issues of the effects of age and culture on learning styles and health interventions. The course includes lectures, discussion, small group learning experiences and a terminal project requiring application of didactic information. Contact hours: 32 hours of lectures.

PHT 677 Clinical Education V (Off Campus) Credit 4.
This final clinical affiliation experience allows the student to be exposed to advanced skills in patient evaluation and treatment, administrative skills, research, supervision, and teaching. During this experience, students are expected to show competence and independence in the comprehensive management of patients across the lifespan with simple and complex multi-system diagnoses. Students are expected to seek out evidence for their clinical decisions in the clinical arena and seek advice from expert clinicians to guide their future career plans and explore areas of physical therapy practice that they plan to pursue. Students at this level are expected to perform as novice autonomous practitioners. Contact hours 320 hours (40 hours/week x 8 weeks)

PHT 679 Comprehensive Exam Part II Credit 1.
The successful completion of a computerized final comprehensive exam is required for graduation. The format of the test is similar to the Licensure Exam that students will be required to pass in order to practice physical therapy in any state. Contact hours: 16 lecture hours.

Appendix 4



Core Values for the Physical Therapist and Physical Therapist Assistant

HOD P09-21-21-09 [Amended: HOD P06-19-48-55; HOD P06-18-25-33; Initial HOD P0507-19-19] [Previously Titled: Core Values: for the Physical Therapist] [Position]

The core values guide the behaviors of physical therapists and physical therapist assistants to provide the highest quality of physical therapist services. These values imbue the scope of physical therapist and physical therapist assistant activities. The core values retain the physical therapist as the person ultimately responsible for providing safe, accessible, cost-effective, and evidence-based services; and the physical therapist assistant as the only individual who assists the physical therapist in practice, working under the direction and supervision of the physical therapist. The core values are defined as follows:

Accountability

Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist and physical therapist assistant including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.

Altruism

Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's or physical therapist assistant's self-interest.

Collaboration

Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.

Compassion and Caring

Compassion is the desire to identify with or sense something of another's experience, a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.

Duty

Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.

Excellence

Excellence in the provision of physical therapist services occurs when the physical therapist and physical therapist assistant consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.

Integrity

Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.

Social Responsibility

Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Appendix 5



STANDARDS OF PRACTICE FOR PHYSICAL THERAPY HOD S06-03-09-10 [Amended HOD 06-03-09-10; HOD 06-99-18-22; HOD 06-96-16-31; HOD 06-91-21-25; HOD 06-85-30-56; Initial HOD 06-80-04-04; HOD 06-80-03-03] [Standard]

Preamble

The physical therapy profession's commitment to society is to promote optimal health and functioning in individuals by pursuing excellence in practice. The American Physical Therapy Association attests to this commitment by adopting and promoting the following *Standards of Practice for Physical Therapy*. These Standards are the profession's statement of conditions and performances that are essential for provision of high quality professional service to society, and provide a foundation for assessment of physical therapist practice.

I. Ethical/Legal Considerations

A. Ethical Considerations

The physical therapist practices according to the *Code of Ethics* of the American Physical Therapy Association. The physical therapist assistant complies with the *Standards of Ethical Conduct for the Physical Therapist Assistant* of the American Physical Therapy Association.

B. Legal Considerations

The physical therapist complies with all the legal requirements of jurisdictions regulating the practice of physical therapy. The physical therapist assistant complies with all the legal requirements of jurisdictions regulating the work of the assistant.

II. Administration of the Physical Therapy Service

A. Statement of Mission, Purposes, and Goals

The physical therapy service has a statement of mission, purposes, and goals that reflects the needs and interests of the patients/clients served, the physical therapy personnel affiliated with the service, and the community.

B. Organizational Plan

The physical therapy service has a written organizational plan.

C. Policies and Procedures

The physical therapy service has written policies and procedures that reflect the operation, mission, purposes, and goals of the service, and are consistent with the Association's standards, policies, positions, guidelines, and *Code of Ethics*.

D. Administration

A physical therapist is responsible for the direction of the physical therapy service.

E. Fiscal Management

The director of the physical therapy service, in consultation with physical therapy Staff and appropriate administrative personnel, participates in the planning for and allocation of resources. Fiscal planning and management of the service is based on sound accounting principles.

F. Improvement of Quality of Care and Performance

The physical therapy service has a written plan for continuous improvement of quality of care and performance of services.

G. Staffing

The physical therapy personnel affiliated with the physical therapy service have demonstrated competence and are sufficient to achieve the mission, purposes, and goals of the service.

H. Staff Development

The physical therapy service has a written plan that provides for appropriate and ongoing staff development.

I. Physical Setting

The physical setting is designed to provide a safe and accessible environment that facilitates fulfillment of the mission, purposes, and goals of the physical therapy service. The equipment is safe and sufficient to achieve the purposes and goals of physical therapy.

J. Collaboration

The physical therapy service collaborates with all disciplines as appropriate.

III. Patient/Client Management

A. Patient/Client Collaboration

Within the patient/client management process, the physical therapist and the patient/client establish and maintain an ongoing collaborative process of decision making that exists throughout the provision of services.

B. Initial Examination/Evaluation/Diagnosis/Prognosis

The physical therapist performs an initial examination and evaluation to establish a diagnosis and prognosis prior to intervention.

C. Plan of Care

The physical therapist establishes a plan of care and manages the needs of the patient/client based on the examination, evaluation, diagnosis, prognosis, goals, and outcomes of the planned interventions for identified impairments, functional limitations, and disabilities.

The physical therapist involves the patient/client and appropriate others in the planning, implementation, and assessment of the plan of care.

The physical therapist, in consultation with appropriate disciplines, plans for discharge of the patient/client taking into consideration achievement of anticipated goals and expected outcomes, and provides for appropriate follow-up or referral.

D. Intervention

The physical therapist provides or directs and supervises the physical therapy intervention consistent with the results of the examination, evaluation, diagnosis, prognosis, and plan of care.

E. Reexamination

The physical therapist reexamines the patient/client as necessary during an episode of care to evaluate progress or change in patient/client status and modifies the plan of care accordingly or discontinues physical therapy services.

F. Discharge/Discontinuation of Intervention

The physical therapist discharges the patient/client from physical therapy services when the anticipated goals or expected outcomes for the patient/client have been achieved.

The physical therapist discontinues intervention when the patient/client is unable to continue to progress toward goals or when the physical therapist determines that the patient/client will no longer benefit from physical therapy.

G. Communication/Coordination/Documentation

The physical therapist communicates, coordinates, and documents all aspects of patient/client management including the results of the initial examination and evaluation, diagnosis, prognosis, plan of care, interventions, response to interventions, changes in patient/client status relative to the interventions, reexamination, and discharge/discontinuation of intervention and other patient/client management activities.

IV. Education

The physical therapist is responsible for individual professional development. The physical therapist assistant is responsible for individual career development.

The physical therapist and the physical therapist assistant, under the direction and supervision of the physical therapist, participate in the education of students.

The physical therapist educates and provides consultation to consumers and the general public regarding the purposes and benefits of physical therapy.

The physical therapist educates and provides consultation to consumers and the general public regarding the roles of the physical therapist and the physical therapist assistant.

V. Research

The physical therapist applies research findings to practice and encourages, participates in, and promotes activities that establish the outcomes of patient/client management provided by the physical therapist.

VI. Community Responsibility

The physical therapist demonstrates community responsibility by participating in community and community agency activities, educating the public, formulating public policy, or providing pro bono physical therapy services.

(See also Board of Directors standard Criteria for Standards of Practice)

Relationship to Vision 2020: Professionalism; (Practice Department, ext 3176)

[Document updated: 12/14/2009]

Appendix 6

Hampton University
Department of Physical Therapy

INCIDENT REPORT

Name(s) of Person(s) Involved in Incident or Emergency: (please print)	Date:
	Location:
Narrative on the Nature of Incident or Emergency:	
Signature of Witness:	
Signature of Instructor:	

Was emergency medical care required? ____ Yes ____ No
If "yes", was Campus Police notified? ____ Yes ____ No
Was the Department Chairperson notified? ____ Yes ____ No

Please note: The person(s) involved in the incident should seek care at the Health Center.

APPENDIX 7

CONSENT TO PARTICIPATE IN ACADEMIC PROGRAMMING

HAMPTON UNIVERSITY
DOCTOR OF PHYSICAL THERAPY PROGRAM

CONSENT TO PARTICIPATE IN ACADEMIC PROGRAMMING

I, _____ (printed name), hereby agree to participate in the activities listed below in support of the academic programming for The Hampton University Doctor of Physical Therapy Program.

Activities:

Lab practicals, lab demonstrations and lab sessions in courses

Professional development activities

Community and service activities

I have identified any **exceptions** to the activities listed below (if none, write "NONE").

_____

I understand these procedures are only for the purpose of education and will not be interpreted for the purpose of diagnosis of injury or illness. I agree not to hold Hampton University, its students, its faculty, its employees, its assigns, or its agents (University), its employees, its assigns liable for any reasonable unforeseeable illness or injury caused by the procedures listed above. I further agree to hold both the University harmless for any illness or injury, which may have been detectable but was not discovered in this educational context.

_____ _____
Signature Date

_____ _____
HU Faculty/Staff Witness Date

APPENDIX 8

CONSENT TO PHOTOGRAPH

THE HAMPTON UNIVERSITY
DOCTOR OF PHYSICAL THERAPY PROGRAM

Consent to photograph

I, _____ (printed name), hereby give permission to Hampton University and The Doctor of Physical Therapy Program and its faculty and staff to reproduce my likeness in any form (photo, videotape, or digital images). I understand that any reproductions are to be used only for teaching, marketing, or research purposes in the program. I hereby release Hampton University and its agents from any responsibility that may occur form broadcasting or reproducing my likeness in any medium.

I have identified any exceptions below (if none, write “NONE”).

_____

_____ _____

Signature Date

_____ _____

HU Faculty/Staff Witness Date

APPENDIX 9

CONSENT TO PARTICIPATE IN ACADEMIC RESEARCH

HAMPTON UNIVERSITY
DOCTOR OF PHYSICAL THERAPY PROGRAM

CONSENT TO PARTICIPATE IN ACADEMIC RESEARCH

I, _____ (printed name), hereby give permission to Hampton University Doctor of Physical Therapy Program to utilize any data related to my academic and clinical performance for the purpose of academic research conducted by the Program faculty. I understand that in any research proposal, the data reported and/or disseminated will not be directly attributed to me in any way. In addition, I understand that research proposals may be developed utilizing my data after I have graduated or otherwise left Hampton University. I am aware that I may need to complete an informed consent document for specific academic research projects as determined by the Institutional Review Board.

I have identified any exceptions below (if none, write “NONE”).

_____ _____
Signature Date

_____ _____
HU Faculty/Staff Witness Date

APPENDIX 10

Hampton University Online Exam Policy

It is the position of the DPT program at Hampton University that computer usage in the classroom and for remote instructions is a fundamental component of course instruction and assessments. Students cannot use cell phones, Chromebooks and Ipads. Students must follow the Hampton University policy for the appropriate use of computers and technology both on and off-campus. Students are required to use personal computers with webcams for assessments, and LockDown Browser and Respondus Monitor for online exams. The browser prevents students from accessing other websites or applications during the test. Respondus Monitor is a fully automated proctoring system that allows instructors to review video recordings and the results of proctoring sessions. Each student must provide an initial identification check and scan the examination environment before the exam. Video segments with potential exam violations are detected and flagged for the instructor. It is each student's responsibility to adhere to this policy and the instructions on Canvas for LockDown Browser and Respondus Monitor, as well as other examination instructions. Failure to do so will result in a zero grade. Please consult the Canvas support team for instructions on installing and using these features and other strategies for taking online exams and other laptop specifications.

I have read and agree to abide by the DPT Program policy on computer usage and online examinations and the Hampton University Honor Code.

Signature: _____Date: _____

HU Faculty/Staff Witness_____ Date _____

APPENDIX 11

ACKNOWLEDGEMENT OF RECEIPT OF STUDENT HANDBOOK

HAMPTON UNIVERSITY
DOCTOR OF PHYSICAL THERAPY PROGRAM

ACKNOWLEDGEMENT OF RECEIPT OF STUDENT HANDBOOK

I, _____ (printed name), hereby acknowledge the receipt of the Hampton University, Department of Physical Therapy, *Student Handbook,* 2025-2026 I agree to read and abide by its contents, as a student in good standing at Hampton University.

_____ _____
Signature Date

_____ _____
HU Faculty/Staff Witness Date