



Department of Physical Therapy

2026 – 2027 Student Handbook
Final-Faculty Review Copy

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INTRODUCTION

Purpose

This student handbook provides necessary information regarding policies, procedures, and regulations for all students in the Department of Physical Therapy at Tennessee State University. Where the policies of the Department are more stringent than the policies of the Graduate School or University, the departmental policies supersede for Doctor of Physical Therapy (DPT) students. Students are accountable and responsible for all information contained in this student handbook. In addition to the policies and procedures contained in this DPT Student Handbook, students are responsible for the policies and guidelines outlined in the Tennessee State University Student Handbook.

Accreditation

Tennessee State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate, Bachelor's, Master's, Specialist in Education, and Doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Tennessee State University.

The Doctor of Physical Therapy program at Tennessee State 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>.

Notice of Change

The Department of Physical Therapy reserves the right to make changes to the policies, procedures, and regulations after the publication of this student handbook. Notice of any changes or revisions will be provided to the students in writing. Each student is responsible for attaching the addendum to his or her handbook.

DESCRIPTION OF PROGRAM

Philosophy

The DPT program at Tennessee State University recognizes the reciprocal and responsive nature of professional education, where both the student and the educator collaborate as partners in the learning process. Inherent in the relationship is the primacy of the student and the facilitative role of the educator as together they embark on a process of professional education.

Statement of Principles

Integral to the educational partnership is the recognition and acknowledgment of the roles, rights, and responsibilities unique to and common between the student and the educator. The student is expected to develop and exhibit characteristics of adult learners, including, but not limited to, being problem-centered, willing to learn, and being self-directed. The student is also expected to be a change agent willing to challenge habituated thoughts and practices as physical therapy moves toward the doctoring profession. The educator is expected to uphold high academic standards, respect student diversity, be role models of professional behavior, and create an environment conducive for effective learning to occur.

Mission

The Mission of the Department of Physical Therapy is to graduate competent entry-level physical therapists who demonstrate cultural competence, apply research evidence to practice, uphold the code of ethics, value lifelong learning, and engage in professional/community service.

Goals and Outcomes

Program

- To maintain accreditation as an educational program preparing physical therapists who embody the mission statement.
- To promote diversity in the physical therapy profession
- To foster a community of scholar-practitioners between and among the academic faculty, clinical faculty, and students who serve the community.

Faculty

- To engage in a continual process of improvement in teaching
- To exercise professional and social responsibility by participating in institutional, professional, and community service
- To engage in scholarly endeavors that contribute to the body of knowledge of the profession

Students (Goals and Outcomes)

- To pass the National Physical Therapy Examination
- To use the principles of evidence-based practice
- To communicate and collaborate effectively and confidently in the health care community
- To provide therapy to a diverse population with respect for patient differences
- To practice in a safe, legal, and ethical manner
- To practice autonomously within the scope of practice
- To demonstrate competence as a generalist entry-level physical therapist
- To make decisions related to patient care using reflective critical thinking
- To serve as compassionate practitioners and patient advocates
- To display leadership and professionalism
- To engage in lifelong learning
- To provide community service

Summary of Student Outcomes Associated with Student Goals

Outcome 1: Graduates will possess entry-level competence to practice as physical therapists.

Outcome 2: Graduates will demonstrate cultural competence.

Outcome 3: Graduates will apply research evidence to practice.

Outcome 4: Graduates will uphold the Code of Ethics.

Outcome 5: Graduates will value lifelong learning.

Outcome 6: Graduates will actively participate in professional/community service

CURRICULUM MODEL

The curriculum is built around the Traditional Model, which begins with the basic sciences, followed by clinical courses, and culminating with clinical education experiences. The curriculum is outlined in Appendix A. The DPT curriculum can be accessed at <https://www.tnstate.edu/pt/>.

FACULTY and STAFF

Core Faculty

Marsha L. Bowman, PT, DPT, WCS Office 222

Assistant Professor

Email: mbowman1@tnstate.edu

Phone: (615) 963-5938

Areas of Interest: Women's Health and Pelvic Health Private Practice; Simulated Learning

Derek Charles, PT, DPT, PhD(c), OCS, COMT Office 225

Assistant Professor

Email: dcharles@tnstate.edu

Phone: (615) 963-5943

Areas of Interest: Orthopedics, Patient Care Principles, Therapeutic Exercise; Orthopedic Manual Therapy

Richard Clark, PT, DSc, SCS Office 226

Associate Professor

Email: rclark20@tnstate.edu

Phone: (615) 963-5944

Areas of Interest: Orthopedics; Sports Physical Therapy, Management, Professional Issues

Deborah Edmondson, PT, EdD Office 216

Director of Clinical Education

Professor

Email: dedmondson@tnstate.edu

Phone: (615) 963-5945

Areas of Interest: Orthopedics, Industrial Rehabilitation, and Clinical Education

Kwaku Kankam PT, EdD, NCS Office 227

Assistant Professor

Phone: (615) 963-2190

Email: kkankam@tnstate.edu

Areas of Interest: Neurologic Physical Therapy; Holist Admissions; Simulated teaching & learning; Interprofessional Education & Practice; Acute Care Physical Therapy

Patricia (Trish) M. King, PT, PhD, FAPTA, FAAOMPT Office 215

Department Chair and DPT Program Director

Phone: (615)-963-5932

Professor

Email: ptking5@tnstate.edu

Areas of Interest: Orthopaedic Manual Physical Therapy; Spine & Pelvic Pain; TMJ & Headaches; Ethnomedicine/Culture; Mental Health; Patient Education; Student Success; Health Literacy

Associated (Adjunct) Faculty

Linda Bloodworth, PT, PhD, GCS

Adjunct Faculty

Email: lbloodwo@tnstate.edu

Areas of Interest: geriatrics; wellness, exercise, clinical residency

Kym Lee, PT, MSPT, DPT, CASI

Adjunct Faculty

Email: klee69@tnstate.edu

Areas of interest: pediatrics; interprofessional practice; therapy dogs

David Morrisette, PT, PhD, FAAOMPT

Adjunct Faculty

Email: dmorrisette@tnstate.edu

Areas of interest: orthopaedic manual therapy, physiology, pharmacology, clinical specialization

Scott Newton, PT, DPT, OCS, WCS

Adjunct Faculty

Email: tnewton7@tnstate.edu

Areas of interest: wound care; orthopaedic manual therapy, private practice, professional issues

Staff

Ashlee Butler, MPT, COMT, CDNT

Office 224

Lab Competency Coordinator

Email: abutle@tnstate.edu

Phone: (615) 963-1388

Areas of Interest: Orthopaedic Manual Physical Therapy, Dry Needling, Therapeutic Exercise, Clinical Reasoning, and Clinical Education

Victoria Nasci, PhD

Office 222

Lab Coordinator

Phone: (615) 963-2168

Email: vnasci@tnstate.edu

Areas of Interest: Human physiology; cardio-renal physiology; student success; clinic & classroom safety

Marcus Crutcher

Office 215

Administrative Assistant

Email: mcrutch3@tnstate.edu

Phone: (615) 963-5188

Areas of Interest: Student recruitment; student success; administrative support & efficiency

PHYSICAL THERAPY DEPARTMENT CONTACT & MEDIA INFORMATION

Mailing Address:

Tennessee State University
Department of Physical Therapy
3500 John A. Merritt Blvd
Nashville, TN 37209

Telephone: 615-963-5881 Website: www.tnstate.edu/pt Facebook: www.facebook.com/tnstatePT

Emergency Calls

Emergency calls for students received by the Department are relayed to students as quickly as possible.

University Emergency Communications

The Department Administrative Assistant is the staff member designated to receive and communicate university-wide information relative to campus emergencies to physical therapy faculty, staff and students. Additionally, students are expected to monitor University email on a daily basis for general updates as well as emergency updates. Students are also expected to avail themselves of emergency alerts from Campus Police by signing up for text alerts at the following link: <http://www.tnstate.edu/pr/notifications>

Employment Recruiters

Job recruiters frequently contact the school, faculty, and students. It is departmental policy not to release student names, telephone numbers, addresses, clinical affiliation assignments, or other information. Students are expected to follow this policy regarding releasing information about classmates. Students may choose to release personal information to recruiters or prospective employers. Faculty will forward recruitment information to students through email and/or Exxat without revealing student information to the recruiter.

Class/Office Location

Physical therapy classes are held in the TSU Health Sciences Building (HSB). The HSB is located on the main campus of Tennessee State University. The Department of Physical Therapy office is located on the second floor of the HSB (Room 215). Faculty and staff offices and Tiger Clinic are also located on the second floor of the HSB. Physical Therapy classrooms are located in Rooms 210 and 113, HSB.

GPS address: TSU Health Sciences Building, 1112 37th Avenue N, Nashville, TN 37209

Department Office Hours: 8:00-4:30 Monday-Friday Fall & Spring Semesters. During Fall and Spring Semesters, Physical Therapy Graduate Assistants and Dr. Nasci supervise After Hours Study for DPT students in the PT classrooms (113 and 210 Health Sciences Building) Monday-Thursday 5:00-7:00 p.m.

Appointments with Faculty Members

Faculty office hours are posted by faculty office doors and in course syllabi and on eLearn. Students are to check office hours schedule appointments with faculty members during these hours. In the case of conflicts with student and faculty schedules, students may reach out to faculty via email to set up a plan to meet.

Faculty Advisors

Students are assigned a faculty advisor at the beginning of the first semester of the first year. Faculty advisors are available to assist students with problems involving the academic process, adjustment to the classroom and campus, etc. Appointments may be initiated either by the student or the faculty advisor. Students are strongly encouraged to schedule an appointment with the faculty advisor early in each semester and immediately after the release of mid-term grades each semester to discuss academic progress.

Departmental Communication to and among Students

Email using Tennessee State University email addresses is the official means of communication for the department and the university. A class distribution list is created for use in email communications between faculty, staff, and students. Students are to closely monitor their university email address to stay abreast of current and official communications from the department and the university. Faculty and students may also utilize the email function in eLearn to communicate; however, **the official university email must be monitored routinely for administrative and non-class related updates and information.**

Meetings between faculty and groups, cohorts or individual students may be scheduled to discuss departmental concerns, events or other areas of mutual interest as well as issues related to individual students. Attendance at such meetings called by faculty is required. Class officers have the responsibility of representing their cohort in communication with faculty and staff at the request of and with the agreement of the members of the cohort.

Change in Student Contact Information

Students are to report changes in address and telephone numbers to the Department Administrative Assistant, Mr. Marcus Crutcher at mcrutch3@tnstate.edu and to University Records:

<https://www.tnstate.edu/records/documents/forms/Update%20of%20Personal%20Data%20Form%20Fillable.pdf> **Students are required to review and update their contact information during their final week in the program prior to graduation** with the Records Office using this link: [Update of Personal Data Form Fillable.pdf \(tnstate.edu\)](#)

Safety and Security Services

The TSU Police Department office is in the Queen Washington Building and can be reached by phone at 615-963-5171. Metro Nashville Police may be reached by phone at 615-862-8600. Students are encouraged to add these number mobile contacts and report any suspicious persons, or potentially unsafe or hazardous conditions.

Students should closely guard all personal items of value. Tennessee State University and the Department of Physical Therapy accept no responsibility or liability for the loss or theft of personal items from these premises. Individuals are discouraged from using facilities during time periods when the building is unoccupied. Lockers are available for students/faculty/staff to utilize on both the 1st and 2nd floors of the HSB using personally purchased and applied locks on a first come/first serve basis.

Risk Management

During their tenure in the program, students are at risk for occupational injury from working with, lifting, and moving patients and equipment including, but are not limited to low back and neck pain, sprain, strain, fall related injuries, etc. Good body mechanics and a solid foundation in the safe and appropriate application and use of equipment and other treatment interventions can minimize these risks. A Waiver, Release, and Authorization Form (Appendix E) is required for all students and faculty when engaging in physical therapy related procedures and activities.

Students may be exposed to supplies that may be hazardous to health, such as gels, lotions, sprays, and pads. Safety Data Sheets (SDS) for these and other supplies are available to students in the department office and/or are posted in lab and classroom space where they are utilized.

Students may work with people with infectious diseases (including but not limited to hepatitis B and HIV). Students are expected to observe standard precautions during simulated or actual patient care situations to minimize the risk of infection or transmission. Student Health Services may be accessed on campus for treatment and health information [Health Services \(tnstate.edu\)](http://tnstate.edu/HealthServices)

Program Costs

In addition to tuition, room, and board, students can expect to incur costs for the items listed below.

- Transportation and special attire costs associated with **clinical education***
- Books and other supplemental readings and materials including software
- Class dues as determined by the class
- Dissection kits, gloves lab coat and scrubs may be required for some anatomy labs
- Liability Insurance
- Clinical Education Fee: (covers cost of the Exaet program)
- Physical examinations and drug screens, Criminal background checks (these are required by clinical sites)
- Health Insurance (policy available through the University)
 - Immunizations and tests: TB test, MMR, Hepatitis, varicella, and seasonal flu shots. Additional immunizations or titers may be required for specific clinical sites
- CPR training
- APTA dues
- Nametag

- Goniometer, reflex hammer, stethoscope, sphygmomanometer, and non-cloth gait belt, pulse oximeter, Siemens-Weinstein Monofilament, tape measure, TENS/EMS Combo unit **(these items are needed for Semesters 2 & 3 (1st year Fall & Spring Semesters)**
- Watch with second hand or digital features to read seconds
- Research poster development
- Travel costs associated with a research presentation at professional conferences
- Travel costs and registration to district and state professional meetings
- National Physical Therapy Licensing Exam (NPTE) review course
- Laptop with webcam (Note – Chrome books are not compatible with eLearn/Respondus.)

***Students must plan to travel beyond the Metropolitan Nashville area for at least two, possibly three clinical education experiences. Costs for housing and travel are the responsibility of the student.**

An estimate of program costs (tuition, fees, and additional costs) is updated annually on the TSU DPT program website. <https://www.tnstate.edu/pt/2025-dpt-student-financial-fact-sheet.pdf>

Graduate Assistantships, Tuition Reductions and Scholarships

TSU Physical Therapy offers up to two Graduate Assistant (GA) positions each year, depending on funding availability, GA positions are available to 1st and 2nd year DPT students beginning Fall Semester Year 1. Applications for these positions are announced Summer Semester each year after the department is notified by the Graduate School of the availability of GA positions.

Tuition Reduction

TSU offers a 250-mile radius tuition discount program for undergraduate students; availability to graduate students must be verified annually by students. Information on this program is available through the TSU Bursar Office. [250-Mile Radius Tuition Rate Program \(tnstate.edu\)](https://www.tnstate.edu/bursar/250-mile-radius-tuition-rate-program)

POTUS Fellowships

Qualifying students accepted into the DPT program may apply to the POTUS (Preparing Our Tomorrows Uniquely in STEM) Fellows program. [POTUS \(tnstate.edu\)](https://www.tnstate.edu/potus)

Rhonda Hodge Memorial Student Emergency Fund.

Information about the Rhonda Hodge Student Emergency Fund is in Appendix B.

Interprofessional Children with Disability Grant Scholar Program

The Grant Scholars program is a temporary opportunity supported by a Federal Department of Education grant. The program provides extracurricular training and financial support to selected DPT students interested in working with children with disabilities from diverse backgrounds. Dr. King is the contact for information about applying to this program.

Student Relationship with the American Physical Therapy Association (APTA)

Students are required to join the American Physical Therapy Association (APTA) and must maintain APTA membership throughout the DPT program. Members receive a monthly magazine, journal, and numerous other publications. In addition, students receive discounts on items purchased from APTA and discounts on car and life insurance, creditcards, etc. Several courses in the DPT curriculum require access to APTA Members Only information.

APTA Tennessee

The Tennessee Physical Therapy Association (APTA TN) is a chapter of the APTA. APTA TN includes an official organization for student physical therapists in TN. TSU PT students are encouraged to participate in APTA TN student leadership and activities. APTA TN holds two conferences per year, a Fall and Spring Meeting. Students and faculty routinely participate as attendees and/or presenters; TSU DPT classes are not held on the days of these conferences. **Students must select “Tennessee” for their chapter designation when enrolling in APTA membership. APTA Tennessee offers students membership free of charge.**

Professional Conference Attendance Requirement

Students must attend a MINIMUM of one national, and one state-level professional conference related to physical therapy prior to graduation. Evidence of attendance is submitted during the PHTH 7580 Professional Issues course during Semester 9. In addition to APTA conferences, other professional conferences may be accepted on a case-by-case basis with prior approval from the PHTH 7580 course instructor.

Disability Services

TSU and the Department of Physical Therapy are dedicated to facilitating equal access and an inclusive environment for all students. Students with disabilities may request accommodation during the educational experiences through the TSU Office of Disability Services. [Disability Services \(tnstate.edu\)](https://tnstate.edu/disability-services) Office hours are Monday - Friday 8:00a - 4:30p. Appointments may be scheduled by email (the preferred method), by phone or by logging in to the Office of disability Services Virtual Office. [Contact Us \(tnstate.edu\)](https://tnstate.edu/contact-us)

Student Health Services

The Tennessee State University's Student Health Center is an on-campus clinic staffed by qualified medical professionals to safeguard the health of TSU students and the University community. Student Health is in the Floyd-Payne Campus Center Kean Hall-3rd Floor Room 304. Student Health staff may be reached by Phone at (615) 963-5291 or by email at Studenthealthservices@tnstate.edu Detailed information about the services provided and hours can be found at [Health Services \(tnstate.edu\)](https://tnstate.edu/health-services)

TSU Reading and Writing Centers

TSU provides resources for students through both a Reading and Writing Centers. Activities associated with these Centers may be associated with selected classes. Students may also be referred to for individual assessment and/or assistance.

Student Professional and Community Service

Students in the DPT program are encouraged to participate in community and professional service. A variety of such activities are included as part of DPT courses and as such are required parts of the curriculum. Examples of activities required in the curriculum included collaboration with TSU Childhood Education program on “Celebration of the Young Child” and “Mud Day”; Nashville Blade Runners (amputee running organization) events; and risk/fall screening for older adults in the community and in Tiger Clinic. **Each DPT student cohort elects a Service Chair or Co-Chairs who coordinate with faculty on department service events and facilitate each cohorts individual chosen service activities.**

Tiger Community Rehabilitation Clinic

Tiger Clinic is a Pro-Bono, physical therapy (PT) and occupational therapy (OT) student led clinic. Tiger Clinic is located in the Health Sciences Building 2nd floor near the Department of Physical Therapy office. Several DPT courses include applied learning experiences in the Tiger Clinic. The Tiger Clinic is making a difference in our community and improves the clinical skills of our students before they begin full-time clinical education experiences. Beginning Summer 2026 Ashlee Butler, MSPT, COMT abutle@tnstate.edu supervises physical therapy students' practice in Tiger Clinic (as Dr. Rick Clark Founding Tiger Clinic Director retires); Dr. Victoria Nasci provides assistance and supervision of Tiger Clinic operations and the TSU Occupational Therapy (OT) Department provides faculty to provide OT student supervision.

Employment and Participation in TSU Curricular & Extracurricular Activities

Students are free to engage in employment and extracurricular activities; however, they are also responsible for the impact and consequences of these activities in their time and professional education. Students are expected to attend all scheduled classes (including occasional evening and weekend sessions, any scheduled classes whose meeting times have been changed to accommodate university, program, faculty and/or special guest or events; attend other scheduled meetings called by the program and meet all program and course deadlines. **Modifications to program attendance and other requirements and expectations due to work and non-departmental extracurricular activities will not be granted**

Departmental Committees

The Physical Therapy Admissions Committee: Implements established policies and procedures in the selection of applicants for the incoming class. Composition: Members of this committee include academic faculty, alumni, and/or clinical faculty. The committee is chaired by a physical therapist core faculty member.

The Physical Therapy Disciplinary Action Committee: Upon referral from the Department Chair, [1] reviews allegations of student misconduct, including but not limited to: unprofessional behavior; tardiness and excessive absences; misuse of equipment and supplies in the classroom or laboratory; and non-compliance with departmental policies and procedures; and [2] submits recommendations for consequences appropriate for the action, including but not limited to: dismissal of the allegations; faculty counseling; inclusion of a permanent report in the student file; counseling by the Department Chair and/or referral to other campus resources. Recommended Committee Composition: minimum of two full-time faculty members from the program; one faculty from another program in the College of Health Sciences, others as deemed appropriate by the Department Chair based on the nature of the issue. The committee chair is appointed by the Department Chair.

Physical Therapy Student Executive Committee and Leadership

The Executive Committee consists of the (1st, 2nd, 3rd year) Class President, Vice President, Secretary, and Treasurer. Other class Leadership positions are: Social Chair, Co-Social Chair, Service Chair, Co-Service Chair, Chaplain, Liaison to the APTA-TN. Cohorts may choose to elect additional offices such as Gala Chair.

The Physical Therapy Student Executive Committee and Leaders are elected by secret ballot by their classmates soon after entering the program. The term for each position is one year unless the cohort agrees at the beginning to elect for a longer period.

In alignment with the TSU Student Government Association, the PT Student Executive Committee purpose is:

1. To represent the welfare and interest of their individual physical therapy cohort, the physical therapy student body, the physical therapy department and the university.
2. To facilitate communication and dialogue among students, faculty and administration in matters affecting the welfare of the physical therapy student body.
3. To promote academic excellence and good moral and ethical practices.
4. To provide an opportunity for the development of superior character and leadership ability among its members.

Professionalism and Professional Behavior Expectations

Code of Ethics of the American Physical Therapy Association

The Code of Ethics by the American Physical Therapy Association is adopted by the Tennessee Board of Physical Therapy as the standard to which all physical therapists are subject under Rule

1150- 01-14. Students in the physical therapy program are required to abide by these standards. Students who violate the Code of Ethics and its interpretive document, the Guide to Professional Conduct, will be referred to the Physical Therapy Disciplinary Action Committee for disciplinary sanctions.

Physical Therapy Professional Behaviors

Professional Behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten professional behaviors associated with physical therapist practice were originally identified through a study conducted at the Physical Therapy Program at University Wisconsin (May, W.W., Morgan, B.J., Lemke, J.C., Karst, G.M., & Stone, H.L. (1995) and are utilized extensively in physical therapy education.

The ten Generic Abilities (Physical Therapy Specific Professional Behaviors) include:

- Critical Thinking
- Communication
- Problem Solving
- Interpersonal Skills
- Responsibility
- Professionalism
- Use of Constructive Feedback
- Effective Use of Time and Resources
- Stress Management
- Commitment to Learning

These ten professional behaviors are utilized in the professional formation of physical therapist students in the DPT program both during didactic and clinical education components of the curriculum. Students are asked to conduct a self-assessment of the professional behaviors early in the DPT program and assessment tools for these abilities will be utilized throughout the DPT didactic curriculum and clinical education. A link to the assessment tool for these professional behaviors is provided here: <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:70508f33-c047-31bb-9b74-3f02c6d894eb> and is distributed in selected classes.

Essential Functions

To be successful in the program, students are expected to perform the following essential physical and behavioral functions with or without reasonable accommodation:

- Critical thinking ability sufficient for clinical judgment.
- Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Coordination to move from room to room and maneuver in small spaces.
- Gross and fine motor abilities sufficient to provide safe, effective physical therapy care.
- Auditory abilities sufficient to monitor and assess health needs.

- Visual ability sufficient for observation and assessment necessary in physical therapy care.
- Tactile ability sufficient for physical assessment and treatment.
- Physical ability to assist moving, transferring, and ambulating patients who have physical impairments or dysfunction.

If a student is unable to perform the essential functions, they have the right to request reasonable accommodations in accordance with the University's disability policy as described in the TSU Student Handbook and on the TSU Disability Services Office website [Disability Services \(tnstate.edu\)](http://tnstate.edu/DisabilityServices)

ATTENDANCE

Attendance is required in all classes. Students must contact the course instructor as soon as possible if absence or tardiness is unavoidable. Failure to attend class as required may negatively impact a student's grade in a course, including failure. Documentation from a licensed health care practitioner may be required if absences are due to health issues. The TSU DPT program is an onsite program, as such, Zoom access to class is not an attendance option during absences or that delivery mode is necessitated by weather or other exceptional situations, unless the session was previously planned for online delivery. Failure to adhere to attendance requirements may result in referral to the Disciplinary Action Committee.

Major Illness, Surgery, Injury or Exceptional Situations

After any major illness, surgery, injury or exceptional situations, a student must submit a statement from a qualified health professional, which provides medical clearance for the student to perform the essential functions of a student in the program with or without reasonable accommodation.

Student Responsibilities in Classrooms and Laboratories

Laboratory practice and experience of designated patient care situations are prerequisites to the performance of these techniques in actual clinical settings. Students are expected to participate in all lab sessions, including but not limited to assuming the role of patient, therapist, family member, etc. Students are expected to observe standard precautions during simulated or actual patient care situations.

Appropriate lab attire for each session is described in this handbook and in course syllabi. Students are expected to be dressed appropriately at the announced beginning time for each session. Students are expected to exhibit responsibility in maintaining a clean and pleasant classroom atmosphere. Food or beverages are discouraged; however, exceptions may be allowed. No food or beverages are permitted in computer laboratories. Teams of students may be assigned laboratory, laundry, and classroom clean-up duties for one or more weeks throughout the year.

Plinths, treatment tables and exercise mats in the laboratories are for student use during laboratory practice/demonstration sessions. They are not intended to be replacements for desks or extensions of students' lockers. Extra books, clothing, lunches, etc., are not to be stored on plinths. When using the plinths for laboratory practice, care is to be taken to prevent sharp objects or pieces of

equipment, etc., from tearing holes in the top covering of the plinth. Shoes are not permitted on furniture, plinths, or exercise mats. Laboratory equipment and supplies are not available for checkout by students outside the laboratory.

Hand washing and/or use of sanitizer is required for all patient or simulated patient encounters. Plinths and laboratory equipment are to be wiped down and disinfected after every lab session that requires their use. This responsibility is to be determined by each course instructor. Gas assist faculty in students participate in restoring lab organization and clean up after each class.

Exercise equipment in the laboratories is reserved for classroom use and is not available for recreational exercise or the treatment of students. The hot and cold pack equipment is not used to warm up or cool down food items. The washing machine and dryer are for laboratory use only and are never used for personal items. Towels and linens are for laboratory use and should be given the same care and regard as other laboratory equipment. They should not be used to wipe spills from the floor. In the case of spills, use a cloth or ask the custodial staff for assistance.

Responsibility for the inventory and care of laboratory equipment and supplies is shared among students and faculty. Classrooms and laboratories should be restored to order and prepared for subsequent classes at the end of each class period. All students are responsible to assist with this process.

Except by approval of the course instructor, observers and guests are not permitted in classrooms and laboratories.

Individual and group study areas are provided throughout the College of Health Sciences building, the Floyd- Payne Student Center, and the university Library. To reserve a study room, students contact Ms. Brittany Cosby at bcosby@tnstate.edu After Hours Open Lab hours are provided for DPT students. After Hours sessions are managed by DPT Gas and Dr. Nasci. After Hours schedules are announced each semester. Students are not allowed to study in open study spaces in the HSB after 4:30 p.m. weekdays without faculty supervision.

Attire During Didactic and Laboratory Sessions

Comfortable, casual clothing, including scrubs or other clinical attire during are appropriate for most class meetings. At times, guest speakers or other activities require students to elevate classroom attire to more appropriate for business or professional situations (notices will be provided by faculty before those class meetings) Students must be prepared to change to lab attire as appropriate daily most semesters. Appropriate Lab Attire includes:

- Loose shorts
 - Top of two-piece swimsuit (or halter top or sports bra) and a t-shirt for women, t-shirts for men
 - Low-heeled, close-toe shoe
 - Long hair tied back so that it does not interfere with lab activities
 - Fingernails clean and trimmed to conservative length
 - Long hair pinned back, and jewelry removed (i.e., dangling earrings, sharp rings, long chains). Caps are discouraged during class time and are not allowed in the clinic.
- University identification should be always available

Maintaining Modesty and Professionalism in lab/classroom Attire

Bare shoulders, midriffs, backs and extremities are necessary for practicing many physical

therapy procedures in the lab setting. Students practice these techniques on each other and with students of all genders to develop the skill level necessary for actual clinical practice.

As part of the instructional process, instructors of all genders may practice and demonstrate these techniques on any of the students. Students who have objections or concerns to this should communicate with the instructor at the start of the semester. All students are expected to follow proper draping of their partner when in the role of therapist. All students are expected to present to lab in attire that allows access to the areas needed for practice while also maintaining modesty and not over or unnecessarily exposing their body during class.

In-person Anatomy Lab Attire:

- White lab coat and scrubs
- Washable scrub suits with long slacks to protect skin; shorts are not permitted.
- Closed-toe shoes. No high heels (tennis shoes are acceptable)

Clinical Education Attire:

Refer to the "Dress Code" section of the Clinical Education Manual and in the Clinical Education components of this DPT Student Handbook.

Ceremonies & Events

DPT Student Orientation is held on the first day of classes for each new cohort. The DPT Student Handbook is distributed and reviewed; faculty, staff and student introductions occur, and students meet Faculty Advisors. Individual and class photos are taken for use in the department. Campus and HSB building tours occur and students complete the TSU ID and parking pass processes.

White Coat Ceremony for DPT students occurs in the Fall of the 3rd year marking students entering the final phase of the DPT program when the didactic part of the curriculum is and students move on to courses primarily conducted in the clinic. Students purchase White Coats using class dues funds. The event is organized by department faculty and staff; students' families and friends are invited. The DPT Clinical Instructor of the Year is Keynote Speaker for this event which is usually held in the 4th week of the 3rd Fall Semester.

Cohort/Graduate Photographs

Headshot photographs of new DPT students are taken by the university photographer during DPT Orientation. Headshots for the class graduation composite are taken by the University photographer on the day of the White Coat Ceremony. A cohort group photo is taken at the conclusion of the White Coat Ceremony. Graduating cohort group photos are taken in academic regalia during the DPT Graduate Reception by the university photographer. Family members and friends may also take photos during the group photo sessions during White Coat and Graduation Reception.

Clinical Connection Fair is conducted by the Physical Therapy Department annually, usually Fall Semester to provide students and opportunity to connect with staff representing clinical sites. Participating clinical sites provide students information about clinical education and employment opportunities. The Clinical Connection Fair is

organized by the Director of Clinical Education. This event also provides a fund-raising opportunity for the Department of Physical Therapy as registration fees are recommended donations to accounts that support our program.

Fall Costume Context The week of Halloween 1st and 2nd year compete in a costume contest hosted in the department by PT faculty, staff and students.

Graduation Week Events. DPT students return to campus Thursday morning before graduation (usually 1st Friday in May) for “return to campus breakfast” exit surveys, alumni information, licensing exam information, clinical education debriefing, picking up academic regalia, instruction in how to wear regalia, and practice with regalia for Hooding. Graduation Week Thursday culminates DPT Graduation Gala organized by students. DPT Honors and Awards are presented by faculty to graduates during Gala. on campus for graduates and their families to socialize, view the graduates’ composite pictures and take a class photo in academic regalia. DPT Graduation Reception occurs in the Department in the afternoon of Graduation.

ACADEMIC POLICIES

Grading Scale

A	90 to 100%	Excellent. Work of exceptional quality which indicates the highest level of attainment in a course
B	80 to 89%	Good. Work above average quality representing substantial fulfillment of the minimum essentials of a course
C	70 to 79%	Average. Work of average quality representing substantial fulfillment of the minimum essentials of a course.
F	< 70%	Failure. Representing unacceptable performance.
I		Incomplete. Represents incomplete work of passing quality and is given when the student has missed an examination or some part of the required coursework.

Academic Progress

The DPT program is a lockstep program. Students receiving a failing grade in any course will not be able to progress in the program in their original cohort.

Retention Policy

Failing a Course/Dismissal

Earning a failing grade (F or U) in any course automatically results in dismissal from the program. Students dismissed due to a failing grade in a course may appeal for "Retention in Degree Program." If the appeal is granted, the conditions of appeal must be met as outlined in the notification.

Probation/Suspension

Students are required to have a cumulative GPA of 3.0 or higher to graduate from the program. If a student's cumulative GPA falls below a 3.0 during his or her tenure in the program, the student will be placed on academic probation the following semester. Probationary status requires the student to raise the cumulative GPA to 3.0 or better by the end of the probationary semester. Subsequently, the student must maintain a cumulative GPA of at least 3.0 for his/her remaining

tenure in the program. In other words, a student is allowed to be on Probationary Status only once during his/her tenure in the Physical Therapy program. Failure to raise the cumulative GPA to at least 3.0 by the end of the probationary semester will result in suspension from Graduate School. Students who are suspended may appeal for "Readmission following Suspension."

Readmission following Appeal

A student who is readmitted following a granted appeal must maintain a semester-by-semester GPA of at least 3.0 throughout his/her tenure in the Physical Therapy program. Failure to accomplish a semester-by-semester GPA of at least 3.0 will result in Permanent Dismissal from the program.

Additional Appeals

Only one appeal, whether granted or denied, is allowed during the student's tenure in the Physical Therapy program.

Laboratory Examinations

Students who fail a portion of a laboratory examination on the grounds of safety will receive an "F" for the entire examination. Students who receive a grade less than "C" on a laboratory examination for any other reason may retake that exam to bring the grade up to a "C." A student may not receive a grade higher than a "C" for a laboratory examination which is being retaken because of a failure on the first attempt.

The retake must be scheduled prior to the next regularly scheduled laboratory examination. Only one retake is allowed per failed laboratory examination. Students are required to pass both the lab portion and didactic portions of courses with lab. A failure to pass a didactic or lab portion will result in an "F" for the course.

Academic Misconduct

Students are required to read the Physical Therapy Student Handbook and sign a declaration acknowledging their agreement to abide by the rules and regulations of the program. As graduate students, they are also bound by the "Academic Integrity Statement" outlined in the Tennessee State University Graduate Catalog. Violations of academic rules and regulations are automatically referred to the Department Chair by the faculty, staff member, or clinical instructor who observed the infraction. The Department Chair is responsible for the initial investigation of the infraction, utilizing information supplied by the faculty, staff member, or clinical instructor and the student(s) involved. If the severity of the infraction is such that dismissal from the program is a consideration, the Department Chair will refer the matter to the Physical Therapy Disciplinary Action Committee. The committee reviews the case and makes the final decision regarding the appropriate sanction for the offense.

The decision of the committee may be appealed by the student(s), according to the procedures outlined in the Tennessee State University Student Handbook. Examples of academic misconduct include, but are not limited to, the following:

- Cheating on any oral, written, or practical examination given as part of any course.

- Knowingly allowing another student (or students) unauthorized access to any written, oral or practical examination or assignment in any course.
- Plagiarism on any written work assigned in the classroom, laboratory, or the clinic.
- Lack of professionalism (when outlined in the syllabus as a course expectation subject to evaluation from the course instructor).
- A positive drug screen while at affiliated clinical sites. (Students must comply with Principle 4c of the APTA Code of Ethics)

Penalties for Academic Misconduct

Penalties for academic misconduct will be determined by the Physical Therapy Disciplinary Action Committee, based on the severity of the infraction. If the infraction does not require referral to the Physical Therapy Disciplinary Action Committee, the penalty will be determined by the Department Chair. If the Physical Therapy Disciplinary Action Committee determines that academic misconduct has occurred, the committee shall issue a written decision to the student and the Department Chair. A copy of the decision is

included in the student's file. On the other hand, if the committee determines that no infraction has occurred, then no written document shall be placed in the student's file.

Penalties include but are not limited to; official warning (written in the students record), letters of apology, additional training, counseling, loss of privileges, automatic zero, probation, suspension, and expulsion from the program. If the misconduct constitutes a violation of the law, students may be accountable to criminal and/or civil authorities as well as the University. This accountability does not excuse the student from concurrent investigation or penalties from the University.

Cheating and plagiarism warrant a penalty of no less than a written warning placed in the student's file on the first offense and an automatic zero for the work but can warrant additional penalties including dismissal from the program pending the results of the investigation. A second offense of cheating and plagiarism warrant immediate dismissal from the program.

A positive drug screen warrants discontinuance of the clinical education experience and may result in the student's dismissal from the Physical Therapy Program.

Grade Appeals and Complaints

Academic decisions related to specific courses may be appealed in the following order:

1. Written appeal to the Course Instructor
2. Written appeal to the Department Chair
3. Written appeal to the Physical Therapy Disciplinary Action Committee
4. Written appeal to the Dean of the College of Health Sciences

The particulars of the appeal process, including appeals beyond the level of the Dean of the College of Health Sciences, are detailed in the *Tennessee State University Student Handbook and the Graduate School Catalogue*

Complaints that fall outside the realm of due process (i.e., from clinical sites, employers, and the public) should be reported to the Department Chair.

Progression to Clinical Education

Successfully passing comprehensive assessment including an Objective Structured Clinical Evaluation (OSCE) is required for students to proceed in the curriculum to clinical education.

Objective Structured Clinical Examination (OSCE)

- Tied to Introduction to Clinical Education
- Tied to progression to Clinical Education I
- Comprised of case-based stations that assess various aspects of clinical skills

Students who fail any component of the required comprehensive testing will be assigned a remedial study/professional development plan and related timetable for re-examination.

Assessment of Competence

OSCE exams are used to determine the students' readiness to progress in the curriculum to clinical education based on their competence in clinical skills.

Assessment of Entry-Level Competence during Clinical Education

The Clinical Internship Evaluation Tool, or CIET, is used for all clinical education experiences. In areas where the student's final performance indicator ratings are not at the minimally required level, the Director of Clinical Education (DCE) determines the student's final grade by consulting with the CI(s) and/or referring to the CI(s)' written/verbal comments or recommendations.

Assessment of Readiness for the Physical Therapy Licensing Exam (NPTE)

To facilitate students' preparation for the NPTE, a review course is held in the third year of the DPT program. The program also provides students with the NPTE Practice Exam Assessment Tool (PEAT) during the final year in the course PHTH 7580 Professional Issues. Requirements for that course related to the NPTE include:

1. Developing an individual NPTE study plan following the initial review course.
2. Taking the PEAT during their final semester in the program and revising their NPTE prep plan based on PEAT performance
3. Submitting to the course instructor the analysis of their performance for review and advisement.

Students who have a cumulative GPA of 3.6 and a first attempt PEAT score of 600 are eligible for approval to take the NPTE prior to graduation (usually in April).

CLINICAL EDUCATION

Definitions

Clinical Education –A formal supervised experiential learning, focused on development and application of patient/client-centered skills and professional behaviors. It is designed so that students gain substantial, relevant clinical experience and skills, engage in contemporary practice, and demonstrate competence before beginning entry level practice.

Director of Clinical Education (DCE) – A faculty member in the Physical Therapy Department who is responsible for developing, coordinating, and implementing the clinical education portion of the professional curriculum.

Site Coordinator of Clinical Education (SCCE) – A clinical education site staff member who is responsible for coordinating clinical education with the DCE.

Clinical Instructor (CI) – the physical therapist that is responsible for direct instruction and supervision of the student during the clinical education experiences.

Clinical Internship Evaluation Tool (CIET) -- the evaluation tool that will be used for all clinical education experiences beginning Summer Semester 2023.

Exaat – the clinical education software utilized to store and track student information related to clinical education. Each student will be sent an invitation to the [website](#) platform to set up a profile. All required documents, immunizations, and certifications, as well as information regarding clinical site contracts, availability of sites for each clinical education experiences are stored on Exaat. The DCE utilizes Exaat to run wish-lists and assign tasks and clinical placements during clinical rotations.

Clinical Assignments

1. The DCE is responsible for assigning students to clinical sites for each clinical education experience.
2. The DPT curriculum includes four clinical education experiences. The curriculum plan includes clinical education experiences for each student that encompasses but are not limited to management of patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care. An in-patient and an out-patient experience is expected. Experiencing a variety of clinical settings prepares students for the NPTE and future clinical practice.
3. Clinical Education III and IV are combined into one 14-week experience. However, students must register for both Clinical Education III and IV.

4. There are a limited number of in-patient clinical sites in Middle Tennessee and nationally. Students must be flexible and, if necessary, travel outside of the Middle Tennessee area (more than one hour driving distance from the campus) or outside of the state of Tennessee for clinical education experiences. This may entail driving over one hour drive from TSU for some clinical education experiences or finding housing as needed.
5. Students will not be placed in California as California does not participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). Information on NC-SARA: <https://www.nc-sara.org/>
6. To avoid conflict of interest and assure students receive a variety of clinical education experiences, students will not be assigned to clinical sites or clinical instructors with whom they have volunteered for over 30 hours or with which they have worked in any capacity or with which they have contractual arrangements for financing of school fees or tuition or present and/or future employment arrangements.

If the facility has multiple locations, the student can be assigned to a clinical site, however, restrictions will apply:

- The student will not be assigned to a clinical instructor with whom they have volunteered for over 30 hours or with whom they have worked in any capacity.
- The student will not be assigned to the clinical site if they have a contractual arrangement for the financing of school fees or tuition or present and/or future employment arrangements with the site in any capacity.

If the site is a large hospital/institution, the student can be assigned to the site, however, the following restrictions will apply:

- The student will not be assigned to a clinical instructor with whom they have worked in any capacity or volunteered for more than 30 hours.
- The student will not be assigned to the site if they have a contractual arrangement for the financing of school fees or tuition or present and /or future employment in any capacity.
- The student will not be assigned to the same department/area where they have worked in any capacity or volunteered for more than 30 hours.

Students will not be assigned to clinical sites if immediate family member or spouse is working in the same Department where the student is assigned.

Student Access to Clinical Site Information

1. Information regarding clinical sites is available on Exxat. Available slots for each clinical are posted on Exxat where students will have an opportunity to create a ranked wish- list. A lottery system will be utilized for sites with multiple student interest. If a contracted site has not offered a slot for the desired timetable, students work with the DCE to

attempt to obtain a slot. There are no guarantees that a contracted site will accept a student at any given time. No guarantees can be made for specific locations or types of facilities. Note: Past students' comments on clinical facilities are in each site's profile in Exxat.

2. There are some clinical sites that are challenging and require a higher level of maturity and professionalism to be successful. In addition, some clinical sites require a minimal GPA and/or an interview or resume. To maintain the relationship between the program and these clinical sites, the DCE and/or faculty will decide which students are allowed to attend these sites.

Clinical Education Stipulations

Clinical education is an integral component of the Doctor of Physical Therapy curriculum at Tennessee State University and a necessary requirement for graduation. Students must complete a minimum of 31 weeks or 1240 hours of clinical education to meet the requirements of graduation. There are a limited number of in-patient clinical education sites in Middle Tennessee, and most clinical education sites do not provide housing or any financial assistance for a student completing clinical education at their facilities.

- Clinical sites in Nashville/Middle Tennessee take PT students from across the U.S. Most clinical sites will accept only one student at a time. Therefore, students will most likely have to go outside of Nashville/Middle Tennessee for some or all their clinical education experiences. The DCE will assist students in this process but cannot guarantee that students will be able to stay in the Nashville/Middle Tennessee area for any clinical education experience.
- The initial placement at a clinical site is not a guarantee that the clinical site will hold the clinical slot for the student. The site may cancel the reservation at any point. In case of a cancellation, the DCE will locate a substitute placement. A substitute placement may require additional travel and expenses that were not anticipated.
- The student is expected to work closely with and cooperate with the DCE in arranging clinical education placements.
- In October 2016, the Clinical Education Special Interest Group (CESIG) of the Education Section of APTA ruled that students are to be instructed not to contact clinical sites requesting clinical experiences. **The request for clinical placements is to come from the DCE only. Students who violate this policy will be referred to the Physical Therapy Disciplinary Action Committee.**
- Students are required to complete the Clinical Education Stipulations form- Appendix F.

Grading Clinical Education

To receive a passing grade for each Clinical Education Experience, the student must by the end of

the clinical experience, have at a minimum, all the performance indicators in the Clinical Internship Evaluation Tool (CIET) rated by the CI(s) at the levels described in the syllabus–

In areas where the student's final performance indicator ratings are not at the minimally required level, the DCE will determine the student's final grade by consulting with the CI(s) and/or referring to the CI(s)' written/verbal comments or recommendations. If the student is not passing the clinical experience, the student will be given a grade of Unsatisfactory (U) or Incomplete (I) as determined by the DCE in consultation with the CI(s).

Because the program is lockstep, a grade of Unsatisfactory may necessitate suspension from the program. If the student is passing the clinical experience but has minor performance deficiencies, the student may be given a grade of Incomplete (I) and the clinical experience will be extended for a pre-determined number of days/weeks. If the student is still not performing at a level that is satisfactory for his/her current level of education by the end of the extended period, the student will receive a grade of Fail for the course. Because the program is lockstep, a grade of Fail may necessitate suspension from the program.

Policy on Withdrawal from Clinical Education Experiences

A student who withdraws from any clinical education course will not be able to progress in the program. If the student withdraws from a clinical education course and his or her performance is deemed passing at the time of the withdrawal, the student may, with the permission of the instructor, re-register for the course the next time it is offered.

If the student withdraws from the clinical education course and his or her performance is deemed not passing at the time of the withdrawal, the student must undergo remediation to address any weaknesses identified during the clinical education experience being withdrawn from. Upon successful remediation and with the permission of the instructor, the student may then repeat the course the next time it is offered.

Student Responsibilities in Clinical Education

Prior to beginning their clinical education experiences, students are required to:

1. Obtain professional liability insurance prior to the first Clinical Education experience and to carry it through the remainder of the program. The policy that students are required to have is on an occurrence basis and is for a minimum of \$1,000,000 per incident and \$3,000,000 per year. Details are available through the DCE office.
2. Obtain an annual physical exam and provide the required documentation. This form will be uploaded into Exxat.
3. Comply with drug screening prior to Clinical Education I. Drug screening may need to be repeated prior to other rotation if required by the site. Consent to provide results of the drug screen to the clinical site, if requested.

4. Provide written history of Measles, Mumps, and Rubella (MMR) immunity titer or vaccine, Hepatitis-B vaccine, and yearly TB test.
5. Provide written results of a Tdap immunization that will not expire for the duration of the program.
6. Obtain a seasonal flu shot during the fall of each year – Students are required to receive a seasonal flu shot vaccination between the months of October and March.
7. Show evidence of Varicella immunization or immunity. A History of chickenpox is not sufficient.
8. Complete a Student Information Form for each clinical education experience.
9. Obtain and maintain health insurance coverage throughout each clinical education experience.
10. Provide proof of current Basic Life Support certification at the Health Care Provider level by the American Heart Association prior to the first clinical and maintain throughout the program.
11. Arrange for room, board, and transportation for out-of-town clinical education experiences. Most facilities do not aid in making these arrangements.
12. Complete a criminal background check prior to Clinical Education I. This may need to be repeated per individual site requirements. Provide results of the criminal background check to the clinical site, if requested.

Students will be provided with information detailing the above requirements, including all required forms and due dates. Electronic copies of the information will be available in Exxat.

During clinical education experiences, students are required to:

1. Follow the policies and procedures of the clinical facility including work hours, clinic procedures/ protocols/practices, dress code, confidentiality, patient rights, and observance of holidays.
2. Work with a variety of patients including, but not limited to: gender, cultures/ethnicities, ages, etc.
3. Present an in-service to the facility staff during one of the last three clinical education experiences and provide an outline of the in-service to the DCE
4. Actively cooperate with the clinical instructor in planning the clinical education experience.
5. Complete the Physical Therapist Student Evaluation: Clinical Experience and Clinical

Instruction Form at the midpoint and end of the clinical experience and share the comments with the CI. This form is available in Exxat for each rotation. The clinical site/CI may ask for a copy of this as well.

After the clinical education experience, students must complete the *Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction Form* in Exxat by the final day of the clinical experience.

At the end of the final clinical education experience, the student is required to evaluate the effectiveness of DCE in fulfilling his/her responsibilities. The evaluation forms will be available electronically in Exxat.

Responsibilities of the SCCE and CI

1. Notify the DCE of probable availability or commitment to clinical education dates and of changes in terms of affiliation (such as immunizations required, etc.)
2. Update affiliation contracts and forms needed for accreditation when requested.
3. Contact DCE immediately if problems occur with a student during a clinical education experience.
4. Provide to the affiliating student:
 - a. orientation to facility
 - b. appropriate level of clinical experiences
 - c. instruction and supervision
 - d. feedback regarding performance
 - e. completed evaluation using the PT CIET
5. Assure that the supervising clinical instructor has a minimum of one year of clinical experience.

Responsibilities of the DCE

1. Establish and maintain contractual agreements between the University and the clinical education facilities.
2. Notify the SCCE in writing of clinical education dates during the calendar year prior to their occurrence.
3. Provide the SCCE and/or CI the clinical instructor manual, information on the student, and the clinical affiliation goals and objectives to the clinical site.
4. Monitor the students' progress electronically using the CIET. The DCE or a faculty member will contact the student in person or by phone ~~only~~ as necessary to resolve

problems or monitor the student's progress. When problems arise during the clinical education experience, the DCE will visit the student and the SCCE/CI in person or virtually.

Attendance (Clinical Education)

1. Students are expected to mirror the CI(s) schedule and unexcused absences will not be tolerated. Any absence during any clinical education experience must be reported to the students' CI, SCCE, and DCE as soon as possible.
2. Arrangements to make up attendance time missed due to illness, etc. must be arranged with the DCE and the CI. Tardiness, leaving early, and/or missed days constitute unprofessional behavior. If days/hours are missed the student must seek the permission of the CI and the DCE who will determine when and if the days will be required to be made up.
3. Time off to study for any test, including the NPTE is not allowed.
4. Students will not receive a fall or spring break when engaged in clinical education. Students are not required to attend clinical education on the day they are taking the NPTE or on the Friday after Thanksgiving Day if the CI is also not working on that day.

Conduct

1. Students are always expected to exhibit professional behavior as outlined in the APTA document *Professionalism in Physical Therapy* (Appendix G).
2. Students are expected to abide by the APTA Code of Ethics (Appendix C) and the *Tennessee Practice Act for Physical Therapists*.
3. Students are expected to treat patients and other health care practitioners with respect.
4. Students are expected to maintain patient confidentiality.

Dress Code for Clinical Education

Students are expected to always maintain a professional appearance. Dress codes vary considerably from one clinical education facility to another. The clinical site and the SCCE will determine appropriate student attire. Keep in mind that what you may lack as a student in experience you can compensate for in professional appearance.

If the clinical facility does not have a dress code, the basic requirements of appropriate dress include appearance, safety, and allowance for movement. The attire accepted by the Department of Physical Therapy for clinical education is:

1. Dress slacks are conservative in color and style, and not tight-fitting.
2. White lab jacket of fingertip length (no long, below-knee lab coats.) Sleeves must be loose enough to adjust to elbow length.
3. Dress blouse or shirt that is conservative and non-revealing, and not tight-fitting
4. Name tag always worn.
5. Watch with capability to count seconds (sweep hand or digital)
6. Jeans or denim pants in any color and sweatpants are not acceptable.
7. Shoes must be polished and clean. Shoes must have low heels, non-skid soles, and closed toe and heel. Sandals, clogs, and open weave shoes are not acceptable. Athletic/tennis shoes are permitted only in the specific facilities which allow them. Socks or hose must be always worn.
8. Underwear and tattoos must not be visible through clothing or otherwise.
9. Neckties for men are optional but may be required by the clinical facility
10. Hair must be clean and neat. Long hair must be tied back so that it does not interfere with patient care. Mustaches and beards must be neatly trimmed.
11. Jewelry must be conservative and must not interfere with patient care. Professional association insignia, school pin, and ACLS/BCLS/Red Cross pins are acceptable. Religious emblems, political symbols, union emblems, or other insignia are not acceptable.
12. Fingernails must be clean and trimmed to conservative length.
13. Tattoos and body and/or facial piercing other than earrings should not be visible.

Health Insurance Portability and Accountability Act (HIPAA)

Students will adhere to the confidentiality requirements of the HIPAA of 1996 and its regulations and the policies and procedures of each clinical facility. Students are required to complete the *Confidentiality Form* in Appendix H.

Criminal Background Checks/Drug Screens

Criminal background checks and/or drug screens may be requirements at some affiliated clinical sites for training in the Physical Therapy professional curriculum. Based on the results of these checks/screens, an affiliated clinical site may not allow you to participate in clinical education activities at their facility which could result in your inability to successfully complete the

requirements of the Physical Therapy program. A positive drug screen may result in dismissal from the Physical Therapy program. Additionally, criminal background or positive drug screen may preclude licensure or employment. If criminal background checks or drug screens are required, the student is required to cooperate fully with the process and pay all costs associated with such checks/screens, as requested. Students will not hold Tennessee State University or the Department of Physical Therapy liable if the results of a criminal background check or a drug screen indicate that you are unable to complete the requirements of the Physical Therapy program or if such results preclude students from obtaining licensure or employment.

Additional Information on Criminal Background Checks

- A. **Purpose:** The purpose of the criminal background check is to comply with the stated requirements of the clinical education sites with which the University has entered into a legal agreement.
- B. Students in the professional DPT Program: All students enrolled in the professional DPT program at Tennessee State University are required to complete a criminal background check. Students who refuse to comply with the background check will be unable to fulfill the requirements of the professional DPT program related to clinical education and will not earn the DPT degree. Students are required to notify the DCE of any convictions, arrests, detentions, charges, or investigations by any law enforcement authority that may occur after the criminal background check has been completed.
- C. Background checks are to be done through Truescreen. The DCE will supply information and instructions on how to proceed with fulfilling this requirement.
- D. Timeline for Compliance: The deadline for completing the background check is April 30 of the following year that the student is admitted into the professional DPT program. Criminal background checks are not infallible; therefore, it is recommended that the student complete the background check sooner to address any potential vendor reporting errors.
- E. **Frequency of Check:** It is the student's responsibility to send their criminal background check results to the clinical site as requested. It shall be the responsibility of the clinical site to set the eligibility standards for the students' participation at their site and to evaluate the results of the background checks. **Should any evidence of criminal activity be found on the student's criminal background check, the DCE will require the student to send their criminal background check results to all three (3) planned clinical sites for review in advance of the first day of the clinical.** If the clinical site determines that a student is not eligible to participate in clinical education at its facility, the clinical site shall notify the student and/or the DCE. The DCE may attempt to find another clinical site that will accept the student. However, if this is not possible, the student will be given counsel on their options which may include withdrawal from the program.

Graduation from the professional DPT program does not guarantee you will be able to obtain a physical therapist license upon graduation. Many state licensure boards of

physical therapy, including Tennessee require an additional criminal background check aspart of the licensure application process. This background check may uncover new/additional information not revealed in previous checks which could preclude eligibility for licensure.

- F. **Review Criteria:** The students send their criminal background check to the clinical education site, as requested. Each clinical education site will determine whether a student may participate in a clinical affiliation at the site based on the results of the check.
- G. **Students' Rights:** Students should carefully review the criminal background check reportfor accuracy. Students have a right to appeal the results by contacting the vendor that performed the background check.
- H. **Access to/Confidentiality of Results:** The student's criminal background check will be stored electronically in the student's Immunization Tracker which is accessible by the student, the DCE, and the authorized person at the student's assigned clinical facilities. Other persons may have access to the background check on a need-to-know basis only, i.e., Physical Therapy Department Chair, College of Health Sciences Dean, Campus Security Director, or Vice-President for Academic Affairs in compliance with the Family Educational Rights and Privacy Act (FERPA). Reports with criminal offenses will be held in the strictest confidence.
- I. Students are expected to cooperate fully with the criminal background check process and pay all costs associated as requested. Students are also required to upload the background check into Exxat

Students are required to complete the *Criminal Background Check/Drug Screen Signature Form* in Appendix I.

LIST OF APPENDICES

Appendix A Professional Curriculum: Doctor of Physical Therapy

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APPENDIX A

Professional Curriculum Doctor of Physical Therapy

YEAR I

Summer Session - 9 credits

PHTH 5360 Gross Anatomy (6)
PHTH 5380 Introduction to Physical Therapy (1)
PHTH 5330 Psychosocial Behavioral Issues (2)

Fall Semester - 15 credits

PHTH 5421 Tests and Measurements (2)
PHTH 5470 Applied Physiology (3)
PHTH 5480 Biomechanics and Movement Science (5)
PHTH 5440 Human Development Across the Life Span (2)
PHTH 5450 Patient Care Principles (2)
PHTH 5590 Research I (1)

Spring Semester - 15 credits

PHTH 5490 Pathology (3)
PHTH 5545 Clinical Pharmacology for Physical Therapists I (2)
PHTH 5550 Therapeutic Exercise (3)
PHTH 5570 Neuroscience/Neuropathology (3)
PHTH 5580 Biophysical Agents for Patient Management (4)

YEAR II

Summer Semester - 9 credits

PHTH 6345 Integumentary Therapeutics (2)
PHTH 6330 Clinical Medicine for Physical Therapists (3)
PHTH 6335 Diagnostic Imaging in PT Practice (2)
PHTH 6365 Introduction to Clinical Education (1)
PHTH 6390 Research II (1)

Fall Semester - 15 credits

PHTH 6420 Principles of Education (2)
PHTH 6440 Cardiopulmonary (3)
PHTH 6460 Orthopedics I (4)
PHTH 6470 Neurological PT I (4)
PHTH 6490 Research III (2)

Spring Semester - 15 credits

PHTH 6550 Cardiopulmonary II (1)
PHTH 6540 Prosthetics and Orthotics (3)
PHTH 6560 Orthopedics II (4)
PHTH 6510 Neurological PT II (2)

PHTH 6580 Pediatrics (3)
PHTH 6590 Research IV (2)

YEAR III

Summer Semester - 9 credits

PHTH 7320 Administration & Management (2)
PHTH 7355 Clinical Education I (4)
PHTH 7360 Advanced Clinical Topics I (2)
PHTH 7370 Ethical Behavior and Moral Reasoning (1)

Fall Semester - 14 credits

PHTH 7410 Clinical Integration Seminar (2)
PHTH 7420 Seminar in Geriatrics (1)
PHTH 7430 Special Topics in Physical Therapy (1)
PHTH 7455 Clinical Education II (6)
PHTH 7460 Advanced Clinical Topics II (2)
PHTH 7480 Health and Wellness (1)
PHTH 7490 Research V (1)

Spring Semester - 13 credits

PHTH 7555 Clinical Education III (5)
PHTH 7565 Clinical Education IV (5)
PHTH 7570 DPT Clinical Case Conference (2)
PHTH 7580 DPT Professional Issues (1)

APPENDIX B

Rhonda Hodge Memorial Scholarship Fund Awards

The Rhonda Hodge Memorial Scholarship Fund (RHMSF) was established for students in the professional portion of the Physical Therapy Program. Funds are limited, and students must complete an application process to receive these monies.

Note: All awarded money from the RHMSF will be deposited into the student's University account. Any money owed to the University may be deducted from the scholarship award.

APPENDIX C

APTA Code of Ethics for the Physical Therapist

Code of Ethics for the Physical Therapist

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]



Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals.
(Core Values: Compassion, Integrity)

- 1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.
(Core Values: Altruism, Compassion, Professional Duty)

- 2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.
- 2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
- 2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

- 2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.
- 2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments.
(Core Values: Excellence, Integrity)

- 3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.
- 3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.
- 3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
- 3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
- 3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.

(Core Value: Integrity)

- 4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.
- 4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations.

(Core Values: Professional Duty, Accountability)

- 5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
- 5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
- 5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

(Core Value: Excellence)

- 6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society.

(Core Values: Integrity, Accountability)

- 7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.
- 7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.
- 7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
- 7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
- 7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.
- 7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally.

(Core Value: Social Responsibility)

- 8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.
- 8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or underutilization of physical therapy services.
- 8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

APPENDIX D

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

Examination Question Query Form

Course: _____ Professor: _____ Exam: _____

Academic Year: _____ Semester: ☐ Spring ☐ Summer ☐ Fall

Students will be provided the opportunity to review their exams after the exam has been completed, and will receive 48 hours after the review session is complete (online or in class) to submit any questions or issues related to the exam via email to the instructor. Any questions or issues received after this timeframe will not be considered or evaluated regardless of the perceived validity. Questions regarding the exam must state the question and the specific issue or concern with references from the assigned course textbook to support your concern. If there is a conflict between the textbook and a class presentation and/or handout, the course textbook(s) listed in the syllabus will always serve as the decisive source unless specifically identified by the professor. If all the required information is not provided, to include the name, date, and time submitted, the challenge will not be considered.

After review of any inputs related to the exam, the instructor will notify the students of any modifications to the exam as appropriate. Exam final grades will not be posted until completion of review and modifications (if any) to the exam by the instructor.

Question:

Reference:

Question:

Reference:

Name: _____ Date Submitted: _____

APPENDIX E

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

Waiver, Release, and Authorization Form

I, _____, hereby give permission for the physical therapy students and/or instructors of the Department of Physical Therapy at Tennessee State University (TSU) to engage in physical therapy related procedures and activities, including, but not limited to:

- Demonstrate a procedure on me
- Practice a procedure on me
- Ask questions regarding my medical history
- Share my case study

I acknowledge that the physical therapy-related procedures to be performed include, but are not limited to, exercise, joint mobilization, balance, modalities, functional assessments, and other physical-related activities, treatments, assessments, evaluation, or interventions.

The instructor has explained that my participation is for the educational purpose of the Physical Therapy students.

The instructor has explained my role as a volunteer participant, his/her role as the instructor, and the student's role.

I understand that there are inherent risks in participating in the physical therapy procedures described above. The inherent risks of participating in said program and traveling to and from TSU's campus include injury, accident, and death. I am voluntarily participating in this program with knowledge of the risk(s) involved. I have reached the age of majority, and I am competent to make this decision for myself, or, if I am a minor, I have obtained the permission of a parent or legal guardian. I agree to assume and accept any and all risks, including injury or death.

I understand and recognize that the benefits of participation will outweigh such risks.

I further understand and acknowledge that participating in this program is a privilege. While participating in this program, I agree to comport my conduct to the highest standards of ethics, honesty, and professionalism.

I am not suffering from any medical condition, impairment, or disease that would prevent my

safe participation in any of the activities involved in this program. I will use care for my own safety and well-being and for the safety and well-being of others. I have not been advised by a physician or any other health care provider to limit my activities or travel. I have either had a physical examination and received my physician's permission to participate, or I have decided to participate in these activities without the approval of my physician. I assume all responsibility for my participation in the activities.

TSU, Tennessee Board of Regents, and the State of Tennessee assume no responsibility for personal injury or for conduct by any person, whether a program participant or not, or for any type of personal property loss.

I agree to not hold Tennessee State University, the State of Tennessee, the Tennessee Board of Regents (TBR), or their respective officers responsible for any loss or injury that occurs while I am participating in a program or related activities, including travel to and from physical locations where activities occur. I excuse, release and forever discharge the State of Tennessee, TSU, TBR, its officers, employees, and representatives (the "releasees") from any and all liability for injuries or damages resulting from my participation program activities or travel. I also release the releasees from any responsibility or liability for injury or damage to myself or injury or damage I cause to others, including that caused by the negligent act(s) or omission(s) of releasees or in any way arising out of or connected with my participation in any travel, program or program-related program, or the use of any vehicle or equipment, whether owned by myself or others. This release will also prevent my family from suing releasees and binds my spouse, if I have one, my estate, siblings, parents, heirs, and assigns. I acknowledge that TSU will not provide medical treatment or medical coverage if I am injured or if I injure someone else, and that TSU or its officers will be in no way responsible for any injury, loss or untoward event that occurs.

Print name _____

Signature and Date _____

Date of Birth

Signature of Parent or Guardian
if less than 18 years of age

APPENDIX F

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy
Clinical Education Stipulations

Student's Name: _____

I understand that Clinical Education is an integral component of the Doctor of Physical Therapy curriculum at Tennessee State University and a necessary requirement for graduation. I understand that I must complete a minimum of 36 weeks or 1440 hours of clinical education to meet the requirements of graduation. I understand that there are a limited number of clinical education sites in Davidson County. I further understand that most clinical education sites do not provide housing or any financial assistance for students completing clinical education at their facilities. To facilitate the clinical education placement process while I am in the Physical Therapy Program, I agree to the following:

- I will go outside of a one (1) hour driving distance from the Tennessee State University main campus, including out of the state of Tennessee, if necessary, for at least two (2), and if necessary three (3) of my five (5) clinical education experiences.
- I realize that initial placement at a clinical site is no guarantee that the clinical facility will hold the clinical slot for me and that the facility may cancel the reservation at any point. In case of a cancellation, the Director of Clinical Education (DCE) and/or the Assistant DCE will locate a substitute placement to meet my educational requirements. Accepting a substitute placement may require additional travel and expenses that I had not anticipated.
- I agree to work closely with and cooperate with the DCE and/or Assistant DCE in arranging my clinical education placements.
- I agree not to contact clinical education placement sites without the prior permission of the DCE and/or Assistant DCE.

By affixing my signature below, I hereby accept and agree to abide by the above conditions.

Printed Name

Signature

Date

Printed Name of Witness

Signature

Date

APPENDIX G

Professionalism in Physical Therapy: Core Values

PROFESSIONALISM IN PHYSICAL THERAPY: CORE VALUES



Information about this APTA document may be accessed at the following web page link:

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Judicial/Professionalism/nPT.pdf

APPENDIX H

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy
Confidentiality Statement

I, _____ (print name), hereby give my word that I will adhere to the confidentiality requirements of HIPAA regulations and the policies and procedures of each facility in which I participate for Clinical Education Experiences. All patient/client records will remain confidential at all times.

By affixing my signature on this form, I indicate that I understand the above-stated request and agree to abide by the confidentiality requirements.

Student's Signature _____

Date

Witness' signature (Departmental Faculty or Staff)

Date

APPENDIX I

TENNESSEE STATE UNIVERSITY

College of Health Sciences
Department of Physical Therapy

Criminal Background Check and Drug Screen Requirement

Criminal background checks and/or drug screens may be requirements at some affiliated clinical sites for training in the Physical Therapy professional curriculum. Based on the results of these checks/screens, an affiliated clinical site may not allow me to participate in clinical education activities at their facility which could result in my inability to successfully complete the requirements of the Physical Therapy Program. Additionally, a criminal background or positive drug screen may preclude licensure or employment.

I have read the above statement and understand its implications. In addition, if criminal background checks or drug screens are required of me, I agree to cooperate fully with the process and to pay all costs associated with such checks/screens, as requested. I will not hold Tennessee State University or the Physical Therapy Department liable if the results of a criminal background check or a drug screen indicate that I am unable to complete the requirements of the Physical Therapy Program or if such results preclude me from obtaining licensure or employment.

Student Signature _____

Date _____

Director of Clinical Education Signature _____

Date _____

APPENDIX J

Acknowledgment of Modifications to the Student Handbook

Revisions to the TSU Physical Therapy Student Handbook will occur as needed. Students will be notified of any revisions to the handbook.

I, _____ (print name), acknowledge receipt of the TSU Physical Therapy Student Handbook. I have read and understand all items contained in the document. I will abide by the rules and regulations contained therein, including any revisions.

Student Signature _____

Date _____

Tennessee State University
Doctor of Physical Therapy

Oath

**As I enter the profession of physical therapy,
I solemnly and willingly pledge the following:**

I will respect the rights and dignity of all individuals and will provide compassionate care.

I will remember that physical therapy is an art as well as a science and that I will practice it with warmth, concern, and understanding while doing no harm.

I will be trustworthy toward my patients and clients and in all other areas of physical therapy practice.

I will place the welfare of my patients and clients above my own self-interest and will participate in efforts to meet the health needs of people locally, nationally, and globally.

I will provide accurate and relevant information to patients and clients about their care, to the public about physical therapy services, and to stakeholders of the physical therapy profession.

I will exercise sound judgment, comply with laws and regulations that govern physical therapy, and will protect the public while abiding by legal and ethical requirements.

I will maintain professional competence, continually strive to learn, and promote high standards for physical therapy practice, education, and research.

I will respect the rights, knowledge and skills of colleagues and seek consultation whenever the welfare of the patient or client may be advanced.

Thus, with this oath, I freely accept the responsibilities that accompany the practice of physical therapy.



TSU Publication Statement

TSU-22-001 (A)-13b-13670 — Tennessee State University does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by Tennessee State University. The following person has been designated to handle inquiries regarding non-discrimination policies: Natasha Dowell, Office of Equity and Inclusion, ndowell1@tnstate.edu, 3500 John Merritt Blvd., General Services Building, Second Floor, Nashville, TN 37209, 615-963-7435. The Tennessee State University policy on nondiscrimination can be found at www.tnstate.edu/nondiscrimination.