



**NORTHERN ARIZONA  
UNIVERSITY**

# **STUDENT HANDBOOK**

**Program in Physical Therapy  
College of Health and Human Services  
Northern Arizona University**

**Revised August 2017**

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## Introduction

The Doctor of Physical Therapy (DPT) degree program is designed to be completed by full-time students in 28 months in accordance with a pre-determined Program of Study, <http://nau.edu/gradcol/degrees-and-programs/programs-of-study-page>. The program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE ), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

The DPT program is offered on the Flagstaff Mountain Campus (FMC) and the Phoenix Biomedical Campus (PBC). Each student admitted to the program is assigned to a specific campus. Students are expected to complete all coursework at the assigned campus. Deviation from this policy will only be considered under very extraordinary circumstances.

All physical therapy students are subject to the policies and regulations of the University and Graduate College. Students are referred to the following sources:

- <http://nau.edu/university-policies/>.
- <http://nau.edu/GradCol/Student-Resources/>.
- <http://nau.edu/Student-Life/Student-Handbook/>.

It is the student's responsibility to carefully read and understand the Student Handbook for the Physical Therapy Program. The Student Handbook is subject to revision. When consulting handbook policies, students should be certain to access the most updated version of the handbook, a link to which may be found on the NAU Physical Therapy website (<http://nau.edu/chhs/physical-therapy/>). Students are required to acknowledge they have access to and an understanding of the document prior to beginning classes. Students should address any questions or concerns regarding the document to the Program Director before signing the acknowledgement form.

## Mission Statement and Goals

Northern Arizona University's physical therapy program mission is to prepare exemplary and professionally engaged Doctors of Physical Therapy through innovative, collaborative, and

experiential instruction provided by nationally recognized faculty scholars and leaders across a successful two-campus model.

The goals of the Physical Therapy Program are to:

1. Provide students with a foundation in the basic and clinical sciences related to the practice of physical therapy.
2. Provide students the opportunity to develop the knowledge and skills necessary to provide value-driven and consumer-centric physical therapy services that represent best practices for all people of all ages.
3. Provide students with the knowledge, skills, and opportunities needed for the acquisition, interpretation, and application of the best available evidence in the provision of physical therapy services.
4. Provide students with knowledge, skills, and opportunities to engage with consumers in order to develop and sustain collaborations and innovations that help to increase the value of physical therapy services, reduce preventable health care costs, and overcome barriers to participation in society.
5. Foster a culture of role modeling and mentorship that encourages advocacy to enhance the profession of physical therapy, recognize health disparities, and contribute to the health of society (local and regional areas, including those beyond the American Southwest).
6. Encourage students and faculty to participate in the American Physical Therapy Association, the Arizona Chapter of the American Physical Therapy Association and other organizations or activities that advance professionalism within the physical therapy field
7. Contribute to the governance of the Program, College, and/or University.
8. Maintain core faculty that are recognized locally, regionally, nationally, and internationally as leaders in current and emerging areas of physical therapy practice across the life span through scholarship, clinical education and/or professional service.

## **Technical Standards**

A student must possess the capability, with or without reasonable accommodations, to complete the entire physical therapy curriculum. The program requires each student to possess the minimal skills listed below in order to participate in coursework, demonstrate proficiency of essential skills, and progress through the Program of Study. It is essential that each student

meet the technical standard listed, which are necessary for safe and effective progression through the Program of Study. A student with a disability requiring accommodation in order to meet the listed technical standards should contact Disability Resources

(<http://nau.edu/Disability-Resources/>) prior to matriculation in the program or as soon as possible.

Observation skills are necessary for acquisition of required knowledge and skills in classroom, laboratory, and clinical settings. A student must possess capacity to perceive, assimilate, and integrate information from a variety of sources (e.g. oral presentation, printed material, visual media, live demonstrations, and active participation). Specifically, a student must be able to:

- Understand lectures and classroom instruction.
- Monitor heart and lung function.
- Effectively respond to emergency notifications.
- Integrate and apply information from textbook and professional publications, medical records, classroom and laboratory demonstrations, and patient movements.
- Actively participate in cadaver dissections, palpation of peripheral pulses and anatomic structures, and implementation, assessment and documentation of tests and measures essential for physical therapy practice (e.g. vital sign assessment, goniometry, manual muscle testing, and instrument readings).

Communication Skills are critical for a student to build/sustain relationships with faculty, advisors, colleagues, patients/clients and their families, explain evaluation findings and treatment procedures, and read and/or inform others of medical precautions or potential contraindications. A student must be able to:

- Gather, comprehend, utilize, and disseminate verbal and written information using the English language effectively, efficiently, and according to professional standards.
- Communicate at a level consistent with competent professional practice.
- Use grammar and vocabulary proficiently.
- Read and evaluate professional literature.
- Reciprocally communicate with other health care providers via medical records (electronic or hand-written) while maintaining patient confidentiality.
- Communicate effectively and sensitively with patients/clients and colleagues with varying cultural and social backgrounds.

- Observe, recognize, and understand non-verbal communication, including body language, demonstrated by others as well as themselves.

Intellectual/conceptual abilities are necessary for the synthesis and application of specific knowledge and skills in academic, laboratory, and fieldwork settings. A student must be able to:

- Retain facts.
- Synthesize information.
- Reason logically.
- Measure and analyze clinical data.
- Apply relevant knowledge, concepts, and data to the practice of physical therapy.
- Develop and exhibit a sense of professional standards, medical ethics, and pertinent law.

Motor skills are essential for the manipulation of instruments or tools and for safely and effectively assisting or teaching patients/clients. A student must have the physical strength and coordination to efficiently and effectively:

- Participate in laboratory activities.
- Perform CPR procedures.
- Lift and assist patients/clients.
- Perform specific clinical procedures (e.g. examination, manual interventions).

Behavioral and Social Skills are necessary for the development and maintenance of mature and effective interpersonal relationships with other students, faculty, colleagues, and patients. A student must be able to:

- Tolerate physically and emotionally stressful workloads.
- Function effectively under pressure.
- Adapt to changing environments.
- Remain flexible and function in the face of the uncertainties inherent in the clinical setting.
- Provide physical therapy services to individuals of diverse cultures, age groups, socioeconomic groups and challenges without bias.

## Credentials and Health Requirements

### *Credentials*

A student is required to provide proof of each of the following items prior to attending courses and to maintain them throughout enrollment in the Program:

- Level One Fingerprint Clearance Card issued by the Arizona Department of Public Safety
- Health Insurance
- Immunizations/proof of immunity
  - Hepatitis B series
  - MMR
  - TDAP (tetanus, diphtheria, and pertussis)
  - Varicella
  - 2-Step TB/PPD test (with annual tests thereafter)
  - Seasonal influenza vaccine
- AHA's Basic Life Support for Healthcare Providers
- Professional liability Insurance
- Evidence of HIPPA and OSHA training
- Successful drug test
- Completed profile in EXXAT

Clinical sites may have additional requirements that may include additional vaccinations, criminal background checks, physical examinations, and personal health insurance among others. It is recommended that students consider the following additional vaccines: Meningitis and Hepatitis A. Unless otherwise stated, department-specified vendors and sources should be used and the cost of the credentials is to be borne by the student. Medical insurance may be obtained through the NAU Health Plan. For information regarding the NAU Health Plan go to <http://nau.edu/Medical-Services/Insurance-and-Payment/>.

Exceptions to these requirements are not permitted unless for medical or other legally protected statuses. A student will not be allowed to begin a clinical experience without documentation that each of these requirements will be current for the duration of the rotation. Documentation must be provided no later than six weeks prior to the start of the rotation. Delay or failure to maintain and provide supporting documents related to these requirements may result in disciplinary actions, up to and including suspension from the program.

In the course of the program, the student is required to participate in clinical experiences located at facilities that are not under the control of NAU. The program will attempt to identify a clinical education site that can accommodate the student's individual needs; however, this



may require extra time, and start dates of clinical experiences may be delayed. If appropriate accommodations cannot be achieved in an assigned clinical facility, the student may need to accept a different placement.

### *Health Status*

A student must notify the Program Director of any disability, impairment or condition that has the potential to jeopardize the safety of students, faculty, or patients or which prohibits full participation in classroom, laboratory or clinical activities (injury, prolonged illness, pregnancy, etc.) as soon as possible. Failure to notify the Director may jeopardize the student's standing within the program and ability to progress toward degree completion. In addition, the student must:

- Provide a written statement from his/her licensed healthcare professional detailing the limitation(s).
- Provide a written statement from his/her licensed healthcare professional when limitations have been cleared.
- Inform his/her clinical affiliations of any change in health status and any possible limitations because of it.

When a health concern is reported, the Chair, Director, and/or Academic Coordinator of Clinical Education (ACCE) will work with the student to determine if any restrictions or modifications of his/her coursework or clinical experiences are necessary in order to ensure a quality educational experience and the safety of all concerned. If accommodations cannot be made, the student may be required to alter or postpone progression through the program or withdraw from the program.

## **Disability**

The Physical Therapy Program supports the Americans with Disabilities Act and Amendments Act as well as Section 504 of the Rehabilitation Act. A student with a disability requiring accommodation should contact Disability Resources (<http://nau.edu/Disability-Resources/>) prior to matriculation in the program or as soon as possible. A student is not eligible to receive accommodations until the registration process is complete. The program will provide

reasonable accommodation in accordance with the recommendation(s) from Disability Resources as long as it does not:

- Fundamentally alter an essential element of the program.
- Lower an essential standard of the program.
- Create a significant risk to the health and safety of others.

## **Academic Program**

### *Plan of Study*

The Program of Study includes a minimum of 100 total credits and is designed to be completed by a full-time student in 28 months (Appendix A). During the first 21 months of the program, the student is generally on-campus for coursework. During the remaining 7 months, the student participates in clinical education by working in clinics under the supervision of a licensed physical therapist. Transfer credits from other universities or programs are not accepted.

### *Class Attendance*

Consistent class attendance is expected of all students and is essential for the student to demonstrate mastery of course material. The program's policy is consistent with that of the Graduate College (<https://policy.nau.edu/policy/policy.aspx?num=100335>).

Faculty may elect to stress the importance of class/lab attendance through course-specific policies and determination of the student's final grade; specific course expectations will be articulated in the course syllabus. While students are not required to justify their absences, it is expected that they will inform their instructors beforehand as a measure of professional accountability and courtesy. In all situations, students are responsible for all content discussed and materials provided, whether or not they are in attendance. If the period of excused absence is substantial, it may be necessary for the student to receive a grade of Incomplete for classes that semester. The faculty and the Program Director will determine if grades of Incomplete are warranted.

### *Schedule*

The program is rigorous. A student should expect to be in class, lab, or clinic roughly 30-40 hours/week throughout the program; additional preparation outside of scheduled class times is expected. Weekly schedules of coursework are prepared by the Program Directors. Every effort is made to schedule classes between the hours of 8:00 and 5:00 and to adhere to the published schedule; however, the schedule may be adjusted to accommodate unforeseen teaching/learning opportunities or challenges. Daily/weekly schedules for clinical experiences are determined at the sole discretion of the ACCE.

### *Student Advisors*

The student will be assigned a faculty advisor upon commencing the program. Faculty advisors serve as mentors for case presentations and capstone experiences. They also serve as liaisons between the student and the Program Director. Faculty advisors are available by appointment; appointments should be scheduled jointly by the student and advisor. Students are encouraged to talk with the advisor regarding any grievances involving the advisor. If the situation is not satisfactorily resolved, students are encouraged to report the grievance to the Program Director. If the situation still cannot be resolved, a new faculty advisor may be assigned by the Program Director.

### *Classroom Assessment*

#### Course Syllabi

A course syllabus that describes the course objectives, student expectations, grading criteria, and policies will be provided on or before the first day of each class. Syllabi serve as the official “contracts” between the faculty and students. Familiarity with the syllabus is the student’s responsibility; the student should verify any vague or confusing terms of the syllabus with the instructor within the first 2 weeks of class. Once the course has begun, any significant change to the syllabus requires consent of the instructor and the students in the course. If altered, the new syllabus becomes the criteria that will be used for determining student performance in the class. A student who feels that significant deviations from the course syllabus exist should talk with the Instructor and/or Program Director.

### Written Examinations

In the event that a student is unable to take a course exam at the designated time, an alternate time may be arranged between the student and the faculty member for the class in question. This arrangement may only be made if the instructor of record determines that there is an acceptable reason for rescheduling the exam.

Re-takes of individual written exams are unlikely and may be granted only under extreme circumstances at the discretion of the instructor in accordance to policies set forth in the individual course syllabus. Without extreme, documented circumstances, a re-take of an exam should not be expected.

Final exams will be administered during the University's scheduled Finals Week. Specific dates and times of final exams are determined by the Program Director. Any exceptions to the schedule must be stated in the course syllabus.

### Course Grades

Final course grades shall be pass/fail or letter grades ("A", "B", "C", and "F");, as indicated in the course catalog. A grade of "C" or "Pass" is minimal passing criteria for all courses with a "PT" prefix. It is the individual faculty member's prerogative to determine the evaluation instrument(s), grading scales, and passing standards for the course. The instructor will inform the students of the grading criteria via the course syllabus.

Exams, assignments, and other assessments may be returned to students. These items are considered personal and confidential and are not to be shared with students in other cohorts and/or students who have yet to complete those assessments. Failure to abide by this policy may result in violation of the program's standards for professional and ethical behavior.

Once a grade has been submitted at the end of each semester to the Registrar, it may not be changed without following the university policy regarding grade appeals.

The grade of "Incomplete" is an option when part of the work for the course remains to be finished at the time the grade is due. A grade of Incomplete can only be given if the faculty member agrees that there were circumstances beyond the student's control that resulted in a failure to complete the required work. The plan for completing the course including the completion date must be in the form of a written agreement between the student and the

faculty member and will be placed in the student's file. When all completion requirements have been met, the faculty member will complete and submit a "Grade Change Request Form". The student will not be allowed to participate in full-time clinical experiences or to register for any course for which the course associated with the "Incomplete" is a prerequisite until the "Incomplete" is officially changed to a passing grade. A grade of "Incomplete" must be removed within 12 months from the end of the term in which the student was enrolled in the course or the grade will be converted to "Fail".

### Practical Examinations

A passing score is required on all practical exams in "examination", "intervention" and "patient/client management" courses. Students must pass the practical component(s) of a course in order to pass the course.

If a student fails a practical exam, in the absence of specific consequences outlined in the course syllabus, a failing course grade may be assigned. If allowed to continue in the program, an individualized remediation plan will be established. If a re-take of the practical exam is allowed through the course policy or as part of a remediation plan, only one re-take of a practical exam will be allowed. In the event of a second failure, a failing grade for the course will be assigned. If a safety violation leads to failure on both the first and second attempts of a practical examination in the same course, the student may be recommended for dismissal from the Physical Therapy Program.

### *Comprehensive Examination*

Students in good academic standing will take a comprehensive examination in the spring semester of Year II. All coursework up to the date of the comprehensive exam must be successfully completed. Students on academic probation must be in good academic standing before taking the comprehensive examination or have approval from the Program Director to sit for the exam.

The comprehensive exam is designed to represent the knowledge essential for physical therapy licensure and to ensure that students are prepared for full-time clinical internships (PT 608). Questions are similar to those that graduates of the program will encounter on the National Physical Therapy Licensure Examination. A minimum score of 65% is required for the commencement of PT 608 and for successful completion of the Program.

If a student does not obtain a passing score on his/her first attempt, the student must meet with the Program Director to plan remediation and schedule a re-take of the exam. The re-take should be scheduled at least 2 weeks after the first attempt. Since a student may not begin PT 608 until the exam is successfully completed, internship(s) will be delayed. Therefore, the student must also meet with the ACCE, who will reschedule or reassign internship(s). Depending on the new schedule, graduation may be delayed. Students who do not pass the comprehensive exam on the second attempt are required to meet with the Program Director to discuss options, if any, for continuing in the program.

### *Clinical Education*

Clinical experience in community facilities is an integral part of the program. It is associated with 2 courses: PT 601 and PT 608. PT 601 represents integrated clinical experiences (ICE) and is taken during the first 2 years of the program; PT 608 includes a minimum of 30 weeks of full-time clinical internships. A student must be in good academic standing, meet all course pre-requisites, pass the comprehensive exam, and complete an Acknowledgement of Risk form prior to participating in PT 608.

The ACCE determines the structure, timing, student assignment, and specific requirements of PT 601 and PT 608. The ACCE. PT 608 utilizes a “lottery” process through which students may express site preferences. A student must be in good academic standing in order to participate in the “lottery” process. For a student who is not in good academic standing but has the potential to return to good academic standing and successfully complete the academic portion of the program, the ACCE will assign clinical placements based on the student’s strengths and limitations.

A student may be assigned to facilities and timing other than those requested. For students requiring accommodations, the ACCE will attempt to identify clinical education sites that can provide the accommodations; however, this may require extra time, and start dates and completion of clinical experiences may be delayed.

Further information and specific policies and procedures related to the clinical education phase of the curriculum can be found in the Clinical Education Handbook. Unless otherwise stated in Clinical Education Handbook, all information presented in the Program Handbook applies to clinical education.

## Professionalism

Professionalism is critical to a student's success in the program and in the profession and is an essential component of the curriculum. Appendix B includes an example of a rubric that may be used by the student as a guideline for self-assessment of professionalism. Additionally, the program has policy specific to certain elements of professionalism.

### *Professional Behavior*

A student must conduct himself or herself in accordance with University Policy and the professional and ethical standards of the profession. The student is referred to the following documents for details:

- American Physical Therapy Association Code of Ethics and Guide to Professional Conduct (<http://www.apta.org/>).
- Arizona Board of Physical Therapy Statutes and Administrative Rules (<https://ptboard.az.gov/>).
- Northern Arizona University's Student Code of Conduct (<http://nau.edu/Student-Life/Student-Conduct-Safety/>).
- NAU Academic Integrity (Dishonesty) Policy (<https://policy.nau.edu/policy/policy.aspx?num=100601>).

A student who fails to comply with the standards established in these documents is required to meet with the Program Director. Depending on the nature of the incident and any previous infractions, remediation may be required or dismissal may be recommended. Remediation may include establishing an Academic Improvement Plan, and the student must meet the directives outlined within the plan for in order to continue to progress in the program.

### *Professional Dress/Appearance*

Professional appearance is encouraged at all times that the student is engaged in program-related activities. Professional dress is required when students participate in clinical education in community settings. NAU PT polo shirts and/or nametags will be provided to each student at the beginning of the program. These can be worn at any time; faculty will advise students if shirts or nametags are required for specific situations (e.g. patient interactions; inter-professional activities). Individual instructors may require students to adhere to a specific dress

code for class, guest speakers, lab sessions, etc.; details, including grade adjustments for deviations from the dress code, will be provided in course syllabi.

## **Degree Progression**

The responsibilities of the Physical Therapy Program extend beyond the provision of quality educational services and the promotion of student achievement. The program has a responsibility to ensure that graduates of the program are competent in the provision of high quality physical therapy services in accordance with the Standards of Practice for Physical Therapy established by the American Physical Therapy Association. In order to make such assurance, the program has defined standards that must be maintained in order for the student to progress in the program. The standards encompass academic progress and professional development. Failure to maintain the standards may result in dismissal from the program.

### *Satisfactory Academic Progress*

A student must demonstrate satisfactory academic progress in the program by maintaining each of the following standards:

- Good Academic Standing as defined by the Graduate College (<https://policy.nau.edu/policy/policy.aspx?num=100319>).
- Passing scores in all program coursework.
- GPA  $\geq 3.0$  for coursework listed in the Program of Study.
- $\leq 11$  units of “C” grades over the course of program.
- Passing score on the comprehensive exam.
- Adherence to the professional and ethical standards of American Physical Therapy Association and the NAU Student Code of Conduct.

A student who does not demonstrate satisfactory academic progress must meet with the Program Director to discuss the student’s specific situation. Barring severe infractions of the profession’s ethical and professional standards or the NAU Student Code of Conduct, the student will be placed on academic probation. An Academic Improvement Plan outlining the steps necessary for the student to return to satisfactory academic progress will be completed by the Program Director, reviewed with the student, and submitted to the Graduate College. The plan must be approved by the Graduate College prior to the student enrolling in further coursework. Since Academic Improvement Plans are determined based upon the unique



circumstances that resulted in the lack of satisfactory academic progress and focus on the remediation effort within the student's individual area of need, plans may vary between students. Any form of remediation may delay the student's completion of the program. Written action plans may require a student to repeat one or more classes and/or enroll in additional courses. If a course is repeated, the original grade is not replaced for the purpose of GPA calculations.

### *Professional and Ethical Standards*

Adherence to professional and ethical standards is an academic requirement of the program. Students are required to uphold professional and/or ethical standards as defined by the American Physical Therapy Association and the NAU Student Code of Conduct. As representatives of the university and health professionals, students are expected to display professionalism in personal and academic roles. These expectations extend to participation in social media and other electronic communication.

Violations of professional or ethical standards may limit a student's ability to perform in a class, clinic, or laboratory, and may therefore prevent a student from making good academic progress. In the event of an infraction, the program will notify the student of the infraction through verbal and/or written feedback. All such notifications, including verbal, should be documented and saved in the student's file. Feedback for the student may include, but is not limited to: instructions for corrective behavior, a review of the discipline's professional and ethical standards of behavior, or written instructions outlining resources for the student to prevent future infractions. Persistent infractions or more serious violations of established professional behaviors and/or professional and ethical standards may result in academic probation for the student (see ["Academic Continuation and Dismissal Policy"](#) for the definition of "academic probation").

Students on academic probation are required to meet with the Program Director to discuss the steps necessary to remediate problems that led to probation and to devise a written action plan. This written action plan must be submitted to the Graduate College for final approval. If a student does not meet the terms of the approved action plan, one or both of the following actions may be taken:

- The academic unit may notify the student and the Graduate College in writing of the program's intent to recommend dismissal.

- The student may be blocked from future enrollment.

The Department Chair may recommend to the Graduate College that a student be dismissed based on severe, egregious, and/or consistent violations of established professional behaviors or professional and/or ethical standards. These violations might include, but are not limited to, actions that are life-threatening, illegal, substantially neglectful of assigned duties and responsibilities, or violating ABOR or University rules and regulations (including the code of conduct or any other disciplinary rules). Consequences depend upon the gravity of the offense, its repetition, or its negative consequences upon others.

A student may appeal the Department Chair's recommendations for remediation or dismissal in accordance with the Graduate School Appeals Policy (<http://www.nau.edu/GradCol/Policies-and-Forms/Policies/>).

## **Program Completion and Graduation**

The physical therapy curriculum normally ends when all coursework, including clinical experiences, are satisfactorily completed. Regardless of campus of attendance, graduation ceremonies occur on the Flagstaff Mountain Campus. Students are encouraged to return to campus for graduation ceremonies and to receive the Certification of Completion from the Physical Therapy Program.

## **Grievance Policy**

### *Informal Procedures*

Disagreements, complaints, misunderstandings and grievances directly associated with the student's involvement in the Physical Therapy Program can often be resolved through informal discussions between the student and other involved individuals (e.g. classmates, staff, faculty,

and Program Director). It is the intent of this policy to encourage use of such informal procedures so long as such measures prove effective.

### *Formal Procedures*

The formal procedural provisions of this policy should be set in motion only when the informal procedures prove to be or manifestly will be ineffective. For formal grievance procedures, the University Policy will be followed.

### *Complaint*

The student may file a complaint, in writing, with the Program Director. If the complaint involves the Program Director, the complaint should be filed with the Chair of the Department of Physical Therapy and Athletic Training. Such complaint shall state the name, address, phone number, and email address of the complainant; the names, times, places of persons and/or events surrounding the subject of the complaint, and the substantial nature of the problem, so as to fairly apprise the Program Director or Department Chair of the facts and/or parties incident to the complaint.

## **Appeals**

### *Grade Appeals*

In the instance that a student wishes to contest a grade received in the Physical Therapy Program, that student must follow the procedures outlined in Appendix H of the NAU Student Handbook (<http://www4.nau.edu/stulife/handbook.htm>). The grade appeal must be initiated within the next regular term following the term in which the course work was completed.

A grade change is only warranted if the student can show that the instructor deviated substantially from the accepted and specific standards of proficiency of the University and/or academic program. Such deviations include a departure from the course syllabus without prior consent of the class, alleged prejudice against the student, alleged preferential treatment of another student, or classroom policies applied unevenly across students enrolled in the class.

## Financial Issues

### *Tuition and Fees*

Tuition, program fees, and other university fees are applicable each semester that a student is enrolled in the program. Students are referred to the Graduate College for the most current information (<http://nau.edu/GradCol/Current-Tuition-and-Fees/>). Note that students attending the PBC pay tuition and fees in accordance with Extended Campuses. In addition to University tuition and fees, the Program in Physical Therapy charges program fees of \$2500 (Flagstaff Mountain Campus) or \$3500 (PBC) per semester, excluding summers.

### *Residency Status*

The rules and regulations for establishing residency for tuition purposes are defined by the Arizona Board of Regents, which is authorized by the Arizona Legislature and Arizona Revised Statutes (15-1801 through 15-1807) to provide classification for a tuition differential between resident and non-resident students.

These rules and regulations are subject to change without notice. Students should refer to University Policy for issues related to residency status (<https://policy.nau.edu/policy/policy.aspx?num=100702>).

### *Financial Aid*

Graduate students may be eligible for scholarships, grants, and/or loans through the Office of Scholarships and Financial Aid. Students are encouraged to contact the office directly with any questions (<http://nau.edu/finaid/>).

### *Scholarships*

Scholarships or other forms of financial support may be available through the Physical Therapy Program, College of Health and Human Services, the Arizona Physical Therapy Association or other organizations. The specific scholarships and levels of support vary from year to year. Students will be notified of available scholarships and application requirements as they arise. It is the student's responsibility to accept invitations to apply for scholarships and to meet application deadlines.

### *Outside Employment*

The required coursework is rigorous and the clinical education component of the curriculum requires students to complete extensive afternoon, evening, and weekend clinical rotations. Student responsibilities will likely interfere with the student's ability to hold outside employment. Students need to make appropriate financial plans prior to enrolling in the program. Students are not prohibited from holding outside employment, but such employment must not interfere with clinical assignments or the ability to complete coursework.

### **Professional Associations and Service**

Students are encouraged to participate in a wide variety of professional association and program activities. The program is a strong supporter of the American Physical Therapy Association (APTA) and the Arizona Physical Therapy Association (AZAPTA), and students are encouraged to join and participate in activities sponsored by these organizations (e.g. Physical Therapy Month, state and district meetings, student conclaves, Combined Sections Meeting).

The program also encourages participation in activities involving community service (e.g. S.H.O.W. clinic, "Go Big for Parkinson's" Annual Run, Special Olympics, the Painted Turtle, etc.), student exchange programs (e.g. Robert Gordon University), and other extracurricular learning activities (International Service Learning, etc.).

### **Campus-Specific Policies**

Each campus may have specific building or campus policies. Students are expected to abide by the policies pertinent to their assigned campus.

## APPENDIX A – Curricular Plan

### 2017-2018 Curriculum – Program in Physical Therapy

Year I	
510 Foundations of Physical Therapy Management	3
511 Normal Gait	1
525/535 Human Anatomy	4/5
550/545 Pathophysiology	4
526/536 Functional Anatomy & Biomechanics	4/3
560 Neurosciences	4
582 Therapeutic Exercise	4
586 Clinical Communication	2
601 ICE	1
611 Abnormal Gait	1
644 Ethics & Professionalism	2
657 Innovations & Specializations I	2
664 Clinical Epidemiology	2
670 Health Care Systems I	2
680 Differential Diagnosis	3
685 Graduate Research	3
687 Professional Seminar	3
Total	45
Year II	
601 ICE	1
602 Life Cycle I	2
603 Life Cycle II	2
608 Internship	6
620 Musculoskeletal Ther I	4
621 Musculoskeletal Ther II	3
630 Cardiopulmonary Ther	4
635 Neurotherapeutics I	4
636 Neurotherapeutics II	3
657 Innovations & Specializations II	1
665 Contemporary Wellness Models	2
668 Organization & Administration	2
675 Medical Therapeutics	2
689 Capstone	4
698 Graduate Seminar	1
720/735 – Two Electives	2
Total	43
Year III	
608 Internship	12
Total	12
Total of entire program	
	100

## **APPENDIX B– Professionalism Rubric**

Professionalism is considered a skill that is developed over time with intention, self-awareness, and the integration of feedback from academic and clinical instructors and peers. The purpose of this rubric is to provide students with the skills that define professionalism, the associated behaviors for each skill that meet or exceed program expectations, as well as behaviors that prevent students from meeting skill expectations.

<b>Classroom Professional Behaviors Assessment Rubric*</b>			
Professional Behavior	Level 1 (Does not meet expectations)	Level 2 (Meets expectations)	Level 3 (Exceeds expectations)
<b>Interpersonal Skills</b>			
Cooperates and collaborates with classmates	Does not engage in conversation or only responds to prompts by others	Engages in conversation and works jointly with others	Engages all members of a group in conversation; leads others to reach a common goal
Maintains a teachable attitude	Does not demonstrate willingness to learn as evidenced by not asking/responding to prompts	Demonstrates willingness to learn by asking questions and responding to prompts in a receptive manner	Demonstrates willingness to learn by asking/responding to prompts, engaging other classmates in learning, and approaching classroom learning experiences positively; seeks suggestions for improvement
Respects boundaries with faculty, staff and classmates	Displays harassing or interrupting behaviors toward faculty or peers (this may be perceived through voice tone, facial expression or body language)	Displays respectful and attentive behaviors toward faculty, staff and peers	Displays respectful and attentive behaviors toward faculty and peers; supports and encourages positive group behaviors
Shows compassion toward faculty, staff, classmates, and patients	Demonstrates insensitivity toward others, as evidenced by verbal and/or nonverbal actions	Is sensitive toward others	Is sensitive toward others and offers assistance in taking additional responsibility
Exhibits integrity and responsibility in all interactions	Does not fulfill or struggles to fulfill assigned duties/roles within group or individual activities; is not forthcoming and timely when expectations for duties cannot be met	Fulfills assigned duties/roles within group and individual activities; is forthcoming and timely when expectations for duties cannot be met	Fulfills assigned duties/roles within group and individual activities in a timely manner; acknowledges full responsibility for duties
Demonstrates commitment to uphold ethical principles	Demonstrates behaviors that are inconsistent or incongruent with APTA ethical standards; or there are Repeated instances of unethical	Aware of APTA ethical standards; may need to be reminded of rules	Exemplary ethics; conscientious of ethical practices and holds others accountable also



	behavior, even after feedback		
<b>Verbal Communication</b>			
Gives and receives constructive feedback	Does not offer constructive feedback to others in a positive manner; is unreceptive or argumentative about feedback	Offers constructive feedback to others in a positive manner; is receptive to feedback and seeks feedback	Offers constructive feedback to others in a positive manner; readily requests, receives feedback from instructors and peers
Takes into consideration the dignity, diversity of culture, ethnicity, religion, and sexual orientation of others	Negatively highlights an individual's diversity in classroom scenario or other situations by using degrading language or behavior	Respects an individual's diversity in classroom scenarios and situations by phrasing comments or feedback in a tactful manner	Respects an individual's diversity in classroom scenarios and situations by phrasing comments or feedback in a tactful manner; promotes how diversity is taken into consideration for providing patient care or in managing other interactions
Uses appropriate voice, professional vocabulary and language	Speaks inaudibly, rudely or sarcastically; language choices may be limited, frequently uses slang or jargon, including many interjections; does not practice use of professional vocabulary or consistently mispronounces professional terms	Speaks with clear focus and effectively utilizes professional vocabulary; uses interjections in limited and appropriate settings	Speaks with clear focus and proper style, using appropriate voice and professional vocabulary and language; uses no interjections
<b>Non-verbal Communication</b>			
Elicits relevant information using focused listening skills	Does not listen to others' perspectives or does not allow others to finish their input	Listens to others' perspectives and allows others to finish their input	Solicits and listens to others' perspectives, allows others to finish their input; is able to summarize relevant key points
Communicates using appropriate nonverbal skills, including eye contact and body language	Uses little or no eye contact; uses no nonverbal listening responses, and displays inappropriate body language during class sessions; inconsistent in attitudes, including disinterest, moodiness	Maintains eye contact and uses reinforcing nonverbal listening and appropriate body language	Maintains eye contact, uses appropriate body language; uses reinforcing nonverbal listening responses; has an engaged, eager attitude; is an excellent representative of self,

	or melodramatic behaviors		department and profession
Exhibits an understanding and respect for the contributions of others	Does not clearly display attention and does not use body language that signifies listening to others when they are presenting or sharing information; expresses disregard for others' contributions or does not seek to gain understanding	Clearly displays eye contact and other nonverbal signs of attention and listens to others when they are presenting or sharing information; engages to express respect for others' contributions	Clearly displays eye contact and other nonverbal signs of attention and listens to others when they are presenting or sharing information; responds to acknowledge and respect contributions of others; encourages the same behaviors in others; encourages participation of others and fosters environment of teamwork
<b>Class Preparation</b>			
Prepares assigned readings and activities prior to class	Demonstrates lack of preparation for class; demonstrates limited use of resources; is unable to answer questions or relate readings/assignments to class discussions; has not completed assigned tasks or has given minimal attention to the task	Demonstrates preparedness by relating readings/assignments to class discussions; may not know answers, but is able to express a thought or opinion; has completed assigned tasks with sufficient detail	Demonstrates preparedness by relating readings/assignments to class discussions; usually knows answers, and is able to demonstrate critical thinking through expression of thought or opinion; has completed assigned tasks thoroughly
Utilizes resources, credits sources and admits errors in presenting information	Does not use credible resources or credit sources of evidence; cannot admit error or incorrect information	Uses credible resources, including some not directly provided by the instructor; credits sources of evidence; admits errors and incorrect information and corrects them	Uses credible resources, and consistently seeks additional resources; credits sources of evidence; does not display errors and does not cite incorrect information
Demonstrates knowledge in discussing material	Does not convey understanding of material	Summarizes material	Summarizes material, and relates it to past or potential professional experiences;
Analyzes, explains and discusses physical therapy	Does not apply facts to realistic concepts; does not summarize relevant	Applies facts to realistic concepts; summarizes relevant material in a	Applies facts to realistic concepts; summarizes material in correct explanatory manner;

knowledge as it applies to effective patient care	material to correctly convey understanding	correct, explanatory manner	explains integrated concepts in a succinct manner
Initiative	Does not demonstrate initiative; requires direction to seek out and use resources	Takes own initiative, requiring little direction to refer to or use resources	Takes initiative to demonstrate use of resources and to seek out further guidance as needed
<b>Self-Assessment</b>			
Monitors leading or allowing others to lead a discussion	Does not contribute to collaborations, taking advantage of collaborators; alternatively, dominates discussions without giving others a chance to lead	Makes contributions when interested in a topic or when convenient	Brings skilled contributions to a discussion and takes turns leading or allowing others to lead a discussion
Demonstrates self-reflection	Displaces responsibility; lack of self-awareness of strengths/weaknesses; or recognizes them but is resistant to change	Can articulate strengths/weaknesses, but may need help to address them	Independently and actively improves weaknesses and incorporates strengths