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STUDENT HANDBOOK*

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*This Student Handbook has advisory status and does not supersede the GVSU Undergraduate or Graduate catalogs.

**ACCREDITATION**

The Doctor of Physical Therapy program at Grand Valley State University 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; website: [http://www.capteonline.org](http://www.capteonline.org).
PROFESSIONAL AND GRADUATE EDUCATION

Welcome to a new venture in your life. Our curriculum provides a unique opportunity for you to engage in a most rewarding educational experience – one which combines aspects of a health care profession with the individual personal and intellectual growth associated with graduate study.

The goal of a professional curriculum is to facilitate the passage of students from pre-professional coursework to active participation in a professional group. Being accepted into this program is the first step on this journey. Along with the status and privilege you have accepted, you also will be expected to fulfill the responsibilities of being a professional. As a student, the privileges include membership in the professional organization and the right to work with patient populations in clinical settings (under supervision). Your added responsibilities include demonstration of professional behaviors (see pg. 18) in all interactions on campus and in the clinic. Additional time commitments in academic work and professional activities are also part of your new responsibilities.

The PT faculty members make a commitment to you to present educational content which will enable you to become a licensed physical therapy professional. We commit ourselves to working with you throughout the curriculum to attain this goal. You will have much to learn and probably will be surprised at the time commitment and flexibility required. Behavioral patterns will be expected of you which are not all attained in the classroom, but which grow from an innate belief that every person is worthy of our respect.

Throughout the program, please keep in mind that requirements and responsibilities will be different than what you have experienced in your pre-professional curriculum. Much emphasis is placed on self-directed learning, which in turn requires assumption or engagement in collaboration, and responsibility for individual choices and actions.

In your interactions with peers, faculty, staff, patients and public audiences, we expect you to demonstrate consistent, professional and courteous behavior. Your involvement in your education from this point forward is most similar to an employment situation. Any problems that occur require immediate and responsible attention by you to insure a successful and positive journey through the physical therapy program.

ADVICE TO STUDENTS ENTERING THE PROFESSION

When you are a student, be a student. Be as fully a student as you can be. Soak up new information, whether it matches your prior ideas or not. Be open to differences as an expansion of your knowledge, rather than a threat to your beliefs. Learn from teachers, clinicians, books, journals, fellow students, patients, and no less from your own experience. Being an excellent student is different than being an excellent clinician, educator, consultant, or researcher. As a student your excellence is in your dedication and commitment to learning, and your acceptance of what you have not yet learned or cannot yet do. Be mindful of your long-term development as a practitioner, and assume that every step of the way is preparation for the next step.

Burt Giges, MD
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**AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA) VISION STATEMENT**

Physical therapy, by 2020, will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists will be practitioners of choice in clients’ health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist-directed and -supervised components of interventions.

Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidence-based service throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct patient/client care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves.

In June, the 2013 APTA House of Delegates adopted a landmark new vision of the profession of physical therapy: “Transforming society by optimizing movement to improve the human experience.” Final language for this new vision will be published in September 2013.

**COLLEGE OF HEALTH PROFESSIONS**

**MISSION**

We prepare exceptional professionals who will impact the health and well-being of the larger community.

**CORE VALUES**

Professional and ethical behavior.
Respect and appreciation of differences.
Life-long learning.
Excellence in teaching, scholarship, practice.
Appreciation of personal well-being.
Collegiality and collaboration.
Social responsibility.

**VISION**

To create an environment that is recognized and respected for excellence in teaching, scholarship and service to the community, our professions, and the constituents we serve. We will be recognized for our collegiality, collaboration, evidence-based practice and development of life-long learners.
DEPARTMENT OF PHYSICAL THERAPY

MISSION

To advance the profession of physical therapy through excellence in education, scholarship and service.

CORE VALUES

Professional and ethical behavior
Respect and appreciation of differences
Life-long learning
Excellence in teaching, scholarship, practice
Appreciation of personal well-being
Collegiality and collaboration
Social responsibility
Evidence-based practice
Reflective practice
Advocacy
Leadership

VISION

Our vision is to produce reflective physical therapy practitioners who demonstrate excellence in clinical practice, education, consultation and research to meet the physical therapy needs of society. We strive to transform students personally and professionally. We challenge our students to achieve distinction in examination, evaluation, intervention and prevention of movement dysfunction. In addition, we nurture the development of leadership, for both faculty and students, to address societal healthcare needs, link evidence to practice and make ethical decisions.
A primary goal of the Department of Physical Therapy is to prepare graduates to perform all aspects of the role of an entry-level physical therapist. Physical therapists:

- Diagnose and manage movement dysfunction and enhance physical and functional abilities.
- Restore, maintain, and promote not only optimal physical function but optimal wellness and fitness and optimal quality of life as it relates to movement and health.
- Prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries.


Understanding all aspects of human function including physical, psychological, sociocultural, spiritual and developmental aspects is important for effective practice of physical therapy. In light of this need, faculty use a holistic perspective which embraces an interdisciplinary approach in education, practice and research. We strive to develop professionals who can manage patient care and integrate other professionals into a plan of care.

Physical therapy is a dynamic field in a changing health care environment. Physical therapists must possess fundamental skills of examination and intervention, be well educated health scientists who are able to contribute to the knowledge of the field, and be problem solvers who can adjust to modified roles and new situations. We are preparing students for a specific role as physical therapists, but we also equip them for the ever-changing world of health care.

We believe that we can best prepare our students for changing practice and environments by emphasizing the development of essential skills. These skills include: effective communication, problem-solving and critical thinking, ethical decision-making, participation in and application of research, reflective practice, evidence-based practice, self-assessment, self-directed learning, the ability to work within groups, the ability to seek and provide feedback, and teaching skills. With these skills, our graduates will be able to recognize their need for information, seek and access this information through effective utilization of resources, and critically analyze information.

A wide variety of teaching/learning activities are used throughout the curriculum to foster cognitive, behavioral and physical skill development. We use a mixture of traditional, system-based, case-based, and problem-based educational experiences. We strive to involve students actively in the learning process as adult learners. Student input is sought and utilized in teaching/learning activities, students are encouraged to set their own educational goals, and students are held accountable for learning and goal attainment. Group learning activities and inquiry are incorporated throughout the curriculum. Reflective activities are used to facilitate assessment of self, others and experiences. A collegial approach is emphasized with faculty-student interaction contributing to mutual development. Through this interaction, faculty model and strive to impart a value system to guide professional development and decision-making.
EDUCATIONAL PHILOSOPHY OF THE
PHYSICAL THERAPY DOCTORAL PROGRAM

GRAND VALLEY STATE UNIVERSITY

INTRODUCTION

The foundational teaching and learning principles for the Doctorate in Physical Therapy come from blending several theories: 1) Behavioral or objectivist; 2) Dewey’s experiential; 3) Piaget’s cognitive psychology; 4) Knowles theory of adult learning; and 5) Social Cognitive Theory. The synthesis of these models provides the foundation for the use of Situated Learning and Constructive-Developmental theories as the basis for the design of the physical therapy curriculum. The faculty believes that this blend of educational philosophies is consistent with the University’s commitment to providing students a strong liberal education. The goal of the physical therapy faculty is to facilitate the personal and professional development of individuals so they will effectively participate in, and contribute to, their chosen profession and society. What follows is a brief summary of these educational philosophies and how they are integrated into the Physical Therapy curriculum.

BEHAVIORISM

The use of behaviorist theory, in the form of structured, hierarchical-ordered didactics (as used in the traditional “medical model”) is evident in the curriculum, e.g., taking anatomy before the clinical medicine series. This model is more teacher-centered where faculty presents a finite body of knowledge (content) that can be broken into component parts, i.e., knowledge and skills. Generally, knowledge and skills are then taught in sequence, from simple to complex. The faculty realizes the major limitations to basing the entire curriculum on this model are twofold: students assume the role of “passive” learners and the fallacy of the assumption that “the whole is a sum of its parts”. Thus, the faculty has minimized the influence of the tenets of behaviorism in the curriculum.

JOHN DEWEY AND JEAN PIAGET

Dewey believed that learning must be active and that is best be achieved by student participation in “genuine experiences” (learning by doing) and subsequent reflection. According to Dewey, “education must be conceived as a continuing reconstruction of experience.” What this means is that experiences must necessarily provide continuity (experiences are stored and carried on into the future) and interaction (one’s present experience is a function of the interaction among one’s past experiences and the present situation). Similarly, Piaget’s concept of equilibration prompts learners to assimilate new experience, accommodate existing cognition to that experience, and to remake meaning of their experiences. The DPT curriculum is designed to provide students with opportunities for many practical experiences, e.g., part- and full-time clinical rotations. Furthermore, in didactics that precede and follow these genuine experiences, faculty call on students to draw from past learning experiences as students encounter and solve, new, unique, ambiguous and ill-structured problems, e.g., clinical seminar course series.
ADULT LEARNING THEORY (ALT)

Knowle's theory of Adult Learning (ALT) assumes that the learner is self-motivated, which extends the philosophies of Dewey and Piaget, emphasizing skill development in problem-solving, self-directed learning, and comprehension of process (metacognition) as much as content. In ALT, faculty shift roles from authority (teacher-centered) to learning facilitator (student-centered) and collaborator. The clinical seminar series that uses a problem-based teaching method and the research sequence are examples of how the faculty applies ALT.

SOCIAL COGNITIVE THEORY (SCT)

In SCT, human learning behavior is believed to be a triadic, dynamic and reciprocal interaction of personal factors, behavior, and the environment. A key tenet of SCT is that humans can learn by observing others (a cognitive apprenticeship model that includes modeling, coaching, articulation, reflection and exploration), especially those peers and faculty with whom they can identify. Social learning happens throughout the curriculum in didactic and laboratory situations as students collaborate with faculty, as well as during clinical rotations where students are mentored by clinical faculty.

SITUATED LEARNING THEORY (SLT)

Similarly, SLT theory contends that learning occurs as a function of activities, context, and social and historical culture. Learning involves a community of learners that requires social interaction and collaboration, i.e., students with students and students with faculty, where students use their own experience, lives, and current knowledge as a starting point for learning. However, SLT extends SCT in the sense that students are periodically placed in context-rich learning environments that go beyond the traditional classroom. Students' early, and ongoing, exposure to clinical observations/experiences is one example of situated learning. Additionally, the use of a problem based learning (PBL) format in the clinical seminar series will better create contexts to construct clinical knowledge.

CONSTRUCTIVE-DEVELOPMENT PEDAGOGY

According to Constructivist theory, knowledge is not “objective,” nor set in stone, but is relational and emerging, based on evolving scientific theory and self-discovery. Learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge or reconstruct previously held concepts; and these constructions or reconstructions occur within social settings. Also, learning relies on building a cognitive structure to select and transform information, construct hypotheses, and make decisions; students develop these mental models or schemas to provide meaning and organization to their learning experiences. According to constructive theory, learning does not occur through a progressive hierarchy, rather, learning is developmental in the sense that learners acquire knowledge and skills as they are needed.

Both Constructive and Situated Learning theories are derived from Dewey and Piaget and suggest that curricula be organized in a spiral manner so that learners can build upon what they have experienced previously (‘intellectual scaffolding’). Students are thus challenged to acquire, construct, and reflect upon “real life” problems that are ambiguous and increasingly complex. The faculty believes that use of intellectual scaffolding will promote learners’ development of cognitive structures that assist in retention and transfer of learning.
SUMMARY

Throughout the doctorate curriculum a traditional model of teaching/learning (behaviorism) is used in foundational courses, e.g. anatomy. However, the faculty believes that student personal and professional development can best be achieved when “genuine” experiences can be created. Therefore, real experiences and the “remaking” of those experiences, which inherently requires active learning (ALT), mutual construction of knowledge in social and real settings (constructivism, SCT, and SL), and critical and reflective thinking (as espoused by John Dewey and Jean Piaget) serve as the primary foundation for the doctorate curriculum. The faculty believes that a curriculum based on these principles will result in graduates that are caring, competent, accountable and life-long learners who will contribute to their communities and profession.
DEPARTMENT OF PHYSICAL THERAPY

DPT CURRICULUM STRANDS

Five strands are interwoven throughout the DPT curriculum to assure that the DPT graduate possesses the exit skills necessary to be a successful and valued practitioner of physical therapy in tomorrow’s health care environment.

Curricular Strand #1: Development of a reflective practitioner capable of evidence-based practice in tomorrow’s health care environment, including direct access.

Reflective practitioners recognize the interrelatedness of various forms of knowledge as essential to competent practice and the development of professional expertise, thus they constantly examine their practice effectiveness and make appropriate revisions to the intervention, setting, and circumstances. Evidence-based practice incorporates the above and is the ability to find, evaluate, create, and utilize the literature to support clinical decisions congruent with patient values. Direct access allows patients to seek Physical Therapy services without a physician’s referral.

Curricular Strand #2: Development of a practitioner committed to systems-based practice.

Systems-based education refers to the integration of all biological mechanisms involved in movement dysfunction

A systems-based practitioner recognizes the interdependent relationship of all health care practitioners in meeting the needs of the client.

Systems-based also includes interactions with families, specific populations, communities, health care facilities, private organizations, and government agencies.

Curricular Strand #3: Development of a practitioner who has an appreciation for diversity and its impact on health care delivery.

Diversity includes the richness of differences related to culture, gender, age, socioeconomics, spirit, religion, ethnicity, and sexual orientation. These examples are a descriptive, but not all-encompassing, list.

Curricular Strand #4: Development of a practitioner who is capable of systematic reflection on and analysis of ethics, whether in clinical practice, research endeavor, or the community.

The graduate is expected to utilize general principles of ethics and face each new situation from a systematic, ethical stance.

Curricular Strand #5: Development of a practitioner who demonstrates leadership skills and advocacy within the profession and the community.

Leadership is the ability and commitment to serve, guide, and direct the delivery of quality health care. In addition, the graduate would have the ability to contribute such skills to the physical therapy profession at the local, state, and national level.

Advocacy is the ability to speak or write in support of clients, the community, and the profession. This includes shaping public policy and working within the breadth of health care institutions.
DEPARTMENT OF PHYSICAL THERAPY

STUDENT OUTCOME GOALS AND OBJECTIVES

Physical therapy graduates will show evidence of competence in the following through didactic course work and clinical education courses*:

1. Effective communication and interpersonal skills, which are adapted to meet the needs of individuals and diverse audiences. (PSY 668, PT 510, PT 511, PT 515, PT 522, PT 642, PT 651, PT 652, PT 657, PT 661, PT 662, PT 681, PT 682)
   a. Demonstrate effective communication skills (receptive, expressive, verbal, non-verbal, written), which are adapted to meet the needs of individuals and various audiences.
   b. Demonstrate effective interpersonal skills that are adapted to meet the needs of individuals and various audiences.

2. Adherence to safe, ethical and legal standards of current practice (as identified by professional organizations, federal and state law and accrediting bodies). (PT 515, PT 655, PT 665, PT 685)
   a. Demonstrate adherence to safe practice standards as identified by professional, state and federal bodies.
   b. Demonstrate adherence to ethical and legal standards of current practice as identified by professional, state and federal bodies.

3. As a responsible health care provider and interprofessional team member prepared for autonomous practice, determination of physical therapy diagnosis and development of an individualized plan of care for the management and prevention of movement dysfunction across the lifespan. (BMS 427, BMS 428, BMS 461, PT 513, PT 525, PT 643)
   a. Demonstrate physical therapy screening of the following systems for keep-refer decisions: Musculoskeletal; Neuromuscular; Cardiovascular and pulmonary; Integumentary (PT 511, PT 521, PT 631, PT 632, PT 641, PT 647, PT 651, PT 662, PT 681)
   b. Demonstrate history taking, examination, evaluation, physical therapy diagnosis, prognosis, and reevaluation of the following systems: Musculoskeletal; Neuromuscular; Cardiovascular and pulmonary; Integumentary (PT 511, PT 521, PT 631, PT 632, PT 641, PT 647, PT 651, PT 662, PT 681)
   c. Demonstrate development of plan of care and intervention for the following systems: Musculoskeletal; Neuromuscular; Cardiovascular and pulmonary; Integumentary (PT 522, PT 632, PT 642, PT 647, PT 651, PT 652, PT 661, PT 662)
   d. Demonstrate team skills. (PSY 668, PT 517, PT 528, PT 528, PT 634, PT 642, PT 644, PT 647, PT 652, PT 657, PT 662, PT 681, PT 790, PT 793)

4. Practice management for physical therapy delivery relevant to individuals and communities in diverse environments.
   a. Identifies and is accountable for services that may be directed to others. (PT 515, PT 522, PT 642, PT 651, PT 655, PT 661, PT 662)
   b. Evaluates the quality of services delivered by a physical therapy provider by participating in
quality improvement activities (PT 685)
c. Recognizes the relationship of reimbursement, documentation and billing coding to the delivery of physical therapy services. (PT 515, PT 655, PT 665, PT 685)

5. **Application of principles of education to teaching and learning experiences in varied practice settings, the community and classroom.** (PT 522, PT 647, PT 652, PT 657, PT 661, PT 662)
a. Designs and conducts educational programs for diverse patients, caregivers, community groups, colleagues, students and other health care professionals, adapting teaching style to the needs of the learners.
b. Evaluates and modifies educational programs and delivery based on audience needs.

6. **Application of principles of critical thinking to evaluate professional literature and practice concepts for integration of best evidence into clinical practice.** (PT 512, PT 522, PT 610, PT 634, PT 642, PT 64, PT 647, PT 662, PT 681, PT 790, PT 793, STA 610)
a. Prepares and presents a scholarly project of clinical or applied research.
b. Defends clinical decision-making with pertinent research evidence using an evidence based practice approach to patient case management

7. **Professional responsibility and commitment through active involvement in professional activities beyond job responsibilities, and self-directed professional development.**
a. Values membership and participation in professional organizations (PT 515)
b. Utilizes self-assessment to form plans for professional development (PT 681)
c. Values and participates in service-based activities (e.g. Wheel Run Together, pro bono clinics, disability group activities, etc.) (PT 515, PT 642, PT 661)
d. Shows evidence of involvement in professional activities beyond job responsibilities at one year post-graduation. (Post-graduation survey)

*Note: All clinical education courses (PT 636, PT 656, PT 675, PT 677, PT 696/future 698) address facets of each of these goals and objectives and in conjunction with the didactic courses listed for each, assure that students achieve the above outcomes.*
Successful completion of the Doctorate in Physical Therapy degree at Grand Valley State University requires that students demonstrate specific intellectual, technical and behavioral abilities. These specific abilities are called the “essential functions” of the profession, and apply to the professional course of study, clinical experiences students have while in that course of study and in the actual practice of the profession.

Essential functions in higher education health care programs are constructed in accordance with the legal requirements of the Americans with Disabilities Act (ADA) of 1990. The ADA requirements exist to ensure that academic programs judge individuals on the basis of ability to complete the course of study and practice effectively.

In accordance with the ADA, the Grand Valley State University Department of Physical Therapy has adopted the following essential functions for all PT students.

- **MOTOR SKILLS**: Physical therapy students must demonstrate sufficient motor function to perform physical evaluation of the client, including palpation. Students must also demonstrate the physical ability to perform all parts of the physical treatment of clients. Physical strength and balance are needed to perform transfers from all levels and to assist in the ambulation training of clients with assistive devices. Students also must have the strength and endurance to perform cardiopulmonary resuscitation.

- **MOBILITY**: Physical therapy students must be able to perform duties while standing, lifting, reaching, bending, stretching or assuming any other posture that provides support and assistance, and ensures the safety of each individual client. Students must be able to move in rapid succession from the floor to upright and, in an emergency situation, must be able to move quickly to again ensure client safety.

- **COORDINATION**: Physical therapy students must have the sensorimotor function, manipulative skills, and eye/hand coordination to permit appropriate grasp and provide assistance with therapeutic activities.

- **SENSORY**: Physical therapy students must have adequate sensory skills. Sensory skills are needed to continually observe the client, take a client’s history, detect changes that are occurring in the client and to ensure the client’s safety. Students must also be able to obtain information from written documents, videotaped data, graphic images and equipment quickly and accurately. These skills necessitate the functional use of vision, hearing and other sensory modalities. The student must have functional visual acuity, the ability to hear or to lip read and the ability to sense light touch and proprioceptive changes.
• **COMMUNICATION:** Students must be able to communicate in English for both oral and written communication with faculty, other students and clients. Students must recognize the significance of verbal and non-verbal communication in academic and clinical settings. They must be capable of responsive, empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences. Students must also be able to read and understand English written communication as well as produce communication which is accurate, timely and complete.

• **COGNITIVE:** Physical therapy students must have the intellectual capacity to measure, calculate, reason, analyze and synthesize information specific to client care. Cognitive skills in problem solving, as well as the integration of theory with practice, is critical to the determination of appropriate evaluation and treatment decisions in all areas of practice.

• **BEHAVIORAL/SOCIAL SKILLS AND PROFESSIONALISM:** Physical Therapy students must have the stability of emotional health required to exercise sound judgment, complete their responsibilities and develop and maintain effective appropriate relationships in the health care setting, with clients and members of the Health care team. They must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance. Students must demonstrate graceful tolerance of a wide variety of encounters and environments that may be stressful, boring, emotionally taxing and subject to rapid and unpredictable alteration, consistent with the uncertainties present in a rapidly changing health care system. Students must possess the ability to reason morally and practice physical therapy in an ethical manner.

The Physical Therapy Faculty will carefully evaluate each student’s performance of the skills described in this document. The student with disabilities has the responsibility to request those accommodations that s/he feels are reasonable and are needed to execute the essential functions described.
Professional Behaviors for the 21st Century

Definitions of Behavioral Criteria Levels

Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of physical therapy education and before the first significant internship

Intermediate Level – behaviors consistent with a learner after the first significant internship

Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals

Post-Entry Level – behaviors consistent with an autonomous practitioner beyond entry level

Background Information

In 1991 the faculty of the University of Wisconsin-Madison, Physical Therapy Educational Program identified the original Physical Therapy - Specific Generic Abilities. Since that time these abilities have been used by academic programs to facilitate the development, measurement and assessment of professional behaviors of students during both the didactic and clinical phases of the programs of study.

Since the initial study was conducted, the profession of Physical Therapy and the curricula of the educational programs have undergone significant changes that mirror the changes in healthcare and the academy. These changes include managed care, expansion in the scope of physical therapist practice, increased patient direct access to physical therapists, evidenced-based practice, clinical specialization in physical therapy and the American Physical Therapy Association's Vision 2020 supporting doctors of physical therapy.

Today's physical therapy practitioner functions on a more autonomous level in the delivery of patient care which places a higher demand for professional development on the new graduates of the physical therapy educational programs. Most recently (2008-2009), the research team of Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA completed a research project that built on the work of other researchers to analyze the PT-Specific Generic Abilities in relation to the changing landscape of physical therapist practice and in relation to generational differences of the “Millennial” or “Y” Generation (born 1980-2000). These are the graduates of the classes of 2004 and beyond who will shape clinical practice in the 21st century.

The research project was twofold and consisted of 1) a research survey which identified and ranked professional behaviors expected of the newly licensed physical therapist upon employment (2008); and 2) 10 small work groups that took the 10 identified behaviors (statistically determined) and wrote/revised behavior definitions, behavioral criteria and placement within developmental levels (Beginning, Intermediate, Entry Level and Post Entry Level) (2009). Interestingly the 10 statistically significant behaviors identified were identical to the original 10 Generic Abilities, however, the rank orders of the behaviors changed. Participants in the research survey included Center Coordinators of Clinical Education (CCCE’s) and Clinical Instructors (CI’s)
from all regions of the United States. Participants in the small work groups included Directors of Clinical Education (DCE’s), Academic Faculty, CCCE’s and CI’s from all regions of the United States.

This resulting document, **Professional Behaviors**, is the culmination of this research project. The definitions of each professional behavior have been revised along with the behavioral criteria for each developmental level. The ‘developing level’ was changed to the ‘intermediate level’ and the title of the document has been changed from **Generic Abilities** to **Professional Behaviors**. The title of this important document was changed to differentiate it from the original **Generic Abilities** and to better reflect the intent of assessing professional behaviors deemed critical for professional growth and development in physical therapy education and practice.

**Preamble**

In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success. (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002)

The intent of the **Professional Behaviors** Assessment Tool is to identify and describe the repertoire of professional behaviors deemed necessary for success in the practice of physical therapy. This **Professional Behaviors** Assessment Tool is intended to represent and be applied to student growth and development in the classroom and the clinic. It also contains behavioral criteria for the practicing clinician. Each **Professional Behavior** is defined and then broken down into developmental levels with each level containing behavioral criteria that describe behaviors that represent possession of the **Professional Behavior** they represent. Each developmental level builds on the previous level such that the tool represents growth over time in physical therapy education and practice.

It is critical that students, academic and clinical faculty utilize the **Professional Behaviors** Assessment Tool in the context of physical therapy and not life experiences. For example, a learner may possess strong communication skills in the context of student life and work situations, however, may be in the process of developing their physical therapy communication skills, those necessary to be successful as a professional in a greater health care context. One does not necessarily translate to the other, and thus must be used in the appropriate context to be effective.

Opportunities to reflect on each **Professional Behavior** through self assessment, and through peer and instructor assessment is critical for progress toward entry level performance in the classroom and clinic. A learner does not need to possess each behavioral criteria identified at each level within the tool, however, should demonstrate, and be able to provide examples of the majority in order to move from one level to the next. Likewise, the behavioral criteria are examples of behaviors one might demonstrate, however are not exhaustive. Academic and clinical facilities may decide to add or delete behavioral criteria based on the needs of their specific setting. Formal opportunities to reflect and discuss with an academic and/or clinical instructor is key to the tool’s use, and
ultimately professional growth of the learner. The Professional Behaviors Assessment Tool allows the learner to build and strengthen their third leg with skills in the affective domain to augment the cognitive and psychomotor domains. Students and their faculty advisors will formally communicate once each year regarding the student’s personal assessment.

**Professional Behaviors**

1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

**Beginning Level:**
- Raises relevant questions
- Considers all available information
- Articulates ideas
- Understands the scientific method
- States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e., methodology and conclusion)
- Recognizes holes in knowledge base
- Demonstrates acceptance of limited knowledge and experience

**Intermediate Level:**
- Feels challenged to examine ideas
- Critically analyzes the literature and applies it to patient management
- Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
- Seeks alternative ideas
- Formulates alternative hypotheses
- Critiques hypotheses and ideas at a level consistent with knowledge base
- Acknowledges presence of contradictions

**Entry Level:**
- Distinguishes relevant from irrelevant patient data
- Readily formulates and critiques alternative hypotheses and ideas
- Infers applicability of information across populations
- Exhibits openness to contradictory ideas
- Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- Justifies solutions selected

**Post-Entry Level:**
- Develops new knowledge through research, professional writing and/or professional presentations
- Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process
- Weighs information value based on source and level of evidence
- Identifies complex patterns of associations
Distinguishes when to think intuitively vs. analytically
Recognizes own biases and suspends judgmental thinking
Challenges others to think critically

2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

**Beginning Level:**
- Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- Recognizes impact of non-verbal communication in self and others
- Recognizes the verbal and non-verbal characteristics that portray confidence
- Utilizes electronic communication appropriately

**Intermediate Level:**
- Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences
- Restates, reflects and clarifies message(s)
- Communicates collaboratively with both individuals and groups
- Collects necessary information from all pertinent individuals in the patient/client management process
- Provides effective education (verbal, non-verbal, written and electronic)

**Entry Level:**
- Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- Maintains open and constructive communication
- Utilizes communication technology effectively and efficiently

**Post Entry Level:**
- Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
- Effectively delivers messages capable of influencing patients, the community and society
- Provides education locally, regionally and/or nationally
- Mediates conflict

3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

**Beginning Level:**
- Recognizes problems
- States problems clearly
- Describes known solutions to problems
- Identifies resources needed to develop solutions
- Uses technology to search for and locate resources
- Identifies possible solutions and probable outcomes
Intermediate Level:
- Prioritizes problems
- Identifies contributors to problems
- Consults with others to clarify problems
- Appropriately seeks input or guidance
- Prioritizes resources (analysis and critique of resources)
- Considers consequences of possible solutions

Entry Level:
- Independently locates, prioritizes and uses resources to solve problems
- Accepts responsibility for implementing solutions
- Implements solutions
- Reassesses solutions
- Evaluates outcomes
- Modifies solutions based on the outcome and current evidence
- Evaluates generalizability of current evidence to a particular problem

Post Entry Level:
- Weighs advantages and disadvantages of a solution to a problem
- Participates in outcome studies
- Participates in formal quality assessment in work environment
- Seeks solutions to community health-related problems
- Considers second and third order effects of solutions chosen

4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

Beginning Level:
- Maintains professional demeanor in all interactions
- Demonstrates interest in patients as individuals
- Communicates with others in a respectful and confident manner
- Respects differences in personality, lifestyle and learning styles during interactions with all persons
- Maintains confidentiality in all interactions
- Recognizes the emotions and bias that one brings to all professional interactions

Intermediate Level:
- Recognizes the non-verbal communication and emotions that others bring to professional interactions
- Establishes trust
- Seeks to gain input from others
- Respects role of others
- Accommodates differences in learning styles as appropriate

Entry Level:
- Demonstrates active listening skills and reflects back to original concern to determine course of action
 ít Responds effectively to unexpected situations
● Demonstrates ability to build partnerships
● Applies conflict management strategies when dealing with challenging interactions
● Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

**Post Entry Level:**
● Establishes mentor relationships
● Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

**Beginning Level:**
● Demonstrates punctuality
● Provides a safe and secure environment for patients
● Assumes responsibility for actions
● Follows through on commitments
● Articulates limitations and readiness to learn
● Abides by all policies of academic program and clinical facility

**Intermediate Level:**
● Displays awareness of and sensitivity to diverse populations
● Completes projects without prompting
● Delegates tasks as needed
● Collaborates with team members, patients and families
● Provides evidence-based patient care

**Entry Level:**
● Educates patients as consumers of health care services
● Encourages patient accountability
● Directs patients to other health care professionals as needed
● Acts as a patient advocate
● Promotes evidence-based practice in health care settings
● Accepts responsibility for implementing solutions
● Demonstrates accountability for all decisions and behaviors in academic and clinical settings

**Post Entry Level:**
● Recognizes role as a leader
● Encourages and displays leadership
● Facilitates program development and modification
● Promotes clinical training for students and coworkers
● Monitors and adapts to changes in the health care system
● Promotes service to the community
6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

**Beginning Level:**
- Abides by all aspects of the academic program honor code and the APTA Code of Ethics
- Demonstrates awareness of state licensure regulations
- Projects professional image
- Attends professional meetings
- Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

**Intermediate Level:**
- Identifies positive professional role models within the academic and clinical settings
- Acts on moral commitment during all academic and clinical activities
- Identifies when the input of classmates, co-workers, and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision-making
- Discusses societal expectations of the profession

**Entry Level:**
- Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary
- Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity
- Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
- Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- Discusses role of physical therapy within the healthcare system and in population health
- Demonstrates leadership in collaboration with both individuals and groups

**Post Entry Level:**
- Actively promotes and advocates for the profession
- Pursues leadership roles
- Supports research
- Participates in program development
- Participates in education of the community
- Demonstrates the ability to practice effectively in multiple settings
- Acts as a clinical instructor
- Advocates for the patient, the community, and society

7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
**Beginning Level:**
- Demonstrates active listening skills
- Assesses own performance
- Actively seeks feedback from appropriate sources
- Demonstrates receptive behavior and positive attitude toward feedback
- Incorporates specific feedback into behaviors
- Maintains two-way communication without defensiveness

**Intermediate Level:**
- Critiques own performance accurately
- Responds effectively to constructive feedback
- Utilizes feedback when establishing professional and patient related goals
- Develops and implements a plan of action in response to feedback
- Provides constructive and timely feedback

**Entry Level:**
- Independently engages in a continual process of self evaluation of skills, knowledge and abilities
- Seeks feedback from patients/clients and peers/mentors
- Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities
- Uses multiple approaches when responding to feedback
- Reconciles differences with sensitivity
- Modifies feedback given to patients/clients according to their learning styles

**Post Entry Level:**
- Engages in non-judgmental, constructive problem-solving discussions
- Acts as conduit for feedback between multiple sources
- Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients
- Utilizes feedback when analyzing and updating professional goals

8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.

**Beginning Level:**
- Comes prepared for the day’s activities/responsibilities
- Identifies resource limitations (i.e. information, time, experience)
- Determines when and how much help/assistance is needed
- Accesses current evidence in a timely manner
- Verbalizes productivity standards and identifies barriers to meeting productivity standards
- Self-identifies and initiates learning opportunities during unscheduled time

**Intermediate Level:**
- Utilizes effective methods of searching for evidence for practice decisions
- Recognizes own resource contributions
- Shares knowledge and collaborates with staff to utilize best current evidence
- Discusses and implements strategies for meeting productivity standards
Identifies need for and seeks referrals to other disciplines

**Entry Level:**
- Uses current best evidence
- Collaborates with members of the team to maximize the impact of treatment available
- Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- Gathers data and effectively interprets and assimilates the data to determine plan of care
- Utilizes community resources in discharge planning
- Adjusts plans, schedule etc. as patient needs and circumstances dictate
- Meets productivity standards of facility while providing quality care and completing non-productive work activities

**Post Entry Level:**
- Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)
- Applies best evidence considering available resources and constraints
- Organizes and prioritizes effectively
- Prioritizes multiple demands and situations that arise on a given day
- Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

**Beginning Level:**
- Recognizes own stressors
- Recognizes distress or problems in others
- Seeks assistance as needed
- Maintains professional demeanor in all situations

**Intermediate Level:**
- Actively employs stress management techniques
- Reconciles inconsistencies in the educational process
- Maintains balance between professional and personal life
- Accepts constructive feedback and clarifies expectations
- Establishes outlets to cope with stressors

**Entry Level:**
- Demonstrates appropriate affective responses in all situations
- Responds calmly to urgent situations with reflection and debriefing as needed
- Prioritizes multiple commitments
- Reconciles inconsistencies within professional, personal and work/life environments
- Demonstrates ability to defuse potential stressors with self and others

**Post Entry Level:**
- Recognizes when problems are unsolvable
- Assists others in recognizing and managing stressors
- Demonstrates preventative approach to stress management
- Establishes support networks for self and others
Offers solutions to the reduction of stress
Models work/life balance through health/wellness behaviors in professional and personal life

10. **Commitment to Learning** – The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

**Beginning Level:**
- Prioritizes information needs
- Analyzes and subdivides large questions into components
- Identifies own learning needs based on previous experiences
- Welcomes and/or seeks new learning opportunities
- Seeks out professional literature
- Plans and presents an in-service, research or cases studies

**Intermediate Level:**
- Researches and studies areas where own knowledge base is lacking in order to augment learning and practice
- Applies new information and re-evaluates performance
- Accepts that there may be more than one answer to a problem
- Recognizes the need to and is able to verify solutions to problems
- Reads articles critically and understands limits of application to professional practice

**Entry Level:**
- Respectfully questions conventional wisdom
- Formulates and re-evaluates position based on available evidence
- Demonstrates confidence in sharing new knowledge with all staff levels
- Modifies programs and treatments based on newly-learned skills and considerations
- Consults with other health professionals and physical therapists for treatment ideas

**Post Entry Level:**
- Acts as a mentor not only to other PT’s, but to other health professionals
- Utilizes mentors who have knowledge available to them
- Continues to seek and review relevant literature
- Works towards clinical specialty certifications
- Seeks specialty training
- Is committed to understanding the PT’s role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)
- Pursues participation in clinical education as an educational opportunity
PHYSICAL THERAPY
SELECTED PRE-PROFESSIONAL REQUIREMENTS
(GVSU courses are provided as examples)

One course that includes cellular structure and function, with lab (BIO 120)
Chemistry that is prerequisite to physiology (CHM 109, 231, 232)
One course in anatomy with lab (HS 208, 309)
One course in physiology with lab (HS 290, 291)
One course in exercise physiology (MOV 304)
One course in college algebra, college trigonometry or calculus
(MTH 122, 123 or any calculus)
Two sequential courses in general physics with labs (PHY 220, 221)
One course in statistics (STA 215)
One course in introductory psychology (PSY 101)
One course in life-span developmental psychology (PSY 364)
One course in introductory sociology, social problems or introduction
to cultural anthropology (SOC 201 or 280 or ANT 204)

Students must have a minimum average GPA of 3.2 on a 4.0 scale in prerequisite course requirements and must earn a grade of C or better in each prerequisite course. Students must have a 3.2 overall GPA to be considered for admission.

The GRE score from the general test and writing test must be submitted prior to the application deadline. No subject tests are required.

Individuals must be able to perform all technical standards (i.e., essential functions, pages 18-19) of the physical therapy program.

*Students must complete their baccalaureate degree prior to beginning the Physical Therapy Program.*
**PHYSICAL THERAPY DEPARTMENT**

**PROFESSIONAL CURRICULUM OUTLINE**

**FIRST YEAR**

### FALL

<table>
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<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>BMS 427 Neuroanatomy</td>
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<tr>
<td>4</td>
<td>BMS 461 Prosected Regional Anatomy</td>
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<tr>
<td>3</td>
<td>PT 511 Foundations in Physical Therapy Examination</td>
</tr>
<tr>
<td>1</td>
<td>PT 512 Evidence Based Practice in Physical Therapy</td>
</tr>
<tr>
<td>2</td>
<td>PT 513 Clinical Science I</td>
</tr>
<tr>
<td>1</td>
<td>PT 515 Professional Topics I</td>
</tr>
<tr>
<td>3</td>
<td>PT 517 Clinical Kinesiology</td>
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### WINTER

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<tr>
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<tbody>
<tr>
<td>4</td>
<td>PT 521 Musculoskeletal Examination</td>
</tr>
<tr>
<td>4</td>
<td>PT 522 Musculoskeletal Intervention</td>
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<tr>
<td>3</td>
<td>PT 523 Clinical Science II</td>
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<tr>
<td>2</td>
<td>PT 526 Clinical Seminar I (includes clinical observation)</td>
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<tr>
<td>3</td>
<td>PT 528 Clinical Biomechanics</td>
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### SPRING/SUMMER

**First 5 weeks**

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<tr>
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<td>PT 636 Clinical Education I</td>
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**Last 9 weeks**

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<td>BMS 428 Neurosciences</td>
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<tr>
<td>2</td>
<td>PT 510 Lifespan Motor Development</td>
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<tr>
<td>2</td>
<td>PT 631 Cardiopulmonary Physical Therapy I</td>
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<td>PT 632 Integumentary Practice Management</td>
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<tr>
<td>1</td>
<td>PT 634 Clinical Seminar II</td>
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<td>0</td>
<td>PT 636 Clinical Education I (Post-clinical Discussion)</td>
</tr>
<tr>
<td>3</td>
<td>STA 610 Applied Statistics for Health Professions</td>
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SECOND YEAR

FALL

Credits
2 PT 610 Research in Physical Therapy
4 PT 641 Neuromuscular Examination
4 PT 642 Interventions in Neuromuscular Physical Therapy
3 PT 643 Clinical Science III
2 PT 644 Clinical Seminar III
2 PT 647 Cardiopulmonary Physical Therapy II
17

WINTER

First 6 weeks
Credits
5 PT 656 Clinical Education II

Last 10 weeks
2 PT 652 Geriatric Practice Management
1 PT 655 Professional Topics II
0 PT 656 Clinical Education II (Post-clinical Discussion)
2 PT 657 Teaching forPhysical Therapists
4 PT 661 Exam and Intervention for Rehabilitation
1 PT 790 Physical Therapy Research I
15

SPRING/SUMMER

Credits
3 PSY 668 Health Profession Disability Psychology
4 PT 651 Spinal Exam and Intervention
3 PT 662 Pediatric Practice Management
2 PT 665 Professional Topics III
1 PT 790 Physical Therapy Research I
13
# THIRD YEAR

## FALL

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<td>PT 675 Clinical Education III (9 weeks)</td>
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<td>6</td>
<td>PT 677 Clinical Education IV (9 weeks)</td>
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## WINTER

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<td>PT 681 Advanced Clinical Decision-Making</td>
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<td>3</td>
<td>PT 682 Health and Wellness</td>
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<td>2</td>
<td>PT 685 Professional Topics IV</td>
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<td>2</td>
<td>PT 793 Physical Therapy Research II</td>
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<td>9</td>
<td>Required credits</td>
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<tr>
<td>(3)</td>
<td>PT 684 Advanced Topics: Sports Physical Therapy (elective)</td>
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<tr>
<td>(3)</td>
<td>PT 686 Advanced Topics: Pediatric Physical Therapy (elective)</td>
</tr>
<tr>
<td>(3)</td>
<td>PT 687 Advanced Topics: Spinal Manual Therapy (elective)</td>
</tr>
<tr>
<td>(3)</td>
<td>PT 688 Advanced Topics: Neurologic Physical Therapy (elective)</td>
</tr>
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</table>

None of the electives are required for graduation. Each elective is credit/no credit. No letter grade is earned. As an alternative to credit/no credit, before the first day of class, you may change the course to audit status by visiting the student services desk in Pew campus DeVos C, asking for an audit form and turning in a completed form. An audited course requires payment of the same tuition as the credit/no credit course. Electives have limited enrollment. If the course is filled to capacity, you may ask the instructor to place you on their waiting list.

## SPRING/SUMMER

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<tr>
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<td>PT 696 Clinical Education V (9 weeks)</td>
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<td>(future PT 698)</td>
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**Summary**

- 120 Required credits
- 38 Weeks in full-time clinical experiences
DEPARTMENT OF PHYSICAL THERAPY GRADING

GRADING SCALE

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GRADEPOINT CALCULATION

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ADVISING

Assignment of Advisor

Each student who is admitted to the physical therapy program will be assigned an advisor from the Physical Therapy Faculty. Notification of this is typically distributed at orientation.

Advising Appointments

1. Students are encouraged to set up an appointment to see their advisor as needed.
2. Faculty members will post times for advising.
3. Upon request of the Department Chair, students will complete Professional Behaviors Self Assessments three times during the program. These Self-Assessments will be submitted to and reviewed by the faculty advisor who may request to see students for a follow-up advising session.

Criminal Background Check and Drug Testing

At the time of application to Physical Therapy, if a student had a felony record or been arrested for a crime for which criminal charges are pending, and did not so indicate on their application, the student may be dismissed.

With regard to clinical education, the university requires a criminal background check and a drug screen. Clinical education sites may require additional background checks and drug screens. Please refer to "Clinical Education" (Table of Contents) for additional information. A criminal record or positive finding on a drug screen will be discussed with the student in an advising session.

Application for Licensure if Felony or Misdemeanor Conviction

The application for licensure as a physical therapist includes a criminal background check and asks questions about: felony conviction, misdemeanor conviction punishable by imprisonment for a maximum term of two years, misdemeanor conviction involving the illegal delivery, possession, or use of alcohol or a controlled substance (including motor vehicle violations), and treatment for substance abuse in the past 2 years. If evidence of any of the before are present, the Michigan Board of Physical Therapy will review the application for licensure and will decide about moral fitness. The Michigan Board of Physical Therapy may refuse to grant a physical therapy license to the applicant. The student who has a concern about licensure may contact the Michigan Board to ask for clarification of the policy.

Textbook Advice

Faculty members recommend that students retain rather than sell their textbooks. The textbooks are a resource for preparation for the National Physical Therapy Examination (NPTE) that is scheduled for the summer of your third year.
ACADEMIC STANDING

Graduate Academic Policies and Regulations (Excerpted from the University Catalog)

A cumulative grade point average of 3.0 or higher must be earned in the entire degree program in order to graduate. A graduate student whose cumulative GPA falls below 3.0 after completion of nine hours of graduate level course work will be placed on academic probation. Such students must achieve at least a 3.0 cumulative grade point average after the next nine hours of coursework to remain in the program. A cumulative grade point average of 2.0 or below after nine hours of graduate level coursework results in automatic dismissal from the University. Students who have been academically dismissed from the University may apply for readmission after one year. Students who wish to appeal their dismissal should direct a written appeal to the Dean of the appropriate college.

The institutional minimums for a graduate degree are:
1. A minimum of 33 semester hours of graduate level course work.
2. A cumulative graduate GPA of at least a 3.0.
3. Requirements for the degree must be fulfilled within a period of eight consecutive years.
4. All graduate students must complete a minimum of 24 hours in residency at GVSU.
5. Students for advanced degrees must:
   a. demonstrate not only their mastery of the subject matter but also their ability to integrate and synthesize it.
   b. demonstrate their ability to generate new knowledge and/or apply existing knowledge to specific practical situations (thesis, comprehensive examination or an appropriate project).

PHYSICAL THERAPY POLICIES AND PROCEDURES

I. Academic Honesty

The 2011-12, GVSU Student Code, page 19, contains the following 3 quotes. “The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles ....” “Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism.” “Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.” Details of GVSU policies and rules regarding academic honesty are described in the GVSU Catalog General Academic Policies and Regulations, and Student Code. Physical Therapy Faculty consider violation of rules regarding academic honesty to be a serious offense, which may result in lowering a grade on an assignment or test, failure of an assignment or test, failure of the course, or removal from the physical therapy program.

II. Professional Behavior

Professional behavior is expected in classroom and in all program-related activities (such as field trips, clinic visits and during clinical education). This includes but is not limited to the expectation that the student will be in class on time, will have turned off all cellular phones and/or pagers, and will demonstrate respect during all interactions with peers and faculty. It is expected that if a
student is ill or going to be late for class, contact be made with the instructor prior to the absence (as would be done in the clinic). It is expected that the student be prepared for each class session by the review of required readings and previous lecture information. The student is expected to participate in class sessions in an appropriate manner, and become an independent, informed consumer of information.

The goal of the GVSU Physical Therapy Department is to develop a physical therapist who is competent in Physical Therapy practice and who represents the profession in an appropriate and professional manner. If a student fails to uphold these professional criteria, a letter of reprimand may be written and placed in the student’s file with notification to the student and his/her advisor. If a student accumulates three letters of reprimand during his/her matriculation in the DPT Program, the student will be placed on probation and the Chair of the program will meet with the student. After meeting with the student, the Chair may elect to convene a committee who will determine an appropriate response and/or sanctions. The Chair also may decide to act independent of that committee’s recommendation. These decisions may delay a student’s progress through the Program or result in severance from the Program.

III. General Procedures for Appeals and Complaints

An appeal of a graded item or another course-related complaint should be communicated to the instructor of the related course. If the concern is not addressed to the satisfaction of the student, the student should communicate with the Department Chair. If the dissatisfaction continues, subsequent appeals and complaints should be communicated to the Dean, then the Provost. The Provost’s decision cannot be appealed, but a complaint may be submitted to the Commission on Accreditation in Physical Therapy Education (CAPTE). Procedures for handling complaints about an accredited physical therapy education program can be found by accessing the website www.capteonline.org. From the home page, click on Accreditation Handbook, and access Part 11 of CAPTE Rules of Practice and Procedures. Read and follow the directions found in this document.

IV. Specific Complaint Procedures

The ability to give and receive feedback is a professional behavior physical therapy students are expected to develop. Physical Therapy faculty members strive to continuously develop in their role as educators. We encourage students to communicate concerns to the appropriate individual(s) in a discrete and constructive manner. If a student has concerns about a fellow student, instructor or class, the student should communicate directly to the person involved. If the instructor involved is not the primary course instructor, the student can also communicate with the primary instructor. If a student is unable to communicate with the involved person, he or she may communicate with their assigned Physical Therapy advisor or their chosen Class Advisor as a resource to discuss the issue. If concerns are not addressed to the satisfaction of the student, the student should communicate with the Department Chair. The Department Chair will follow established procedures. When there are no established procedures, the Department Chair will document and keep on file the documents that describe the complaint, communication about the complaint and actions taken. See above “General Procedures for Appeals and Complaints” for subsequent steps.
V. Definition of Required Grades

Required grades are:
- C or better for BMS 427, 428 and 461
- B- or better for all PT required courses (not electives), STA 610 and PSY 668

VI. Required Remediation after Completion of a Course, Without Concurrent Probation

In the case that a student passes a course but does not achieve a required score on a specific course requirement, the instructor may require remedial work to achieve the required score. At the instructor and Chair’s discretion, the student may be required to enroll in independent study for credit for the remediation. If the student does not achieve the required score at the conclusion of remediation, the student may be required to enroll in additional independent study for credit, may be placed on probation if faculty so recommend and may be withheld from subsequent didactic and clinical education courses until the required score is achieved.

VII. Physical Therapy Probation

A. Grounds for Probation

1. A final grade below a 2.0 (C) in BMS 427, 428 or 461.
2. A final course grade below a 2.7 (B-) in a required PT, PSY or STA course for which a letter grade is submitted.
3. A cumulative graduate level GPA less than 3.0 (B) after completion of nine or more hours of graduate level course work (i.e., at the end of semester one; semester one BMS 427 and 461 do not count in graduate GPA).
4. A final grade of “no credit” in PT 636, PT 656, PT 675, PT 677, PT 681 or PT 696.
5. Failure to remediate a specific course requirement at the required level that leads to faculty recommendation for probation.
6. Having three faculty letters of reprimand regarding professional conduct on file.
7. Faculty recommendation to withhold student from clinical education experience due to deficient professional behavior.

If a student wants to appeal probationary status or probationary procedures, the student should follow appeal procedures in above III.

B. Probation Procedure for Repeating a Course and Reentering the Curriculum in a New Cohort

A final grade of “F” is automatic grounds for course repeat in any required curricular course, be it PT, BMS, PSY or STA.

The PT course instructor, with the advice of the faculty, will make the decision about requiring a course repeat when the final grade is:
- C+ through D in a required PT course.

The PT faculty, with input from the primary course instructor(s) will make the decision about requiring course repeat when the final grade is:
- C- through D in a BMS course;
- C+ through D in STA 610 or PSY 668;
Unsatisfactory grades in two or more required courses.

A course repeat means the student’s graduation will be delayed by one year. The student will remain on probation until the course is successfully repeated. The student will join the next sequential PT cohort class. The student is required to demonstrate “continued competency” in specific courses completed in previous semesters as well as during the same semester as the course that is formally repeated. An example of the successful demonstration of “continued competency” is retaking exams and practical tests in semester courses and earning scores of 80% or higher. After “continued competency” is demonstrated and the repeated course is completed at the required level, the student will be returned to good academic standing at the beginning of the next semester.

C. **Probation Procedure for Remediating Course Requirement or Professional Behavior Performance, While Remaining with Cohort**

The requirement to perform remedial work in a course will be decided upon by the instructor of a single PT course and by the PT faculty for all other situations. Remedial work does not change the final grade in the course, but does allow the student to continue with the curricular program. The student is granted a temporary exception to the next semester’s course prerequisite, “Successful completion of all previously required courses in the DPT curricular sequence”. The student will be required to enroll in independent study credit for the remediation in almost all cases. After the remedial work is completed at the required PT standard, the student will be returned to good academic standing at the beginning of the next semester.

The requirement to demonstrate acceptable professional behavior will be guided by a committee, with reference to standards of professional conduct for physical therapists and the GVSU Student Code. The committee’s expectations will be unique to that student and the situation. After the committee’s expectations are met, the student will be returned to good academic standing at the beginning of the next semester.

D. **Probation Procedure for Monitoring the Performance of a Student on Probation**

When a student is placed on probation, the physical therapy faculty will monitor the student’s progress informally or formally. In consultation with the course instructor, the faculty or their designated committee, may draw up a formal contract which outlines steps to be followed to be taken off probation. This contract is specific to the individual student on probation. If a committee is formed, the committee will consist of:

1) PT Chair  
2) PT Faculty member  
3) Faculty member, clinician or the student’s Academic Advisor.

The contract will be signed by the student and Chair of the Department. After the student satisfactorily completes procedures outlined in the contract, the student will be returned to good standing at the beginning of the next semester. If a student does not complete the requirements of the contract, the procedures for “Consideration of Removal From Program” will be followed. See below.
E. Flow Chart of Probation

Probation criterion applicable

Probation

Instructor / PT Faculty Decision Regarding Repeat or Remediate

Course Repeat:
Delay graduation one year. Join following cohort. Demonstrate “continued competency” in all previous course work.

Remediate

Course:
Independent study credit required in almost all cases; student remediates a course component and must meet PT expectation

Professional Behavior:
Committee establishes requirements and expectations

When successful, student remains with cohort and graduation date. If unsuccessful, see following section on “Consideration of Removal from Program”.
VIII. Physical Therapy – Consideration of Removal from Program

A. Grounds for Removal from Program
   1. Failure to complete required remedial work at the required level while on probation.
   2. Failure to complete items required in a remediation contract at the required level while on probation.
   3. Final grades in 2 consecutive semesters that result in probation.
   4. Failure to demonstrate “continued competency”, per VII. B.
   5. At the time of application to physical therapy, failure to report a felony record or arrest for a crime for which criminal charges are pending.
   6. Evidence of unethical, illegal or dishonest behavior in academic or community life from the date that GVSU’s offer of admission is accepted to the date of graduation.
   7. See IX below for automatic removal.

B. Procedure
   1. A committee will be formed and will consist of:
      a. The Physical Therapy Director
      b. A Physical Therapy Faculty member
      c. Another appropriate Faculty member or the student’s Academic Advisor
      d. A Clinician
   2. The committee will review available information to determine if the student meets a criterion for dismissal. If the student meets a criterion for dismissal, the committee will determine whether the student should be immediately dismissed or offered a special contract to remain in the program.
   3. If a contract is selected by the committee, the contract will specify the procedures and activities the student must follow to regain good academic standing. The Chair of the committee and the student will sign the contract. When the contract’s procedures and activities have been satisfactorily completed, the student will be returned to good academic standing at the beginning of the next semester. Failure to satisfactorily perform the procedures or activities in the contract will result in dismissal.
   4. Appeal Procedure: Should a student decide to appeal a decision for dismissal, the student must submit a written defense to the PT committee within 30 days after receiving the letter of dismissal. The defense should contain any new information which the student may have and a clarification of old information. The defense will be considered by the PT committee within 15 days of receipt and a decision given to the student. The student then may elect to appeal their dismissal to the Dean of the College of Health Professions.

IX. Physical Therapy and Graduate School Automatic Removal from Program

A. A cumulative graduate grade point of 2.0 or below after nine hours of graduate level course work (i.e., at the end of semester one).

B. A cumulative graduate level GPA less than 3.0 (B) after completion of 18 hours of graduate level course work (i.e., at or after the end of semester two).
C. Should a student decide to appeal automatic dismissal, the student should communicate with the Dean of the College of Health Professions.

X. Leave of Absence

If a student must take a leave of absence due to reasons of illness or family responsibilities, etc. the student should submit a letter to the Department Chair indicating the request and providing reason for such a request. The Department Chair will review the request with faculty and will notify the student of the decision in writing. If the request is granted by the PT program, the student also must follow university rules, such as withdrawing from enrolled classes. To re-enter the program, the student must contact the Chair of the Department for instructions. Students will be required to demonstrate competence in previously completed coursework prior to reentry into the new part of the curriculum.
Clinical Education is an important part of any Physical Therapy professional curriculum. This is an introduction. Karen Ozga, Director of Clinical Education, and Bonni Kinne, Academic Coordinator of Clinical Education, will schedule a meeting with your cohort to provide dates and details. At GVSU the academic and clinical components of the curriculum are intertwined and build toward attainment of professional competence. To this end, clinical experiences are interspersed throughout the professional curriculum and are sequenced. All students must satisfactorily complete Clinical Education I, II, III, IV and V to complete the program requirements. Clinical education sites are available throughout Michigan and out-of-state. **Students should expect to complete some of their clinical experiences at sites outside of the Grand Rapids metropolitan area.**

During some clinical experiences students may be at risk of exposure to communicable diseases. University policy, state and federal statutory regulations, and accreditation standards for affiliated clinical agencies require that students comply with certain health, safety and legal requirements applicable to their occupation. GVSU compliance requirements include a criminal background check and drug screen prior to the first full time clinical experience, and clinical education site requirements may include additional background checks and drug screens. Students are required to obtain and provide documentation indicating fulfillment of these requirements prior to clinical education experiences. A criminal record or positive findings on a drug screen will be discussed with the students and may impede the start or continuation of a clinical experience. **Any cost involved in fulfilling requirements of the university or clinical sites is the responsibility of the student.** Additional information about health compliance requirements is found in Appendix B.

Students will not be allowed to participate in clinical experiences if there is a reason to believe that they are unprepared for this type of experience. Sufficient reasons include:

1. Questions about the student’s ability to safely manage patients.

2. Academic probation gives reason to believe that a student is unprepared to participate in clinical experiences. The clinical faculty assumes a specific level of knowledge and ability in a student who is to treat their patients. Academic probation puts the level of understanding and performance of the student into question. A student who is on probation for an isolated course deficiency may be allowed to participate in a clinical experience if the faculty determines that other areas of knowledge are appropriate and that the deficiency can be remediated and is not critical to the student’s performance in that particular clinical experience. Remedial work in the deficient area will be required and must be completed within one semester.

3. Evidence of unethical or illegal behavior.

4. Medical or psychological conditions which could endanger the safety of the student or the patients entrusted to them, or that prevent the student from fully participating in the clinical experience.

5. Problems identified with professional abilities may result in a student being regarded by faculty as unprepared for clinical assignment. With the assistance of faculty, the student must resolve the problem area prior to the clinical assignment.

6. Clinical Education courses are sequenced (I, II, III, IV, V). If a student does not satisfactorily complete one course, he/she may not progress to the next course without completion of remedial work.
See Appendix C for a list of clinical sites with which the Physical Therapy Department has agreements for clinical education as of this August. All sites are not available for all clinical education courses. Students will receive a list of clinical sites available for each clinical education course about four months before that experience begins. Further details of clinical education policies and procedures are available at http://gsu.edu/pt/clinical-educators-information-82.htm and will be discussed during semester 2 of the curriculum.

LABORATORY PROCEDURES AND INSTRUCTIONS

A. Equipment

1. Equipment is stored in specific storage spaces and should be returned to these areas after use.

2. All equipment controls are to be turned off after use. Line cords should be coiled and stored off the floor. Equipment should be returned to appropriate storage area.

3. All equipment must be left clean at the end of class.

4. Report any equipment problems to the course instructor immediately.

5. Water or other spilled materials should be cleaned immediately.

6. Linens will be stored on shelves in the CHS laboratories. Clean linens should be folded and replaced at the end of the lab session. Dirty linens should be placed in dirty linen hamper.

7. Hazardous and non-hazardous materials such as ultrasound gel, oils, etc. will be stored in specific cabinets. These should be returned to their original positions after use. Please inform the instructor if you notice stock is getting low.

8. Equipment/Supplies such as blood pressure cuffs, gait belts, etc. may be checked out for use outside of your laboratory time. Contact your course instructor for the procedure.

9. Equipment/Laboratories are not to be used for evaluation or treatment of students.

10. Equipment may not be used by students or faculty for personal exercise.

B. Locker usage

Hallway lockers are available for student use at the CHS facility. In addition, CHS 239 includes a locker room for changing clothes in preparation for lab and lockers for
storing clothes and books that are not needed during lab. If possible, backpacks should be stored in a locker rather than being brought to lab or lecture rooms.

C. Student/Patient Preparation

1. Within labs, PT students will be required to practice the role of therapist and to act as model patients.

2. As model patients, students will need to have areas of the body (arms, legs, hips, abdomen, back, etc.) exposed to classmates for examination and intervention which may include therapeutic touch.

3. Students are expected to demonstrate respect for each other and to use principles of draping, privacy, and positioning for comfort while working with each other.

D. Laboratory Clothing

1. Students are expected to be prepared with appropriate lab clothing as specified by the course instructor. This clothing could include shorts, bathing suits and sports bras.

E. General Rules for the Laboratory

1. ONLY SECURELY COVERED WATER CONTAINERS ARE ALLOWED IN THE LABORATORIES OR FUNCTIONAL ASSESSMENT SUITES. NO FOOD IS ALLOWED AT ANY TIME.

2. At the conclusion of each lab session students are expected to prepare the lab for the next class - see that all tables, linens, chairs and equipment are returned to original positions and dispose of all trash.

F. Laboratory Access

1. Student may access the labs for skill practice outside of scheduled class time with instructor permission and a pass card from security. Students should ask their instructor for the form to complete for a pass card.
PT FACULTY’S MANAGEMENT OF STUDENT HEALTH ISSUES

GENERAL POLICY

The PT Program’s regular and adjunct faculty does not have a formal faculty practice in the CHS building and will not provide a physical therapy examination, evaluation, consultation, or treatment on-site (CHS).

RATIONALE

“Quick” or “informal” PT consultations by a faculty member preclude a complete history, review of systems, and examination which substantially increase the risk that serious, underlying pathology may go undiagnosed and unmanaged. The appropriate response to any patient or client who seeks these types of consultations is to recommend that the patient or client be formally evaluated by a health care provider who is appropriate for the problem for which the patient/client (or student) is seeking consultation.

OPTIONS FOR STUDENTS

A student may:

1. **If uninsured**: visit one of the pro bono clinics to consult with a local clinician, through the GVSU Family Health practice. An examination and evaluation can be provided without a prescription. Subsequent treatment recommendations would require a prescription from a physician, dentist or physician’s assistant.

2. **If insured**: see a physician, dentist, or physician’s assistant for a prescription for physical therapy, then seek the services of a local PT provider.

EXCEPTIONS TO POLICY

1. PT examination, evaluation, and treatment of a student health issue is allowed by law whenever those are conducted in the context of a teaching session. In these situations, it is implied that:

   - The context of the examination, evaluation and/or treatment would appropriately fit within the course at that particular moment in time.
   - The students at-large would know the specifics of your situation.
   - The student should understand that the examination, evaluation or treatment does not replace that of the student’s own health provider.

2. Emergency situations: This policy does NOT include emergent situations that may require first responder-type actions on the part of a faculty member.
ADDITIONAL DEPARTMENTAL POLICIES AND PROCEDURES

MAIL & EMAIL

Please check your mail folder, located on the second floor of CHS at least once each day. Also check your campus e-mail daily. If you change your preferred e-mail address on Banner, please inform the CHP Graduate office staff in CHS 247 so that the same e-mail can be entered into the local network “PT Student Address Book”.

REVIEW OF EXAMS PLACED IN CHS 200

If an instructor places an exam, test of other course material in CHS 200 for student review, students must restrain the volume of their voices so that staff members are not disturbed. Seating is provided. Students are not permitted to go behind the reception desk or past the sign “No students beyond this point”.

CONFIDENTIALITY OF STUDENTS

The Physical Therapy Department abides by the laws ensuring confidentiality of information regarding students. Accordingly, we cannot provide information from a student’s education record (or personally identifiable information) to family members, friends or other interested parties without the written permission of the student. Should a student want information released or letters written to specific audiences such as future employers, residency selection committees, and external award or scholarship committees, the student must complete a release of information form. A copy is attached in Appendix D and is accessible at www.gvsu.edu/pt. This completed form is submitted to the faculty member who is to provide a reference, and the faculty member will retain the form in paper or electronic copy. An alternative to the release form is an email request signed by the student that specifies the information to be released and the person to receive the information. Generic requests and release forms (e.g., for all potential employers) will not be accepted.

CONFIDENTIALITY OF MEDICAL RECORDS

Hospitals and Clinical Facilities place great importance in the confidentiality of medical records. Use of medical records for learning experiences or research is permitted, provided that the student, faculty member or researcher realizes his/her role and responsibility in protecting the confidentiality of personally identifiable information. Misuse of information collected could result in personal liability and the implementation of punitive action. Personally identifiable information includes, but is not limited to, first name, last name, unique set of initials, signature, address, unique physical characteristics and other unique identifiers.

STANDARD RELEASE FORM

When a student, in fulfilling a course assignment, obtains images or audio recordings by any electronic or physical means of another individual for educational purposes, the student, faculty member or researcher must obtain a release form that is signed, dated and
witnessed by that individual. See the PT Research Handbook (Table of Contents) for "Standard Release Form".

OUTSIDE ACTIVITIES AND WORK SCHEDULES

The physical therapy curriculum has been designed to be a full time activity for the student. The courses are demanding and a great deal of time is spent in the labs. There are also many special seminars, films and guest lecturers which may be available to the students on short notice.

We realize that expenses for school are high and many students need to have a part time job to support themselves. We believe that the rigors of the curriculum will demand that you keep these outside hours at a minimum. We encourage you to seek outside sources of support and devote as much time as possible to your physical therapy graduate education. Your primary attention at this point in your life should be devoted to the educational process. Extra time spent on learning new material will give you great benefits later in your professional career.

There will be times during the program when we will need to combine labs or utilize previously unscheduled time slots. These may occur on short notice in some instances. The reasons for these adjustments are many but are generally due to the fact that we need to accommodate adjunct faculty schedules or consider other health professions' programs utilizing shared spaces. Students are expected to demonstrate flexibility in adapting their schedules for these occasions.
THE ROLE OF THE UNLICENSED PHYSICAL THERAPY STUDENT IN A PHYSICAL THERAPY PRACTICE SETTING

A Position Statement by the Faculty of the Department of Physical Therapy
Grand Valley State University

The faculty know that some students, prior to their admittance into a physical therapy program and during their progression through a program, work as physical therapy aides/technicians. In that role they are trained on-the-job by physical therapists and/or physical therapist assistants to perform tasks, under the direction of a PT or PTA, which are appropriate to their level of skill and understanding, and ethical from a medical-legal perspective. As students progress through a physical therapy curriculum and acquire new levels of understanding and skill, understandably, these students believe that they should be able to practice these new skills in a work setting. In fact, it is likely that students may be given more autonomy and responsibility by their supervisors. In situations where institutions have high regard for their student employees (perhaps because of a long-standing relationship that has been mutually beneficial), there is pressure to demonstrate high productivity, and if staff shortages are apparent, there is a temptation to give students more autonomy with regard to direct patient care. Of course, students are eager to “do more than just be a technician or assistant.”

The faculty have learned of PT students working in various institutions, who perform patient examination and evaluation independently. The position of this faculty is that this practice is unethical and not in the spirit of the law. Physical Therapy students are not licensed physical therapists and should not be practicing as such. Although faculty understands the desire of physical therapy students to expand their responsibilities and the pressures that institutions might feel, we emphatically denounce this practice. Only a licensed PT is allowed to perform initial examinations/evaluations. Cosigning the initial examination/evaluation note of an unlicensed student by a licensed PT does not make this practice legal.

According to the position of the APTA House of Delegates (HOD 06-95-11-06), students who are enrolled in physical therapist professional education programs and who are employed in a physical therapy clinical setting where such employment is not a part of the formal education curriculum, will be classified as physical therapy aides. Where their employment is part of the formal educational curriculum, this policy will not apply. The physical therapist student who is a graduate of an approved physical therapist assistant program is exempt from this restriction and may be classified as a physical therapist assistant.

The job description of a physical therapy student employed as an aide should state that physical therapy care duties delegated to them are the responsibility of a licensed physical therapist who supervises their work. Refer to utilization of the physical therapy aide as described by the APTA, HOD 06-95-11-06 for more details.
FACILITIES

Gainey Corporation Balcony-1st floor. Computers with web access and free 1-sided printing are provided.

CHS 189/191 Computer Classrooms. These classrooms are quiet study areas. Web access and free printing (1-sided or 2-sided) are provided.

CHS 200 The College of Health Professions office suite houses the Dean of CHP and office staff.

CHS 205 Lab Storage. This storage room houses equipment for the Therapeutics Laboratory

CHS 207 Therapeutics Laboratory. This laboratory simulates a therapy gym. Mat tables and exercise equipment are used by students as they learn exercise interventions and functional training for various diagnoses and stages across the life-span.

CHS 215 Biomechanics and Motor Performance Laboratory. This lab houses research instrumentation for analysis of motion, torque, bioelectrical signals and balance.

CHS 239 Prep. This is a preparatory room for adjacent and nearby laboratories. This area includes access to men's and women's locker rooms for students to change clothing in preparation for labs.

CHS 247 Physical Therapy Office. This space houses support staff for PT as well as OT and PAS. Faculty mail boxes are located here. Scholarship announcements are kept in a notebook at the front desk.

CHS 253 Assessment Laboratory 1. This laboratory is used for instruction in musculoskeletal, cardiopulmonary and integumentary examination through intervention. This room also provides access to men's and women's locker rooms.

CHS 255 Assessment Laboratory 2. This laboratory is used for instruction in musculoskeletal, cardiopulmonary and integumentary examination through intervention.

CHS 257 Lab Storage. This storage room houses equipment for both assessment labs.

CHS 290 Frey Learning Center. This Learning Center is for quiet individual study. Reference materials for health sciences, and audiovisual resources are housed in this Center, as well as PT Clinical Education Site Information files. Equipment is available for viewing assigned or elective audiovisual resources. A pay copy machine and free printer is available for student use. Lap top computers may be signed out for use within CHS.

CHS 331 Model Patient Suite. This space is utilized for simulated practice with patients. Videotaping capability is available.
CHS 357 Movement Lab. This space is utilized for motor development and pediatrics courses.

CHS 490 Pfieffer Student Study. This area is intended to provide group and individual study space for students. Group discussion is permitted. A pay copy machine and free printer are available for student use. Bound journal copies and CHP reference materials are available in this area. DVD and VHS equipment is available for viewing assigned or elective audiovisual resources.
CAMPUS HEALTH SERVICES, POLICE DEPARTMENT, AND CAREER SERVICES

Campus Health Services. This Center, operated by Metro Health, is located just off the Allendale campus at 10383 42nd Ave., Suite A and is open to all students, faculty and staff. For Fall and Winter semesters the hours for the Health Center are Monday and Thursday from 9:00 a.m. to 6:00 p.m. and Tuesday, Wednesday and Friday from 9:00 a.m. to 5:00 p.m. The phone is 616-252-6030. Services include general medical care, women's health, complete physicals, immunizations, STD testing and laboratory services. For additional information, go to the GVSU home web page, select Current Students, then Learning and Success, then Campus Health Center. Content includes health care locations in Grand Rapids and suburbs.

The Grand Valley Police Department, Allendale campus, can be reached at 331-3255. Pew Campus Security (Grand Rapids) can be reached at 331-6677. For additional information, go to the GVSU home web page, select Current Students, then Learning and Success, then Police Department. Content includes parking, citations, lost and found, and crime statistics.

Career Services. Go to the GVSU home web page, select Current Students, then Learning and Success, then Career Services. Content includes Laker Jobs, job search assistance, simulated interviews, etiquette dinner, workshops and career fair dates. Laker Jobs is a free on-line system that lists physical therapist jobs across the nation.

COMMUNITY SCHOLARSHIPS

Scholarships are available which are specifically designed for physical therapy students enrolled in the professional curricula. These scholarships are offered by service organizations, hospitals, private practice groups, health related industries, foundations and GVSU. Contact the Physical Therapy office staff in CHS 247 to view the information and to have copies of scholarship information made for you. Originals are to be kept in the office.

GVSU SCHOLARSHIPS FOR PT STUDENTS

1. Volkhardt Scholarship
   - Deadline for application: March 1, 2014 (spring of first year of the program)
   - Amount varies
   - Renewable 6 semesters
   - Application available in scholarship notebook in office

2. Perry Scholarship
   - Deadline for application: March 1, 2014 (spring of first year of the program)
   - Amount varies
   - Renewable 6 semesters
   - Application available in scholarship notebook in office

3. Black Scholarship
   - Deadline for application: March 1, 2014 (spring of first year of the program)
   - Amount varies
   - One time award
   - Application available in scholarship notebook in office
4. Wisner Scholarship
   - Deadline for application: March 1, 2014 (spring of first year of the program)
   - Amount varies
   - Renewable 6 semesters
   - Application available in scholarship notebook in office

5. David Daniels Scholarship
   - Deadline for application: Announced by faculty each year (spring of second year of the program)
   - Amount varies
   - One time award
   - Application passed out by faculty at appropriate time

GRADUATE ASSISTANTSHIPS

Half-time graduate assistantships are available for semesters 1, 2, 4, 5 and 8. Each position involves 10 hours of work per week. The remuneration is $2000 plus 4.5 credit hours of tuition remission per semester. The department chair will contact the entire class when applications are advertised.

FELLOWSHIPS

Third year physical therapy students may apply for The David Paul Lulenski & Jason Myers Smith Fellowship in Neurological Physical Therapy and the Mary Free Bed Guild Fellowship in Pediatric Physical Therapy. These post-graduation fellowships provide full-time status as a Mary Free Bed employee along with a planned program of post-professional clinical training at Mary Free Bed and research training under the direction and supervision of GVSU physical therapy faculty. One student is selected for each fellowship, with the application and selection process occurring during the winter semester.

FINANCIAL AID

Types of financial aid, eligibility, and application procedures can be found in the Catalog and at www.gvsu.edu/financialaid/. Contact the Financial Aid office if you have questions. PT students can ask for special consideration for additional financial aid when the student can document that their living expenses are higher than typical.

DISABILITY SUPPORT SERVICES

Any student who has special needs and/or accommodations must contact Disability Support Services at 331-2490 to ensure those needs are met. The student also has the responsibility of informing each instructor, in writing, of any special needs and/or necessary accommodations at the beginning of each semester. If a student's need for accommodation changes during the semester, the student must immediately notify the instructor in writing, specifying their needs and any necessary accommodations. A written statement from a physician or other appropriate professional should accompany the student's request for accommodations.

ADDITIONAL RESOURCES

See Appendix E.
PHYSICAL THERAPY FACULTY
BIOGRAPHIES

Gordon Alderink, PT, PhD

Dr. Alderink has been at GVSU as physical therapy faculty since 1984. He came to GVSU after having practiced for six years at The University of Michigan Hospitals and St. Joseph’s Mercy Hospital (Ypsilanti, MI). He matriculated at Hope College from 1972-76, where he received his BA in Biology and attended the Mayo School of Health-Related Sciences certificate program (Rochester, MN), completing his PT training in 1978. While practicing in Ann Arbor, Dr. Alderink completed his Master’s of Science degree in Kinesiology in 1983 from the UM, with a study emphasis on muscle physiology and regeneration. In 2003 he completed his Doctor of Philosophy in Engineering Mechanics at Michigan State University. Dr. Alderink is a member of the American and Michigan Physical Therapy Associations, American Society of Biomechanics, Gait and Clinical Movement Analysis Society, American Society of Mechanical Engineers, and American Baseball Coaches Association. As PT faculty Dr. Alderink has taught kinesiology, biomechanics, research methods, orthopaedic PT, spinal manual therapy, and acute care PT. Presently he is in the second of a four-year Resident-in-Faculty position in the Frederik Meijer Honors College, where has been able to explore new academic interests in social philosophy, bioethics, and economics, and teach related humanities courses. Dr. Alderink continues to consult with the Motion Analysis Center at Mary Free Bed Rehabilitation Center, where he collaborates on clinical gait analysis and research involving gait abnormalities. 2012 saw his last year as pitching coach for the GVSU baseball team. He listens to Mozart, reads too much (according to his wife), golfs, and bikes. His better half, Sally, teaches English as a second language for the Coopersville Area Public Schools. Gordy and Sally have two daughters, Jenny and Liz, a new grand-daughter (Emma), and two Golden Retrievers, Buddy and Daisy.

Barb Baker, PT, PhD, NCS

Professor Baker graduated from Furman University with a BS in Biology. In 1984 she completed her Masters in Physical Therapy from Emory University. After graduating she worked at both Saint Mary’s Hospital and Mary Free Bed Rehabilitation Center in Grand Rapids. While at Mary Free Bed Rehabilitation Center, Barb was PT department team leader for both the stroke and head injury teams. In 1990, Professor Baker accepted a position at GVSU in the Physical Therapy Program. In 2012, she received her PhD in interdisciplinary health studies at Western Michigan University. Her teaching assignments include several neurological classes, pediatric development and geriatric development. Professor Baker is also a NDT (neurodevelopmental training) therapist, has her Herdman certification in vestibular rehabilitation, and received her NCS (neuroclinical specialist) certification from the APTA in 1992. Current clinical practice includes home treatment for clients with head injuries. She also currently teaches a continuing education course on balance and vestibular rehabilitation across the US. Barb is married (Phil) and has two children (Anna and John).

Meri Goehring, PT, PhD, GCS

Professor Goehring was born and raised in Colorado moving to Kansas while in college. She graduated from Wichita State University with a Bachelor of Science in Physical Therapy in 1979. While remaining in clinical practice, she continued her education at Wichita State receiving a Master of Health Science degree in 1990 and her PhD from Nova Southeastern University in Ft. Lauderdale, Florida in 2006. She became certified by the American Board of Physical Therapy Specialists as a Geriatric Clinical Specialist in April of 2000 and was re-certified in 2009. She remains clinically active in acute care and adult rehabilitation. Meri began teaching at Wichita State University in 1997 and then taught at Northern Illinois University in DeKalb, Illinois until 2009. She currently serves as the Vice-President of the
Western District of the Michigan Physical Therapy Association. In January 2014, she will begin her term as the Editor of Gerinotes, the news magazine for the APTA’s Geriatric Section. She was also appointed by the Geriatric section to assist in development of Clinical Practice Guidelines and is assisting with development of a geriatrics textbook. She is studying to become certified as Wound Care Specialist. Meri’s research interests are in geriatrics, acute care and integument. She is married to a classically trained chef and enjoys travel, food and wine. She has two college age sons.

**Mary Green, PT, MS, JD**

Professor Green received her BA in Biology in 1984 from LeMoyne College in Syracuse, New York. She spent two years teaching tennis before starting her Physical Therapy education at Arcadia University in Glenside, Pennsylvania where she graduated with a Masters of Science degree in Physical Therapy in 1989. She has been employed as an inpatient therapist at Moss Rehabilitation Hospital in Philadelphia and at Mary Free Bed Hospital in Grand Rapids. Mary began teaching in the physical therapy program at GV$U in 1996 and is an active member in the American Physical Therapy Association and the Michigan chapter. She received her Juris Doctorate with a concentration in Health Care Law in 2004 from Michigan State University-Detroit College of Law. Professor Green loves playing tennis, running and spending time with husband Brent, and their four children, Emma, Evan, Ben and Ellen.

**Cathy C. Harro, PT, MS, NCS**

Professor Harro has been teaching entry level and advanced courses in the neurological curriculum since 1990. Professor Harro received her B.S. in Physical Therapy from the University of Illinois at Chicago, and her advanced M.S. from University of North Carolina-Chapel Hill with a graduate study focus on motor control and neuromuscular physical therapy and a supporting minor in Education. She has more than 30 years of clinical experience in neurologic physical therapy in a wide range of practice settings. Professor Harro is Board certified by ABPTS as a Neurologic Clinical Specialist and is actively engaged in neurologic practice in outpatient and community settings. She is a member of the Education and Neurology Sections of the APTA, and the West Michigan Brain Injury Association. She has published several papers, conducted clinical research, and presented nationally in the areas of stroke rehabilitation, particularly on exercise and strength training, and balance and gait evaluation and interventions in individuals with Parkinson’s disease and traumatic brain injury. Her research interest is evidence based evaluation and interventions for exercise, balance and gait function in individuals with neurologic conditions. She serves as the clinical research director for the Lulenski-Smith Neurologic Residency at Mary Free Bed Hospital and Grand Valley State University. Professor Harro likes to spend her free time road biking, kayaking, and swimming, as well as spending time with her family (husband Dan, and four children, Janell, Kelly, Danielle, and Cailin).

**Barbara Hoogenboom, PT, EdD, SCS, ATC, Associate Chair**

Dr. Hoogenboom received her Bachelor of Science degree in Biology from Calvin College in 1983. She went on to earn Certification in Physical Therapy from Cleveland State University and a Masters degree in Health Science from Grand Valley State University. Dr. Hoogenboom was certified in 1993 by ABPTS as a Sports-certified specialist, and was re-certified in 2003. She received a doctorate in Educational Leadership from Eastern Michigan University in 2006. She also is certified as an Athletic Trainer. She continues clinical practice with a community agency and by doing pro-bono community outreach. Dr. Hoogenboom has been active in the APTA since 1985 and has held multiple leadership positions with the Sports Physical Therapy Section. She teaches Sports Physical Therapy and various musculoskeletal classes within the PT curriculum. Her spare time is spent with her family (husband Dave, daughter
Lindsay and son Matthew). Together they enjoy family recreational sports including skiing, backpacking and other outdoor activities. Dr. Hoogenboom spends a lot of time being a wrestling and soccer mom!

**Lisa Kenyon, PT, PhD, PCS**

Dr. Kenyon graduated from the University of Vermont with a BS in Physical Therapy in 1987. In 1998, she completed a Master’s in Health Science with a concentration in Pediatric Neurologic Physical Therapy from the University of Indianapolis. In 2010 she completed her PhD in physical therapy at Nova Southeastern University. She has more than 24 years of clinical experience in pediatric physical therapy and has worked in a wide variety of pediatric practice settings. She is Board certified by the ABPTS as a Pediatric Specialist, a member of the Pediatric Specialty Council, and a member of the Item Bank Review Committee for the Federation of State Boards of Physical Therapy. Dr. Kenyon is a member of the Education, Pediatrics, and Neurology Sections of the APTA. She is married to Tom and they have two daughters (Shanna and Alena).

**Bonni Kinne, PT, MS, MA, Academic Coordinator of Clinical Education**

Professor Kinne received a bachelor’s degree in biomedical sciences at Western Michigan University in 1984, a master’s degree in exercise science at Western Michigan University in 1985, and a master’s degree in physical therapy at Grand Valley State University in 1994. She was employed as an instructor/coach at the University of Wisconsin – Eau Claire from 1985 to 1988. She began her physical therapy career in the Lansing area in 1994 and has worked at Sparrow Hospital and at C. Weaver Physical Therapy. She is an Advanced APTA Credentialed Clinical Instructor and has extensive experience as a clinical instructor and as a Center Coordinator of Clinical Education. Her teaching background includes the presentation of six different vestibular rehabilitation courses as well as a migraine headache course at a number of clinical facilities across the country. She has conducted and presented research in the areas of vestibular rehabilitation and migraine headaches. She is currently a student in the DHSc program at A.T. Still University. In her spare time, Bonni enjoys traveling, attending sporting events, and spending time with her family (especially her two teenaged nieces).

**Mary Lomonaco-Harig, PT, MHS, OCS, COMT**

Professor Harig graduated from Northwestern University with her Bachelor of Science degree in Physical Therapy in 1979. She went on to earn a Masters degree in Health Science with an Anatomy emphasis from Grand Valley State University in 1995. Professor Harig was certified in 2004 by the ABPTS as an Orthopedic Clinical Specialist. In 2010 she was certified as a COMT through the North American Institute of Manual Therapy (NAIOMT). She is presently completing a DScPT through Andrews University. Professor Harig has 34 years of clinical experience primarily in the area of out-patient orthopedics and manual treatment. She has been a long standing member or the APTA, MPTA and the orthopedic section. Prior to joining the faculty, Mary taught as an adjunct in the Physical Therapy Program at GVSU since 1995. Professor Harig’s research interests are in the area of scapular muscle tears. She and her husband Troy have two adult children Jason ( wife Leah, granddaughter Alayna, grandson Leland), Angie and future son-in-law Sam. She enjoys cooking Italian food, playing piano, jogging, biking, Yoga, and reading.

**Karen Ozga, PT, MMSc, Director of Clinical Education**

Professor Ozga is from Detroit and received a B.S. in Physical Therapy from Wayne State University in 1980. She practiced in acute care, outpatient and neurorehabilitation at Providence Hospital in Southfield until 1985 when she relocated to Atlanta to attend Emory University. She completed a Master of Medical Science (M.M.Sc) with an emphasis in clinical neuroscience at Emory University in
1988 and practiced in a day rehabilitation program for individuals with brain injury. In 1990, Professor Ozga assumed the positions of Academic Coordinator of Clinical Education and Assistant Professor for the PT Program at GVSU. Her clinical practice interests are in neurological and geriatric rehabilitation. She is a member of the Education and Geriatric Sections of the APTA. She is credentialed by the APTA as a trainer for the Clinical Instructor Education and Credentialing Program. She is married (Jose) and has two teenaged sons (Joseph and Michael).

**John Peck, PT, PhD, Department Chair**

Dr. Peck joined GVSU in 1997 as Director of Physical Therapy, after working for 15 years at the University of Central Arkansas. His academic background started with a Bachelor of Arts at Johns Hopkins University. He also earned a BS in Physical Therapy at the University of Central Arkansas, and a MS and PhD in Physiology at the University of Maryland. He was a post-doctoral trainee at Emory University and a postdoctoral fellow at the University of Alabama Medical School in Birmingham. He later served as the Physical Therapy Disciplinary Coordinator for the University Affiliated Programs of the University of Arkansas Medical School. In addition to administration, he teaches in the areas of pathology, life-span development, pediatrics and research. He is married (Nelle) and has three children (Lindsay, Andy and Mary Ellen).

**Jon Rose, PT, SCS, MS, ATC**

Jon Rose earned a B.A. in English Literature at Boston University in 1991. In 1992 he earned his Master of Science with a concentration in Exercise Science from Eastern Illinois University. After 3 years of practice as a certified athletic trainer, he earned his Certificate of Physical Therapy from Ohio State University (OSU) in 1997. His clinical practice has focused on orthopedics and sports medicine; and he served as a Director of Rehab for a private clinic and a hospital system. He has variously served as a team athletic trainer and team physical therapist for several high school, college, semi-professional and professional sports teams. Jon began his academic career as an adjunct professor at The University of Tennessee Health Science Center (UTHSC) and OSU. He joined the UTHSC faculty full-time in 2007, teaching basic science, orthopedic and sport courses. He is currently in the all-but-dissertation phase of his Ph.D. program at the University of Memphis. He and his wife Sarah – also a physical therapist – have 4 children: Elizabeth, Joseph, Nathan and Matthew.

**Michael Shoemaker, PT, DPT, PhD, GCS**

Dr. Shoemaker received a B.S. in Physical Education with an Exercise Science Specialization form Calvin College in 1996. In 1999 he earned his Doctor of Physical Therapy degree from Slippery Rock University, and earned his PhD in Interdisciplinary Health Sciences from Western Michigan University in 2012. He is board-certified as a Geriatric Clinical Specialist by the American Board of Physical Therapy Specialties. His practice has been focused in cardiopulmonary and geriatric rehabilitation across multiple practice settings including acute care, long-term acute care, long-term care, subacute care and outpatient care, and he currently practices at the Spectrum Health Meijer Heart Center. He enjoys watersports and is an instrument-rated pilot who flies for the Civil Air Patrol. He is married (Holly) and has three children: Clay (11), Cameron (8), and Adeline (5).

**Corey Sobeck, PT, DScPT, OMPT, OCS**

Doctor Sobeck joined the faculty in 2008 and teaches in the musculoskeletal curriculum. He completed his undergraduate studies and MSPT (2002) at Grand Valley State University. Corey is certified as an Orthopedic Manual Physical Therapist (2006) and taught in the OMPT post-professional program at
Oakland University where he also completed the Doctor of Science in Physical Therapy degree (2011). Corey is board certified as a Clinical Specialist in Orthopaedic Physical Therapy (2008) by the American Board of Physical Therapy Specialists and is an APTA credentialed Clinical Instructor and MPTA Outstanding Clinical Instructor Award recipient (2007). Corey is active in the PT profession and continues part time orthopedic clinical practice with an emphasis in manual therapy. Corey is an avid sports fan and enjoys spending time with his family including his wife (Karen), children (Kaylea, Robert, and Danny) and his English Bulldog (Griffin).

**John R. Stevenson, PT, PhD, CEA**

Dr. Stevenson joined the GVSU PT faculty in 2000 after holding previous faculty positions in physical therapy and exercise science programs at Oakland University, East Carolina University, and Central Michigan University. His degrees include an undergraduate degree in English history and literature from Vassar College, a M.S. degree in sport science from The Pennsylvania State University, a Ph.D. in human performance (biomechanics) from Indiana University, and a M.S. in physical therapy from CMU. Dr. Stevenson also holds specialty certification as a Certified Ergonomics Associate from the Board of Certification in Professional Ergonomics (BCPE). His specialty practice is in occupational health as a researcher and consultant in ergonomics and work injury prevention programs. His research interests are in biomechanics, motor control, and work injury prevention and ergonomics. He has published his work in a variety of journals. His teaching areas include clinical science, kinesiology and biomechanics, research methods, and health and wellness. Before becoming a physical therapist, Dr. Stevenson was a sport scientist who specialized in biomechanics and sport psychology. Currently Dr. Stevenson is serving as the Associate Dean of Graduate Studies. He lives in Canadian Lakes with his wife (Kathy) and has a young adult daughter (Erin).

**Laurie Stickler, PT, MS, OCS**

Professor Stickler received her B.S. in Health Sciences in 1999 and her M.S. in Physical Therapy in 2001, both from GVSU. She is currently pursuing a Doctorate in Health Sciences from the University of Indianapolis. Her primary clinical experience and strongest interest is in outpatient orthopedics, with additional experience in inpatient and home care. She is a Board Certified Orthopedic Clinical Specialist and a member of the APTA. Professor Stickler joined the faculty in 2009 after teaching as an adjunct and student research committee member for several years. Laurie is married (Tim) and has a daughter (Jessica). In her spare time, she enjoys spending time with her family, hiking, running, sports, and reading.

**Daniel Vaughn, PT, PhD, FAAOMPT**

Dr. Vaughn is a 1977 graduate of East Carolina University Physical Therapy Program. He was a full time clinician for twenty years following graduation. His practice areas were primarily outpatient orthopedic and sports settings, as well as centers for management of chronic spinal pain. He completed three years of advanced manual therapy residency training through the Ola Grimsby Institute in 1991. He has certifications in levels I and II of manual and manipulative therapy through the Norwegian School of Manual Therapy and is a Fellow in the American Academy of Manual and Manipulative Therapists. Dr. Vaughn began his teaching career at GVSU in 1996. He graduated in 2005 from Michigan State University with a Ph.D. in Kinesiology (specialty area of exercise physiology). Dan is the Editor-in-Chief of the Journal of Manual and Manipulative Therapy. He is married (Pam) and has three children (Maddie, Wes and Sam).
APPENDIX B

Health Compliance Requirements
Doctorate of Physical Therapy
Health Compliance Requirements

As a student at Grand Valley State University you will participate in clinical education activities at affiliated facilities. In order to be protective of everyone involved, your health and the health and safety of the community in which you may serve; certain participation guidelines have been established.

Infectious, communicable diseases are common in many clinical training sites and may be a threat to our students. During the performance of clinical training, research or internship activities, our students may interact and be exposed to clients and research participants with diseases such as, but not limited to, tuberculosis (TB), hepatitis B (HBV), and influenza.

University policy, state and federal statutory regulations, accreditation standards for affiliated clinical agencies require that our students comply with certain health, safety and legal requirements applicable to their occupation and that those individuals demonstrate particular cognitive and clinical competencies consistent with their program's minimum practice standards. As such, Grand Valley State University is contractually mandated to ensure all students attain and maintain full compliance with each program's set compliance requirements.

To Locate your Program Requirements
Upon admission to the University an orientation packet will be sent to you via U.S. mail from the Admissions Office. Within that packet you will find an email username and directions on how to access the GVSU email system and set your password. Once you assign your password you will have access to the GVSU internet based Blackboard classroom system.

Steps to find your GVSU Health Compliance requirements:
1. Log onto the GVSU homepage www.gvsu.edu
2. Click on the Bb “MyBlackboard” icon at the top of the homepage.
3. On the Blackboard homepage to enter the site you must type in your GVSU email username and password in the appropriate boxes
4. This will take you into your Blackboard account where you have been assigned to a Health Compliance organization under the tab "My Organizations”
5. Click on the organization “Health Compliance”
6. Once inside your Health Compliance Organization you will see your program's required health compliance items, their due date, directions on how to obtain compliance and how to submit the required documentation

This information will be available after week 1 of semester 1. If you have questions or need assistance accessing the Blackboard site please communicate with Karen Ozga or Bonni Kinne who may direct you to the Health Compliance Officer.
APPENDIX C

Clinical Education Sites
ALPHABETICAL LIST OF AFFILIATED CLINICAL SITES (August 2013)

All sites are not available for all clinical education courses. Students receive a list of clinical sites available for each clinical education course about 4 months before that experience begins.

<table>
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<th>Site</th>
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<td>Grand Rapids</td>
<td>MI</td>
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<td>Veteran's Affairs Ann Arbor Healthcare System</td>
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<td>Virginia Commonwealth University Health System</td>
<td>Richmond</td>
<td>VA</td>
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<td>Visiting Nurse Services</td>
<td>Grand Rapids</td>
<td>MI</td>
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<tr>
<td>War Memorial Hospital</td>
<td>Sault Ste. Marie</td>
<td>MI</td>
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<td>Wellerwood Early Childhood Center</td>
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<tr>
<td>West Branch Regional Medical Center</td>
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<tr>
<td>William Beaumont Hospital</td>
<td>Royal Oak</td>
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<tr>
<td>William Beaumont Hospital</td>
<td>Troy</td>
<td>MI</td>
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</table>
APPENDIX D

Permission to Release Non-Public Information Form
GRAND VALLEY STATE UNIVERSITY

PERMISSION TO RELEASE NON-PUBLIC INFORMATION

The Family and Educational Rights and Privacy Act of 1974 (as amended in December 1974) provides that the release of education records (or personally identifiable information therein, except for public directory information) without the written consent of the student will not be made.

In order that GVSU may comply with the law, please provide the information requested below and sign this request form.

PLEASE PRINT

NAME______________________________ STUDENT NUMBER________________________
First     Middle     Last

PERMANENT ADDRESS______________________________________________________________
Number and Street City State Zip

INFORMATION TO BE RELEASED:________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________

PERSON TO RECEIVE INFORMATION:________________________________________________________
Name

Number and Street

City State Zip

Student Signature Date
APPENDIX E

Additional Resources
ADDITIONAL RESOURCES

University Catalog
(on line @ www.gvsu.edu/catalog)

For additional information, the following sections of the University Catalog found at the above website may be useful to students:

Academic Policies and Regulations
Graduate Information
   Graduate Academic Policies and Regulations
All Academic Programs I-Z
   Physical Therapy

Student Code

Students can refer to the Student Code at www.gvsu.edu/studentcode for information on the following topics:
   Student Rights and Responsibilities
   Student Conduct
   Rules and Regulations
   Judicial Process
   Student Grievance Procedures

Physical Therapy Handbooks


GVSU Web Page

Go to www.gvsu.edu and select "Current Students" for the following topics:

Current Students

<table>
<thead>
<tr>
<th>Academic Advising</th>
<th>Events Calendar</th>
<th>Registrar</th>
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<tbody>
<tr>
<td>Academic Calendar</td>
<td>Financial Aid</td>
<td>Scholarships</td>
</tr>
<tr>
<td>Bus Schedule</td>
<td>Housing</td>
<td>Student Accounts</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Laker for a Lifetime</td>
<td>Student Life</td>
</tr>
<tr>
<td>Campus Dining</td>
<td>Library</td>
<td>Student Jobs</td>
</tr>
<tr>
<td>Course Catalog</td>
<td>myBanner</td>
<td>Student Services</td>
</tr>
<tr>
<td>Email</td>
<td>myBlackboard</td>
<td>Veterans Network</td>
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</table>
Graduate

Academic Calendar   Financial Aid   Parking Permit
Admissions          Graduate Student Orientation  Student ID
Assistantships     Graduate Programs  Student Services
Campus Dining      Housing          Virtual Orientation
Child Care         Office of Graduate Studies  Visit Campus
Course Catalog

International

Admissions          Jobs                     Social Security
Change of Address   Orientation             State ID
Culture Shock       Regulations             Student Life
Financial Aid       Scholarships and Loans  Transportation
Housing             Services                 Tuition

Learning & Success

Academic Advising   Family Health Center  Police Department
Campus Health Center LGBT Resource Center  Student Life
Career Services     Office of Multicultural Affairs  Student Services
Child Care          Office of Undergraduate  Tutoring Center
Research & Scholarship
Counseling & Career Development  my Banner  Women's Center
Disability Support Resources

Disability Support Resources

transportation