STUDENT HANDBOOK

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

Revised August 2014
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Introduction

The Doctor of Physical Therapy (DPT) degree program is designed to be completed by full-time students in 33 months in accordance with a pre-determined Plan of Study (Appendix A). The program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org.

The DPT program is offered on the Flagstaff Mountain Campus and the Phoenix Biomedical Campus. Each student is admitted to the program and assigned to a specific campus, where, unless otherwise specified, students must complete all required coursework.

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

- http://nau.edu/university-policies/.
- http://nau.edu/GradCol/Student-Resources/.

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

Mission Statement and Goals

The mission of the Physical Therapy Program at Northern Arizona University is to prepare physical therapists who are the providers of choice for optimizing movement and physical function across the continuum of physical health and well-being to individuals of all ages and who deliver consumer-centric, evidence-based, and value-driven care through consultative, collaborative, and innovative health care models.
The goals of the Physical Therapy Program are to:

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

**Technical Standards**

A student must possess the capability to complete, with or without reasonable accommodations, the entire physical therapy curriculum. The curriculum requires demonstrated proficiency in a variety of skills. To achieve these proficiencies, the program requires each student to possess the minimal skills listed below in order to participate in coursework and progress through the plan of study.

**Observation skills** are necessary for acquisition of required knowledge and skills in classroom, laboratory, and clinical settings. A student must possess functional use of auditory, visual, somatic and other sensory and perceptual modalities to enable perception, assimilation, and integration of information from a variety of sources (e.g. oral presentation, printed material, visual media, live demonstrations, and active participation). Specifically, a student must be able to:
• Hear and interpret lectures and classroom instruction, heart and lung sounds, and emergency notifications.
• View and interpret textbook and professional publications, medical records, classroom and laboratory demonstrations, and patient movements.
• Actively participate in cadaver dissections, palpation of peripheral pulses and anatomic structures, and implementation, assessment and documentation of tests and measures essential for physical therapy practice (e.g. vital sign assessment, goniometry, manual muscle testing, and instrument readings).

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

• Gather, comprehend, utilize and disseminate information verbally and in writing using the English language effectively, efficiently and according to professional standards.
• Communicate at a level consistent with competent professional practice.
• Use grammar and vocabulary proficiently.
• Read and evaluate professional literature.
• Reciprocally communicate with other health care providers via medical records (electronic or hand-written) while maintaining patient confidentiality.
• Communicate effectively and sensitively with patients/clients and colleagues with varying cultural and social backgrounds.
• Observe, recognize and understand non-verbal communication, including body language, demonstrated by others as well as themselves.

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

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

Motor skills are essential for the manipulation of instruments or tools and for safely and effectively assisting or teaching patients/clients. A student must have the physical strength and coordination to efficiently and effectively:
- Participate in laboratory activities.
- Perform CPR procedures.
- Lift and assist patients/clients.
- Perform specific clinical procedures (e.g. examination, manual interventions).

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

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

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### Credentials and Health Requirements

**Credentials**

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

- Level One Fingerprint Clearance Card issued by the Arizona Department of Public Safety
- Immunizations/proof of immunity
  - Hepatitis B series
  - MMR
  - TDAP (tetanus, diphtheria, and pertussis)
  - Varicella
  - 2-Step TB/PPD test (with annual tests thereafter)
  - Seasonal influenza vaccine
- CPR certification (AHA’s Basic Life Support for Healthcare Providers)
- Professional liability Insurance

Clinical sites may have additional requirements (e.g. additional vaccinations, background checks, physical examination, and drug test). It is recommended that students consider the following additional vaccines: Meningitis and Hepatitis A.
Exceptions to these requirements are not permitted unless for medical or other legally protected statuses. A student will not be allowed to begin a clinical experience without documentation that each of these requirements will be current for the duration of the rotation. Delay or failure to maintain and provide supporting documents related to these requirements may result in suspension from the program.

Health insurance is highly recommended. If a student does not already have coverage, insurance may be obtained through the NAU Health Plan. For information regarding the NAU Health Plan go to http://nau.edu/Medical-Services/Insurance-and-Payment/.

**Health Status**

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

- Provide a written statement from his/her licensed healthcare professional confirming their physical ability to continue with the Physical Therapy Program.
- Provide a written release to Northern Arizona University or any clinical institution requiring one.
- Inform his/her clinical affiliations of any change in health status and any possible limitations because of it.

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

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

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

In the course of the program, the student is required to participate in clinical experiences located at facilities that are not under the control of NAU. The program will attempt to identify a clinical education site that can accommodate the student’s individual needs; however, this may require extra time and start dates of clinical experiences may be delayed.

Academic Program

Plan of Study

The curriculum includes a minimum of 113 (Flagstaff Mountain Campus) or 114 (Phoenix Biomedical Campus) of total credits and is designed to be completed by a full-time student in 33 months (Appendix A). During the first 2 years of the program, the student is generally on-campus for coursework. During the remaining 9 months, the student participates in clinical education by working in clinics under the supervision of a licensed physical therapist.

Class Attendance

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

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

Schedule

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

Student Advisors

The student will be assigned a faculty advisor upon commencing the program. Faculty advisors serve as mentors for case presentations and capstone experiences. They also serve as liaisons between the student and the Department Chair/Program Director. Faculty advisors are available by appointment; appointments should be scheduled jointly by the student and advisor. Students are encouraged to report to the Department Chair/Program Director any grievances involving a faculty advisor.

Classroom Assessment

Course Syllabi

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

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

Retakes of individual written exams is unlikely and may be granted only under extreme circumstances at the discretion of the instructor and according to policies set forth in the individual course syllabus. Without extreme, documented circumstances, a retake of an exam should not be expected.

Final exams will be administered in accordance with the University’s schedule. Any exceptions must be stated in the course syllabus.

**Practical Examinations**

A passing score is required on all practical exams in “examination”, “intervention” and “patient/client management” courses. All “required” or mandatory elements of a practical exam, including safety issues, must be demonstrated without any error. Students must pass the practical component(s) of a course in order to pass the course.

For any given course, only one retake of a practical exam will be allowed. If a safety violation leads to failure on both the first and second attempts of a practical examination in the same course, the student may be dismissed from the Physical Therapy Program.

**Course Grades**

Final course grades shall be pass/fail, letter grades (“A”, “B”, “C”, and “F”; no “D” grades will be issued). A grade of “C” or “Pass” is minimal passing criteria for all courses with a “PT” prefix. It is the individual faculty member’s prerogative to determine the evaluation instrument(s), grading scales, and passing standards for the course. The instructor will inform the students of the grading criteria via the course syllabus.

Once a grade has been submitted at the end of each semester to the Registrar, it may not be changed without following the University policy regarding grade appeals. The exception would be if there has been an error by the instructor in the grading of an assignment or determination of the final grade.

The grade of “Incomplete” is an option when part of the work for the course remains to be finished at the time the grade is due. A grade of Incomplete can only be given if the faculty member agrees that there were circumstances beyond the student’s control, which resulted in a failure to complete the required work. The plan for completing the course including the completion date must be in the form of a written agreement between the student and the faculty member and will be placed in the student’s file. When all completion requirements have been met, the faculty member will complete and submit a “Grade Change Request Form”.

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The student will not be allowed to participate in the Clerkship or Internships or to register for any course for which the course associated with the “Incomplete” is a prerequisite until the “incomplete” is officially changed to a passing grade. A grade of Incomplete must be removed within 12 months from the end of the term in which the student was enrolled in the course.

**Comprehensive Examination**

Students in good academic standing will take a comprehensive examination near the end of the spring semester of Year II. All coursework up the date of the comprehensive exam must be successfully completed. Students on academic probation will need to return to good academic standing before taking the comprehensive examination. The exam is designed to represent the knowledge essential for physical therapy licensure and to ensure that students are prepared for full-time clinical internships (PT 608). Questions are similar to those that graduates of the program will encounter on the National Physical Therapy Licensure Examination. A minimum score of 60% is required for the commencement of PT 608 and for successful completion of the Program. Students who do not pass the comprehensive exam are required to meet with the Department Chair/Program Director to discuss options, if any, for continuing in the program.

**Clinical Education**

Clinical experience in community facilities is an integral part of the program. It is associated with 2 courses: PT 601 and PT 608. PT 601 is taken during the first 2 years of the program either as a blocked or continuous course. PT 608 includes a minimum of 30 weeks of full-time clinical internships. A student must be in good academic standing, eligible for retention in the program, and meet all course pre-requisites prior to participating in clinical education.

The structure, timing, student assignment, and specific requirements of PT 601 and PT 608 are determined by the Academic Clinical Education Coordinator(s). As such, a student may be assigned to a facility that is not of their choosing or during their preferred time frame.

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

**Professionalism**

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

**Professional Behavior**

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

- Northern Arizona University’s Student Code of Conduct ([http://nau.edu/Student-Life/Student-Conduct-Safety/](http://nau.edu/Student-Life/Student-Conduct-Safety/)).

A student who fails to comply with the standards established in these documents is required to meet with the Program Chair/Director. Depending on the nature of the incident and any previous infractions, remediation may be required or dismissal may be recommended.

**Professional Dress/Appearance**

Professional appearance is encouraged at all times that the student is engaged in program-related activities. Professional dress is required when students participate in clinical education in community settings. NAU PT polo shirts and/or name tags will be provided to each student at the beginning of the program. These can be worn at any time; faculty will advise students if shirts or name tags are required for specific situations (e.g. patient interactions; inter-professional activities). Individual instructors may require students to adhere to a specific dress code for class, guest speakers, lab sessions, etc.; details, including grade adjustments for deviations from the dress code, will be provided in the course syllabus.

**Degree Progression**

**Satisfactory Academic Progress**

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

**Satisfactory Academic Progress**

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

Good Academic Standing as defined by the Graduate College ([https://policy.nau.edu/policy/policy.aspx?num=100319](https://policy.nau.edu/policy/policy.aspx?num=100319)).

- Passing scores in all program coursework.
- GPA > 3.0 for coursework listed in the Plan of Study.
- < 11 units of “C” grades over the course of program.
- Passing score on the comprehensive exam.
- Adherence to the professional and ethical standards of American Physical Therapy Association and the NAU Student Code of Conduct.

A student who does not demonstrate satisfactory academic progress must meet with the Department Chair/Program Director to discuss the student’s specific situation. Barring severe infractions of the profession’s ethical and professional standards or the NAU Student Code of Conduct, the student will be placed on academic probation and will be given a detailed plan outlining the steps necessary for the student to return to satisfactory academic progress.

Details within a written action plan for unsatisfactory academic progress are determined at the discretion of the Department Chair/Program Director. The student may not enroll in courses until a written plan is established. These written action plans are determined based unique circumstances that led to the lack of satisfactory academic progress and focus the remediation effort within the student’s individual area of need. For this reason, plans may vary between students. Any form of remediation may delay the student’s completion of the program. Written action plans may require a student to repeat one or more classes and/or enroll in additional courses.

A course repeat may be considered only if each of the following conditions are met:

- The student has not failed another course in the Plan of Study.
- The course is not at capacity, in terms of space, faculty, or other resources.
- The student’s enrollment in the course does not preclude another student from taking the course in accordance with his/her plan of study.
The student’s participation in the course does not jeopardize the learning experience of other students.

If a course is repeated, the original grade is not replaced for GPA calculations; however, it is replaced for the determination of the number of units associated with a grade of “C”.

In the event the student is placed on academic probation as per the Graduate College Academic Continuation and Dismissal Policy, steps outlined in the policy will be followed. These include the development of a Professional Action Plan that must be approved by the Graduate College prior to the student enrolling in coursework.

**Dismissal**

Students may be recommended for dismissal for serious violations of professional behavior or failure to address recommendations outlined in their Action Plan. If such a case arises, the Department Chair/Program Director may recommend student dismissal to the Graduate College. Steps outlined in the Graduate College Academic Continuation and Dismissal Policy will be followed.

**Appeals**

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

### Program Completion and Graduation

The physical therapy curriculum normally ends when all coursework and clinical experiences are satisfactorily completed (scheduled to end in May, 33 months after it begins). Regardless of campus of attendance, graduation ceremonies occur in May on the Flagstaff Mountain Campus. When the last Internship has been completed, students are expected to return to the Northern Arizona University campus for graduation ceremonies, and to receive the Certification of Completion from the Physical Therapy Program.

### Grievance Policy

**Informal Procedures**

Initially, disagreements, complaints, misunderstandings and grievances directly associated with the student’s involvement in the Physical Therapy Program can be resolved by using informal discussion, exchanges,
counseling, etc. It is the intent of this policy to maximize use of these informal procedures so long as such measures prove effective.

**Formal Procedures**

The formal procedural provisions of this policy should be set in motion only when the informal procedures prove to be or manifestly will be ineffective. It is expected that the great majority of cases will be handled in accordance with informal procedures. For formal grievance procedures, the University Policy will be followed.

**Complaint**

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

**Appeals**

**Grade Appeals**

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

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

*Tuition and Fees*

Tuition, program fees, and other university fees are applicable each semester that a student is enrolled in the program; summers are excluded. Tuition and fees for full-time attendance in Fall, 2014 are listed by campus below. Tuition and fees are subject to change at the discretion of the Board of Regents or legislature. Students are referred to the Graduate College for the most current information ([http://nau.edu/GradCol/Current-Tuition-and-Fees/](http://nau.edu/GradCol/Current-Tuition-and-Fees/)).

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<th>Phoenix Biomedical Campus</th>
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<td></td>
<td>Resident</td>
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<td><strong>Program Fees</strong></td>
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<tr>
<td><strong>Other Fees</strong></td>
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<td>$435.00</td>
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*Residency Status*

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

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

*Financial Aid*

Graduate students may be eligible for scholarships, grants, Federal Work Study, and/or loans. Students are encouraged to contact the Office of Scholarships and Financial Aid ([http://nau.edu/FinAid/Graduate-Students/](http://nau.edu/FinAid/Graduate-Students/)) with any questions. Students on the Phoenix Biomedical Campus are not eligible for tuition waivers.
Scholarships

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

Outside Employment

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

Professional Associations and Service

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

The program also encourages participation in activities involving community service (e.g. “Go Big for Parkinson’s” Annual Run, Special Olympics), student exchange programs (e.g. Robert Gordon University), and extracurricular learning activities.

Campus-Specific Policies

Policies related to campus of attendance are detailed in a separate document. The student must review the applicable document and agree to abide the policy. Links to campus-specific policies can be found on the Physical Therapy webpage (http://nau.edu/chhs/physical-therapy/).
APPENDIX A – DPT Plan of Study
NORTHERN ARIZONA UNIVERSITY
PHYSICAL THERAPY CURRICULUM
(Flagstaff)

FALL I (19)
- PT510-Foundations of PT Examination (3)
- PT519-Principles of Patient Management (1)
- PT525-Clinical Anatomy I (4)
- PT550-Pathophysiology (3)
- PT580-Integumentary Therapeutics (4)
- PT586-Clinical Communication (2)
- PT685-Principles of Evidence Based Practice (2)

SPRING I (17)
- PT511-Normal Human Gait (1)
- PT526-Clinical Anatomy II (4)
- PT560-Neurosciences (4)
- PT582-Therapeutic Exercise (4)
- PT680-Differential Diagnosis in PT (3)
- PT685-Principles of Evidence Based Practice (1)

SUMMER I (7)
- PT601-Five Week Clerkship (2)
- PT670-Health Care Systems (2)
- PT687-Professional Development Seminar (3)

FALL II (17)
- PT599-Wellness Models in PT Practice (1)
- PT602-Life Cycle I (2)
- PT611-Abnormal Human Gait (1)
- PT620-Musculoskeletal Therapeutics I (4)
- PT630-Cardiopulmonary Therapeutics (4)
- PT635-Neurophysiological Therapeutics I (4)
- PT698-Patient Presentation (1)

SPRING II (17)
- PT603-Life Cycle II (2)
- PT621-Musculoskeletal Therapeutics II (3)
- PT636-Neurophysiological Therapeutics II (3)
- PT657-Prosthetics and Orthotics (2)
- PT668-Organization and Administration (2)
- PT675-Medical Therapeutics (2)
- PT678-Psychosocial Aspects of Rehabilitation (2)
- PT698-Patient Presentation (1)

SUMMER II (6)
- One of the Following:
  - PT670-Health Care Management in PT Practice (2)
  - PT672-Health Care Economics in PT Practice (2)
- Two of the Following:
  - PT720-Topics in Musculoskeletal Therapeutics (2)
  - PT735-Topics in Neurophysiological Therapeutics (2)
  - PT730-Topics in Cardiopulmonary Therapeutics (2)
  - PT757-Topics in Integumentary Therapeutics (2)

FALL III (15)
- PT608-Full-Time Clinical Internships (10)
- PT689-Capstone Project (5)

SPRING III (15)
- PT608-Full-Time Clinical Internships (10)
- PT689-Capstone Project (5)
**FALL I (18)**
- PT510-Foundations PT Examination (3)
- PT519-Principles of Patient Management (1)
- PT535-Human Anatomy I (5)
- PT536-Functional Anatomy and Biomechanics (3)
- PT545-Human Physiology and Pathophysiology (4)
- PT601- Clerkship (2 continuous)

**SPRING I (21)**
- PT560-Neurosciences (4)
- PT580-Integumentary Therapeutics (4)
- PT582-Therapeutic Exercise (4)
- PT586-Clinical Communication (2)
- PT601- Clerkship (2 continuous)
- PT685-Principles of Evidence Based Practice (2)
- PT680-Differential Diagnosis in PT (3)

**SUMMER I (7)**
- PT511-Normal Human Gait (1)
- PT685-Principles of Evidence Based Practice (1)
- PT670-Health Care Systems (2)
- PT687-Professional Development Seminar (3)

**FALL II (18)**
- PT601- Clerkship (2 continuous)
- PT602-Life Cycle I (2)
- PT611-Abnormal Human Gait (1)
- PT620-Musculoskeletal Therapeutics I (4)
- PT630-Cardiopulmonary Therapeutics (4)
- PT635-Neurophysiologic Therapeutics I (4)
- PT678-Psychosocial Aspects of Rehabilitation (2)
- PT698-Patient Presentation (1)

**SPRING II (16)**
- PT599-Wellness Models PT Practice (1)
- PT601- Clerkship (2 continuous)
- PT603-Life Cycle II (2)
- PT621-Musculoskeletal Therapeutics II (3)
- PT636-Neurophysiologic Therapeutics II (3)
- PT657-Prosthetics and Orthotics (2)
- PT668-Organization and Administration (2)
- PT675-Medical Therapeutics (2)
- PT698-Patient Presentation (1)

**SUMMER II (6)**
- One of the Following:
  - PT670-Health Care Management in PT Practice (2)
  - PT672-Health Care Economics in PT Practice (2)
- Two of the Following:
  - PT720-Topics in Musculoskeletal Therapeutics (2)
  - PT735-Topics in Neurophysiologic Therapeutics (2)
  - PT730-Topics in Cardiopulmonary Therapeutics (2)
  - PT757-Topics in Integumentary Therapeutics (2)

**FALL III (15)**
- PT608-Full-Time Clinical Internships (10)
- PT689-Capstone Project (5)

**SPRING III (15)**
- PT608-Full-Time Clinical Internships (10)
- PT689-Capstone Project (5)
APPENDIX B – Professionalism Rubric

Professionalism is considered a skill that is developed over time with intention, self-awareness, and the integration feedback. The purpose of this rubric is to provide students with the program’s expectations and examples representing different levels of professionalism.
<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>Level 1 (Does not meet expectations)</th>
<th>Level 2 (Meets expectations)</th>
<th>Level 3 (Exceeds expectations)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpersonal Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperates and collaborates with classmates</td>
<td>Does not engage in conversation or only responds to prompts by others</td>
<td>Engages in conversation and works jointly with others</td>
<td>Engages all members of a group in conversation; leads others to reach a common goal</td>
</tr>
<tr>
<td>Maintains a teachable attitude</td>
<td>Does not consistently demonstrate willingness to learn as demonstrated by not expressing opinions or not asking/responding to questions; does not approach classroom or outside learning experiences in a positive manner; may be engaging in activities unrelated to the class during classroom sessions</td>
<td>Is willing to learn and demonstrates this by expressing opinions, asking questions and responding to questions; generally approaches classroom and outside learning experiences positively; does not engage in activities unrelated to class</td>
<td>Consistently demonstrates willingness to learn and by frequently expressing opinions, asking/responding to questions, and engaging other classmates in learning; always approaches classroom/outside learning experiences positively; does not engage in activities unrelated to class; seeks suggestions for improvement</td>
</tr>
<tr>
<td>Respects boundaries with faculty, staff and classmates</td>
<td>Displays harassing or interrupting behaviors toward faculty or peers (this may be perceived through voice tone, facial expression or body language)</td>
<td>Displays respectful and attentive behaviors toward faculty or peers</td>
<td>Displays respectful and attentive behaviors toward faculty and peers; supports and encourages positive group behaviors</td>
</tr>
<tr>
<td>Shows compassion toward faculty, staff, classmates, and patients</td>
<td>Demonstrates insensitivity toward others, as evidenced by verbal and/or nonverbal actions</td>
<td>Is sensitive toward others</td>
<td>Is sensitive toward others and offers assistance in taking additional responsibility</td>
</tr>
<tr>
<td>Exhibits integrity and responsibility in all interactions</td>
<td>Does not fulfill or struggles to fulfill assigned duties/roles</td>
<td>Fulfills assigned duties/roles within group and individual</td>
<td>Fulfils assigned duties/roles within group and individual</td>
</tr>
<tr>
<td>Demonstrates commitment to uphold ethical principles</td>
<td>Repeatedly demonstrates behaviors that are inconsistent or incongruent with APTA ethical standards; or there are Repeated instances of unethical behavior, even after feedback</td>
<td>Aware of APTA ethical standards; may need to be reminded of rules</td>
<td>Exemplary ethics; conscientious of ethical practices and holds others accountable also</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives and receives constructive feedback</td>
<td>Does not offer constructive feedback to others in a sensitive manner; is unreceptive or argumentative about feedback, unwilling to self-assess or improve after feedback</td>
<td>Offers constructive feedback to others in a sensitive manner; is receptive to feedback and occasionally seeks feedback; demonstrates behavioral changes based on feedback</td>
<td>Offers constructive feedback to others in a sensitive manner; readily requests, receives and incorporates feedback from instructors and peers</td>
</tr>
<tr>
<td>Takes into consideration classmate (and patient, when discussing case scenarios) dignity, diversity of culture, ethnicity, religion, and sexual orientation</td>
<td>Negatively highlights an individual’s diversity in classroom scenario or other situations by using degrading language or behavior</td>
<td>Respects an individual’s diversity in classroom scenarios and situations by phrasing comments or feedback in a tactful manner</td>
<td>Respects an individual’s diversity in classroom scenarios and situations by phrasing comments or feedback in a tactful manner; promotes how diversity is taken into consideration for providing patient care or in managing other interactions</td>
</tr>
<tr>
<td>Uses appropriate voice, professional vocabulary and language</td>
<td>Speaks inaudibly, rudely or sarcastically; language choices may be limited, use frequent slang or jargon, include</td>
<td>Speaks with generally clear focus and proper style; language is appropriate, with attempts to incorporate</td>
<td>Speaks with clear focus and proper style, using appropriate voice and professional</td>
</tr>
</tbody>
</table>
many interjections; does not practice use of professional vocabulary or consistently mispronounces professional terms | professional vocabulary; most terms are pronounced correctly; the use of interjections is limited | vocabulary and language; uses no interjections

### Non-verbal Communication

<table>
<thead>
<tr>
<th>Elicits relevant information using focused listening skills</th>
<th>Does not listen to others’ perspectives or does not allow others to finish their input</th>
<th>Listens to others’ perspectives and allows others to finish their input</th>
<th>Solicits and listens to others’ perspectives, allows others to finish their input; is able to summarize relevant key points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates using appropriate nonverbal skills, including eye contact and body language</td>
<td>Uses little or no eye contact; uses no nonverbal listening responses, and displays inappropriate body language during class or lab sessions; inconsistent in attitudes, including disinterest, moodiness or melodramatic behaviors</td>
<td>Generally maintains eye contact and uses reinforcing nonverbal listening and appropriate body language</td>
<td>Maintains constant eye contact, uses appropriate body language consistently; uses reinforcing nonverbal listening responses; has an engaged, eager attitude; is an excellent representative of self, department and profession</td>
</tr>
<tr>
<td>Exhibits an understanding and respect for the contributions of others</td>
<td>Does not clearly display attention and does not use body language that signifies listening to others when they are presenting or sharing information; expresses disregard for others’ contributions or does not seek to gain understanding</td>
<td>Clearly displays attention (eye contact and other nonverbal signs of attention) and listens to others when they are presenting or sharing information; engages to express respect for others’ contributions</td>
<td>Clearly displays attention (eye contact and other nonverbal signs of attention) and listens to others when they are presenting or sharing information; responds to acknowledge and respect contributions of others; encourages the same behaviors in others; encourages</td>
</tr>
<tr>
<td>Class Preparation</td>
<td>Participation of others and fosters environment of teamwork</td>
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<tr>
<td>Prepares assigned readings and activities prior to class</td>
<td>Demonstrates lack of preparation for class; demonstrates limited use of resources; is unable to participate in discussions, contribute novel ideas, or answer questions; has not completed assigned tasks or has given minimal attention to the task</td>
<td>Demonstrates general preparedness by engaging in discussions, asking questions, and offering opinions or novel ideas about a topic; may not know answers, but is able to express a thought or opinion; has completed assigned tasks with sufficient detail</td>
<td>Consistently demonstrates preparedness by engaging in discussions, asking questions, and offering opinions or novel ideas about a topic; usually knows answers, and is able to demonstrate critical thinking through expression of thought or opinion; has completed assigned tasks thoroughly</td>
</tr>
<tr>
<td>Utilizes resources, credits sources and admits errors in presenting information</td>
<td>Does not use credible resources or credit sources of evidence; cannot admit error or incorrect information</td>
<td>Uses credible resources, including some not directly provided by the instructor; credits sources of evidence; admits errors and incorrect information and corrects them</td>
<td>Consistently uses credible resources, and consistently seeks additional resources; credits sources of evidence; does not display errors and does not cite incorrect information</td>
</tr>
<tr>
<td>Demonstrates knowledge in discussing material</td>
<td>Does not convey understanding of material</td>
<td>Summarizes material</td>
<td>Considers multiple aspects of the topic and articulates support of points</td>
</tr>
<tr>
<td>Analyzes, explains and discusses physical therapy knowledge as it applies to effective patient care</td>
<td>Does not apply facts to realistic concepts; does not summarize relevant material to correctly convey understanding</td>
<td>Applies facts to realistic concepts; summarizes relevant material in a correct, explanatory manner</td>
<td>Applies facts to realistic concepts; summarizes material in correct explanatory manner; explains integrated concepts in a</td>
</tr>
<tr>
<td>Initiative</td>
<td>Rarely demonstrates initiative; consistently requires direction to seek out and use resources</td>
<td>Generally takes own initiative, requiring little direction to refer to or use resources</td>
<td>Consistently and independently takes initiative to demonstrate use of resources and to seek out further guidance as needed</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Self-Assessment</strong></td>
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<tr>
<td>Monitors leading or allowing others to lead a discussion</td>
<td>Does not contribute to collaborations, taking advantage of collaborators; alternatively, dominates discussions without giving others a chance to lead</td>
<td>Makes contributions when interested in a topic or when convenient</td>
<td>Consistently brings skilled contributions to a discussion and takes turns leading or allowing others to lead a discussion</td>
</tr>
<tr>
<td>Demonstrates self-reflection</td>
<td>Consistently displaces responsibility; lack of self-awareness of strengths/weaknesses; or recognizes them but is resistant to change</td>
<td>Can articulate strengths/weaknesses, but may need help to address them</td>
<td>Independently and actively improves weaknesses and incorporates strengths</td>
</tr>
</tbody>
</table>

References:

University of Arizona College of Medicine in Phoenix, CBI Facilitator Assessment of MS1. Thanks to Christine Savage.


Mak-Van Der Vossen M, Peerdeman S, Kleinveld J, Kusurkar R. How we designed and implemented teaching, training, and assessment of professional behaviour at VUmc School of Medical Sciences Amsterdam. *Medical Teacher*, 2013; 35:709-714.

Van Mook WNKA, Van Luijk SJ, Fey-Schoenmakers JG, Tans G, Rethans JJE, Schuwirth LW, Van Der Vleuten CPM. Combined formative and summative professional behaviour assessment