

The George Washington University

Program in Physical Therapy

Associated Faculty Handbook

POLICIES AND PROCEDURES  
SPECIFIC TO ASSOCIATED FACULTY MEMBERS IN  
THE DOCTOR OF PHYSICAL THERAPY PROGRAM

# ASSOCIATED FACULTY HANDBOOK

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# **ASSOCIATED FACULTY HANDBOOK**

## **WELCOME TO THE DOCTOR OF PHYSICAL THERAPY PROGRAM AT THE GEORGE WASHINGTON UNIVERSITY**

Welcome to the Doctor of Physical Therapy Program at The George Washington University! We are pleased you have agreed to participate in the education of our students. We have compiled the following handbook to help familiarize you with the curriculum, faculty responsibilities and expectations as well as some of the resources available to assist you in planning and implementing the course you have agreed to teach. We ask that you review it in detail as you prepare to teach with us. You have been assigned a mentor to assist you; however, please feel free to ask questions of the Program Director, Associate Program Director or your assigned mentor at any time. We are prepared to assist you to make this an excellent experience for you as well as for our students. Again, thank you for being willing to share your expertise with the DPT students of The George Washington University.

## **THE GEORGE WASHINGTON UNIVERSITY**

The George Washington University, an independent academic institution chartered by the Congress of the United States in 1821, dedicates itself to furthering human well being. The University values a dynamic, student-focused community stimulated by cultural and intellectual diversity and built upon a foundation of integrity, creativity, and openness to the exploration of new ideas.

The George Washington University, centered in the national and international crossroads of Washington, DC, commits itself to excellence in the creation, dissemination, and application of knowledge.

## **THE MEDICAL CENTER**

The Medical Center consists of the School of Medicine and Health Sciences, the School of Public Health and Health Services and the Medical Faculty Associates.

## **THE SCHOOL OF MEDICINE AND HEALTH SCIENCES**

The George Washington University Medical Center is dedicated to improving the health and well-being of our local, national and global communities by:

- Developing tomorrow's leaders
- Delivering high-quality healthcare
- Advancing scientific discovery and translating discoveries into action
- Harnessing new technology
- Establishing community partnerships
- Fostering multidisciplinary collaboration
- Pursuing alliances unique to our location

## **THE HEALTH SCIENCES PROGRAMS**

The Health Sciences Programs under the direction of Dr. Jean Johnson, Senior Associate Dean, include a number of graduate, undergraduate and certificate programs in health care sciences. These programs are housed in three departments: Health Care Sciences, Nursing Education, and Clinical Leadership and Management. The Doctor of Physical Therapy Program is one of two graduate programs within the Department of Health Care Sciences. Information about the health sciences programs can be found at: [www.gwumc.edu/healthsci](http://www.gwumc.edu/healthsci)

## THE PHYSICAL THERAPY PROGRAM

### Mission of the Doctor of Physical Therapy Program

The mission of the Physical Therapy Program is to create an environment for learning that supports the professional development of students, faculty, and clinicians, where excellence in teaching, service, and scholarship leads to the development of professional (entry level) practitioners who are well respected within the profession. The Program is committed to graduating generalist practitioners prepared to assume the multifaceted role of the physical therapist today and in the future. The Program strives to graduate generalist practitioners who:

- are prepared to provide quality care in a variety of physical therapy settings for patients and clients across the lifespan along the continuum from wellness and prevention to rehabilitation of dysfunction;
- demonstrate skills in critical inquiry, evidence-based practice and clinical decision making essential for autonomous practice;
- are service oriented, advocates for patients/clients and the profession;
- are dedicated to lifelong learning and professional development;
- who embrace the core values of the profession, are reflective, culturally sensitive, and strive to practice in an ethical, moral, and legal manner at all times;
- are prepared to assume the multifaceted role of practitioner, team member, advocate, consultant, teacher, researcher, manager, and leader.

Further, the Program is dedicated to supporting faculty members in their multiple roles as teachers, clinicians, scholars, and role models for professional and community service. The program strives to provide opportunities for faculty and clinicians to engage collaboratively in research and intellectual endeavors in knowledge generation both within and outside of the field of physical therapy.

Finally, the Program strives to create an environment where the community of students, faculty, and clinicians can engage in activities that foster ongoing professional development, critical inquiry, and lifelong learning.

### Physical Therapy Program Philosophy

The faculty at The George Washington University School of Medicine and Health Sciences Doctor of Physical Therapy Program hold the following values and beliefs with respect to physical therapy professional (entry-level) education:

- Faculty is dedicated to the development of professional (entry-level) **generalist clinicians** who are prepared to engage in autonomous practice in a legal, ethical, moral, and reflective manner to meet the needs of patients and clients now and in the future.
- Faculty believes that experience and the **reflective process** are integral to learning. Active engagement and participation in problem solving activities are essential to the development of **critical thinkers** and effective **problem solvers**.
- Faculty believes that skills are best learned through application, reinforced by repetition and feedback. The curriculum is designed to build from simple to complex, allowing for both vertical and horizontal integration.
- Faculty believes that the development of a professional is incomplete without the development of a professional identity which includes assimilation of the core values of the profession as demonstrated by excellence in **communication and interpersonal skills**.
- Faculty values the importance of **lifelong learning** and the use of **evidence based practice** and best practice as requisite to competent practice.

- Faculty recognizes the power of the implicit curriculum and embraces its responsibilities in assessing student perceptions and in modeling an appreciation and respect for **individual and cultural differences**, and the **core values** and **professional behaviors** expected of a physical therapist, including service to the community and the profession.

### **Physical Therapy Program Goals and Terminal Objectives**

The primary goal of the Physical Therapy Program is to provide an environment that supports the professional development of students, faculty, and physical therapy practitioners. The program serves as a vehicle for students, faculty, and practitioners to continue to develop in their professional competence as practitioners, teachers, researchers, consultants, advocates, managers, and leaders. Below are the terminal objectives the Program will use to assess whether the Program has met its overall Mission.

**Goal #1:** *The Program maintains an educational environment for learning that supports the professional development of students and faculty.*

#### **Terminal Objectives:**

- A. The program will provide sufficient resources to meet the mission, philosophy, goals and objectives established by the Program. The program will maintain a fiscal plan that provides sufficient resources including:
  - personnel, space, equipment, and supplies to support the learning needs of its students.
  - library to support the learning needs of its students.
  - personnel, space, equipment and supplies, to support the teaching, scholarship, and service needs of its faculty
- B. The Program will maintain sufficient quality and quantity of clinical sites across the lifespan and continuum of care to prepare students to become autonomous, generalist practitioners.
- C. The Program will ensure access to appropriate library holdings, learning resource, and educational technology services to meet the mission, goals, and objectives of the Program.
- D. The Program will ensure access to sufficient administrative and technical support to meet the mission, goals, and objectives of the Program.
- E. The Program maintains an ongoing plan of evaluation to ensure that the mission, goals, and objectives are being met. The Program maintains a comprehensive plan, that is followed consistently, to evaluate its:
  - Mission, Philosophy, and Goals
  - Curriculum, including all aspects of clinical education
  - Resources
  - Policies and procedures
  - Student Outcomes
  - Program Outcomes
  - Faculty Outcomes

**Goal #2:** *The Program has a commitment to creating an environment that encourages the professional development of its **student body**.*

#### **Terminal Objectives:**

- A. The graduate will be a competent physical therapy practitioner who can function safely and effectively while adhering to legal, ethical and professional standards of practice in a multitude of physical therapy settings for patients and clients across the lifespan and along the continuum of care from wellness and prevention to rehabilitation of dysfunction as evidenced by their ability to:

- Demonstrate safety and competence in performing physical therapy screenings, examinations, evaluations, and interventions to optimize function across the lifespan.
  - Demonstrate proficiency in all aspects of patient/client management including teaching, delegation and supervision principles in the delivery of physical therapy services.
  - Provide competent physical therapy services for prevention, health promotion, fitness, and wellness to individuals, groups, and communities.
  - Establish and implement an age appropriate physical therapy plan of care that is safe and effective.
  - Take appropriate action in an emergency in all practice settings.
  - Demonstrate strict adherence to all legal, ethical, moral, and professional standards of practice.
  - Adhere to legal practice standards, including all federal, district, state, and institutional regulations related to patient care and fiscal management.
  - Practice in a manner consistent with APTA's professional code of ethics and standards of practice.
- B. The graduate will be a reflective practitioner who embraces the core values of the profession, is culturally sensitive, and demonstrates respect for individuals, their cultures and the community at large as evidenced by their ability to:
- Demonstrate care and respect for the individual, the family, and the community by adapting to cultural, social and individual differences in all professional interactions.
  - Demonstrate a reflective attitude and an exploration of alternative perspectives in all areas of practice and professional development as evidenced by their personal portfolio.
  - Demonstrate an assimilation of the core values of the profession as evidenced by consistent use of appropriate communication, interpersonal skills and professional behaviors in all aspects of patient/client care and in relating with other members of health care team, industry and regulatory agencies.
  - Demonstrate professional behaviors consistent with APTA's core values in all interactions.
  - Participate in self and peer-assessment activities with an openness to providing and receiving constructive criticism.
  - Provide culturally competent care to patients in collaboration with other practitioners.
  - Educate others using teaching methods that are sensitive to the needs of the learner.
- C. The graduate will utilize critical inquiry and evidence based practice to make clinical decisions essential for autonomous practice as evidenced by their ability to:
- Efficiently obtain and critically evaluate, synthesize, and apply knowledge from published works to be used for evidence and best practice in the decision making process.
  - Demonstrate clinical reasoning, clinical judgment, and reflective practice in all clinical decision making efforts.
  - Participate in the design and implementation of decision-making guidelines.
  - Implement a method of assessing individual and collective outcomes of patients using valid and reliable measures that consider the setting, variables of cultural competence, and societal factors such as reimbursement.
- D. The graduate will function as an integral member of the healthcare team and active member of professional and community organizations as evidenced by their ability to:
- Expressively and receptively communicate effectively with patients, family, caregivers, other health professionals, consumers, payers and policymakers.
  - Collaborate effectively with patients, family members, payers, other professionals to determine a plan of care that is acceptable, realistic, fiscally responsible, and culturally competent.

- Demonstrate sound judgment in delegating tasks to support personnel to meet patient goals and expected outcomes.
- Supervise and manage personnel to whom tasks have been directed.
- Make sound judgments in issues related to financial management.
- Participate in activities related to program development, marketing, and public relations.
- Provide consultation to businesses, schools, government agencies, or other organizations.
- Participate in professional organizations, conferences and activities.

E. The graduate will be a service-oriented advocate for individual patient rights who is prepared to serve as an agent for change in the promotion and improvement of community health and the practice of physical therapy as evidenced by their ability to:

- Demonstrate social responsibility and advocacy including participation in community and professional service organizations and activities.
- Incorporate pro bono services into clinical practice.
- Promote health and quality of life by providing information on health promotion, fitness, wellness, disease, impairment, functional limitation, disability, and health risks related to age, gender, culture, and lifestyle within the scope of physical therapy practice.

F. The graduate will demonstrate lifelong commitment to learning and professional development as evidenced by their ability to:

- Demonstrate a commitment to lifelong learning through ongoing education, professional development, self-directed learning and mentoring activities
- Develop a learning plan for individual professional development.
- Develop, maintain and revise a professional portfolio demonstrating continued reflection and professional growth.
- Participate in professional organizations, conferences and activities.

**Goal #3:** *The Program has a commitment to creating an environment in which the **faculty** will engage in activities that ensure that they continue to develop in the areas of teaching, service, practice, and scholarship.*

**Terminal Objectives:**

- A. Each faculty member will contribute to the design, implementation, and assessment of the curriculum plan vis-à-vis the mission and philosophy of the Program and current practice guidelines.
- B. Each faculty member will teach within their area of expertise, as evidenced by their ability to:
- design, assess, and revise course materials
  - present course content considering the needs of the learners
  - communicate in writing and orally
  - interact with students inside and outside of the classroom
  - assess student performance
  - provide feedback to students on their performance
  - establish learning plans in collaboration with those students in need
- C. Each faculty member will engage in scholarly teaching, as evidenced by their ability to:
- utilize self and peer assessment processes to ensure continuous refinement and currency in both the process and content of teaching.
  - participate in activities to ensure currency in their area(s) of expertise, such as continuing education, scholarly activities, research, and/or practice.

- D. Each faculty member will engage in service activities that role model social responsibility and core values, as evidenced by their service to:
- the University,
  - the School,
  - the Program,
  - the Profession, and/or
  - the Community
- E. Each faculty member will engage in scholarship, either independently or collaboratively, to enhance the knowledge base of the fields of physical therapy, education, and beyond, as evidenced by their involvement in the:
- creation and dissemination of new knowledge;
  - integration and dissemination of knowledge across contexts;
  - application and dissemination of information or theory to new areas; and/or
  - systematic investigation and dissemination of teaching and learning effectiveness.

**Goal #4:** *The Program has a commitment to creating an environment that supports collaborative activities and encourages the professional growth of **the physical therapy profession and the community.***

**Terminal Objectives:**

- A. The Program will provide opportunities for clinicians and community members to engage in collaborative endeavors for continuous professional growth through scholarship and intellectual inquiry.
- B. The Program will provide opportunities for clinicians and community members to engage in collaborative efforts that support the students, the faculty, and the community in the advancement of clinical education.
- C. The Program will provide opportunities for clinicians and community members to engage in ongoing professional development and lifelong learning through participation in Program sponsored continuing education activities.

## CURRICULUM SEQUENCE

			# Cr.	# Hrs in Class per week
<b>I</b>	<b>Fall</b>	<b>15 week semester + exams</b>		
	PT401	Physiology	3	3
	PT411	Foundations of Examination	4	8
	PT412	Foundations of Interventions	3	6
	PT451	Dimensions of Professional Practice	3	3
	PT461	Clinical Conference I	1	2
	HSCI 270	Research Methods for Health Professionals I	3	1
		<b>Total</b>	<b>17</b>	<b>23 hrs</b>
<b>II</b>	<b>Spring</b>	<b>15 week semester + exams</b>		
	PT402	Exercise Physiology	2	4
	PT403	Functional Anatomy	5	9
	PT413	Physical and Electrical Modalities	3	6
	PT452	Teaching in Physical Therapy Practice	2	3
	HSCI 271	Research Methods for Health Professionals II	3	1
	PT462	Clinical Conference II	1	2
	PT483	Clinical Immersion I (1/2 day x 10 weeks)	1	40*
		<b>Total</b>	<b>17</b>	<b>25 hrs</b>
<b>III</b>	<b>Summer</b>	<b>11 week semester + exams</b>		
	PT404	Kinesiology	4	10.9
	PT405	Functional Neuroanatomy and Electrodiagnostics	3	5.5
	PT406	Clinical Medicine and Pharmacology	4	5.8
	PT453	Ethical and Legal Issues in Patient Care	1	2
	PT463	Clinical Conference III	1	2
		<b>Total</b>	<b>13</b>	<b>26.2 hrs</b>
<b>IV</b>	<b>Fall</b>	<b>Year II – 15 week semester + exams</b>		
	PT414	Management of Cardiopulmonary Dysfunction	3	6
	PT415	Management of Musculoskeletal Dysfunction I	4	8
	PT418	Management of Neuromotor Dysfunction	4	8
	HSCI 272	Research Methods for Health Professionals III	3	2
	PT464	Clinical Conference IV	1	2
	PT481	Community Practicum I	1	.5/wk avg
	PT485	Clinical Immersion II (1/2 day/wk x 10)	1	40*
		<b>Total</b>	<b>17</b>	<b>26.5 hrs</b>
<b>V</b>	<b>Spring</b>	<b>20 week semester (4 week immersion followed by 15 week semester + exams)</b>		
	PT416	Management of Musculoskeletal Dysfunction II	2	4
	PT417	Management of Integumentary Dysfunction	1	2
	PT420	Pediatrics	4	8
	PT421	Women's Health	1	1.5
	PT422	Geriatrics	2	3
	PT423	Prosthetics and Orthotics	2	4
	PT465	Clinical Conference V	1	2
	PT482	Community Practicum II	1	.5/wk avg
	PT486	Transition to the Clinic (4 weeks)	2	160*
		<b>Total</b>	<b>16</b>	<b>25 hrs</b>
<b>VI</b>	<b>Summer</b>	<b>Year III - 12 week semester (4 week didactics + 8 week Internship)</b>		
	PT407	Medical Imaging	1	1.5
	PT454	Health Promotion and Wellness	1	5.6
	PT466	Clinical Conference VI	1	5.6
	PT487	Clinical Internship I	4	320*

		<b>Total</b>	<b>7</b>	<b>12.7 hrs</b>
<b>VII</b>	<b>Fall</b>	<b>14 week semester (4 week didactics + 10 week Internship)</b>		
	PT455	Administration and Management in Physical Therapy Practice	2	9.4
	PT456	Health Policy and Advocacy	1	5.6
	PT457	Capstone Seminar	1	4
	PT488	Clinical Internship II	5	400*
		<b>Total</b>	<b>9</b>	<b>19 hrs</b>
<b>VIII</b>	<b>Spring</b>	<b>12 week semester</b>		
	PT489	Clinical Internship III	6	478.6*
	PT490	Externship Elective	(2-5)	
		<b>Total</b>	<b>6</b>	
		<b>TOTAL</b>	<b>102</b>	

## DPT COURSE CATALOG DESCRIPTIONS

### PT 401 Physiology (3cr)

Normal function of the major organ systems of the human body and related concepts of rehabilitation medicine.

### PT 402 Exercise Physiology (2cr)

Lecture/laboratory. Effects of exercise in healthy individuals and special populations, including aged and immobilized patients and those with neuro-musculoskeletal deficits.

### PT 403 Functional Anatomy (5cr)

Human gross anatomy lecture and laboratory with cadaveric dissection. Clinical correlations. Normal structures and functional relationships. Common abnormalities and individual and age-related differences.

### PT 404 Kinesiology (4cr)

Lecture/ laboratory. Kinematics and kinetics of movement. Normal and pathological mechanics of functional movement. Deficits in musculoskeletal system, posture and gait examined. Interventions and functional outcomes.

### PT 405 Functional Neuroanatomy and Electrodiagnostics (2cr)

Lecture/laboratory. Normal structure and function of the nervous system across the lifespan. Injury to neural structures, response to injury and rehabilitation. Electrodiagnostics related to physical therapy. Clinical correlations.

### PT 406 Clinical Medicine and Pharmacology (4cr)

Systems approach to diseases requiring physical therapy. Pharmacological principles and impacts of certain pharmacological agents on physical therapy intervention. Drug interactions, systems review, and “red flags” requiring physician referral.

### PT 407 Medical Imaging (1cr)

Principles of medical imaging related to PT management. Findings related to PT diagnosis and intervention planning.

### PT 411 Foundations of Examination (4cr)

Lecture/laboratory. Examination within the patient/client management model of physical therapy. Development of proficiency in basic systems review, selection and administration of tests and measurements.

**PT 412 Foundations of Interventions (3cr)**

Lecture/laboratory. Intervention within the patient/client management model of physical therapy. Development of proficiency in basic patient care skills. The physical therapist as teacher and evidence-based practitioner.

**PT 413 Physical and Electrical Modalities (3cr)**

Lecture/laboratory. Administration of physical, thermal, mechanical, and electrical interventions consistent with patient diagnosis and prognosis. Critical appraisal of the literature to apply best evidence to practice.

**PT 414 Management of Cardiopulmonary Dysfunction (3cr)**

Lecture/laboratory. Physiology and pathophysiology of the cardiopulmonary system as basis for examination of cardiopulmonary dysfunction across the lifespan. Physical therapy diagnosis, prognosis, and development of evidence-based plans of care. Interventions practiced. Outcome measures, prognosis, wellness and prevention.

**PT 415 Management of Musculoskeletal Dysfunction I (4cr)**

Lecture/laboratory. Examination and evaluation of impairments and functional limitations as basis for physical therapy differential diagnosis and prognosis of musculoskeletal dysfunction across the lifespan. Analysis and synthesis of patient/client data and best evidence to determine diagnostic classification, develop and implement plan of care, and select outcome measures. Emphasis on musculoskeletal dysfunction of the extremities.

**PT 416 Management of Musculoskeletal Dysfunction II (2cr)**

Lecture/laboratory. Examination and evaluation of impairments and functional limitations as basis for physical therapy differential diagnosis and prognosis of musculoskeletal dysfunction across the lifespan. Analysis and synthesis of patient/client data and best evidence to determine diagnostic classification, develop and implement plan of care, and select outcome measures. Emphasis on musculoskeletal dysfunction of the spine, occupational health, and sports injuries.

**PT 417 Management of Integumentary Dysfunction (1cr)**

Lecture/laboratory. Examination and evaluation of patients with integumentary dysfunction as well as peripheral vascular, metabolic, and immune system impairments as a basis for diagnostic classification, evidence-based plans of care and intervention strategies. Outcome measures and prognosis.

**PT 418 Management of Neuromotor Dysfunction (4cr)**

Lecture/laboratory. Examination and evaluation of adults with neuromotor dysfunction as a basis for diagnostic classification, evidence-based plans of care and intervention strategies. Outcome measures and prognosis.

**PT 420 Pediatrics (4cr)**

Lecture/laboratory. Development issues related to pediatric dysfunction. Examination, evaluation, prognosis, diagnosis, and implementation of evidence-based interventions for children with neuromuscular and musculoskeletal dysfunction. Psychosocial, ethical, and legal factors.

**PT 421 Women's Health (1cr)**

Lecture/laboratory. Physical therapy related to women's health within the patient/client management model.

**PT 422 Geriatrics (2cr)**

Typical age-related changes in function. Outcome measures for neuromotor, musculoskeletal, and cardiopulmonary dysfunction in the aging population. Co-morbidities; psychosocial, ethical, and legal factors.

**PT 423 Prosthetics and Orthotics (2cr)**

Advances in assistive technology that enhance functional capacity (e.g., work, play, and community reintegration) of persons with disabilities. Strategies in prescription, fabrication, and fitting of prosthetic and orthotic devices.

**PT 451 Dimensions of Professional Practice (3cr)**

Personal and interpersonal dimensions of health care. Professional practice expectations and six dimensions of health (i.e., physical, emotional, intellectual, spiritual, occupational, and social).

**PT 452 Teaching in Physical Therapy Practice (2cr)**

Principles and strategies for effective teaching in academic and clinical environments. Patient, client, peer, and professional presentations.

**PT 453 Ethical and Legal Issues in Patient Care (1cr)**

Ethical and legal issues related to physical therapy and consistent with the core values of the profession. Decision-making models. Legal and ethical responsibilities within the patient/client management model.

**PT 454 Health Promotion and Wellness (1cr)**

The role of the physical therapist in promoting wellness across the life span. Screening, client education, and traditional and non-traditional strategies for the promotion of healthy lifestyles.

**PT 455 Administration and Management in Physical Therapy Practice (2cr)**

Administration and practice management, including marketing, fiscal issues, billing, reimbursement, and management procedures related to physical therapy practice.

**PT 456 Health Policy and Advocacy (1cr)**

Introduction to health care policy as related to the profession of physical therapy. Policy development, macro and micro health policy.

**PT 457 Capstone Seminar (1cr)**

Exploration of professional practice issues, including lifelong learning. Professional portfolios presented. Assessment of educational experiences focusing on quality improvement and professional development.

**HSCI 270 – 272 Research Methods for Health Professionals I-II-III (3-3-3cr)**

Methodological and statistical bases of basic, applied, and clinical research leading to critical appraisal and synthesis of literature for evidence based practice.

**PT 461-466 Clinical Conference I-VI (1-1-1-1-1-1cr)**

Case-based seminars serve as integrative units throughout the curriculum. Clinical decision making models applied to cases covering all physical therapy diagnostic practice patterns. Best practice and evidence-based practice emphasized. Professional practice expectations and practice management issues.

**PT 481-482 Community Practicum I-II (1-1cr)**

Interdisciplinary Student Community-Oriented Prevention Enhancement Service (**ISCOPES**). Community health, health promotion and wellness, cultural competence, continuous quality improvement, and team building through participation community health service learning project. Individual and collective outcomes.

**PT 483-485 Clinical Immersion I-III (1-1-1 cr)**

Part-time physical therapy clinical experiences in a range of clinical settings. Supervised integration and implementation of components of the patient/client management model and professional practice expectations in preparation for full-time clinical internships.

**PT 486 Transition to Clinic (2cr)**

First full-time physical therapy clinical experience.

**PT 487-489 Clinical Internship I-III (4-5-6cr)**

Full-time physical therapy clinical experiences in a range of clinical settings. Integration and implementation of all aspects of patient/client management, professional practice expectations, and professional management expectations. Progress from close supervision to independence in the management of patients with non-complex and complex problems across the lifespan.

**PT 490 Externship Elective (variable credits 2-5)**

Interested students can apply for consideration of an externship in advanced clinical practice, teaching, research, or policymaking. Credit hours vary based on the length of stay and demands of the externship.

## **ROLES AND RESPONSIBILITIES OF ASSOCIATED FACULTY**

*Associated Faculty* members include those instructors who teach in the curriculum but do not hold primary appointments within the Program. Associated instructors are considered associated faculty. The associated faculty is responsible for teaching within their area of expertise within the Physical Therapy Program. The responsibilities may include classroom and laboratory teaching, as well as student evaluation. The associated faculty is responsible to provide input to the core faculty about the design, development, implementation and evaluation of the curriculum, as well as Program-specific policies and procedures.

### **Appointment**

Associated faculty members are recommended for appointment by the Program Director to the Dean for teaching assignments within a specific course. Specific responsibilities, title and remuneration are delineated in a letter from the Dean to each associated faculty member. Associated faculty members will receive this handbook discussing the Program's expectations and a list of resources and procedures related to the use of these resources.

### **Liaison / Mentor**

In an effort to maintain continuity and provide a supportive environment, the Program assigns a core faculty member as liaison or mentor to all associated faculty members. Mentors are expected to provide resource and instructional support, and to interface with students when the associated professor is not in the building or is unavailable by email or phone. Instructional support includes course design and development as well as exam/assignment design and development and grading. The presence of an assigned faculty mentor also serves to strengthen the link between individual courses and the curriculum and facilitates communication among all faculty members. The mentor communicates all program policies and programmatic changes to the associated faculty member. The mentor informs core faculty of student performance in all courses taught by associated faculty members. In the case of an associated faculty serving in the role as lab assistant, the course director will normally serve as the faculty liaison / mentor.

### **Expectations**

Program expectations of an associated faculty member depend on the level of associated faculty participation within the program. For example, an associated faculty member who serves as a lab assistant will have different responsibilities than an associated professor serving as a primary instructor.

#### **Primary Instructor**

Associated faculty hired to be primary instructors have the same responsibilities as core faculty in regards to classroom instruction. This includes developing a syllabus, creating and maintaining a weekly schedule, ensuring an appropriate room assignment, establishing contact hours with students, ensuring appropriate lab assistance, creating and administering examinations and or other mechanisms for evaluating student performance, and assigning and recording final course grades. Associated faculty members are expected to check e-mail and voice mail communications regularly (i.e., daily when class is in session) to ensure ongoing communication with students and mentors. Associated faculty members do not have committee responsibility and, although welcome, are not required to attend faculty meetings. If the associated faculty member requires additional lecturers or changes in established schedule, approval must be obtained from the Program Director.

A curriculum vita as well as two letters of recommendation must be obtained from these lecturers. All associated faculty members must complete all necessary paperwork with the Human Resource Department before payment can begin.

The associated professor should discuss faculty and equipment needed for course instruction with the program chairperson at least one semester prior to the scheduled class.

Associated faculty members are formally evaluated at least once per year for new faculty and once every other year for returning faculty (see Appendix 4).

### Lab Assistant

A Lab Assistant is any associated faculty member who is hired to assist in lab works under the direction of the primary course instructor. Duties may include: preparing the lab for class, preparing copy material for class, preparing the classroom technology, rearranging the lab following the lab, classroom instruction, lab instruction and demonstration, practical exam testing, test design and grading. Teaching assistants may also provide class lectures as deemed appropriate by the primary instructor. Teaching assistants are expected to check e-mail and voice mail communications frequently to ensure ongoing communication with students and primary instructors.

A curriculum vita as well as two letters of recommendation must be obtained from these lecturers. All associated faculty members must complete all necessary paperwork with the Human Resource Department before payment can begin.

Associated faculty members serving as lab assistants are not required but are welcome to attend program committee or faculty meetings.

Associated faculty members serving as lab assistants are formally evaluated at least once per year and once every other year for returning faculty (see Appendix 5).

## **POLICES AND GENERAL INFORMATION FOR ASSOCIATE FACULTY**

### **Photo Identification**

All faculty members are required to carry photo identification to gain access to the GW University Hospital, Ross Hall and the Himmelfarb Medical Library.

### **GW Identification Numbers (GWID)**

Once an associated faculty member has received a letter of appointment, he or she may obtain a GW identification number (GWID number). This ID number provides access to the Library as well as to Blackboard for instructional purposes and the Banner System for entry of grades.

### **Office Space**

The associated faculty member will also have access to a computer, shared office space and a telephone when necessary to complete associated faculty responsibilities. Marsha White, Executive Coordinator will assign all associated faculty member a mailbox for department communications.

### **Copying and preparation of course materials**

All copying and transparency material should be submitted to the Marsha White, Executive Coordinator for the Physical Therapy Program for replication preferably three days in advance of the scheduled session. If the associated faculty member wishes to copy his/her own course materials, the faculty mentor or the Executive Coordinator will provide training on the use of the copy machine and access codes.

### **Course Evaluations**

At the end of each course, students complete an anonymous standardized Health Sciences Programs (HSP) Course Evaluation Form. HSP course evaluations are completed on-line. These data are provided directly to the Office of the Associate Dean for tabulation, and results are provided to the Program Director for purposes of faculty development and curriculum enhancement.

Additionally, an assigned core faculty member will attend a scheduled session of an associated faculty member's course for peer assessment as a means of providing feedback and development (see Appendix IV). Associated faculty serving in the role of lab assistant will be evaluated by the course director (see Appendix V).

The Program Director or Associate Director will meet with the associated faculty to review the results of the course evaluations and assist in planning and implementing any changes in instructional content or methods based on the course feedback as well as other available data sources.

### **Grading**

All associated faculty are required to follow program grading policy and the evaluation guidelines delineated on the course syllabus (see Appendix II). Faculty members use an A-F grading system or a CR/NC (credit/no credit) grading system as assigned to the course in the approved program of study. Numerical equivalents to letter grades are determined by the course director. The grading scale utilized by the program is listed below. **Associated faculty members are expected to enter all grades electronically through the Banner System no later than 72 hours after the completion of class. The Executive Coordinator is to be contacted immediately if any problems should arise with grade entry.**

The grading scale utilized by the program is as follows:

			QPA (quality points)
93	- 100	= A	4.0
90	- 92	= A-	3.7
88	- 89	= B+	3.3
83	- 87	= B	3.0
80	- 82	= B-	2.7
78	- 79	= C+	2.3
73	- 77	= C	2.0
70	- 72	= C-	1.7*
Below 72		= F	0.0*

\*any grade below a "C" is considered failing within the DPT curriculum.

All examinations must be proctored. Students in need of Disability Support Services will notify the instructor at the start of the semester. Special arrangements for administration of exams may be necessary and should be managed through the faculty mentor.

### **Assessment of Students and Progression/Retention Policies of the Program**

Due to the hierarchical and integrative curricular model upon which the physical therapy curriculum is based, all future course work is built upon a foundation of past coursework. Passing all courses, including clinical courses, in a semester allows a student to progress to the next semester's coursework. In order to pass a course in the physical therapy program, students must achieve a "C" (minimum of 73%) average for the class. In courses that include a laboratory component, a student must pass both the written and practical component separately.

Practical exams are graded "pass"/"fail"; however when scores are assigned, students must achieve a score of at least 80% to receive a passing grade on any practical exam. Students who fail a practical exam will be allowed one re-test. Only under extenuating circumstances may a second re-test be offered at the discretion of the individual instructor. This exam may be observed by an additional instructor. *Any demonstration of unsafe or unethical behavior during any practical exam will result in an automatic failing grade for that exam regardless of overall score on that exam.* In addition to re-taking practical exam, the student may be required to complete additional requirements such as a reflection paper describing the unsafe practice along with an explanation of proper techniques to enhance future performance.

### **FERPA**

With easier access to student information comes the need for greater care in its dissemination. When you receive your GWeb for Faculty PIN, a statement regarding the "Family Educational Rights and Privacy Act" (FERPA) will be presented. This statement is also presented below for your information. By receiving your PIN, you are agreeing to comply with the [University policies](#) and procedures for use of student records and to comply with the provisions of FERPA. In addition, please review the "University Policy on the Release of Student Information" found in both the undergraduate and graduate [University Bulletins](#). You will also find FERPA information throughout GWeb for Faculty.

### Family Educational Rights and Privacy Act (FERPA)

Access to GWeb for Faculty will allow faculty members the ability to view transcripts, schedules and addresses of students in their classes. Therefore, it is important to remind you of the guidelines for release of student information. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. ' 1232g; 34 CFR Part 99), first passed in 1974, is a Federal law that protects the privacy of student education records. Generally, schools must have written permission from the student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to school officials with legitimate educational interest.

Schools may disclose, without consent, "directory" information, which is defined by GW to include: name, local address, and telephone number; name and address of emergency contact; dates of attendance; school

or division of enrollment; field of study; credit hours earned; degrees earned; honors received; participation in organizations and activities chartered or otherwise established by the University (including intercollegiate athletics); and height, weight, and age of members of athletic teams.

Students may request that directory information not be released. Those who have done so will be flagged **\*\*Confidential\*\***; their information will not be released to or discussed with a third party without written consent of the student. By receiving your GWeb for Faculty PIN and access to GWeb, you are hereby agreeing to comply with the policies and procedures of the George Washington University and the provisions of FERPA.

### **Entering Grades through the Banner System**

Banner is the University's enterprise administrative software application for student, alumni, financial aid, and human resources data and related processes.

Most faculty members will use the [GWeb Information System](#) to gain web-based access to the Banner database. As a faculty member, you can use the system to:

[Enter final grades](#)

### **Entering Final Grades Online**

1. Point your web browser to the following address: <http://my.gwu.edu/>. Your browser **must** be Internet Explorer version 6.x or lower or any version of Netscape Navigator. GWeb will not work with AOL's internal browser.
2. In the left frame, click the link for **GWeb Info System**. You will be taken to the **User Login** page
3. Enter your User ID (your Gwid) in the **User ID** field. If you don't have your Gwid, you may retrieve it here: <http://gwid.gwu.edu/>
4. Enter your PIN in the **PIN** field. Unless you have already logged in to the system and changed your PIN, your PIN is usually your six-digit birth date (MMDDYY). Click the **Login** button. You will be taken to the **Main Menu** page.
5. If this is the first time you have logged in to the GWeb Info System, you will be prompted to set up a reminder question in case you forget your PIN. Enter a question in the **Enter Question** field. Enter the answer to that question in the **Answer** field. You will only have to set this up the first time. In the future, if you have forgotten your PIN, go to the **User Login** page and enter your user ID, then click the **Forgot PIN?** button in the **User Login** page. You will then be asked the question you set up. If you provide the correct answer, you will be allowed to establish a new PIN.  
Entering Final Grades Online
6. Click the link for **Faculty Menu**. You will be taken to the **Faculty Menu** page.
7. Click the link for **Final Grades**. You will be taken to the **Select Term** page
8. Select the appropriate term for which you wish to enter grades from the **Select Term** drop-down list. Click the **Submit Term** button. You will be taken to the **Select CRN** page.
9. Select the course for which you wish to enter grades from the **CRN** drop-down list. Click the **Submit** button. You will be taken to the **Faculty Final Grade Worksheet** page for the term and CRN you chose.
10. To enter grades for each student, use the drop-down list in the **Grade** column. Click the arrow to the right of the list, and then click on the letter grade you wish to assign. For help with grade codes, or for grading questions, click the **Help** link at the top of the page.

**IMPORTANT: Please remember to click the Submit Grades button often, especially when entering grades for large classes. There is a 15-minute time limit on the page, which means that any changes not saved within 15 minutes will be lost.**

11. When you are finished entering grades, click the **Submit Grades** button at the bottom of the page. If your changes were successful, you will be taken to a page that is headed, "The grade changes you made were saved successfully."

**NOTE:** Grades can be changed until they are rolled to academic history. The roll process is frequent during grading periods. A good strategy is to **enter grades online only when they are final**. Print a copy of your grade sheet after the grades have been submitted by using the print function of your web browser (go to the **File** menu and choose **Print**). To add grades for another class in the same term, click the **Faculty Menu** link at the top of the page. Click the link for **CRN Selection**. Select the new course for which you wish to enter grades from the **CRN** drop-down list. You will be taken to the Faculty Menu Select the link for **Final Grades**.

**For assistance, please contact the ISS Help Desk on 202-994-5530.**

[www.gwu.edu/~banner/faculty](http://www.gwu.edu/~banner/faculty)

### **Student Responsibilities and Expectations**

**Responsibilities and Expectations:** Students and instructors both benefit from active involvement in all classroom activities; therefore attendance and participation is an expectation of all classes in the Physical Therapy Program. Participation includes being prepared for all laboratory classes; therefore if a student comes unprepared for lab it should be considered an unexcused absence and the student should be notified.

If a student must miss a class for extenuating reasons, it is an expectation that the student will contact the instructor before class or as soon as possible after class in the case of an emergency. If a student fails to notify the instructor of any absence it should be considered an unexcused absence. It is the responsibility of the student to meet with the instructor to determine material missed and any assignments that might be necessary to make up for the missed content.

Failure to attend all scheduled classroom activities (on time) and/or failure to fully participate in all classroom activities by any student should be addressed by the associated faculty member and also reported to the faculty mentor, who will communicate this to the student's advisor.

**Professionalism:** The Core Values of the Profession of Physical Therapy include accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility. These values form the basis of clinical and academic performance, and the classroom setting provides an arena for these values to be expected and developed simultaneously. Therefore it is an expectation that students demonstrate professionalism at all times. The associated faculty member is expected to assess professional behaviors during formal and informal interactions within the classroom and address them when necessary. Should issues of concern arise, they should be addressed directly by the associated faculty member as well as reported to the faculty mentor. Significant issues will be referred to the student's advisor and/or the academic standing committee.

### **Contact Hours and Academic Calendar**

Each course has specified contact hours within the academic calendar. See the curriculum sequence as well as appendix for an academic calendar. Associated faculty members are expected to be present for all the assigned course contact hours. Should an emergency arise, the core faculty mentor or Program Director should be contacted immediately. Final examinations are typically scheduled during the scheduled exam week. Either the Program Director or Associate Director should be consulted for any anticipated changes in meeting course contact hours or in scheduling the course examination at a time other than the examination week.

### **University Library**

Associated faculty members are permitted full access to the university libraries during the time they serve the program in an instructor capacity. The library collections of the University are housed in the Melvin Gelman Library (the general library of the University), in the Jacob Burns Law Library, and in the Paul Himmelfarb Health Sciences Library.

Information concerning the use of libraries may be obtained from the GW Information System, Gelman home page, and at library service desks. Students, faculty, and staff at The George Washington University (except law and medical students) may borrow directly from the main campus libraries of six other

academic institutions in the Washington Research Library Consortium (WRLC). Interlibrary loan from other libraries in the area and throughout the United States is also available.

ALADIN is the electronic library resource and contains the combined on-line catalog of the seven member universities. ALADIN can be accessed from numerous computers in the libraries as well as remotely from on and off campus.

The internet link with the Paul Himmelfarb Health Sciences Library is: <http://www.gwumc.edu/library/>

### **Parking / Metro**

The Program in Physical Therapy at GWU is immediately adjacent to the Foggy Bottom Metro exit (Orange and Blue lines) of the metro. There is limited availability of parking around the medical campus and parking does incur cost. There is a parking structure located on I street between 22<sup>nd</sup> and 23<sup>rd</sup> and metered parking on the street.

### **University Bookstore**

The bookstore is located on the ground floor of the Marvin Center.

To order textbooks for upcoming courses, associate faculty may request an order form through the Executive Coordinator or through the faculty mentor. Associate faculty are encouraged to consider required and recommended texts two months prior to the course start date in order to allow for sufficient time for the bookstore to procure the necessary resources.

### **University Police Department**

Because security on an open, urban campus such as GW is a continual concern, special precautions have been taken to protect students. The University Police Department provides 24-hour police service to the campus community and works to improve conditions related to accident and crime prevention. Emergency ("blue light") telephones are situated throughout the campus, including parking lots, and many campus buildings are accessible only to students and/or faculty holding current GW ID cards. The University Police Department should be contacted to investigate any losses on the GW campus or in the Program Suite. Please communicate any issues related to security and safety in the Program Suite immediately to the Executive Coordinator or Program Director.

### **The George Washington University Escort Services**

The University Escort Services provide a safe escort for students and faculty from dusk to dawn. For an escort, call 994-RIDE. Give the dispatcher your name and destination. It is not necessary to call in advance, but you will have to show your GW ID.

### **Fire Emergency Procedures**

Upon recognition of a fire emergency within the building, activate the building fire alarm system by use of a manual fire alarm pull station. The fire alarm is automatically transmitted to the District of Columbia Fire and Rescue Department Communications Center. Upon activation of the fire alarm system, the DC Fire Department will initiate response to the facility. A follow-up telephone call should be made to 911. Stay calm and stay on the line until the emergency operator has the needed information from you.

Once an alarm is sounded, an announcement will be made over the public address system to indicate the type of code and its location. Codes are identified by color:

**Code Pink** - Baby missing, Building Locked Down

**Code Purple** -VIP in building. Stairwells may be Blocked/Closed

**Code Orange** -Hospital Disaster Plan Activated *Listen for Details*

**Code Yellow** -Bomb Threat Listen for Details

**Code Blue** -Resuscitation Team Needed in Hospital

**Code White/Yellow** -Trauma Victim Arriving

Signs defining the code colors are located by each elevator.

Code Red indicates a fire emergency in the building. Students and faculty on the 6<sup>th</sup> floor are expected to evacuate via stairs only if the fire emergency is identified as being located on the roof, the sixth floor, or on the 5<sup>th</sup> floor (i.e., one floor above or one floor below). Otherwise, students and faculty are to remain in the classroom and await further instructions.

Upon recognition of a fire emergency, evacuate your area using established evacuation routes. Evacuation may be conducted as follows:

Horizontal: All persons in the immediate area of danger evacuate to another area within the building identified as an area of refuge. E.g. move from the north side of the building to the south side of the building.

Vertical: All persons evacuate to the outside of the building.

Exception: If, at the discretion of employees within the hospital, attempting evacuation will further endanger occupants, then evacuation of the area may be delayed until assistance arrives.

Faculty, staff and students from each area shall be responsible for the safe evacuation of occupants from their area and assure all spaces within the area have been evacuated, if conditions permit.

Close all doors and windows in your area as you leave, if conditions permit.

Portable fire extinguishers have been installed throughout the building for faculty, staff and student use. These extinguishers should only be used if proper training has been received. Utilization should be considered a “first aid” action and only undertaken when personal safety can be assured.

Students are also expected to follow all fire and evacuation regulations established by The George Washington University Hospital. These regulations are found on signs at the elevators on each floor.

The University Police Department may be reached in an emergency by calling:

For a free nighttime escort to your car from any location on campus between the hours of 8pm and 3:30 am, call

### **Classes During Inclement Weather or National Emergencies**

The Doctor of Physical Therapy Program follows the University policy regarding cancellation of classes due to inclement weather, or local or national emergencies.

The University President will make decisions concerning overall cancellation of classes for the University. If the University is closed, PT classes will be canceled. This information will be broadcast on all radio and television stations. By calling 202-994-5050, you will hear a recorded message informing you if the University is canceling classes or has a delayed start. Every effort will be made to have this information available by 6:45 a.m. Information is also available online at [www.gwu.edu](http://www.gwu.edu) or [www.gwumc.edu](http://www.gwumc.edu) under “Alerts”.

Each class of entering PT students sets up an emergency telephone cascade to be activated in the event of emergencies. In the event that travel for individual faculty members is impossible or inadvisable, the faculty member will notify the Program Director. The Program Director will activate the telephone cascade for emergency communication with the students.

## **SPACE AND EQUIPMENT UTILIZATION**

### **Use of the facility**

General access to the 6<sup>th</sup> floor Health Sciences suite is between 7:00am and 7:00pm, Monday through Friday. An authorized GWorld ID is required to open the card key lock from the hours of 7:00pm in the evening until 7:00am from Monday through Friday and on the weekends.

All faculty members have the responsibility of facilitating and supervising the students in maintaining a clean and safe environment in the classrooms, laboratories, and conference rooms. After each use, equipment and supplies are stored in designated areas. Equipment in need of repair or replacement should be tagged and report (see appendix for form) made to the Facilities and Risk Management Committee.

### **Faculty Kitchen Area**

All faculty and staff from the SMHS share the break room facilities. Each person is responsible for clean up after use.

### **Laboratories**

The Program in Physical Therapy has three training and practice laboratories.

- 6126 Community Fitness and Learning Laboratory
- 6131 Therapeutic Exercise Laboratory
- 6150 Physical Agents Laboratory

The Laboratories are shared with other Health Sciences Programs. Use of the laboratories for teaching purposes is arranged and scheduled with the Executive Coordinator of the Physical Therapy Program. Students may use the laboratories outside of class time for practice of techniques and procedures that have been presented in classes. A faculty or staff member must be present on the premises and informed of the students purpose in the laboratory. Faculty members must provide on-site supervision for student practice with electrical and mechanical equipment.

Specific emergency procedures are posted in each laboratory area. All accidents and injuries are reported via incident report (see appendix) and filed in the Program office. Standard precautions will be observed in all labs to minimize the risk of transmission of HIV and Hepatitis. Precautions for anatomy lab are listed separately and are located in the Student Handbook for Success. The general lab precautions are :

- Gloves must be worn before touching blood, body fluids, mucous membranes, non-intact skin, or performing venipuncture. Change gloves after contact with each person.
- Wash hands immediately after gloves are removed. Wash hands and other skin surfaces immediately if contaminated with blood or other body fluids.
- Masks and protective eye wear or face shields must be worn for procedures likely to generate splashes of blood or body fluids.
- Dispose of needles or other sharp items (scalpel blades) in puncture-resistant container located near point of use.
- Do not recap needles or sharps or otherwise manipulate by hand before disposal.
- Mouthpieces or resuscitator bags are handled in accordance with George Washington University Hospital policy and local DC law.
- Waste and soiled linen are handled in accordance with George Washington University Hospital policy and local DC law.
- Blood spills should be cleaned up promptly with an approved chemical germicide or appropriately diluted sodium hypochlorite(bleach) solution.

### **Equipment and instructional supplies**

An instructional equipment list is available on the Program “P” Drive. Instructional manuals are available for each piece of electrical or mechanical equipment in the training laboratories. Additional equipment and instructional supply needs should be made known to the faculty mentor or liaison.

## INSTRUCTIONAL METHODS AND RESOURCES

### **Syllabus Development**

A model syllabus is included in the appendix. The syllabus should minimally include:

- Course title and number
- Instructor, phone number and email
- Course Description
- Teaching Methodology
- Evaluation and program policies related to evaluation
- Texts / Course Resources
- Course Goals
- Behavioral Objectives
- Course Schedule of topics, assignments, due dates and test dates
- ADA statement

**The syllabus is to be considered a legally binding contract with the students and the Program. Once distributed any changes to the syllabus must be approved by the Program Director. Students must also be notified in writing of any changes to the syllabus that may become necessary once distributed.**

### **Classroom Instructional Resources**

Several sources of support for the use of instructional technology in the classroom are available through the School of Medicine and Health Sciences. The *Instructional Technology Laboratory* (ITL), located in Gelman Library B-05, has knowledgeable staff and the equipment necessary to train and assist faculty in the development of sophisticated computer-based instructional aids.

The Bloedorn Audiovisual Study Center (BAVSC) in the Himmelfarb Health Sciences Library supports and supplements the curricula of the School of Medicine and Health Sciences and the School of Public Health and Health Services. The AV Study Center contains more than 1500 titles in the basic sciences and clinical medicine. Materials include those purchased from commercial or academic sources as well as many produced by the GWU Medical Center. A valid Himmelfarb Library registration is required for all loan transactions. Audiovisual materials may be borrowed by GWUMC faculty, staff, and students for presentations, teaching and patient care purposes.

### **BlackBoard™ On-Line Instructional Course Management System**

BlackBoard (Bb@GW) is an on line course management system. GW maintains a license for the Blackboard Learning System. This system enables you to provide students with syllabi, course-related materials, assignments, assessments, and communication features. Bb@GW is an authenticated system, so that only students who are registered for your course(s) can gain access to your online content. There is currently no required use of the system. There is, however, a growing expectation from students at the University that you will place your content in an online environment. It's also a good way to cut down on the amount of printing, manual grading, and paper collection you have to do.

All courses offered by the Physical Therapy Program are posted on Blackboard. Registered students and faculty of record including associated faculty are able to access the course through blackboard. All faculty members are encouraged to use Blackboard to post course materials and to communicate with students. Faculty mentors and technical support are available to provide any necessary training on posting materials, maintaining course statistics and communications.

Associated faculty members will obtain a GWU e-mail address through the Executive Coordinator of the Program. This email address will provide each faculty member with access to Blackboard.

Information on developing a course on BlackBoard can be found at the following [URL: http://blackboard.gwu.edu/webapps/portal/frameset.jsp](http://blackboard.gwu.edu/webapps/portal/frameset.jsp). Additional information about using

BlackBoard, including Bb@GW training workshops, can be found under “Bb@GW News” by using the URL: <http://cidd.gwu.edu/bbnews/cindex.htm>. In addition the Health Sciences Programs has and Instructional Design expert on staff that can provide assistance to any faculty member in designing on-line course material.

### **Test Construction**

Test construction is often one of the most challenging tasks confronting a new faculty member. Associated faculty members are strongly encouraged to work with their core faculty mentors to assist in the design of all exams. In addition, general information about testing and assessment techniques can be found in: (a) *A Handbook for Associated/Part-Time Faculty and Teachers of Adults* (see “Additional Resources” below), (b) *Handbook II:Advanced Teaching Strategies for Associated and Part-time Faculty*, and (c) *Teaching Strategies & techniques for Associated Faculty*.

**Principles of Effective Multiple-Choice Item Writing** (adapted from the Federation of State Boards of Physical Therapy):

#### **Principle 1**

The stem (the introductory statement that presents the situation, poses the problem and asks the question) should be clear with simple and direct sentence structure. The reader should be able to tell what the item is about from the stem alone and have enough information to answer the item.

#### **Principle 2**

Each item should have only one correct answer. Check and document the references) to ensure that the key is correct and the *distractors* (decoys or incorrect responses to the test item) are absolutely incorrect. Distractors should be plausible, yet incorrect.

#### **Principle 3**

Use language that is simple, direct, and free of ambiguity. Avoid unnecessarily complex sentence structures that make the comprehension difficult.

#### **Principle 4**

Keep the purpose of the item clearly in mind. Ask yourself, “What am I testing?”

#### **Principle 5**

If an item is intended to be difficulty, make certain that it is difficult because it requires sophisticated reasoning or understanding of a higher level concept, not because it tests obscure or esoteric subject matter.

#### **Principle 6**

Do not use language that would be offensive to students. Also, avoid the gender-specific pronouns “he” and “she.”

#### **Principle 7**

Do not use the pronoun “you.” For example, do not say, “You are preparing the patient for an ultrasound application.” Instead, make the case or situation universal: “A physical therapist is preparing a patient for an ultrasound application.”

#### **Principle 8**

Phrase questions in terms of what *should* occur, not what an individual *would* do. One person might do something that another would not do.

#### **Principle 9**

Items should be directed toward important elements of the NPTE content outline and the Normative Model of Physical Therapist Professional Education. Avoid testing trivial knowledge or material outside the scope of these resources.

## Principle 10

Items should be reflective of current knowledge and practice.

### **Basic Rules of Stem Writing**

- The stem should be written to pose only one question or problem, and each option should be logically and grammatically consistent with the question or problem. Include in the stem all the information necessary for the student to understand the intent of the item.
- If a word or group of words occurs in all the options, put the word(s) in the stem instead. Long options tend to confuse students.
- Avoid providing students with clues in the stem that will make it easy for them to detect the key. Do not use same words or descriptive words both in the stem and the in the key, but not in the other distractors.
- Present factual information, technical terms and names of instruments/procedures in language that is universally acceptable.
- Avoid the use of abbreviations. Use both generic and the most common trade names for drugs.
- Avoid negative stems. Students may overlook the negative word in the stem, rendering the question useless.
- Avoid teaching in the stem. For example: “The pulmonary artery capillary pressure is a reflection of left atrial pressure. The normal pulmonary artery capillary wedge pressure is:” The first sentence is unnecessary since, the purpose of including an item in an examination is to test what the student knows, not to teach the student something.
- Avoid using gender references, unless the referent is relevant to the principle tested by the item. It is usually not necessary to state whether a patient is male or female (although gender may matter in some test items).
- Include only information directly relevant to answering an item. Include age (e.g. “a 4-year-old child” or “an elderly patient”) only if it is necessary for the student to know this information.
- Use “what” when there us only one possible correct answer (e.g. a question of fact) and “which of the following” when there are several possible correct answers. Be sure the correct answer is included in the options.

### **Writing the Options**

The following guidelines or principles should be kept in mind when writing the options to multiple-choice items.

- The correct option or key must be unequivocally correct and the distractors unequivocally wrong.
- All options should be plausible and parallel in content and grammar.
- Distractors should be attractive to students who lack the knowledge and skill being tested by the item.
- Avoid use of words such as *always*, *never*, *only*, *every*, *all*, etc. Such statements are rarely true.
- Options should be logically and grammatically consistent with the stem and parallel with one another in form and content so as to eliminate the appearance of obviously wrong answers.
- Avoid making the correct answer much longer or shorter than the distractors.
- State all options requiring a mathematical solution in the same unit of measure.
- Make all options distinct from one another; options should not overlap substantially in content.
- Options should not overlap in numeric ranges.
- The key and a distractor must not be mutually exclusive; this occurs when the two choices cover the array of possibilities so that one is incorrect, the other must be correct.

**Classification of Test Questions According to Cognitive Levels:**

**Level I [Knowledge]**

This type of cognitive behavior involves remembering and understanding previously learned material. Questions of this kind tend to assess a student’s recognition or recall of ideas, materials, or phenomena. Level I questions ask the student to identify, name, state, recall, recognize, define, and distinguish.

**Level II [Interpretation]**

This type of cognitive behavior builds on the depth of understanding of how and why something is done as opposed to recalling a fact or definition. An interpretation-type item might present a problem situation; the problem should require application of and extrapolation from established theory, technique, or principle. This type of test item might also require analysis of complex material. Level II questions ask the student to analyze, detect, explain and infer.

**Level III [Evaluation and Synthesis or the Analysis and Solving of Problems]**

This type of cognitive behavior involves synthesis of elements into a comprehensive whole. This type of item might involve the formulation of a procedure or plan to solve a problem stated in the premise. To arrive at the procedure and hence the solution to the problem requires a reorganization of the information given in the premise in conjunction with the student’s conceptual knowledge. Although this may sound complex, it is the type of behavior exhibited when physical therapists design and modify treatment programs to meet individual patient needs rather than depending on “recipes” or following a routine exercise program. In Level III questions, you are asking the student to propose, plan, design evaluate, assess, judge and synthesize.

Bloom's Taxonomy of Higher Order Thinking Skills					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
List	Summarize	Solve	Analyze	Design	Evaluate
Name	Explain	Illustrate	Organize	Hypothesize	Choose
Identify	Interpret	Calculate	Deduce	Support	Estimate
Show	Describe	Use	Contrast	Schematize	Judge
Define	Compare	Interpret	Compare	Write	Defend
Recognize	Paraphrase	Relate	Distinguish	Report	Criticize
Recall	Differentiate	Manipulate	Discuss	Justify	
State	Demonstrate	Apply	Plan		
Visualize	Classify	Modify	Devise		

**Recommended Teaching and Instructional Resources**

1. Greive DE (ed). *A Handbook for Associated/Part-time Faculty and Teachers of Adults* (6<sup>th</sup> ed). Ann Arbor, MI: The Part-time Press, Inc.; 2005.
2. Greive DE (ed). *Handbook II: Advanced Teaching Strategies for Associated and Part-time Faculty* (3<sup>rd</sup> ed). Ann Arbor, MI: The Part-time Press, Inc.; 2006.
3. Greive D. *Teaching Strategies & Techniques for Associated Faculty* (4<sup>th</sup> ed). Ann Arbor, MI: The Part-time Press, Inc.; 2006.

**Additional Resources:**

12. American Physical Therapy Association. *Guide to Physical Therapist Practice*. Alexandria, VA: Physical Therapy; 81(1):1-768.
13. American Physical Therapy Association. *The Normative Model of Physical Therapist Professional Education*. Version 2004. Alexandria VA.
14. American Physical Therapy Association. *An Anthology for Physical Therapy Educators*. Alexandria, VA: APTA; 2001.

15. American Physical Therapy Association. *Enhancing Teaching and Learning Skills: Resource Guide*. Alexandria, VA: APTA, 1996.
16. Angelo, TA, Cross KP. *Classroom Assessment Techniques: A Handbook for College Teachers* (2<sup>nd</sup> ed). San Francisco, CA: Jossey-Bass Publishers/John Wiley & Sons, Inc.; 1993.
17. Boyer EL. *Scholarship Reconsidered: Priorities of the Professoriate*. San Francisco, CA: Jossey-Bass/John Wiley & Sons, Inc.; 1990.
18. Newble D, Cannon R. *A Handbook for Teachers in Universities & Colleges: A Guide to Improving Teaching Methods*. New York, NY: St. Martin's Press; 1989.
19. Phillips AM (ed) *Assessing Competence: A Resource Manual*. Alexandria, VA: American Physical Therapy Association, 2004.
20. Seels B, Glasgow Z. *Making Instructional Design Decisions* (2<sup>nd</sup> ed). Upper Saddle River, NJ: Merrill/Prentice Hall; 1998.
21. Shepard KF, Jensen GM. *Handbook of Teaching for Physical Therapists*. Boston, MA: Butterworth-Heinemann; 1997.
22. Silberman M. *Active Training: A Handbook of Techniques, Designs, Case Examples and Tips*. San Francisco, CA: John Wiley & Sons, Inc.; 2007

### **American Physical Therapy Association Resources**

The APTA web-site contains information for educators under the "Professional PT Education" page ([http://www.apta.org/AM/Template.cfm?Section=Professional\\_PT&Template](http://www.apta.org/AM/Template.cfm?Section=Professional_PT&Template) ). This information includes a link to the *Normative Model of Physical Therapist professional Education* (version 2004), *Minimum Required Skills of Physical Therapist Graduates at Entry-Level (BOD P11-05-20-49)*, and physical therapy education frequently asked questions. Access to these areas is not restricted to APAT members. *Commission on Accreditation of Physical Therapist Education, Evaluative Criteria* is available at [www.apta.org/education](http://www.apta.org/education)

### **Professional Development**

Associated faculty members are invited to participate in courses advancing their professional development, such as ongoing Faculty Development Workshops, Center for Excellence in Learning and Teaching (CELT) Courses, Blackboard instruction, HIPPA Guidelines, and data base instruction in the library. Information regarding these courses can be found at [www.gwu.edu](http://www.gwu.edu).

### **Important University Websites**

#### **University Policies**

<http://www.gwu.edu/%7Eregweb/web-content/policies.html#ferpa>

#### **Office of Academic Affairs – Teaching**

<http://www.gwu.edu/~academic/Teaching/main.htm>

#### **ISS (Information Systems and Services) Help Desk**

<http://helpdesk.gwu.edu/>

Phone: 202-994-5530 > option 2

To submit an email: <http://my.gwu.edu/mod/helpdesk/>

#### **Center for Instructional Design and Development**

<http://www.cidid.gwu.edu/>

Phone: 202-994-0485

E-mail: [itl@gwu.edu](mailto:itl@gwu.edu)

#### **Center for Innovative Teaching and Learning**

<http://cidid.gwu.edu/viewlets/index.html>

#### **Center for Excellence in Learning and Teaching**

For list of workshops including “how to Use Blackboard”, access CELT web site at [www.learn-teach.sunysb.edu](http://www.learn-teach.sunysb.edu) and use the link “workshops”.

**Faculty Handbook on-line**

[http://www.gwu.edu/~academic/OfficeVicePresident/pdf/Faculty\\_Handbook.pdf](http://www.gwu.edu/~academic/OfficeVicePresident/pdf/Faculty_Handbook.pdf)

**Office of Research and Compliance**

<http://www.gwumc.edu/research/human/index.html>

**Academic Integrity**

<http://www.gwu.edu/%7Entegrity/index.html>

**The Writing Center**

<http://www.gwu.edu/%7Egwriter/>

**GWU Bookstore**

<http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?storeId=10370&langId=-1&catalogId=10001>

**PHONE AND E-MAIL DIRECTORY**

On online directory of HSC staff and faculty may be accessed through the main campus web site: link for faculty/staff, campus services, “phone directory.”

**People Search**

<http://my.gwu.edu/mod/directory/>

**Department Search**

<http://my.gwu.edu/mod/deptdir/>

## **Doctor of Physical Therapy Program Core Faculty and Staff Contact Information**

Ms. Marsha White, Executive Coordinator, Doctor of Physical Therapy Program  
(202) 994-8184  
[hspmkw@gwumc.edu](mailto:hspmkw@gwumc.edu)

Ms. Tina Le, Administrative Manager, Department of Health Care Sciences  
(202) 994-8237  
[npatbl@gwumc.edu](mailto:npatbl@gwumc.edu)

Margaret Plack, PT, EdD Chair, Department of Health Care Sciences and Director, Doctor of Physical Therapy Program  
(202) 994-7763  
[hspmvp@gwumc.edu](mailto:hspmvp@gwumc.edu)

Joyce Maring, PT, EdD, Assistant Professor and Associate Program Director  
(202) 994-0053  
[hspjxm@gwumc.edu](mailto:hspjxm@gwumc.edu)

Ellen Costello, PT, PhD, Assistant Professor  
(202) 994-0056  
[hspexc@gwumc.edu](mailto:hspexc@gwumc.edu)

Traci Embrack, PT, MEd, Instructor and Academic Coordinator for Clinical Education  
(202) 994-8177  
[hsptxe@gwumc.edu](mailto:hsptxe@gwumc.edu)

Jennifer Halvacksz, PT, DPT, OCS, Assistant Professor and Director of Clinical Education  
(202) 994-7878

Scott Livingston, PT, PhD, SCS, Assistant Professor  
(202) 994-9278  
[hspocl@gwumc.edu](mailto:hspocl@gwumc.edu)

Michael Harris-Love, PT, DSc, CSCS, Assistant Professor  
(202) 994-7831  
[hspmoh@gwumc.edu](mailto:hspmoh@gwumc.edu)

Gloria Rogers, PT, MMS, Assistant Professor and Director of Community Fitness Clinic  
(202) 994-8230  
[hspglr@gwumc.edu](mailto:hspglr@gwumc.edu)

## APPENDIX 1 - Contract

### INSTRUCTOR REIMBURSEMENT AGREEMENT

This Instructor Reimbursement Agreement (this “Agreement”) is made this «**Startdate**», by and between The George Washington University (“GWU”), a District of Columbia educational institution chartered by an Act of Congress, and «**Fullname**».

#### RECITALS

WHEREAS, GWU owns and operates The George Washington University School of Medicine and Health Sciences, which, among other programs, offers educational programs to Health Science Professionals;

WHEREAS, as part of its educational program for Health Sciences Professionals, GWU wishes to teach one (1) 3 credit course, distance learning course on «**Coursename**»;

WHEREAS, «**Fullname**» is qualified by education, training, and experience to teach the «**Coursename**» course; and

WHEREAS, GWU desires to obtain the services of «**Fullname**» in the teaching of the Course and «**Fullname**» seeks to provide those services, pursuant to the terms and conditions of this Agreement.

#### STATEMENT OF AGREEMENT

NOW THEREFORE, in consideration of the above recitals, the terms and conditions hereinafter set forth, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and for their mutual reliance, the parties hereto agree as follows:

1. Services Provided: «**Fullname**» shall update, revise and teach «**Coursename**» course in consultation with the Senior Associate Dean for Health Science Programs, or her designee. In teaching the «**Coursename**» course, «**Fullname**» shall:
  - a. Create the following educational materials for use by students in the «**Coursename**» course:
    1. Course Schedule
    2. Case studies/discussions;
    3. Course content, which may include but not be limited to Internet text, handouts, etc relating to «**Coursename**» course;
    4. Reading lists;
    5. Course syllabi;
    6. Other materials related to the education and assessment of the students and the program, deemed by the Senior Associate Dean for Health Sciences or her designee to be reasonably necessary for «**Coursename**» course.
  - b. Evaluate student progress and assignments and submit final course grades in a timely manner.

2. Schedule for Completion of Materials. The parties shall mutually agree upon a schedule for completion of the services and materials described in Section 1 of this Agreement. Such schedule shall provide for the completion of certain tasks and materials by the following deadline: **«enddate»**.
3. Ownership and Title. The parties agree that GWU shall own and hold all intellectual properties rights in **«CourseName»** course and in the materials developed by **«Fullname»** pursuant to this Agreement. The parties further agree that GWU shall have the sole right to obtain and hold a copyright or copyrights on the materials developed by **«Fullname»** pursuant to this Agreement. **«Fullname»** shall not have any intellectual property rights in the materials developed pursuant to this Agreement and shall not be permitted to use the materials outside of **«CourseName»** course without the express written consent of GWU.
4. Compensation. GWU shall pay **«Fullname»** the sum of \$**«amtpercourse»** for **«CourseName»** and for all services provided under this Agreement, provided that **«Fullname»** has completed all tasks due by such deadline. If **«Fullname»** has not completed all tasks due by one of the deadlines set forth in Section 2, GWU shall withhold payment for such period until such tasks are completed.
5. Term and Termination. The term of this Agreement shall be from **«Startdate»** – **«enddate»**. Notwithstanding the foregoing, either party may terminate this Agreement for any reason upon forty-five days prior written notice to the other party.
6. Notices. All notices, demands or other writings to be given, made or sent under this Agreement shall be deemed to have been fully given, made or sent when made in writing and deposited in the United States mail or transmitted by commercial expedited delivery service, registered and postage prepaid, and addressed to the relevant Party at the address set forth below.

To GWU: Senior Associate Dean for Health Sciences Programs  
The George Washington University School of Medicine and Health Sciences  
900 23<sup>rd</sup> Street, N.W. Suite 6137  
Washington, D.C. 20037

To: **«Fullname»**  
**«Address1»**  
**«Address2»**  
**«City», «State» «PostalCode»**

7. Miscellaneous.

- a. Assignment. This Agreement is not assignable or transferable by any Party without the prior written consent of the other Parties.
- b. Non-Discrimination. The Parties hereto shall abide by all applicable federal, state, and local laws and regulations and University policies or statements prohibiting discrimination.
- c. Severability. If any provision of this Agreement is held to be illegal, invalid, or unenforceable under present or future laws effective during the term hereof, such provision shall be fully severable. This Agreement shall be construed and enforced as if such illegal, invalid, or unenforceable provision had never been a part of the Agreement, and the remaining provisions shall remain in full force and effect unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of the Agreement.
- d. Waiver. Waiver by any Party of any breach of any provision of this Agreement or warranty or representation herein set forth shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right here upon shall not operate as a waiver of such right. All rights and remedies provided for herein are cumulative.
- e. Entire Agreement. This Agreement contains all the terms and conditions agreed upon by the Parties regarding the subject matter of the Agreement and supersede any prior agreements, releases, or stipulations, oral or written, and all other communications between the Parties relating to such subject matter.
- f. Governing Law. This Agreement is executed in and intended to be governed by the laws of the District of Columbia, and the laws of the District of Columbia, including choice of law rules, shall apply to it and its interpretation.
- g. Amendment. This Agreement may be amended by the written agreement of the Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed by their respective duly authorized representatives as of the date first above written.

**HE GEORGE WASHINGTON UNIVERSITY MEDICAL CENTER**

**By:** \_\_\_\_\_  
**Jean Johnson, Ph.D., FAAN**  
Senior Associate Dean for Health Sciences  
Programs

\_\_\_\_\_»  
«**Fullname**»

**Date:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**APPENDIX 2 – Course Syllabus Format**

**The George Washington University  
Program in Physical Therapy**

**Course # - Name**  
**Semester - Year**

**Course Director:**

**Contact:** Room  
Campus phone: Home phone: (optional)  
Fax: (202) 994-8400  
Email:  
Office hours:

**Teaching Assistant/ Co-Instructor:**

**Credits/clock hours:**

**Course Schedule (time and place):**

**Prerequisite:** if no specific pre-requisites indicate “Program Standing”

**Course Description:**

In Developing Course Objectives Consider:

Guide terminology/ Normative Model/ Core Values/ CAPTE Evaluative Criteria /  
Bloom’s taxonomy (higher order objectives from)/ Evidence Based Practice Assignment  
Themes/Threads (including core values as appropriate) / Knowledge, Skills, Affect

<b>Course Goal # 1.0</b>	
	Objective # 1.1
	Objective # 1.2
	Objective # 1.3
<b>Course Goal # 2.0</b>	
	Objective # 2.1
	Objective # 2.2
	Objective # 2.3
<b>Course Goal # 3.0</b>	
	Objective # 3.1
	Objective # 3.2
	Objective # 3.3
<b>Course Goal # 4.0</b>	
	Objective # 4.1
	Objective # 4.2
	Objective # 4.3
<b>Course Goal # ?? Students will demonstrate communication and professional behaviors consistent with established standards of practice. Students will: modify as appropriate for your class</b>	
	Objective # 9.1. Use professional and concise verbal and nonverbal communication in conducting all screens, tests and exams.
	Objective # 9.2. Attend to all principles of safe practices to minimize risks to patient/student/subjects/self and others during all laboratory practices and activities.
	Objective # 9.3. Document using methods consistent with standard medical terminology and established guidelines.
	Objective # 9.4. Demonstrate the efficient use of laboratory time.
	Objective # 9.5. Solicit and respond appropriately to constructive feedback.

	Objective #9.6. Identify ways in which other cultures and belief systems may impact the application and interpretation of selected screens, tests, and measures.
	Objective #9.7. Relate the practice of accurate examination to principles of accountability and good clinical decision-making.
	Objective #9.8. Participate in ongoing self-assessment and identify the need for continued practice and growth.
	Objective #9.9. Participate in peer assessment during laboratory activities in such a way that minimizes errors and enhances the knowledge and skill of all participants.

**Methods of Instruction:** (e.g., The primary format of instruction for this course will be lecture, discussion, demonstration, and laboratory. The following active learning strategies will be incorporated – case scenarios, problem solving activities, patient simulations, small group activities, group projects, student presentations, role plays, etc) **Be sure to incorporate all types of learners.**

**Method of Grading:** A-F (Refer to Grading Scale in Student Handbook)

**Method of Evaluation\*:** Competency will be assessed using written and practical examinations. In addition, your overall attendance, participation, and professional behavior throughout the semester will be considered in rendering a final grade for this course.

The final grade for this course will be primarily based upon the following:

%  
%  
%  
%

Be sure to include

- specific % for each method of assessment used
- rubrics for practical exams or essays/papers (subjective assessments)

**Program Policy on Evaluation:** In order to pass a course in the physical therapy program, students must achieve a “C” (minimum of 73%) average for the class. In courses that include a laboratory component, a student must pass both the written and practical component separately. Although practical exams are graded “pass”/“fail”, you must achieve a score of at least 80% to “pass” the practical exam. All practical exams must be passed at 80%. Students who fail a practical exam will be allowed one re-test. The highest grade a student can achieve on the practical exam upon re-test is 80%. Under extenuating circumstances a second re-test may be offered at the discretion of the individual instructor. This exam may be observed by an additional instructor. Any demonstration of unsafe or unethical behavior during any practical exam will result in an automatic failing grade for that exam regardless of overall score on that exam. In addition to re-taking practical exam, the student may be required to complete additional requirements such as a reflection paper describing the unsafe practice along with an explanation of proper techniques to enhance future performance. (See most current Guide to Success)

**Program Policy on Laboratory Attire:** All students are required to have laboratory attire available for all class sessions, unless informed otherwise by the instructor. Acceptable laboratory attire for women includes loose fitting athletic shorts, halter tops, sports bras, or swim suit tops, tee shirts, and closed-toe flat shoes. Acceptable laboratory attire for men includes loose fitting athletic shorts and tee shirts, closed-toe shoes.

**Required Texts/Readings:**

**Recommended Texts/Additional Resources:**

**Responsibilities and Expectations:**

Students and instructors alike benefit from your active involvement in all classroom activities; therefore attendance and participation is an expectation of this class. Failure to attend all scheduled classroom activities (on time) and/or failure to fully participate in all classroom activities will result in reduction of

your final grade with the potential for failure of this course. Participation includes being prepared for all laboratory classes; therefore if a student comes unprepared for lab it will be considered an unexcused absence.

If a student must miss a class for extenuating reasons, it is an expectation that the student will contact the instructor before class or as soon as possible after class in the case of an emergency. If a student fails to notify the instructor of any absence it will be considered an unexcused absence. It is the responsibility of the student to meet with the instructor to determine material missed and any assignments that might be necessary to make up for the missed content.

**Professionalism:** The Core Values of the Profession of Physical Therapy include accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility. These values form the basis of clinical and academic performance, and the classroom setting provides an arena for these values to be expected and developed simultaneously. Therefore it is an expectation that students demonstrate professionalism at all times. This will be assessed both during formal and informal interactions within the classroom. Should issues of concern arise, they will be addressed by the instructor to enhance your professional development. Significant issues may be referred to the student’s advisor and/or the academic standing committee (refer to your student handbook for additional details).

**Americans with Disability Act:**

If you have, or suspect that you might have, a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, Marvin Center, 800 21<sup>st</sup> Street, NW Suite 242 (202)994-8250. They work with you to determine what accommodations might be necessary and appropriate. All information and documentation is confidential.

**Course Schedule**

<b>Date</b>	<b>Session</b>	<b>Content Outline</b>	<b>Reading Assignment</b>
	I		
	II		
	III		
	IV		
	V		
	VI		
	VII		
	VIII		
	IX		
	X		
	XI		
	XII		
	XIII		
	XIV		
	XV		
	XVI	<b>Final Exam</b>	

*With notification, the instructor reserves the right to alter this syllabus to best meet the needs of the students in the class.*

## APPENDIX 3 – Academic Calendar

### 2006 – 2007 Academic Year

Fall 2006 – Semester I -16-weeks (includes finals week) / Semester IV 16-weeks / Semester VII (MSHS)

Classes begin - August 28<sup>th</sup>  
Labor Day - Sept 4  
Convocation - September 8, 2006  
Thanksgiving - Nov 23-24  
Classes End  
Semester I - December 8  
Semester IV - December 8  
Final Exams  
Semester I - December 11 - 15  
Semester IV - December 11 - 15  
Semester VII (MSHS) – Clinical Internships - 8/28 – 10/20 and 10/30 - 12/22  
SPI - Semester I - November 29<sup>th</sup> / Semester IV – November 9<sup>th</sup>

Spring – 2007 – Semester II 16-weeks (includes finals week) /  
Semester V 20-weeks (4 week internship + 16 week didactic including finals)

Classes begin  
Semester II - January 8  
Semester V - February 5  
Martin Luther King - January 15  
President's Day - February 19  
Spring Break - March 12 - 16  
Classes End  
Semester II - April 27  
Semester V - May 22  
Final Exams  
Semester II - April 30 – May 4  
Semester V - May 23 - May 25  
Commencement - May 20  
Semester V - Transitional Clinical Begins- January 8 - February 2, 2007  
SPI - Semester II – May 19<sup>th</sup> / Semester V – May 16<sup>th</sup>

Summer – 2007 – Semester III =12 weeks (includes finals week) /  
Semester VI (4 week semester includes final exams followed by Internship)

Classes begin  
Semester III - May 21 (Monday)  
Semester VI - June 11  
Memorial Day - May 28  
Independence Day - July 4  
Classes End  
Semester III - August 3  
Semester VI - July 6  
Final Exams  
Semester III - August 6-9  
Semester VI - July 9-10  
Semester VI – Clinical Internship- July 16 – September 7

**2007 – 2008 Academic Year**

Fall 2007 – Semester I -16-weeks (includes finals) / Semester IV 16-weeks (includes finals)/  
Semester VII – 14 weeks (4 week didactics + 10 weeks clinical)

Classes begin

Semester I/ IV - August 27<sup>th</sup>

Semester VII - September 17

Labor Day - Sept 3

Convocation - TBA

Thanksgiving - Nov 22-23

Classes End

Semester I/ IV - December 7

Semester VII - October 12

Final Exams

Semester I - December 10 - 14

Semester IV - December 10 - 14

Semester VII – Clinical Internship II - October 15 - December 21, 2007

Spring – 2008 – Semester II 16-weeks (includes finals week) / Semester V 15-weeks (includes finals week)/ Semester VIII (12 weeks clinical)

Classes begin

Semester II - January 7

Semester V - February 4

Martin Luther King - January 21

President's Day - February 18

Spring Break - March 17 - 21

Classes End

Semester II - April 25

Semester V - May 20

Final Exams

Semester II - April 28- May 2

Semester V - May 21-23

Commencement - May 18

Semester V - Transitional Clinical Begins- January 7 - February 1, 2008

Semester VIII- Clinical Internships - January 7 – March 28

Summer – 2008 – Semester III =13 weeks (includes finals week)

Semester VI (4 week semester includes final exams)

Classes begin

Semester III - May 19 (Monday)

Semester VI - June 10

Memorial Day - May 26

Independence Day - July 4

Classes End

Semester III - August 8

Semester VI - July 9

Final Exams

Semester III - August 11-14

Semester VI - -to be completed by July 9

Semester VI – Clinical Internship I - July 14 – September 5, 2008

### **2008 - 2009 Academic Year**

Fall 2008 - Semester I -16-weeks (includes finals) / Semester IV 16-weeks (includes finals)/  
Semester VII - 14 weeks (4 week didactics + 10 weeks clinical)

Classes begin

Semester I/ IV - September 2

Semester VII - September 10

Labor Day - Sept 1

Convocation - TBA

Thanksgiving - Nov 27-28

Classes End

Semester I/ IV - December 15

Semester VII - October 8

Final Exams

Semester I - December 16-19

Semester IV - December 16-19

Semester VII - Clinical Internship II - October 13 - December 19, 2008

Spring - 2009 - Semester II 16-weeks (includes finals week) / Semester V 16-weeks (includes finals week)/ Semester VIII (12 weeks clinical)

Classes begin

Semester II - January 5

Semester V - February 2

Martin Luther King - January 19

Inauguration Day - January 20

President's Day - February 16

Spring Break - March 16-20

Classes End

Semester II - April 24

Semester V - May 19

Final Exams

Semester II - April 27 - May 1

Semester V - May 20-22

Commencement - May 17

Semester V - Transitional Clinical Begins- January 5- January 30, 2009

Semester VIII- Clinical Internship III - January 5 - March 27, 2009

Summer - 2009 - Semester III =12 weeks (includes finals week) /

Semester VI (4 week semester includes final exams)

Classes begin

Semester III - May 18

Semester VI - June 8

Memorial Day - May 25?

Independence Day - July 4

Classes End

Semester III - August 8

Semester VI - July 3

Final Exams

Semester III - August 11-15

Semester VI - Clinical Internship I - July 13 - September 4, 2009

**APPENDIX 4 –Faculty Peer Assessment Form**

COURSE: \_\_\_\_\_ INSTRUCTOR: \_\_\_\_\_

CLASS OF: \_\_\_\_\_ DATE: \_\_\_\_\_ FACULTY OBSERVER: \_\_\_\_\_

This form allows faculty to provide peer assessment to assist the course instructor in improving teaching methods, each course, and the curriculum as a whole.

**General Assessment**

- Consider whether the course instructor:
1. communicated clearly and professionally
  2. was organized and prepared
  3. emphasized the importance of research
  4. encouraged student questioning and problem solving
  5. integrated academic and clinical information
  6. emphasized viewing people in a holistic manner
  7. encouraged socially responsible, ethical, and professional behavior
  8. encouraged using cultural sensitivity/competence when approaching all people

Complete this sentence: “The thing that MOST HELPED my learning was....” \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Complete this sentence: “One thing that would have HELPED my learning is....” \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Content:**

- Consider whether the course instructor:
1. met the outlined objectives
  2. demonstrated current knowledge of content
  3. taught at level appropriate for the background of the students
  4. referred to the evidence base to distinguish between fact and opinion
  5. stayed focused on the subject

Complete this sentence: “For me you were most effective at...” \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Complete this sentence: “One thing that might have made you even more effective is....” \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Organization:**

- Consider whether the course instructor:
1. began and ended class on time
  2. established goals at the beginning of the lecture
  3. achieved established goals
  4. presented material in an organized way
  5. linked content to familiar material

Complete this sentence: "For me you were most effective at..." \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Complete this sentence: "One thing that might have made you even more effective is...." \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Presentation:**

- Consider whether the course instructor:
1. displayed professional (e.g., respect for cultural and individual differences)
  2. promoted and atmosphere conducive to learning
  3. selected appropriate teaching aides
  4. was prepared with all teaching aids (including A-V equipment) ahead of class
  5. gave students feedback in a positive manner
  6. utilized a variety of teaching strategies to engage all learners
  7. engaged students and promoted active learning

Complete this sentence: "For me you were most effective at..." \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Complete this sentence: "One thing that might have made you even more effective is...." \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Laboratory (if applicable):**

- Consider whether the course instructor:
1. outlined goals for the lab exercise with sufficient direction
  2. achieved established goals
  3. maintained student on task behavior
  4. stressed safety
  5. promoted an atmosphere of active learning
  6. managed to address concerns of all students in the laboratory
  7. gave students feedback in a positive manner
  8. gave students feedback in a timely manner

Complete this sentence: “The one thing you did in lab that MOST HELPED my learning was...” \_\_\_\_\_

\_\_\_\_\_

Complete this sentence: “One thing that would have HELPED my learning is....” \_\_\_\_\_

\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_

\_\_\_\_\_

**Assessments:**

- Consider whether the course instructor:
1. presented criteria for assessment clearly
  2. planned assessments that cover the stated course objectives
  3. used assessment methods consistent with the course material/skills
  4. exam questions consistent with the expected level of learning

Complete this sentence: “For me, the most effective part of your assessment is...” \_\_\_\_\_

\_\_\_\_\_

Complete this sentence: “For me, the part of your assessment that needs improvement is...” \_\_\_\_\_

\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_

\_\_\_\_\_

**Active Learning Strategies:**

1. Describe the ways you saw the instructor promoting active learning during the session. (a sample list could be included and checked off)

\_\_\_\_\_

2. What suggestions do you have for other active learning strategies that could be incorporated given the session objectives?

\_\_\_\_\_

## APPENDIX 5 - Teaching Assistant Assessment

COURSE: \_\_\_\_\_ TEACHING ASSISTANT: \_\_\_\_\_

CLASS OF: \_\_\_\_\_ DATE: \_\_\_\_\_ FACULTY OBSERVER: \_\_\_\_\_

This form allows faculty to provide feedback to teaching assistants of the course to assist them in improving their teaching strategies

### General Assessment

Consider whether the teaching assistant:

1. communicated clearly and professionally
2. was organized and prepared
3. encouraged student questioning and problem solving
4. integrated academic and clinical information
5. emphasized viewing people in a holistic manner
6. encouraged socially responsible, ethical, and professional behavior
7. encouraged using cultural sensitivity/competence when approaching all people

Complete this sentence: "The thing that MOST HELPED my learning was...." \_\_\_\_\_

\_\_\_\_\_

Complete this sentence: "One thing that would have HELPED my learning is...." \_\_\_\_\_

\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_

\_\_\_\_\_

### Content:

Consider whether the teaching assistant:

1. addressed the objectives of the session
2. demonstrated current theoretical and practical knowledge of content
3. taught at level appropriate for the background of the students
4. referred to the evidence base to distinguish between fact and opinion
5. stayed focused on the subject

Complete this sentence: "For me you were most effective at..." \_\_\_\_\_

\_\_\_\_\_

Complete this sentence: "One thing that might have made you even more effective is...." \_\_\_\_\_

\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_

\_\_\_\_\_

**Organization:**

Consider whether the teaching assistant:

1. began and ended class on time
2. achieved established goals
3. presented material in an organized way

Complete this sentence: "For me you were most effective at..." \_\_\_\_\_

\_\_\_\_\_

Complete this sentence: "One thing that might have made you even more effective is...." \_\_\_\_\_

\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_

\_\_\_\_\_

**Presentation:**

Consider whether the teaching assistant:

1. displayed professionalism (e.g., respect for cultural and individual differences)
2. promoted an atmosphere conducive to learning
3. selected appropriate teaching aides as needed
4. gave students feedback in a positive manner
5. engaged students and promoted active learning
6. managed class/laboratory time effectively.

Complete this sentence: "For me you were most effective at..." \_\_\_\_\_

\_\_\_\_\_

Complete this sentence: "One thing that might have made you even more effective is...." \_\_\_\_\_

\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_

\_\_\_\_\_

**Laboratory (if applicable):**

- Consider whether the teaching assistant:
1. stressed safety
  2. gave students concise and sufficient direction
  3. achieved established goals
  4. maintained student on task behavior
  5. promoted an atmosphere of active learning
  6. managed to address concerns of all students in the laboratory
  7. gave students feedback in a positive manner
  8. gave students feedback in a timely manner

Complete this sentence: "The one thing you did in lab that MOST HELPED my learning was...." \_\_\_\_\_  
\_\_\_\_\_

Complete this sentence: "One thing that would have HELPED my learning is...." \_\_\_\_\_  
\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_  
\_\_\_\_\_

**Assessments:**

- Consider whether the teaching assistant:
1. implemented the criteria for assessment objectively and consistently
  2. managed time effectively
  3. used assessment methods consistent with the course material/skills
  4. documented the assessment appropriately

Complete this sentence: "For me, the most effective part of your assessment is..." \_\_\_\_\_  
\_\_\_\_\_

Complete this sentence: "For me, the part of your assessment that needs improvement is..." \_\_\_\_\_  
\_\_\_\_\_

Additional Comments/Suggestions/Recommendations: \_\_\_\_\_  
\_\_\_\_\_

**Other comments:**

**APPENDIX 6 - Consent to Participate in Academic Programming**

**THE GEORGE WASHINGTON UNIVERSITY  
DOCTOR OF PHYSICAL THERAPY PROGRAM**

**CONSENT TO PARTICIPATE IN ACADEMIC PROGRAMMING**

I, \_\_\_\_\_ (printed name), hereby agree to participate in the activities listed below in support of the academic and/or research programming for The George Washington University Doctor of Physical Therapy Program.

**Activities:**

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

\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
GW Faculty/Staff Witness

\_\_\_\_\_  
Date

**APPENDIX 7 - Consent to Photograph**

**THE GEORGE WASHINGTON UNIVERSITY  
DOCTOR OF PHYSICAL THERAPY PROGRAM**

**Consent to photograph**

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

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

\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
GW Faculty/Staff Witness

\_\_\_\_\_  
Date