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**Student Accounts:** <http://www.radford.edu/content/student-accounts/home.html> ; Phone: (540) 831-5417. Radford University offers the Highlander Choice Payment Plan as an alternative to standard payment arrangements. Highlander Choice enables families to pay university expenses in regular monthly installments. For more information, please contact the Student Accounts Office, P.O. Box 6922, Fairfax Street, Heth Hall, Radford, VA 24142; TTY: (540) 831-5128; Fax: (540) 831- 5501; Email: [stuacct@radford.edu](mailto:stuacct@radford.edu); Hours of Operation: Monday - Friday 8:00 AM - 4:30 PM ET.

**Student Activities:** As a Division of Student Affairs, <http://www.radford.edu/content/dsa/home.html>, Student Activities’ mission is to provide students with diverse out-of-the-classroom experiences that facilitate intellectual, civic and social development while promoting a sense of community and enhancing the educational mission of the University. Some examples of Student Activities include clubs, campus recreation, Greek life, a student calendar of events and student leader resources.

**Student Conduct:** <http://www.radford.edu/dos-web/studentconduct.htm> Radford University is a community of scholars and learners in which the ideals of freedom of inquiry, thought, expression and the individual are sustained. With these ideals comes the responsibility of every student to hold him/herself to the standards of the Radford University community set forth in its policies. RU’s campus conduct processes emphasizes education by focusing on the growth and development of the individual student, encouraging self-conduct and fostering a respect for the rights of others. Regardless of the means by which conduct is processed, the ends remain the same: to redirect the behavior of the student into acceptable patterns and to protect the rights of the community. Students may participate as student advisors or in student government association.

**Student Government Association (SGA):** <http://www.radford.edu/content/sga/home.html> SGA has a constitution outlining its purpose and how our organization should operate. This includes information on elections and on responsibilities of individual positions. Radford University has its 18-23 [Strategic Plan](#): Embracing the Tradition and Envisioning the Future which places emphasis on the student, the learning opportunities, and service to the alumni. The students of this university must take a lead in developing Radford University’s future. SGA’s foci includes: Sustainability, School Spirit and Pride, Diversity, Campus Outreach, and global/Community Outreach.

**Student Support Services:** <http://sss.asp.radford.edu/aboutUs.html>. The goals of the Student Support Services Program "SUCCESS" are to enhance academic skills, develop leadership potential, assist with financial aid options, encourage graduate school education, and support cultural enrichment activities in a comfortable, relaxed environment. Radford University Student Support Services “SUCCESS” Program is a grant-funded program operating under the umbrella of the Federal TRIO programs and 100% federally funded by the [U.S. Department of Education](#) (DOE). As an academic program within the Division of Student Affairs, it is designed to assist first- generation college students to succeed at Radford University. “SUCCESS” offers tutoring, financial assistance, academic coaching, seminars, as well as personal, educational, graduate and career counseling. These services are designed to assist students in transitioning into and eventually out of

Radford University. Student Support Services (SSS) has provided free assistance to hundreds of eligible students since it became an integral part of the Radford University community in 1993.

**Substance Abuse Education:** <http://www.radford.edu/~sasae/>. The Office of Substance Abuse and Sexual Assault Education is dedicated to increasing knowledge and awareness of substance abuse, sexual assault, and other student health issues as well as decreasing the negative consequences associated with high risk alcohol & other drug use and sexual assault. Services include: Educational Resources on the topics of Substance Abuse, Sexual Assault, Dating Violence, and other student health issues; Radford University RU Aware Program, Counseling for students dealing with issues surrounding sexual and dating violence and/or substance abuse; Advocacy and support for sexual assault victims; Consultations for students, parents, faculty and staff; and Peer Educators: A student group dedicated to raising awareness about student health issues that sponsors campus wide awareness events and educational programs for residence halls and other organizations. The SASAE office advises and supports the students in Peer Educators.

### **Conditional Admissions Policy**

The Department of Physical Therapy does not offer conditional admissions. All terms of admission must be met prior to enrollment into the Doctor of Physical Therapy Program.

### **Non-Discrimination Policy**

Radford University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law. Per federal Title IX regulations, as well as other federal and state regulations, Radford University prohibits discrimination and harassment in its educational programs and activities, on the basis of sex or any other protected class, by individuals subject to its control or supervision. This requirement to not discriminate in the educational program or activity of Radford University extends to admission. Inquiries about the application of federal Title IX regulations may be referred to Radford University's Title IX Coordinator, the U.S. Department of Education's Assistant Secretary, or both.

## Human Subject Project Procedure

Those students involved with or instituting research, which involves human subjects, must follow the following procedure:

1. They must contact the Radford University Institutional Review Board regarding research requirements.
2. All forms will be completed, reviewed and approved by the faculty research advisor for the research project.
3. Once approved by the faculty research advisor, it is to be submitted to the IRB Committee for review and approval.
4. The student conducting the project will review the process of research on a regularly scheduled basis with the faculty research advisor.

## Community Service Policy

The Department of Physical Therapy defines community service as activities external to the department that benefit the public. As such, it is an integral component of the physical therapy curriculum. Students matriculating in the doctor of physical therapy curriculum will perform community service during the course of the curriculum as part of fulfillment of the program requirements. Students will participate in four (4) hours of community service during both the fall and spring semesters of the first academic year, and eight (8) hours during both the fall and spring semesters of the second academic year. The community service requirement will be coordinated and supervised by the student's core faculty advisor. Students will write a reflective paper at the completion of each community service experience to fulfill the program requirement. Students that do not satisfy the community service requirement in any given year will be placed on administrative probation (refer to student handbook) until the community service requirement is completed and the reflective paper is submitted to his/her core faculty advisor.

Students are required to attend at least 1 on-site local professional meeting event each academic year, either fall or spring semester, with the Virginia Chapter of the American Physical Therapy Association (APTA). It is preferred that the RUDPT student attend a local Valley District meeting of the Virginia Physical Therapy Association (VPTA). Attendance and travel time are considered as hours which may be counted toward this policy.

Appropriate dress is to be worn including student photo identification during all community service hours.

### Procedure

1. The student will consult with his/her core faculty advisor for coordination and approval prior to each community service activity.
2. Once the community service activity is approved, the student will participate in and complete the activity.
  - a. Sample activities that cannot be counted toward community service hours:
    - i. Participating as a subject in a Capstone research study
    - ii. Activities directly related to completion of one's own Capstone research

- iii. Ushering during departmental open houses, information sessions, or interviews
  - b. Sample activities that can be counted toward community service hours can be found on the RU DPT website under “Admitted/Current Students.”
3. Once the community service activity is completed, the student will write a reflective paper. The reflective paper will:
  - a. Describe benefits derived from participating in the community activity.
  - b. Answer the following:
    - i. Provide a brief summary of the Activity that was completed.
    - ii. Define the community that you served and how it relates to our program’s Mission Statement.
    - iii. Would you recommend this activity to another student? Why?
4. The reflective paper is to be submitted to the core faculty advisor within two weeks of completion of the activity, or by the last day of final examinations (if the activity occurred within two weeks of final exams).
5. All documents will be maintained in the student's advising file.
6. Students who do not satisfy the community service requirement each semester will be placed on administrative probation until the community service requirement is completed and a satisfactory reflective paper is submitted to his/her core faculty advisor.

Note: Placement on administrative probation in excess of two times may result in dismissal from the program.

### Doctor of Physical Therapy Course Sequence

	<b>Course #</b>	<b>YEAR 1 Courses</b>	<b>Credit Hours</b>
Summer	AHPT 800	Human Anatomy	7
<b>Fall</b>	AHPT 810	Exercise Physiology	3
<b>(17)</b>	AHPT 812	Clinical Medicine I	3
	AHPT 814	Patient Management I	4
	AHPT 816	Theory and Practice I	4
	AHPT 820	Kinesiology/Biomechanics	3
<b>Spring</b>	AHPT 818	Neuroscience	2
<b>(15)</b>	AHPT 824	Clinical Medicine II	3
	AHPT 826	Patient Management II	4
	AHPT 828	Theory and Practice II	4
	AHPT 829	Research/ Scientific Inquiry I	2
Summer	AHPT 830	Clinical Experience I	9
		<b>Year 1 Total</b>	<b>48</b>

<b>Term</b>	<b>Course #</b>	<b>YEAR 2 Courses</b>	<b>Credit Hours</b>
<b>Fall</b>	AHPT 842	Professional Affairs	2
<b>(16)</b>	AHPT 844	Neuromuscular Development and Control I	4
	AHPT 846	Differential Diagnosis/ Imaging	3
	AHPT 848	Pharmacology	2
	AHPT 850	Psychosocial Aspects of Disease and Disability	2
	AHPT 862	Clinical Medicine III	3
<b>Spring</b>	AHPT 840	Management of Special Populations (Orthotics, Prosthetics, Advanced Specialty Topics)	3
<b>(18)</b>	AHPT 860	Advanced Orthopedics	4
	AHPT 864	Health Policy and Administration	3
	AHPT 866	Neuromuscular Development and Control II	4
	AHPT 867	Principles of Teaching & Learning	2
	AHPT 868	Research/Scientific Inquiry II	2
Summer	AHPT 870	Clinical Experience II	10
		<b>Year 2 Total</b>	<b>44</b>

<b>Term</b>	<b>Course #</b>	<b>YEAR 3 Courses</b>	<b>Credit Hours</b>
Fall	AHPT 880	Cardiopulmonary Patient Care Management	4
<b>(16)</b>	AHPT 882	Comprehensive Patient Care	3
	AHPT 884	Pediatrics	4
	AHPT 886	Preventative Health and Wellness	3
	AHPT 888	Research/Scientific Inquiry III	2
Spring	AHPT 890	Clinical Experience III	10
	AHPT 892	Research/Scientific Inquiry IV	2
		<b>Year 3 Total</b>	<b>28</b>

<b>TOTAL CURRICULUM</b>			<b>120 Credits</b>
Curriculum sequence is subject to change based on curriculum assessment process			

## Course Descriptions

Course#	YEAR I	Credit Hours
AHPT 800	<p><b>Human Anatomy:</b> This course begins with foundational concepts in vertebrate embryology and development, as well as connective tissue histology. Upon that foundation an in-depth regional study of the human body emphasizing musculoskeletal, neuromuscular, and cardiopulmonary systems plus gross surface anatomy features is methodically explored. You will examine structural interrelationships as a basis for normal function, and will engage in directed laboratory experiences using musculoskeletal materials and models, “living anatomy” labs, as well as other proven learning activities such as student presentations of clinical problems illustrating anatomical principles. The course concludes with an introduction to neuroanatomy.</p>	7
AHPT 810	<p><b>Exercise Physiology:</b> The exercise physiology course will examine and apply theories and principles, and it will evaluate the effects of physical effort on human performance. Emphasis will be placed on the metabolic/energy transfer systems of the body and muscle structure on a histological level. The course will also assess the effects of physical activity (e.g., cardiovascular, pulmonary, and neurological influences on human performance) across the lifespan. This course prepares students to participate in their initial clinical internship experience.</p>	3
AHPT 812	<p><b>Clinical Medicine I:</b> Clinical Medicine I is the first in a series of course designed to provide physical therapy students with a general knowledge and understanding of human pathology. The course introduces students to medical terminology, develops an understanding of disease processes, the integumentary system and facilitates students in the application and analysis of medical pathology in patient care. Course content includes an introduction inflammation processes, integumentary conditions and underlying pathology, fundamental processes of wound healing, wound stages, debridement, wound prevention, natural and acquired immunity and immunodeficiency, hypersensitivity, and transplantation, the cardiopulmonary system and the endocrine system.</p>	3
AHPT 814	<p><b>Patient Management I:</b> This course provides a foundation for examination skills relevant to orthopedics, neurological, cardiopulmonary, and integumentary pathologies. This course introduces students to the Nagi model of disablement and to the five elements of patient/client management as described by the Guide to Physical Therapist Practice. Primary areas of emphasis are examination procedures including history taking, systems review, and basic tests and measures such as assessment of vital signs, reflexes, joint range of motion, and strength. Students will also learn documentation using SOAP note format. Successful completion of this course requires students to utilize and integrate topics such as medical terminology and muscle origin and insertions from related content areas.</p>	4
AHPT 816	<p><b>Theory and Practice I:</b> Didactic and laboratory learning will occur in both laboratory and classroom environments. Students must demonstrate clinical skill based competencies and pass a clinical practical examination to successfully pass course requirements. Students will participate in small group and cooperative learning experiences. Students will participate in hands-on methods and techniques related to therapeutic activities, modalities, gait training, and patient handling techniques. Students will analyze patient case scenarios and develop appropriate intervention plans. Students will participate in didactic and laboratory oral/ participatory demonstrates of patient care situations.</p>	4

AHPT 818	<p><b>Neuroscience:</b> The class is an integrated presentation of neuroscience with an emphasis on the sensory, motor and higher brain functions of the human nervous system as they relate to activities of daily living. Students are expected to learn functional anatomy of the human nervous system. Common neurological problems encountered in physical therapy are introduced and linked to abnormalities of neural structure and function.</p>	2
AHPT 820	<p><b>Kinesiology/Biomechanics:</b> This course will examine the interaction of bones, joints, muscles, and external forces that are responsible for movement. Students will study the major joint complexes of the human body. Learning objectives for each joint complex will include the basics of kinetics, biomechanics in association with muscles, and connective tissues and bones connected to that specific joint. The origins, insertions, actions of the muscles, and in some joint complexes, patterns of physical dysfunction will also be discussed as it relates to normal movement.</p>	3
AHPT 824	<p><b>Clinical Medicine II:</b> Clinical Medicine II is the second in a series of courses designed to acquaint students with medical aspects of and pathology of diseases and disabilities. This unit is orthopedically oriented and follows Patient Management I and Theory and Practice I to reinforce concepts and skills developed in the identified courses. Included are special units on management of hand pathology, maternal adaptation to pregnancy, and abuse/neglect/ and domestic violence across the lifespan. This course prepares students to participate in AHPT 830 Clinical Experience I.</p>	3
AHPT 826	<p><b>Patient Management II:</b> This course continues the series on musculoskeletal evaluation, which culminates with Advanced Orthopedics. This course is based on the Cyriax principles for examination of orthopedic dysfunctions of the extremities and spine. The course prepares students to examine, evaluate, determine prognoses, and develop a plan of care for patients with extremity and spinal dysfunctions. The course content supplements content areas of Theory and Practice I &amp; II, Kinesiology-biomechanics and Clinical Medicine I &amp; II. Successful completion of the course requires the application and integration of materials presented in Patient Management I, Gross Anatomy, Exercise Physiology, and Clinical Medicine I. This course prepares students to participation in their first clinical experience.</p>	4
AHPT 828	<p><b>Theory and Practice II:</b> This course focuses on treatment intervention techniques such as therapeutic exercise, massage, extremity mobilization, spinal tractions, and prepares students to design, implement, and evaluate intervention programs. The course prepares students to perform patient interventions specifically in the outpatient setting, acute care, subacute, rehabilitation, and homecare environments. The course integrates learning content from anatomy, neuroanatomy, patient management courses, clinical medicine and kinesiology-biomechanics. Theory and Practice II prepares students to participate successfully in their first clinical experience.</p>	4
AHPT 829	<p><b>Research/Scientific Inquiry I</b> The course will explore the concepts, problems, needs, and issues involved in conducting and evaluating research in physical therapy with an emphasis on the application and interpretation of statistical analyses.</p>	2

AHPT 830	<p><b>Clinical Experience I:</b> Clinical Experience I is the first in a series of three courses designed to provide physical therapy students with an opportunity to apply the first year of didactic learning through real world experience. It requires full time (~typically 40) hours per week over the course of the clinical experience. The learning outcomes of the clinical education process are based on the hierarchical pattern of coursework. This initial clinical experience emphasizes basic examination, evaluation, and treatment intervention skills practiced in nursing homes and outpatient rehabilitation clinical sites. Each student is assigned an on-site Licensed Physical Therapist referred to as a Clinical Instructor (CI). The CI provides supervision onsite during the clinical experience. As the student becomes more competent, the student will assess problems, practice evaluation skills, formulate patient goals and apply treatment techniques. The student is expected to demonstrate Beginner Level skills or higher in all 18 criteria on the Clinical Performance Instrument (CPI) by the end of this clinical semester.</p>	9
<b>Year 1 Total</b>		<b>48</b>

Course#	YEAR 2	Credit Hours
AHPT 840	<p><b>Management of Special Populations (Orthotics, Prosthetics, and Advanced Specialty Topics):</b> This course introduces students to the management of special populations, with a major emphasis on the physical therapy management of persons with prosthetic and orthotic needs, and a minor emphasis on the management of pelvic health. Integral to the management of patients with prostheses and/or orthoses is the reinforcement of concepts related to kinesiology/biomechanics, normal gait, pathologic gait deviations, and integumentary management. The course assists students with developing evaluation skills and plans of care for these special populations. This course prepares students to participate in their second clinical experience.</p>	3
AHPT 842	<p><b>Professional Affairs</b> This course introduces students to elements of professional conduct, professional ethics, and standards of practice. The course reviews and assesses the goals, priorities and mission of the APTA. The course will introduce students to the medical system, the professional environment of physical therapy and the patient/therapist relationship and its importance in patient outcomes. The need for cultural sensitivity and strategies dealing with cultural diversity in clinical practice will be introduced and applied to clinical case studies. The course will review, discuss, and apply elements of negligence/malpractice and ethical decision making in the provision of physical therapy.</p>	2
AHPT 844	<p><b>Neuromuscular Development and Control I:</b> The course emphasizes the theoretical and clinical basis for the examination and treatment of patients with neurological impairments. This course focuses on physical therapy management of adult neurological disorders. Clinical implications and applications of treatment approaches will be discussed based on current best practices utilizing the International Classification of Functioning (ICF) model. The format for the course will be lecture/lab style, including patient demonstrations, case studies, movement analysis, standardized tests and outcome measures. This course prepares students to participate in their second and third clinical experiences.</p>	4



AHPT 846	<p><b>Differential Diagnosis/Imaging:</b> The client management of patient care will serve as the framework to present patient examination methods that lead to diagnostic reasoning that physical therapists use in clinical decision making. The course will rely on case study examples to be used in the process of gathering relative clinical information to screen for pathology and physical impairments. Students will master the knowledge required for diagnostic imaging principles and techniques as they apply to physical therapy. Standard imaging procedures that will be addressed in the course include radiography, fluoroscopy, arthrography, magnetic resonance imaging, CT scans, and angiography, nuclear medicine and special procedures.</p>	3
AHPT 848	<p><b>Pharmacology:</b> The course is the study of drugs with an emphasis on how drugs affect physical therapy. The course will cover pharmacotherapeutics about specific drugs that are used to prevent, treat, or diagnose disease; pharmacokinetics to understand how the body handles a drug including differences for different age groups and health circumstances; and pharmacodynamics for what a drug does to the body including side effects. Pharmacology is fundamental for disease management as well as appreciating medical health and wellness. This course prepares students for their second and third clinical experiences.</p>	2
AHPT 850	<p><b>Psychosocial Aspects of Disease and Disability:</b> Psychosocial Aspects of Disease and Disability introduces and examines the psychosocial concepts and factors affecting the patient, family, and the patient/therapist relationship when caring for individuals experiencing acute, chronic, and terminal illness. Students reflect on their own biases and beliefs, as well as learn to incorporate caregiver and patient belief systems in order to establish culturally conscious plans of care. Students develop appropriate psychosocial interviews and practice interviewing others of similar and different cultural backgrounds in order to demonstrate the ability to create comprehensive psychosocial patient histories.</p>	2
AHPT 860	<p><b>Advanced Orthopedics:</b> This course focuses on hands-on methods and techniques related to therapeutic activities, manual therapy, and patient handling techniques in neuromusculoskeletal cases of varying complexity. Students will analyze patient case scenarios and develop appropriate intervention plans. Students will participate in didactic and laboratory oral/participatory demonstrations of patient care situations.</p>	4
AHPT 862	<p><b>Clinical Medicine III:</b> Clinical Medicine III provides an overview of pathological conditions affecting the central and peripheral neurological systems. Emphasis is placed on knowledge of pathology, recognition of clinical signs and symptoms as well as disease/disability related to neuro-dysfunction. Students will reflect on neurological diagnoses presented in class and work through the five elements of the patient management cycle. This course prepares students for their second and third clinical experiences.</p>	3
AHPT 864	<p><b>Health Policy and Administration:</b> This course reviews the development of the current healthcare system and examines forces that impact healthcare delivery. An emphasis is placed on leadership and management styles as related to the healthcare industry including communications, group dynamics, program development, ethical and legal issues. Healthcare leadership and management issues are explored at both the individual and population health settings. Teaching methods used will include lecture, in-class discussions, student article analysis, presentations, and individual assignments.</p>	3











# RADFORD UNIVERSITY

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## Department of Physical Therapy

### Doctor of Physical Therapy Program Handbook Review Sheet

**I have read and have been provided an opportunity to ask questions about the materials within this handbook.**

**I comprehend the materials presented in this Student Handbook.**

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**Student Name (PRINT)**

**Student's Signature  
Date**

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**Witness (PRINT)**

**Witness's Signature  
Date**

**This page is to be returned to the Department Chairperson/Program Director.**