



**TENNESSEE**  
**STATE UNIVERSITY**

College of  
Health Sciences

## **Department of Physical Therapy**

**STUDENT HANDBOOK**

**2017 – 2018**

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## INTRODUCTION

### **Purpose**

This student handbook provides necessary information regarding policies, procedures and regulations for all students in the Department of Physical Therapy at Tennessee State University. The policies of the department supersede the policies of the graduate school or university. Students are accountable and responsible for all information contained in this student handbook.

In addition to the policies and procedures contained in this student handbook, students are responsible for the policies and procedures outlined in the *Tennessee State University Student Handbook*.

### **Accreditation**

Tennessee State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Associate, Bachelor's, Master's, Specialist in Education, and Doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Tennessee State University.

The Doctor of Physical Therapy program at Tennessee State University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>

### **Notice of Change**

The Department of Physical Therapy reserves the right to make changes in the policies, procedures and regulations subsequent to the publication of this student handbook. Notice of any changes or revisions will be provided to the students in writing. Each student is responsible for attaching the addendum to his or her handbook.

## DESCRIPTION OF PROGRAM

### **Philosophy**

The DPT program at Tennessee State University recognizes the reciprocal and responsive nature of professional education, where both the student and the educator collaborate as partners in the learning process. Inherent in the relationship is the primacy of the student and the facilitative role of the educator as together they embark on a process of professional education.

### **Statement of Principles**

Integral to the educational partnership is the recognition and acknowledgement of the roles, rights, and responsibilities unique to and common between the student and the educator. The student is expected to develop and exhibit characteristics of adult learners including, but not limited to, being problem-centered, willing to learn, and being self-directed. The student is also expected to be a change agent willing to challenge habituated thoughts and practices as physical therapy moves toward the doctoring profession. The educator is expected to uphold high academic standards, respect student diversity, be role models of professional behavior, and create an environment conducive for effective learning to occur.

### **Mission**

The Mission of the Department of Physical Therapy is to graduate competent entry-level physical therapists who demonstrate cultural competence, apply research evidence to practice, uphold the code of ethics, value lifelong learning, and engage in professional/community service.

### **Goals and Outcomes**

1. Program:
  - a. To maintain accreditation as an educational program preparing physical therapists who embody the mission statement
  - b. To promote diversity in the physical therapy profession by increasing the number of physical therapists from underrepresented populations
  - c. To foster a community of scholar-practitioners between and among the academic faculty, clinical faculty, and students who serve the community
2. Faculty:
  - a. To engage in a continual process of improvement in teaching
  - b. To exercise professional and social responsibility by participating in institutional, professional, and community service
  - c. To engage in scholarly endeavors that contribute to the body of knowledge of the profession
3. Students
  - a. To pass the National Physical Therapy Examination
  - b. To use the principles of evidence-based practice
  - c. To communicate and collaborate effectively and confidently in the health care community
  - d. To provide therapy to a diverse population with respect for patient differences

- e. To practice in a safe, legal, and ethical manner
- f. To practice autonomously within the scope of practice
- g. To demonstrate competence as a generalist entry-level physical therapist
- h. To make decisions related to patient care using reflective critical thinking
- i. To serve as compassionate practitioners and patient advocates
- j. To display leadership and professionalism
- k. To engage in lifelong learning
- l. To provide community service

Summary of Student Goals and Outcomes

Goal 1: Graduates will possess entry-level competence to practice as physical therapists.

Outcomes: 3a, 3c, 3e, 3f, 3g

Goal 2: Graduates will demonstrate cultural competence.

Outcomes: 3c, 3d, 3e

Goal 3: Graduates will apply research evidence to practice.

Outcomes: 3b, 3h, 3k

Goal 4: Graduates will uphold the Code of Ethics.

Outcomes: 3e, 3f, 3i

Goal 5: Graduates will value lifelong learning.

Outcomes: 3h, 3k

Goal 6: Graduates will actively participate in professional/community service.

Outcomes: 3c, 3d, 3i, 3j, 3l

### **Curriculum Model**

The curriculum is built around the Traditional Model, which begins with the basic sciences, followed by clinical courses, and culminating with clinical education experiences. The curriculum is outlined in Appendix A.

## FACULTY AND COORDINATORS

**Ronald De Vera Barredo, PT, EdD, DPT, GCS, CCRP** Office Number 615-963-5932  
*Interim Dean, College of Health Sciences; Professor & Department Chair*  
Areas of Interest: Geriatrics, Cardiopulmonary, Educational Theory and Practice, Administration  
Email: [rbarredo@tnstate.edu](mailto:rbarredo@tnstate.edu)

**Derek Charles, PT, DPT, PhD(c), OCS, CMT** Office Number 615-963-5943  
*Assistant Professor*  
Areas of Interest: Orthopedics, Patient Care Principles, Therapeutic Exercise, Orthopedic Manual Therapy  
Email: [dcharles@tnstate.edu](mailto:dcharles@tnstate.edu)

**Richard Clark, PT, DSc, SCS** Office Number 615-963-5944  
*Assistant Professor*  
Areas of Interest: orthopedics and sports physical therapy, management, professional issues  
Email: [rclark20@tnstate.edu](mailto:rclark20@tnstate.edu)

**Karen Coker, PT, DPT, C/NDT, CWS, FACCWS** Office Number 615-963-2168  
*Assistant Professor*  
Areas of Interest: Adult Neuro, Pediatrics, Prosthetics/Orthotics, Acute Care, Integumentary  
Email: [kcoker@tnstate.edu](mailto:kcoker@tnstate.edu)

**Deborah Edmondson, PT, EdD** Office Number 615-963-5945  
*Professor & Academic Coordinator of Clinical Education*  
Areas of Interest: Orthopedics, Industrial Rehabilitation, Clinical Education  
Email: [dedmondson@tnstate.edu](mailto:dedmondson@tnstate.edu)

**Kevin J. Lawrence, PT, DHS, OCS** Office Number 615-963-1388  
*Associate Professor*  
Areas of interest: Orthopedics, Biomechanics, Gross Anatomy, Manual Therapy, Hand Therapy  
Email: [kalwren2@tnstate.edu](mailto:kalwren2@tnstate.edu)

**David Lehman, PT, PhD** Office Number 615-963-5946  
*Professor*  
Areas of interest: Neuroscience, Movement Science Neurologic Physical Therapy, Research, Parkinson Disease  
Email: [dlehman@tnstate.edu](mailto:dlehman@tnstate.edu)

**Crystal Ramsey, PT, DPT** Office Number 615-963-5938  
*Lab Competency Coordinator*  
Areas of Interest: Neurology, Geriatrics  
Email: [cramsey2@tnstate.edu](mailto:cramsey2@tnstate.edu)

**Edilberto A. Raynes, MD, PhD** Office Number 615-963-2190  
*Associate Professor*  
Areas of Interest: Public Health, General Pediatrics, Anatomy, Physiology, Pathophysiology, Pharmacology  
Email: [eraynes@tnstate.edu](mailto:eraynes@tnstate.edu)

### Office Staff

**Dorothy Fisher** Office Number 615-963-5881  
*Department Secretary*  
Email: [dfisher9@tnstate.edu](mailto:dfisher9@tnstate.edu)

## GENERAL INFORMATION

### Department of Physical Therapy

Telephone: 615-963-5881  
Fax: 615-963-5935  
Website: [www.tnstate.edu/pt](http://www.tnstate.edu/pt)  
Facebook: <https://www.facebook.com/Department-of-Physical-Therapy-at-Tennessee-State-University-1649183012016551/>

The department telephone lines are reserved for business use only. Student use of department phones is discouraged except in the case of an emergency. Students are encouraged to use their personal cell phones. Emergency calls for students which are received by the department are relayed to students as quickly as possible.

Faculty members should not be called at home, except in the case of an emergency or if directed to do so by the faculty member.

The department is aware that job recruiters are frequently overzealous in contacting physical therapists or physical therapy students. It is departmental policy not to release student names, telephone numbers, addresses, clinical affiliation assignments or other information. Students are expected to follow this policy in regard to releasing information about classmates. If you choose, you may release information about yourself to recruiters or prospective employers, but be prepared for numerous disruptions in your life when they contact you.

### Class/Office Location

Physical therapy classes are held in the Frank G. Clement Hall. Clement Hall is located on Alameda Street, on the main campus of Tennessee State University. During the first year summer session, students go to Meharry Medical College in the afternoons from Monday to Thursday for cadaver dissection; they also go to the Avon Williams Campus on Fridays for their didactic classes.

The office of the Department of Physical Therapy is located on the third floor of the Clement Hall building, Room 366. Faculty and staff offices are also located on the third floor of the Clement Hall building. The room numbers and office extensions of the program faculty and coordinators are listed below:

Ronald De Vera Barredo, PT, DPT, EdD, GCS, CCRP	Room 161 & 368; Extension 4927 & 5932
Derek Charles, PT, DPT, PhD(c), OCS, CMT	Room 359; Extension 5943
Richard Clark, PT, DSc, SCS	Room 365B; Extension 5944
Karen Coker, PT, DPT, C/NDT, CWS, FACCWS	Room 355; Extension 2168
Deborah Edmondson, PT, EdD	Room 361; Extension 5945
Kevin J. Lawrence, PT, DHS, OCS	Room 365A; Extension 1388
David Lehman, PT, PhD	Room 357; Extension 5946
Crystal Ramsey, PT, DPT	Room 155; Extension 5938
Edilberto A. Raynes, MD, PhD	Room 365; Extension 2190



## **Advising of and Appointments with Faculty Members**

Faculty office hours are posted on the faculty members' office doors. Students should schedule appointments with faculty members during these hours. Additional information regarding appointments with faculty members are also included in the course syllabi.

Each student is assigned a faculty advisor at the beginning of the semester of the first year. Faculty advisors are available to assist students with problems involving the academic process, adjustment to the classroom and campus, etc. Appointments may be initiated either by the student or the faculty advisor. However, each student is strongly encouraged to schedule an appointment with the faculty advisor immediately after the release of mid-term grades each semester to discuss academic progress.

## **Departmental Communication To and Among Students**

General information is posted on the bulletin boards located in the hallway adjacent to the Physical Therapy office on the third floor and across from the Common Room on the second floor, Room 255. Each student is also given a student mailbox for either individual or group communication specific to these individuals. Students may leave messages for each other in these mailboxes or by email.

Each class has a group email address that faculty use to communicate with students. Additional lines of communication include individual email and the use of designated class representatives.

Meetings between faculty and students may be scheduled to discuss departmental concerns or issues of mutual interest. Attendance to such meetings is required.

## **Changes in Contact Information**

Students should report any changes in address and telephone number during their tenure in the program to the Department Secretary and to the Records Office as soon as the changes are in effect. Students are required to review and update their contact information during their final week in the program prior to graduation. Students are asked to maintain a current address and telephone number with the Department for future correspondence.

## **Attire During Didactic and Laboratory Sessions**

Students should be appropriately dressed for the classroom and for the particular lab activity planned for the day. In this connection, students wear scrubs or clinic attire during classes, and should change to lab attire as appropriate.

For all didactic and lab courses, long hair must be pinned back and jewelry removed (i.e. dangling earrings, sharp rings, long chains, multiple ballets). Caps are not allowed during class time. University identification should be worn and visible at all times.

Appropriate Lab Attire:

1. Loose shorts
2. Top of two-piece swimsuit (or halter top or sports bra) and a t-shirt for women, t-shirts for men
3. Low-heeled, close-toe shoes
4. Long hair tied back so that it does not interfere with lab activities
5. Fingernails must be clean and trimmed to conservative length.

Bare shoulders, midribs and extremities are necessary for practicing many physical therapy procedures in the lab setting. Students practice these techniques on each other and with both male and female students in order to develop the skill level necessary for actual clinical practice. Additionally, as part of the instructional process, instructors of both genders may practice and demonstrate these techniques on any of the students. Students having objections to this should communicate with the instructor at the start of the semester.

Anatomy Lab Attire:

1. White lab coat and scrubs
2. Washable scrub suits with long slacks to protect skin; shorts are not permitted.
3. Closed toe shoes. No high heels (tennis shoes are fine).

Clinical Education Attire

1. Please refer to the "Dress Code" section of the *Clinical Education Manual* for the appropriate attire for clinical education experiences.

### **Safety and Security Services**

The full scope of responsibilities of the TSU Police Department is described in the *Tennessee State University Police Department Campus Handbook*. The extension number for the TSU Police Department is 615-963-5171. Students are encouraged to report to the TSU Police Department any suspicious persons, potentially unsafe or hazardous conditions encountered in the building or on campus.

Students should closely guard all personal items of value. Tennessee State University and the Department of Physical Therapy accept no responsibility or liability for the loss or theft of personal items from these premises.

Individuals are discouraged from using these facilities during time periods when the building is sparsely occupied. The study areas should be used by groups of students.

The Department Secretary is the designated person in the program to be responsible for receiving and communicating university-wide information relative to campus emergencies. Additionally, students can avail of emergency alerts from Campus Police by signing up for text alerts at the following link:  
<http://www.tnstate.edu/pr/notifications.aspx>

### **Program Costs**

In addition to tuition, room, and board, students can expect to incur costs for the following items:

- Transportation and uniform costs associated with clinical education
- Books and other supplemental readings and materials
- Class dues as determined by the class
- Dissection kit, gloves for anatomy lab
- Lab coat and scrubs for anatomy
- Liability Insurance
- Physical examinations and drug screens, as required by the clinical site
- Health Insurance (policy available through the University)

- Immunizations and tests: TB test, MMR, Hepatitis, varicella, and seasonal flu shots. Additional immunizations or titers may be required for specific clinical sites
- Nametag
- CPR training
- Lock for locker
- Deposit for access to the Vanderbilt Medical Libraries (allows a student to use books)
- APTA dues
- Criminal background checks
- Lab coat for clinical education experiences
- Goniometer, reflex hammer, stethoscope, sphygmomanometer, and gait belt
- Wrist watch with second hand or digital feature to read seconds
- Research poster development
- Travel costs associated with poster presentation
- Travel costs and registration to district and state professional meetings
- Laptop with webcam

Note: Students need to consider buying the clinical items as a group so that they can get bulk discounts.

Expect to go beyond the Metropolitan Nashville area for at least two, possibly three clinical education experiences. Additional costs for housing and travel may be incurred during this and other clinical education experiences.

### **Graduate Assistantships and Scholarships**

Traditionally, the program has two graduate assistantships, one for a first year student and another one for the second year student. Graduate assistantships begin in the fall, not the summer. More information will be provided closer to the end of June or the beginning of July.

The program also offers the Rhonda Hodge Memorial Scholarship Fund. Information about this scholarship is in Appendix B.

### **Student Relationship with the American Physical Therapy Association**

Students are required to join the American Physical Therapy Association (APTA). Members receive a monthly magazine, journal, and numerous other publications. In addition, students can receive discounts on items purchased from APTA, and discounts on car and life insurance, credit cards, etc.

In lieu of a textbook, students are required to be APTA members as a course requirement for the following courses:

- Year 1 (Summer): PHTH 5380 Introduction to Physical Therapy.
- Year 2 (Summer): PHTH 6390 Research II
- Year 3 (Summer): PHTH 7370 Ethical Behavior and Moral Reasoning

The Tennessee Physical Therapy Association (TPTA), a chapter of the APTA, holds a student election yearly to provide a student liaison to the TPTA Board of Directors. The elected student is responsible for communicating with the students at other schools in Tennessee.

The TPTA publishes a newsletter entitled the *Volunteer Voice*. Each issue includes an article on the current happenings among physical therapy education programs in the state, including DPT program at TSU. The article is written by a member of the graduating class.

### **Employment and Participation in TSU Extracurricular Activities**

Students are free to engage in employment and extracurricular activities. However, students are responsible for the impact and consequences of these activities in their professional education. Toward this end, students are expected to attend all scheduled classes (including occasional evening sessions, any scheduled classes whose meeting times have been changed to accommodate adjunct faculty or guest lecturers) and other scheduled meetings and meet all program and course deadlines.

### **Departmental Committees**

The Physical Therapy Admissions Committee: Implements established policies and procedures in the selection of applicants for the incoming class. *Composition*: Members of this committee include academic faculty and/or clinical faculty. The committee is chaired by a physical therapist core faculty member.

The Physical Therapy Disciplinary Action Committee<sup>§</sup>: Upon referral from the Department Head, [1] reviews allegations of student misconduct, including but not limited to: unprofessional behavior; tardiness and excessive absences; misuse of equipment and supplies in the classroom or laboratory; and non-compliance with departmental policies and procedures; and [2] levies consequences appropriate for the action, including but not limited to: dismissal of the allegations; faculty counseling; inclusion of a permanent report in the student file; counseling by the Department Head and/or referral to other campus resources. *Composition*: Representative from the Dean's office (Assistant /Associate Dean); two full time faculty members from the program; one faculty from another program in the College of Health Sciences; and 1 or 2 third year students. The committee will be chaired by the Department Head.

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<sup>§</sup>Formerly the Physical Therapy Non-Academic Action Committee

## ACADEMIC POLICIES

### Essential Functions

In order to be successful in the program, students are expected to perform the following essential functions with or without reasonable accommodation:

- Critical thinking ability sufficient for clinical judgment;
- Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds;
- Coordination to move from room to room and maneuver in small spaces;
- Gross and fine motor abilities sufficient to provide safe and effective physical therapy care;
- Auditory abilities sufficient to monitor and assess health needs;
- Visual ability sufficient for observation and assessment necessary in physical therapy care;
- Tactile ability sufficient for physical assessment and treatment;
- Physical ability to assist moving, transferring and ambulating patients who have physical impairment or dysfunction.

If a student is unable to perform the aforementioned essential technical functions, they have the right to request reasonable accommodations in accordance with the University's disability policy as described in the *TSU Student Handbook*. Disability services may be found at: <http://www.tnstate.edu/disabilityservices/>

### Grading Scale

A	93 to 100%	<b>Excellent.</b> Work of exceptional quality which indicates the highest level of attainment in a course
B	84 to 92%	<b>Good.</b> Work above average quality representing substantial fulfillment of the minimum essentials of a course
C	75 to 83%	<b>Average.</b> Work of average quality representing substantial fulfillment of the minimum essentials of a course.
F	< 75%	<b>Failure.</b> Representing unacceptable performance.
I		<b>Incomplete.</b> Represents incomplete work of passing quality and is given when the student has missed an examination or some part of the required coursework.

Note: Since the DPT program is a lockstep program, a student receiving a failing grade in any course will be suspended from the program, resulting in an inability to progress in the program. The student will have to appeal to be readmitted following suspension.

### Retention Policy

Students are required to have a cumulative GPA of 3.0 or higher to graduate from the program. If a student's cumulative GPA falls below a 3.0 during his or her tenure in the program, the student will be placed on academic probation.

1. In order to remove the probationary status, the student must attain a GPA requirement of 3.0 or higher each subsequent semester until the cumulative GPA reaches 3.0 or better.
2. If a student's GPA falls below a 3.0 while the student is on probation, the student will be dismissed

Students who withdraw from the program will be allowed to reapply for admission to a subsequent class if they wish to continue to pursue physical therapy studies. Readmission is subject to the approval of the Graduate School and the Department of Physical Therapy.

In order to progress in the program, students are required to pass the OSCE (Objective Structured Clinical Evaluation) at the end of the spring semesters of their first and second years in the program. Successfully passing the OSCE is required for students to proceed with their summer clinical internships.

The *Code of Ethics* by the APTA has been adopted by the Tennessee Board of Physical Therapy Examiners as the standard to which all physical therapists are subject under Rule 1150-11-.14. Students in the physical therapy program are required to abide by the same standard. Students who violate the *Code of Ethics* (Appendix C) and its interpretive document, the *Guide to Professional Conduct*, will be referred to the Physical Therapy Disciplinary Action Committee for disciplinary sanctions.

### **Timeliness of Assignments**

Students are required to submit papers, projects and clinical education materials on time, unless the faculty member has approved an extension. The faculty member has the discretion to lower grades for papers, projects and other assignments turned in late, as detailed in the course syllabus.

### **Exam Administration**

For all exams, bags and personal items should be placed in the back of the room. The only allowable item that the student can bring to the exam is a writing implement. Cell phones and other electronic devices should be placed in the back of the room; the instructor may allow other items on an as needed basis. Students may be given online examinations through eLearn and may be asked to use Respondus Lockdown with web cam while taking the exam.

### **Return of Written Examination**

Interim and final exams may be reviewed during a class session or a scheduled review session. Unless otherwise notified by the instructor, students must return all examinations to the instructor prior to leaving the class. Keeping, duplicating or recreating examinations constitutes academic dishonesty and will result in disciplinary action.

The program has developed an Exam Query Form (Appendix D) that the students can use, should they have questions about items in the exam.

### **Class Attendance Requirements**

Class attendance and punctuality requirements are contracted between the faculty and the students, through specific expectations for attendance and punctuality and specific consequences that are outlined by individual faculty members in the printed syllabus for each course.

Students are expected to attend classes regularly and on time. Instructors will keep an accurate record of class attendance. "Excessive" absence is defined as no less than one more than the number of times a class meets per week. It is the student's responsibility to withdraw from a course in which excessive absences have been incurred. A student

with excessive absences may only be readmitted to class by the instructor. A student who has not been readmitted to a class by the official withdrawal date, may not be readmitted to that class and will receive a mandatory grade of “F.” Students should expect in-class and out-of-class requirements during the conduct of the course. These may include exams scheduled outside regular class time and individual and group work whose deadlines may fall outside to the class schedule.

### **Major Illness, Surgery, Injury or Exceptional Situations**

After any major illness, surgery, injury or exceptional situations, a student must submit a statement from a qualified health professional, which gives medical clearance for the student to perform the essential functions of a student in the program with or without reasonable accommodation.

### **Student Responsibilities in Classrooms and Laboratories**

Laboratory practice and experience of designated patient care situations are prerequisite to the performance of these techniques in actual clinical settings. Students are expected to participate in all lab sessions, including but are not limited to, assuming the role of patient, the therapist, family member, etc. Students are expected to observe standard precautions during simulated or actual patient care situations.

Appropriate lab attire for each session is described in this handbook and in the course syllabus. Students are expected to be dressed appropriately at the announced beginning time for each session.

Students are expected to exhibit responsibility in maintaining a clean and pleasant classroom atmosphere. Food or beverages are discouraged; however, exceptions may be allowed by the instructor. No food or beverages are permitted in the computer laboratories. Teams of students may be assigned laboratory, laundry, and classroom clean-up duties for one or more weeks throughout the year.

The plinths in the laboratories are for student use during laboratory practice/demonstration sessions. They are not intended to be replacements for desks or extensions of students’ lockers. Extra books, clothing, lunches, etc., should be stored elsewhere, not on the plinths. When using the plinths for laboratory practice, care should be taken to prevent sharp objects or pieces of equipment, etc., from tearing holes in the top covering of the plinth. Shoes are not permitted on the furniture, plinths or exercise mats. Laboratory equipment and supplies are not available for checkout by students outside the laboratory.

Hand washing and/or use of sanitizer is required for all patient or simulated patient encounters. Plinths and laboratory equipment need to be wiped down and disinfected after every lab session that requires their use. This responsibility is to be determined by the course instructor.

Exercise equipment in the laboratories is reserved for classroom use and is not available for recreational exercise or the treatment of students. The hot and cold pack equipment are not used to warm up or cool down food items. The washing machine and dryer are for laboratory use only, and is never used for personal items. Towels and linens are for laboratory use and should be given the same care and regard as other laboratory equipment. They should not be used to wipe spills from the floor. In the case of spills, use a rag or ask the custodial staff for assistance.

Responsibility for the inventory and care of laboratory equipment and supplies is shared among students and faculty. Classrooms and laboratories should be readied for subsequent classes, prior to the departure of students. Except by approval of the course instructor, observers and guests are not permitted in classrooms and laboratories. Also, some courses are hybrid courses using the university’s learning platform.

Individual and group study areas are provided in the Common Room on the 2<sup>nd</sup> floor of Clement Hall, the Floyd-Payne Student Center, and the Library.

### **Laboratory Check-offs and Laboratory Examinations**

The program's Lab Competency Coordinator schedules regular open labs for students to be able to practice clinical skills learned during the semester. In addition to regularly scheduled open labs, unscheduled open labs can be arranged with the coordinator for students who would like more practice with specific skills. The coordinator needs to be present and available during open labs.

Each laboratory check-off or examination utilizes a rubric outlining performance expectations and grading guidelines. The rubric is made available to students prior to the examination. Faculty members keep these rubrics as a matter of academic record.

It is the policy of the Department of Physical Therapy that any student who fails a portion of a laboratory examination on the grounds of safety will receive an "F" for the entire examination. Students who receive a grade less than "C" on a laboratory examination for any other reason may retake that exam to bring the grade up to a "C." A student may not receive a grade higher than a "C" for a laboratory examination which is being retaken because of a failure on the first attempt. The retake must be scheduled prior to the next regularly scheduled laboratory examination. Only one retake is allowed per failed laboratory examination.

### **Risk Management**

During their tenure in the program, students are at risk for occupational injury from working with, lifting and moving patients and equipment. These include, but are not limited to, the following: low back and neck pain, sprain, strain, fall related injuries, etc. Good body mechanics and a solid foundation on the safe and appropriate application and use of equipment and other treatment interventions can minimize these risks. The Department has a *Waiver, Release, and Authorization Form* (Appendix E) for use by students and/or faculty when engaging in physical therapy related procedures and activities.

Students may also be exposed to supplies that may be hazardous to health, such as gels, lotions, sprays, and pads. Safety Data Sheets (SDS) for these and other supplies used by the program are found in the admin assistant's office.

Students should expect to work with persons with infectious diseases (including but not limited to hepatitis B and HIV). Students are expected to observe standard precautions during simulated or actual patient care situations to minimize the risk of infection or transmission. Student health service is available on campus at the following location:

Tennessee State University Health Services  
Kean Hall Room 304  
3rd Floor Main Campus  
Phone: (615) 963-5291  
Fax: (615) 963-5084  
Website: [http://www.tnstate.edu/campus\\_life/healthservices.aspx](http://www.tnstate.edu/campus_life/healthservices.aspx)

### **Academic Misconduct**

Students are required to read the *Physical Therapy Student Handbook* and sign a declaration acknowledging their agreement to abide by the rules and regulations of the program.



Violations of academic rules and regulations are automatically referred by the faculty member who observed the infraction to the Department Head. The Department Head is responsible for the initial investigation of the infraction, utilizing information supplied by the faculty member and the student(s) involved. If the severity of the infraction is such that dismissal from the program is a consideration, the Department Head will refer the matter to the Physical Therapy Disciplinary Action Committee. The committee reviews the case and makes the final decision regarding the appropriate sanction for the offense.

The decision of the committee may be appealed by the student(s), according to the procedures outlined in the *Tennessee State University Student Handbook*. Examples of academic misconduct include, but are not limited to, the following:

1. Cheating on any oral, written or practical examination given as part of any course;
2. Knowingly allowing another student (or students) unauthorized access to any written, oral or practical examination in any course;
3. Plagiarism on any written work assigned in the classroom, laboratory, or clinic.
4. Lack of professionalism (when outlined in the syllabus as a course expectation subject to evaluation from the course instructor).
5. A positive drug screen while at affiliated clinical sites. (Students must comply with Principle 4c of the APTA Code of Ethics)

### **Penalties for Academic Misconduct**

If the Physical Therapy Disciplinary Action Committee determines that academic misconduct has occurred, the committee shall issue a written decision to the student and the Department Head. A copy of the decision is included in the student's file. On the other hand, if the committee determines that no infraction has occurred, then no written document shall be placed in the student's file.

Cheating and plagiarism warrant a penalty of no less than a written warning placed in the student's file on the first offense and an automatic zero for the work. Beyond the first offense, cheating and plagiarism warrant dismissal from the program.

A positive drug screen warrants discontinuance of the clinical education experience and may result in the student's dismissal from the Physical Therapy Program.

### **Appeals and Complaints**

Academic decisions may be appealed in the following order:

1. Written appeal to the faculty member
2. Written appeal to the Department Head
3. Written appeal to the Physical Therapy Disciplinary Action Committee
4. Written appeal to the Dean of the College of Health Sciences

The particulars of the appeal process, including appeals beyond the level of the Dean of the College of Health Sciences are detailed in the *Tennessee State University Student Handbook*.

Complaints that fall outside the realm of due process (i.e., from clinical sites, employers, and the public) should be reported to the Department Head.

## **Comprehensive Examination**

Students are required to take a comprehensive examination during their final year in the program. The comprehensive exam covers materials from previous and current semesters.

The comprehensive exam is given during the fall semester of the student's final year in the program, and is included in the calculation of the course grade for PHTH 7410 Clinical Integration Seminar. The comprehensive exam is worth 40% of the course grade.

## **Progression to Clinical Education**

In order to ensure safety and competence, the program faculty reviews the performance of each student prior to allowing that student to progress to clinical education experiences. Materials used for assessment of student performance include the academic record, input from prior clinical instructors, faculty evaluation of the student's academic performance during the previous and current semesters, and student performance in the OSCE.

Prior to clinical education in the summer, the program shall be conducting an objective structured clinical examination.

### Year 1 Students

#### Objective Structured Clinical Examination (OSCE) I

- Conducted during the finals week at the end of the spring semester
- Tied to the following courses: [1] Physical Agents, [2] Therapeutic Exercise, and [3] Differential Diagnosis
- Tied to progression to Clinical Education II
- Comprised of case-based stations that assess various aspects of clinical skills
  - Station Tied to Physical Agents: physical agents
  - Stations Tied to Therapeutic Exercise: [1] bed mobility & transfers, [2] ROM & MMT, [3] assistive device, [4] therapeutic exercise, and [5] documentation
  - Station Tied to Differential Diagnosis: vital signs & pharmacology
- For OSCE specific questions: ask the instructors of Physical Agents, Differential Diagnosis and/or Therapeutic Exercise

### Year 2 Students

#### Objective Structured Clinical Examination (OSCE) II

- Conducted during the period between midterms and finals during the spring semester
- Pass/Fail exam tied to progression to Clinical Education II
- Comprised of complex cases that include neurologic, cardiopulmonary, pediatric, geriatric, integumentary and orthopedic co-morbidities
  - Problem solving and critical thinking in the context of physical therapy patient/client management are evaluated during the exam

In no case shall a student who is determined by the program faculty to be incompetent or unsafe be allowed to go on clinical affiliation or graduate from the program. Students deemed not ready for clinical education are informed in writing of this decision, along with steps that need to be taken toward remediation.

## **Assessment of Competence**

### Use of Clinical Instructor and Student Feedback

PHTH 6360 Clinical Education I and PHTH 7350 Clinical Education II – the ACCE monitors feedback from clinical instructors about strengths and weaknesses of students and shares this information with the faculty. Feedback from students is also reported to the faculty. This information is used to revise the curriculum as necessary.

### Assessment of Entry-Level Competence

In order to identify areas of weakness and ensure that a remediation plan is in place prior to and after graduation, students are required to take the Practice Exam Assessment Tool (PEAT) of the Federation of State Boards of Physical Therapy twice during their final semester in the program. As part of the course requirements for PHTH 7480 Professional Issues, students will be:

#### PEAT and Re-PEAT

1. Taking the PEAT twice during their final semester in the program.
2. Bringing to the course instructor the analyses of performance
3. Developing a remediation plan for identified areas of weakness, which will be implemented during their clinical education experiences

#### NPTE Review Course

1. After taking the NPTE review course, developing a study and review plan to be implemented prior to taking the licensing exam.

## CLINICAL EDUCATION POLICIES

### Definitions

- Clinical Education – the portion of a physical therapy education program during which the student has the opportunity to apply didactic information in a clinical setting and to develop clinical skills under the supervision of a Clinical Instructor.
- Academic Coordinator of Clinical Education (ACCE) – the faculty member in the Physical Therapy Department who is responsible for developing, coordinating, and implementing the clinical education portion of the professional curriculum.
- Center Coordinator of Clinical Education (CCCE) – the clinical education facility staff member who is responsible for coordinating clinical education with the ACCE.
- Clinical Instructor - the physical therapist that is responsible for direct instruction and supervision of the student during the clinical education experiences.
- Physical Therapist Clinical Performance Instrument Web (PT CPI Web) - the competency-based evaluation tool that will be used for all clinical education experiences.

### Clinical Assignments

1. The ACCE is responsible for assigning students to a facility for each clinical education experience.
2. Students are not ordinarily assigned to facilities in which they have worked or volunteered or with which they have contractual arrangements for financing or employment.
3. There are five clinical education experiences. Students must attend clinical education experiences that are representative of the continuum of care between healthcare settings. During the last four clinical education experiences the following are required:
  - an acute care facility (pediatric or adult)\*
  - a skilled nursing facility or a rehabilitation hospital (in or outpatient)
  - an outpatient orthopedic clinic (can be hospital-based)
  - a specialty or your choice of a clinical setting, i.e. pediatrics, home health, sports, women's health, industrial, etc. Variety in clinical affiliation choices is expected.

**Note:** Because of a critical shortage of acute care settings nationally and internationally, a skilled nursing facility or a subacute experience may be substituted for the acute or rehabilitation hospital requirement, but not both. In addition, if a student attends a small rural hospital where he/she attains a combined clinical experience including acute care, outpatient and/or rehabilitation, etc. during any of the five clinical education experiences, this will be counted as meeting the acute care facility requirement. The following are examples of meeting the continuum of care requirement for clinical education:

#### Example A

- Acute care facility (pediatric or adult)
- Skilled nursing facility or a rehabilitation hospital (in or outpatient)

- Outpatient orthopedics
- Specialty or choice

Example B

- Skilled nursing facility
- Rehabilitation Hospital (in or outpatient)
- Outpatient orthopedics
- Specialty or choice

Example C

- Combination experience at a small rural hospital (attendance for 1st clinical experience will meet the requirement)
- Skilled nursing facility or rehabilitation hospital (in or outpatient)
- Outpatient orthopedics
- Specialty or choice

4. There are a limited number of clinical sites in Middle Tennessee and nationally; therefore, students must be flexible and, if necessary, go outside of the Middle Tennessee area (more than one hour driving distance from the campus) or outside of the state of Tennessee for clinical education experiences. This may entail driving over a one hour driving distance from the TSU campus for some clinical education experiences or finding housing as needed. Students will not be placed in California, North Carolina, and Massachusetts. Students in preceding classes will be given preference in assigning clinical education slots.
5. In order to avoid conflict of interest and assure students receive a variety of clinical education experiences, students **will not** be assigned to facilities or clinical instructors with whom they have volunteered for over 30 hours or with which they have worked in any capacity or with which they have contractual arrangements for financing of school fees or tuition or present and/or future employment arrangements.

If the facility has multiple locations the student can be assigned to a facility but the following restrictions will apply:

- The student will not be assigned to a clinical instructor with whom they have volunteered for over 30 hours or with whom they have worked in any capacity.
- The student will not be assigned to the facility if they have a contractual arrangement for financing of school fees or tuition or present and/or future employment arrangements with the facility in any capacity.

If the facility is a large hospital/institution, the student can be assigned to the facility, but all the following restrictions will apply:

- The student will not be assigned to a clinical instructor with whom they have worked in any capacity or volunteered for more than 30 hours.
- The student will not be assigned to the facility if they have a contractual arrangement for financing of school fees or tuition or present and /or future employment in any capacity.
- The student will not be assigned to the same department/area where they have worked in any capacity or volunteered for more than 30 hours.

6. Students will not be assigned to clinical sites where a family member or spouse is working in the same department where the student is assigned.

7. A list of clinical education facilities will be sent to the students yearly. The list will be periodically updated and sent to the students prior to making placements for each clinical education experience. From the list of available sites, a drawing will be held during a class session. Drawings will first be held for the available Nashville sites, followed by available Middle Tennessee sites, followed by all other available sites. For sites not listed as available, students will work with the ACCE to find a suitable placement. No guarantees can be made for specific locations or types of facilities. **Note:** Past students' comments on clinical facilities are located in binders on the shelves of Room 252
8. There are some clinical sites that are challenging and require a higher level of maturity and professionalism to be successful. In order to maintain the relationship between the program and these clinical sites, the faculty will decide which students are allowed to attend these sites

If a student wishes to attend one of these clinical sites, they must submit a letter of justification to the ACCE who will distribute the letter to the faculty for consideration and final decision. The letter should include: GPA in the orthopedic courses including Anatomy, Biomechanics, Orthopedics I and II, Tests and Measures, Physical Agents and Electrotherapeutics; past experiences or observations in working with orthopedic clients; career goals, and reason for wanting to attend the clinical site.

### **Clinical Education Stipulations**

Clinical Education is an integral component of the Doctor of Physical Therapy curriculum at Tennessee State University and a necessary requirement for graduation. Students must complete a minimum of 36 weeks or 1440 hours of clinical education to meet the requirements of graduation. There are a limited number of clinical education sites in Middle Tennessee, and most clinical education sites do not provide housing or any financial assistance for a student completing clinical education at their facilities.

- Clinical sites in Nashville/Middle Tennessee take PT students from across the U.S. Most clinical sites will accept only one student at a time. Therefore, students will most likely have to go outside of Nashville/Middle Tennessee for some or all of their clinical education experiences. The ACCE will assist students in this process but cannot guarantee that students will be able to stay in the Nashville/Middle Tennessee area for any clinical education experience.
- The initial placement at a clinical site is no guarantee that the clinical facility will hold the clinical slot for the student. The facility may cancel the reservation at any point. In case of a cancellation, the ACCE will locate a substitute placement. A substitute placement may require additional travel and expenses that was not anticipated.
- The student should work closely with and cooperate with the ACCE in arranging clinical education placements.
- In October 2016, the Clinical Education Special Interest Group (CESIG) of the Education Section of the APTA ruled that students are to be instructed to not contact clinical sites requesting clinical experiences. The request for clinical placements is to come from the ACCE only.

Students are required to complete the *Clinical Education Stipulations* form in Appendix F.

### **Grading**

In order to receive a passing grade for each Clinical Education Experience, the student must not have any **Significant Concerns** box checked at the end of the clinical experience and have, at a minimum, all the

performance indicators rated by the CI(s) using the *Physical Therapy Clinical Performance Instrument Web* (PT CPI Web) at:

- Beginner to Advanced Beginner for Clinical Education I
- Advanced Beginner to Intermediate for Clinical Education II
- Intermediate to Advanced Intermediate for Clinical Education III
- Advanced Intermediate to Entry-Level for Clinical Education IV
- Entry-Level or Beyond Entry-Level for Clinical Education V

In areas where the student's final performance indicator ratings are not at the minimally required level, the ACCE will determine the student's final grade by consulting with the CI(s) and/or referring to the CI(s)' written/verbal comments or recommendations. If the student has any Significant Concerns boxes checked at the end of the clinical education experience, and/or if the student is not passing the clinical experience, the student will be given a grade of Unsatisfactory (U) or Incomplete (I) as determined by the ACCE in consultation with the CI(s).” Because the program is lockstep, a grade of Unsatisfactory may necessitate suspension from the program. If the student is passing the clinical experience but has minor performance deficiencies, the student may be given a grade of Incomplete (I) and the clinical experience will be extended for no longer than one week. If the student does not attain a grade of Satisfactory by the end of the extended week, the student will receive a grade of Unsatisfactory for the course. Because the program is lockstep, a grade of Unsatisfactory (U) may necessitate suspension from the program.

### **Policy on Withdrawal from Clinical Education Experiences**

A student who withdraws from any clinical education course will not be able to progress in the program. If the student withdraws from a clinical education course and his or her performance is deemed passing at the time of the withdrawal, the student may, with the permission of the instructor, re-register for the course the next time it is offered.

If the student withdraws from the clinical education course and his or her performance is deemed not passing at the time of the withdrawal, the student must undergo remediation to address any weaknesses identified during the clinical education experience being withdrawn from. Upon successful remediation and with permission of the instructor, the student may then repeat the course the next time it is offered.

### **Student Responsibilities**

Before Clinical Education Experiences – Students are required to:

1. Obtain professional liability insurance prior to the first Clinical Education experience and to carry it through the remainder of the program. The policy that students are required to have is on an occurrence basis and is for a minimum of \$1,000,000 per incident and \$3,000,000 per year. Details are available through the ACCE office.
2. Comply with drug screening if required by the clinical site.
3. Provide written results of Measles, Mumps, and Rubella (MMR) immunity titer or vaccine, Hepatitis-B vaccine, and yearly TB test. Some clinical sites require a varicella titer and bi-annual TB test and recommend a tetanus shot.
4. Obtain a seasonal flu shot during the fall of each year – Students are required to receive a seasonal flu shot

vaccination between the months of October and March. This must be documented and placed in the immunization tracker. As an alternative, students may sign a waiver of refusal for the seasonal flu shot and must agree to wear a mask while treating patients during the clinical education experience. In addition, if a fitted mask is required to treat patients in high risk or other related areas of the clinical setting, the student must agree to be fitted for the mask, wear the mask as dictated, and pay all associated costs for the fitted mask. The clinical sites also have the right to refuse admittance for students who refuse the seasonal flu shot.

5. Show evidence of Varicella immunity.
6. Complete a Student Information Form for each clinical education experience.
7. Obtain and maintain health insurance coverage throughout each clinical education experience.
8. Provide proof of current Basic Life Support certification at the Health Care Provider level prior to the first clinical and maintain throughout the program.
9. Make arrangements for room, board, and transportation for out-of-town clinical education experiences. Most facilities **do not** provide assistance in making these arrangements.
10. Complete a criminal background check.
11. Provide results of the criminal background check to the clinical site, if requested.
12. Consent to a drug screen and provide results of the drug screen to the clinical site, if requested.
13. Purchase a subscription to Castlebranch's Immunization Tracker to store and maintain all immunization records, required documents, and certifications electronically. The cost of the yearly subscription is approximately \$35.00.

During Clinical Education Experiences – Students are required to:

1. Follow the policies and procedures of the clinical facility including work hours, clinic procedures/protocols/practices, dress code, confidentiality, patient rights, and observance of holidays.
2. Work with a variety of patients including, but not limited to: gender, cultures/ethnicities, ages, etc.
3. Present an in-service to the facility staff during one of the last three clinical education experiences and provide an outline of the in-service to the ACCE
4. Actively cooperate with the clinical instructor in planning the clinical education experience.
5. Complete a self-evaluation at the midpoint and end of the clinical experience using the *PT CPI Web*
6. Complete the *Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction Form* at the midpoint and end of the clinical experience and share the comments with the CI.

After the Clinical Education Experience – Students must turn in the *Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction Form* and any other written assignments to the ACCE within specified time period.

At the end of the final clinical education experience, the student is required to evaluate the effectiveness of ACCE in fulfilling her responsibilities. The evaluation forms are provided during the exit interviews.



### **Responsibilities of the CCCE and CI**

1. Notify the ACCE of probable availability or commitment to clinical education dates and of changes in terms of affiliation (such as immunizations required, etc.)
2. Update affiliation contracts and forms needed for accreditation when requested.
3. Contact ACCE immediately if problems occur with a student during a clinical education experience.
4. Provide for the affiliating student:
  - orientation to facility
  - appropriate level of clinical experiences
  - instruction and supervision
  - feedback regarding performance
  - completed evaluation using the Clinical Performance Instrument
5. Assure that the supervising clinical instructor has a minimal of one year of clinical experience.

### **Responsibilities of the ACCE**

1. Establish and maintain contractual agreements between the University and the clinical education facilities.
2. Notify the CCCE in writing of clinical education dates during the calendar year prior to their occurrence.
3. Provide the CCCE and/or CI the clinical instructor manual, information on the student, and the clinical affiliation goals and objectives to the clinical site.
4. Monitor the student's progress electronically using the PT CPI Web. The ACCE or faculty member will contact the student in person or by phone only as necessary to resolve problems, or monitor the student's progress. When problems arise during the clinical education experience, the ACCE will make every reasonable effort to visit the student and the CCCE/CI.

### **Attendance**

1. Any absence during any clinical education experience must be reported to the student's CI, CCCE, and ACCE as soon as possible.
2. Students are required to make up all unexcused absences that occur during Clinical Education. The ACCE and the CCCE/CI must approve all arrangements prior to making up the absences. Students are allowed no more than one excused absence during each clinical education experience with approval of the CI.
3. Students will not receive a fall or spring break when engaged in clinical education. However, students do not have to attend clinical education on the Friday after Thanksgiving Day.

### **Conduct**

1. Students are expected at all times to exhibit professional behavior as outlined in the APTA document *Professionalism in Physical Therapy* (Appendix G).
2. Students are expected to abide by the *APTA Code of Ethics* (Appendix C), and the *Tennessee Practice Act for Physical Therapists*.
3. Students are expected to treat patients and other health care practitioners with respect.
4. Students are expected to maintain patient confidentiality.

## **Dress Code**

Students are expected to maintain a professional appearance at all times. Dress codes vary considerably from one clinical education facility to another. The clinical site and the CCCE will determine appropriate student attire.

If the clinical facility does not have a dress code, the basic requirements of appropriate dress include appearance, safety, and allowance for movement. The attire accepted by the Department of Physical Therapy for clinical education is:

1. Dress slacks conservative in color and style, and not tight-fitting.
2. White lab jacket of fingertip length (no long, below-knee lab coats.) Sleeves must be loose enough to adjust to elbow length.
3. Dress blouse or shirt that is conservative and non-revealing, and not tight-fitting
4. Name tag worn at all times.
5. Watch with capability to count seconds (sweep hand or digital). No dangling watch guard permitted.
6. Jeans or denim pants in any color and sweat pants are not acceptable.
7. Shoes must be polished and clean. Shoes must have low heels, non-skid soles, and closed toe and heel. Sandals, clogs, and open weave shoes are not acceptable. Athletic/tennis shoes are permitted only in the specific facilities which allow them. Socks or hose must be worn at all times.
8. Underwear and tattoos must not be visible through clothing or otherwise.
9. Neckties for men are optional but may be required by the clinical facility.
10. Hair must be clean and neat. Long hair must be tied back so that it does not interfere with patient care. Mustaches and beards must be neatly trimmed.
11. Jewelry must be conservative and must not interfere with patient care. Professional association insignia, school pin, and ACLS/BCLS/Red Cross pins are acceptable. Religious emblems, political symbols, union emblems, or other insignia are not acceptable.
12. Fingernails must be clean and trimmed to conservative length.
13. Tattoos and body and/or facial piercing other than earrings should not be visible.

## Health Insurance Portability and Accountability Act (HIPAA)

Students will adhere to the confidentiality requirements of the HIPAA of 1996 and its regulations and the policies and procedures of each clinical facility. Students are required to complete the *Confidentiality Form* in Appendix H.

## Criminal Background Checks/Drug Screens

Criminal background checks and/or drug screens may be requirements at some affiliated clinical sites for training in the Physical Therapy professional curriculum. Based on the results of these checks/screens, an affiliated clinical site may not allow you to participate in clinical education activities at their facility which could result in your inability to successfully complete the requirements of the Physical Therapy program. A positive drug screen may result in dismissal from the Physical Therapy program.

Additionally, a criminal background or positive drug screen may preclude licensure or employment. If criminal background checks or drug screens are required, the student is required to cooperate fully with the process and pay all costs associated with such checks/screens, as requested. The student will not hold Tennessee State University or the Department of Physical Therapy liable if the results of a criminal background check or a drug screen indicate that you are unable to complete the requirements of the Physical Therapy program or if such results preclude you from obtaining licensure or employment.

### More Information on Criminal Background Checks

- A. Purpose: The purpose of the criminal background check is to comply with the stated requirements of the clinical education sites with which the University has entered into a legal agreement.
- B. Applicability to Students in the professional DPT Program: All students enrolled in the professional DPT program at Tennessee State University are required to complete a criminal background check. Students who refuse to comply with the background check will be unable to fulfill the requirements of the professional DPT program related to clinical education and will not earn the DPT degree. Students are required to notify the ACCE of any convictions, arrests, detentions, charges, or investigations by any law enforcement authority that may occur after the criminal background check has been completed.
- C. Background checks are to be done through Truescreen. The ACCE will supply information and instructions on how to proceed with fulfilling this requirement.
- D. Timeline for Compliance: The deadline for completing the background check is April 30 of the following year that the student is admitted into the professional DPT program. Criminal background checks are not infallible; therefore it is recommended that the student complete the background check sooner to address any potential vendor reporting errors.
- E. Frequency of Check: It is the student's responsibility to send their criminal background check results to the clinical site as requested. It shall be the responsibility of the clinical site to set the eligibility standards for the student's participation at their site and to evaluate the results of the background checks. **If any evidence of criminal activity is found on the student's criminal background check, the ACCE will require the student to send their criminal background check results to all five (5) clinical sites for review in advance of the first day of the clinical.** If the clinical site determines that a student is not eligible to participate in clinical education at its facility, the clinical site shall notify the student and/or the ACCE. The ACCE may attempt to find another clinical site that will accept the student, however, if this is not possible, the student will be given counsel on their options which may include withdrawal from the program.

Graduation from the professional DPT program does not guarantee you will be able to obtain a physical therapist license upon graduation. Many state licensure boards of physical therapy including Tennessee require an additional criminal background check as part of the licensure application process. This background check may uncover new/additional information not revealed in previous checks which could preclude eligibility for licensure.

- F. Review Criteria: The student will send their criminal background check to the clinical education site, as requested. Each clinical education site will determine whether a student may participate in a clinical affiliation at the site based on the results of the check.
- G. Student's Rights: Students should carefully review the criminal background check report for accuracy. Students have a right to appeal the background check results by contacting the vendor who performed the background check.
- H. Access to/Confidentiality of Results: The student's criminal background check will be stored electronically in the student's Immunization Tracker which is accessible by the student, the ACCE, and the authorized person at the student's assigned clinical facilities. Other persons may have access to the background check on a need to know basis only i.e. Physical Therapy Department Head, College of Health Sciences Dean, Campus Security Director, or Vice-President of Academic Affairs/Provost in compliance with the Family Educational Rights and Privacy Act (FERPA). Reports with criminal offenses will be held in the strictest confidence.
- I. Payment process: Students are expected to cooperate fully with the criminal background check process and pay all costs associated as requested. Students are also required to store the background check as well as all other required documents related to clinical education in the Immunization Tracker. Students will be responsible for keeping their tracker up to date. No paper documents will be accepted by the ACCE. Certified Background's Immunization Tracker is approximately \$35.00. The ACCE will provide students with directions for setting up and storing their documents in the tracker. After graduation or severance from the professional DPT program, students will continue to have indefinite access to their tracker.

Students are required to complete the *Criminal Background Check/Drug Screen Signature Form* in Appendix I.

## LIST OF APPENDICES

<b>Appendix A</b>	Curriculum
<b>Appendix B</b>	Rhonda Hodge Memorial Scholarship Fund
<b>Appendix C</b>	Code of Ethics
<b>Appendix D</b>	Exam Query Form
<b>Appendix E</b>	Waiver, Release and Authorization Form
<b>Appendix F</b>	Clinical Education Stipulations
<b>Appendix G</b>	Professionalism in Physical Therapy
<b>Appendix H</b>	Confidentiality Form
<b>Appendix I</b>	Criminal Background Check/Drug Screen Signature Form
<b>Acknowledgement</b>	

APPENDIX A

**TENNESSEE STATE UNIVERSITY**  
**Department of Physical Therapy**  
**Professional Curriculum**

**YEAR I**

**Summer Session - 9 credits**

- PHTH 5360 Gross Anatomy (6)
- PHTH 5380 Introduction to Physical Therapy (1)
- PHTH 5330 Psychosocial Behavioral Issues (2)

**Fall Semester - 15 credits**

- PHTH 5421 Tests and Measurements (2)
- PHTH 5470 Applied Physiology (3)
- PHTH 5460 Biomechanics and Movement Science (5)
- PHTH 5440 Human Development Across the Life Span (2)
- PHTH 5450 Patient Care Principles (2)
- PHTH 5590 Research I (1)

**Spring Semester - 15 credits**

- PHTH 5490 Pathology (3)
- PHTH 5540 Clinical Medicine I (3)
- PHTH 5550 Therapeutic Exercise (3)
- PHTH 5570 Neuroscience/Neuropathology (3)
- PHTH 5580 Physical Agents (3)

**YEAR II**

**Summer Semester - 9 credits**

- PHTH 6340 Electrotherapeutics (2)
- PHTH 6350 Clinical Medicine II (3)
- PHTH 6360 Clinical Education I (Maymester) (3)
- PHTH 6390 Research II (1)

**Fall Semester - 15 credits**

- PHTH 6420 Principles of Education (2)
- PHTH 6440 Cardiopulmonary (3)
- PHTH 6460 Orthopedics I (4)
- PHTH 6470 Neurological PT I (4)
- PHTH 6490 Research III (2)

**Spring Semester - 15 credits**

- PHTH 6550 Cardiopulmonary II (1)
- PHTH 6540 Prosthetics and Orthotics (3)
- PHTH 6560 Orthopedics II (4)
- PHTH 6510 Neurological PT II (2)
- PHTH 6580 Pediatrics (3)
- PHTH 6590 Research IV (2)

### **YEAR III**

#### **Summer Semester - 9 credits**

- PHTH 7320 Administration & Management (2)
- PHTH 7350 Clinical Education II (4)
- PHTH 7360 Advanced Clinical Topics I (2)
- PHTH 7370 Ethical Behavior and Moral Reasoning (1)

#### **Fall Semester - 14 credits**

- PHTH 7410 Clinical Integration Seminar (2)
- PHTH 7420 Seminar in Geriatrics (1)
- PHTH 7430 Special Topics in Physical Therapy (1)
- PHTH 7454 Clinical Education III (6)
- PHTH 7460 Advanced Clinical Topics II (2)
- PHTH 7480 Health and Wellness (1)
- PHTH 7490 Research V (1)

#### **Spring Semester - 13 credits**

- PHTH 7554 Clinical Education IV (5)
- PHTH 7564 Clinical Education V (5)
- PHTH 7570 DPT Clinical Case Conference (2)
- PHTH 7580 DPT Professional Issues (1)

## APPENDIX B

### **RHONDA HODGE MEMORIAL SCHOLARSHIP FUND AWARDS**

The Rhonda Hodge Memorial Scholarship Fund (RHMSF) has been established for students in the professional portion of the Physical Therapy Program. Funds are limited and students must complete an application process to receive these monies. Funds are awarded once a year via the University's Foundation Office. Interested students must complete an online application which is available only in March of each year. The University notifies students each year in March of the application period and funds if awarded are posted to the students' account at the University for the following Fall and Spring Semesters.

**Note:** All awarded money from the RHMSF will be deposited into the student's University account. Any money owed to the University will be deducted from scholarship award.



## Code of Ethics for the Physical Therapist

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17;  
HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27;  
Initial HOD 06-73-13-24] [Standard]



### Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

## Principles

**Principle #1:** Physical therapists shall respect the inherent dignity and rights of all individuals.  
(Core Values: Compassion, Integrity)

- 1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

**Principle #2:** Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.  
(Core Values: Altruism, Compassion, Professional Duty)

- 2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.
- 2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
- 2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

- 2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.
- 2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

**Principle #3:** Physical therapists shall be accountable for making sound professional judgments.  
(Core Values: Excellence, Integrity)

- 3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.
- 3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.
- 3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
- 3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
- 3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

**Principle #4:** Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.

*(Core Value: Integrity)*

- 4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.
- 4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

**Principle #5:** Physical therapists shall fulfill their legal and professional obligations.

*(Core Values: Professional Duty, Accountability)*

- 5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
- 5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
- 5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

**Principle #6:** Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

*(Core Value: Excellence)*

- 6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

**Principle #7:** Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society.

*(Core Values: Integrity, Accountability)*

- 7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.
- 7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.
- 7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
- 7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
- 7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.
- 7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

**Principle #8:** Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally.

*(Core Value: Social Responsibility)*

- 8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.
- 8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or underutilization of physical therapy services.
- 8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

APPENDIX D

**Examination Question Query Form**

**Course:** \_\_\_\_\_ **Professor:** \_\_\_\_\_ **Exam:** \_\_\_\_\_

**Academic Year:** \_\_\_\_\_ **Semester:**    **Spring**    **Summer**    **Fall**

Students will be provided the opportunity to review their exams after the exam has been completed, and will receive 48 hours after the review session is complete (online or in class) to submit any questions or issues related to the exam via email to the instructor. Any questions or issues received after this timeframe will not be considered or evaluated regardless of the perceived validity. Questions regarding the exam must state the question and the specific issue or concern with references from the assigned course textbook to support your concern. If there is a conflict between the textbook and a class presentation and/or handout, the course textbook(s) listed in the syllabus will always serve as the decisive source unless specifically identified by the professor. If all the required information is not provided, to include the name, date, and time submitted, the challenge will not be considered.

After review of any inputs related to the exam, the instructor will notify the students of any modifications to the exam as appropriate. Exam final grades will not be posted until completion of review and modifications (if any) to the exam by the instructor.

**Question:**

**Reference:** \_\_\_\_\_

**Question:**

**Reference:** \_\_\_\_\_

APPENDIX E

**TENNESSEE STATE UNIVERSITY**  
**College of Health Sciences**  
**Department of Physical Therapy**

WAIVER, RELEASE AND AUTHORIZATION FORM

I, (Name of Participant or Volunteer), hereby give permission for the physical therapy students and/or instructors of the Department of Physical Therapy at Tennessee State University (TSU) to engage in physical therapy related procedures and activities, including, but not limited to:

- Demonstrate a procedure on me
- Practice a procedure on me
- Ask questions regarding my medical history
- Share my case study

I acknowledge that the physical therapy related procedures to be performed include, but are not limited to, exercise, joint mobilization, balance, modalities, functional assessments, and other physical related activities, treatments, assessments, evaluation or interventions.

The instructor has explained that my participation is for the educational purpose of the Physical Therapy students.

The instructor has explained my role as a volunteer participant, his/her role as the instructor, and the students' role.

I understand that there are inherent risks in participating in the physical the therapy procedures described above. The inherent risks of participating in said program and traveling to and from TSU's campus include injury, accident, and death. I am voluntarily participating in this program with knowledge of the risk(s) involved. I have reached the age of majority, and I am competent to make this decision for myself, or, if I am a minor, I have obtained the permission of a parent or legal guardian. I agree to assume and accept any and all risks, including injury or death. I understand and recognize that the benefits of participation will outweigh such risks.

I further understand and acknowledge that participating in this program is a privilege. While participating in this program, I agree to comport my conduct to the highest standards of ethics, honesty, and professionalism.

I am not suffering from any medical condition, impairment, or disease that would prevent my safe participation in any of the activities involved in this program. I will use care for my own safety and well-being and for the safety and well-being of others. I have not been advised by a physician or any other health care provider to limit my activities or travel. I have either had a physical examination and received my physician's permission to participate, or I have decided to participate in these activities without the approval of my physician. I assume all responsibility for my participation in the activities.

TSU, Tennessee Board of Regents, and the State of Tennessee assume no responsibility for personal injury or for conduct by any person, whether a program participant or not, or for any type of personal property loss.

I agree to **not** hold Tennessee State University, the State of Tennessee, the Tennessee Board of Regents (TBR), or their respective officers responsible for any loss or injury that occurs while I am participating in program or

related activities, including travel to and from physical locations where activities occur. I excuse, release and forever discharge the State of Tennessee, TSU, TBR, its officers, employees, and representatives (the “releasees”) from any and all liability for injuries or damages resulting from my participation program activities or travel. I also release the releasees from any responsibility or liability for injury or damage to myself or injury or damage I cause to others, including that caused by the negligent act(s) or omission(s) of releasees or in any way arising out of or connected with my participation in any travel, program or program-related program, or the use of any vehicle or equipment, whether owned by myself or others. This release will also prevent my family from suing releasees and binds my spouse, if I have one, my estate, siblings, parents, heirs, and assigns. I acknowledge that TSU will not provide medical treatment or medical coverage if I am injured or if I injure someone else, and that TSU or its officers will be in no way responsible for any injury, loss or untoward event that occurs.

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Print name

---

Signature and Date

---

Date of Birth

---

Signature of Parent or Guardian  
if less than 18 years of age

APPENDIX F

**TENNESSEE STATE UNIVERSITY**  
**College of Health Sciences**  
**Department of Physical Therapy**

CLINICAL EDUCATION STIPULATIONS

Student's Name \_\_\_\_\_

I understand that Clinical Education is an integral component of the Doctor of Physical Therapy curriculum at Tennessee State University and a necessary requirement for graduation. I understand that I must complete a minimal of 36 weeks or 1440 hours of clinical education to meet the requirements of graduation. I understand that there are a limited number of clinical education sites in Davidson County. I further understand that most clinical education sites do not provide housing or any financial assistance for students completing clinical education at their facilities. To facilitate the clinical education placement process while I am in the Physical Therapy Program, I agree to the following:

- I will go outside of a one (1) hour driving distance from the Tennessee State University main campus including out of the state of Tennessee, if necessary, for at least two (2), and if necessary three (3) of my five (5) clinical education experiences.
- I realize that initial placement at a clinical site is no guarantee that the clinical facility will hold the clinical slot for me, and that the facility may cancel the reservation at any point. In case of a cancellation, the Academic Coordinator of Clinical Education (ACCE) and/or the Assistant ACCE will locate a substitute placement to meet my educational requirements. Accepting a substitute placement may require additional travel and expenses that I had not anticipated.
- I agree to work closely with and cooperate with the ACCE and/or Assistant ACCE in arranging my clinical education placements.
- I agree not to contact clinical education placement sites without the prior permission of the ACCE and/or Assistant ACCE.

By affixing my signature below, I hereby accept and agree to abide by the above conditions.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

APPENDIX G

# PROFESSIONALISM IN PHYSICAL THERAPY: CORE VALUES



Information about this APTA document may be accessed at the following web page link:

[http://www.apta.org/uploadedFiles/APTAorg/About\\_Us/Policies/BOD/Judicial/ProfessionalisminPT.pdf](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Judicial/ProfessionalisminPT.pdf)

APPENDIX H

**TENNESSEE STATE UNIVERSITY**  
**College of Health Sciences**  
**Department of Physical Therapy**

CONFIDENTIALITY STATEMENT

I, \_\_\_\_\_ (print name), hereby give my word that I will adhere to the confidentiality requirements of HIPAA regulations, and the policies and procedures of each facility in which I participate for Clinical Education Experiences. All patient/client records will remain confidential at all times.

By affixing my signature on this form, I indicate that I understand the above-stated request and agree to abide by the confidentiality requirements.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness' signature (Departmental Faculty or Staff)

\_\_\_\_\_  
Date



APPENDIX I

**TENNESSEE STATE UNIVERSITY**  
**College of Health Sciences**  
**Department of Physical Therapy**

CRIMINAL BACKGROUND CHECK AND DRUG SCREEN REQUIREMENT

Criminal background checks and/or drug screens may be requirements at some affiliated clinical sites for training in the Physical Therapy professional curriculum. Based on the results of these checks/screens, an affiliated clinical site may not allow me to participate in clinical education activities at their facility which could result in my inability to successfully complete the requirements of the Physical Therapy Program. Additionally, a criminal background or positive drug screen may preclude licensure or employment.

I have read the above statement and understand its implications. In addition, if criminal background checks or drug screens are required of me, I agree to cooperate fully with the process and to pay all costs associated with such checks/screens, as requested. I will not hold Tennessee State University or the Physical Therapy Department liable if the results of a criminal background check or a drug screen indicate that I am unable to complete the requirements of the Physical Therapy Program or if such results preclude me from obtaining licensure or employment.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Coordinator of Clinical Education Signature

\_\_\_\_\_  
Date

## ACKNOWLEDGEMENT

Revisions to the TSU Physical Therapy Student Handbook will occur as needed. Students will be notified of any revisions to the handbook.

I, \_\_\_\_\_ (print name), acknowledge receipt of the TSU Physical Therapy Student Handbook. I have read and understand all items contained in the document. I will abide by the rules and regulations contained therein, including any revisions.

Signature: \_\_\_\_\_

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



### **TSU Publication Statement**

TSU-17-0028(A)-13b-13670 — Tennessee State University does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by Tennessee State University. The following person has been designated to handle inquiries regarding non-discrimination policies: Rita Williams Seay, Office of Equity and Inclusion, [rseay@tnstate.edu](mailto:rseay@tnstate.edu), 3500 John Merritt Blvd., McWhorter Administration Building, Suite 260, Nashville, TN 37209, 615-963-7438. The Tennessee State University policy on nondiscrimination can be found at [www.tnstate.edu/nondiscrimination](http://www.tnstate.edu/nondiscrimination).