

DOCTOR OF PHYSICAL THERAPY (DPT)

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The Doctor of Physical Therapy (DPT) program at Quinnipiac prepares students to be outstanding entry-level clinicians equipped for contemporary practice through a three-year, 12-month graduate program. Students develop the essential skills of a 21st-century healthcare professional by having access to expert academic and clinical faculty and the benefit of learning in state-of-the-art facilities. The program is an integrated curriculum of foundational knowledge and clinical training and is located in the Medicine, Nursing and Health Sciences building. Students learn the foundation of movement science through full body dissection in the Human Anatomy Lab and application in the Motion Analysis Lab. The learning environment for clinical skills, clinical decision-making and professionalism is supported in classrooms, well-equipped laboratories and progressive technology. Students can practice and are assessed on skills utilizing simulation, standardized patients and practical examinations. The program integrates frequent client-based opportunities throughout the curriculum in addition to three full-time clinical experiences completed at various domestic or international clinical sites.

The Doctor of Physical Therapy program cultivates critical and reflective thinking, clinical decision-making and lifelong learning by utilizing an evidence-based learning model, authentic assessments and a variety of learning experiences that include interactive technology. This learning model features small lab sizes, hands-on activities, experiential learning at area clinics and opportunities to engage in professional development forums and community interdisciplinary collaboration. The program provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management.

The Doctor of Physical Therapy program requires a minimum of 112 credits for degree completion.

Course	Title	Credits
First Year		
Fall Semester		
PT 505 & 505L	Kinesiology I and Kinesiology I Lab	3
PT 512 & 512L	Human Anatomy I and Human Anatomy Lab	4
PT 518	Functional Neuroanatomy	3
PT 519	Professional Issues in Physical Therapy I	2
PT 550 & 550L	Physical Therapy Process I and Physical Therapy Process I Lab	3
PT 569	Education/Community Health/Wellness	2
Credits		17
Spring Semester		
PT 507 & 507L	Kinesiology II and Kinesiology II Lab	3
PT 509	Clinical Decision Making I	2
PT 513 & 513L	Human Anatomy II and Human Anatomy II Lab	3

PT 528 & 528L	Musculoskeletal I and Musculoskeletal I Lab	4
PT 551 & 551L	Physical Therapy Process II and Physical Therapy Process II Lab	4
Credits		16
Summer Semester		
PT 516	Clinical Decision Making II	1
PT 517	Clinical Education Seminar	1
PT 529 & 529L	Musculoskeletal II and Musculoskeletal II Lab	4
PT 531 & 531L	Acute Care and Cardiopulmonary Physical Therapy I and Acute Care Cardiopulmonary Lab I	4
PT 559	Pathophysiology & Pharmacology I	4
PT 675	Normal/Abnormal Gait	1
Credits		15
Second Year		
Fall Semester		
PT 657	Imaging for Physical Therapists	2
PT 671	Clinical Education Experience I	4
PT 685	Evidence in Practice	2
Credits		8
Spring Semester		
PT 600	Pathophysiology and Pharmacology II	4
PT 628 & 628L	Acute Care and Cardiopulmonary II and Acute Care and Cardiopulmonary II Lab	3
PT 653 & 653L	Neurorehabilitation I and Neurorehabilitation I Lab	4
PT 658	Differential Diagnosis	3
PT 686	Scholarly Inquiry I	2
Credits		16
Summer Semester		
PT 652	Professional Issues in Physical Therapy II	1
PT 661	Administration and Leadership in Physical Therapy	3
PT 668	Psychosocial Aspects of Physical Disability	2
PT 687	Scholarly Inquiry II	2
PT 736 & 736L	Pediatric Rehabilitation and Pediatric Rehabilitation Lab	4
Credits		12
Third Year		
Fall Semester		
PT 654 & 654L	Neurorehabilitation II and Neurorehabilitation II Lab	4
PT 730 & 730L	Musculoskeletal III and Musculoskeletal III Lab	3
PT 744 & 744	Physical Therapy Skills Elective and Physical Therapy Skills Elective (complete 3 sections)	6
PT 769	Professional Practice	2
PT 770	DPT Capstone	1
Credits		16

Spring Semester		
PT 781	Clinical Education Experience II	6
Credits		6
Summer Semester		
PT 782	Clinical Education Experience III	6
Credits		6
Total Credits		112

*The curriculum for the professional courses in the program are subject to modification as deemed necessary to maintain a high-quality educational experience and keep current with best practices in the profession.

Student and Graduate Learning Outcomes

Upon completion of the physical therapy program, students will demonstrate competencies in the following goals:

Students/graduates will:

1. become lifelong learners through reflective practice to advance the profession.
2. demonstrate holistic and competent patient-centered care for all persons within our communities to maximize movement.
3. advocate for Physical Therapy within our local, national and international health systems.

Outcomes will be assessed through the following domains:

1. **Self-awareness:** develop and evaluate one's own approach to learning through various educational experiences.
2. **Social awareness:** cultivate a mindset of awareness to guide actions and advocacy for the benefit of society at large.
3. **Professionalism:** be accountable for one's physical therapy judgments, actions and omissions as related to standards of the profession.
4. **Clinical competence:** skillfully manage patients/clients in an efficient, safe and effective manner with an ability to seek help accordingly.
5. **Experiential learning:** holistic management of patients/clients through a variety of educational experiences to optimize movement and wellness.
6. **Interprofessional health care:** use a framework of understanding of the roles and shared values of various health professionals to facilitate interprofessional communication and teamwork.
7. **Community engagement:** develop one's own framework of understanding for physical therapy promotion and advocacy to facilitate health and movement promotion within various educational experiences.

Mission Statement

The department of physical therapy at Quinnipiac University provides an innovative, student-oriented environment to prepare students who can meet the evolving health needs of society. The program is dedicated to developing lifelong learners who will enhance the profession through a commitment to reflective practice, interprofessional collaboration, leadership and socially aware action. The educational experience embodies the core values of both the university and APTA. Graduates provide person-centered care using evidence-informed practice to optimize movement and positively transform society.

Graduate Admissions Policy

Statement on Nondiscrimination and Compliance: The Quinnipiac University physical therapy program supports equality of educational and employment opportunity. No person shall be denied admission to any educational program or activity or be denied employment on the basis of race, color, disability, religion, age, gender, sexual orientation, or ethnic or national origin.

Admissions: The DPT program is an early assurance program. Admission to the DPT program is achieved primarily through an undergraduate program in Health Science. Early assurance candidates will be reviewed for admission into the DPT program; please see Entry-Level DPT (<http://catalog.qu.edu/health-sciences/physical-therapy/entry-level-physical-therapy-dpt/>) for information concerning admission to the program and course of undergraduate study.

Athletic eligibility: The physical therapy program is able to support students who retain athletic eligibility beyond their undergraduate program within DPT requirements through their first graduate year, but not beyond due to increasing academic demands and clinical expectations. Students planning on using eligibility within the first doctoral year will work with their graduate advisor to create a plan to ensure educational preparedness.

Early Assurance Admission to DPT Program Requirements

HSC/DPT students are afforded the opportunity to demonstrate cumulative progress toward DPT graduate program requirements over the course of their chosen curriculum of study (3 year or 4 year). All students must demonstrate the ability to meet academic benchmarks, including Math-Science GPA of 3.20 and Overall GPA of 3.20, two full semesters prior to graduation. If the academic record insufficiently supports meeting these prerequisites the student will automatically forfeit their guaranteed seat in the graduate DPT program admissions.

Requirements:

- GPA: 3.20 overall GPA and 3.20 prerequisite Math/Science GPA with no prerequisite course grade below a C. Students may retake a maximum of two courses one time each for a grade replacement.
- Response to one essay question – "Why do you want to be a physical therapist?"
- Healthcare experiences: Documentation of 60 contact hours of healthcare experiences, either volunteer or paid. At least 20 of these hours *must* be in two different physical therapy practice settings (e.g., hospital, nursing home, rehabilitation agency, outpatient department, private practice, etc.).

Post-baccalaureate pathway to the DPT program

The Quinnipiac Physical Therapy Department invites internal candidates within Quinnipiac University and external undergraduate candidates to apply to the graduate DPT program on a space-available basis. Any student dismissed from a graduate DPT program is not eligible for application.

Application Eligibility: Applications will be accepted from students who have successfully completed all of the program prerequisite requirements or are within 6 or fewer credits from undergraduate degree completion no later than May in the year prior to entry. All prerequisite courses and requirements are posted on the DPT program website (<https://www.qu.edu/schools/health-sciences/programs/dual-degree/bs-in-health-science-studies-doctor-of-physical-therapy/admissions/>)

contentTab=tab-14389). Any student with graduate level credits must meet the graduate level standards of C+ or better in courses and an overall GPA of 3.20 or higher.

Application Deadlines: Applications to the Doctor of Physical Therapy program are managed through the Physical Therapist Centralized Application Service (PTCAS). Information related to application deadlines and a link to PTCAS can be accessed via the DPT program website (<https://www.qu.edu/schools/health-sciences/programs/doctorate-degree/doctor-of-physical-therapy/admissions/>).

Admission Requirements

- Successful completion of a Bachelor of Science degree from Quinnipiac University or an accredited institution and/or are within 6 or fewer credits from completing an undergraduate degree completion no later than May in the year prior to entry
- Transcripts: Official transcripts from all institutions attended
- GPA: 3.20 overall GPA and 3.20 prerequisite GPA with no prerequisite course grade below a C. Applicants may retake a maximum of two courses, one time each, for a grade replacement.
- Letters of recommendation: Two letters of recommendation (one from a past employer/personal reference, one from an academic source who can attest to the applicant's academic performance)
- Response to one essay question – "Why do you want to be a physical therapist?"
- Healthcare experiences: Documentation of 60 contact hours of healthcare experiences, either volunteer or paid. At least 20 of these hours *must* be in two different physical therapy practice settings (e.g., hospital, nursing home, rehabilitation agency, outpatient department, private practice, etc.).

Additional Program Costs

Background Check: All students must undergo an initial background check prior to **matriculation to the graduate curriculum (due one week prior to graduate program orientation)**. Prices subject to change based on vendor charges.

1. Initial background check **cost is \$63** for all domestic addresses for the past 7 years or \$158 for students who have resided in New York state in the past 7 years due to New York state surcharge.
2. Students must review the criminal background check policy (<http://catalog.qu.edu/university-policies/background-checks/>) in the University Catalog.
3. Students may be required to repeat background checks depending on the requirements of the clinical sites to which they are assigned. If within one year of prior check, the cost of a recheck is \$32; if more than a year has passed, a new background check must be obtained at the cost of an initial check.

Drug Screening: Students may be required to obtain one or more drug screen as required by the clinical sites to which they are assigned. **Cost: \$42.25.**

1. Students must review the drug screen policy (<http://catalog.qu.edu/university-drug-screen-policy/>) in the University Catalog.

Software platforms: The physical therapy department utilizes software platforms to manage and house student data including, but not limited to, clinical tracking, assessment, and student health and safety records. Some platforms charge an additional fee.

1. **EXXAT**, a platform utilized by programs within the School of Health Sciences, has two additional fees:
 - a. **PRISM (formerly STEPS)** is the clinical tracking and assessment program used by the School of Health Sciences. **Cost: one-time out-of-pocket expense of \$150 per student.**
 - b. **APPROVE** is the program within EXXAT that tracks all student health and safety records, provides documentation to prospective clinical sites and provides notification of impending expiration dates. Cost: \$35 for first year, \$10 per year thereafter.
2. **eValue** is used for programmatic assessments. **Cost: \$150 per student per year.**

Students enrolled in the physical therapy programs must enroll in the program's approved vendor for management of student data. Approved vendors are subject to change at the program's discretion to maintain a high-quality educational experience and keep current with best practices in the profession.

Professional DPT Program Requirements

Students in the professional graduate DPT component of the curriculum are required to meet all programmatic criteria for progression as outlined in the DPT Graduate Student Manual. Criteria include, but are not limited to, semester GPA, course grades and successful completion of practical examinations. Review of academic standing occurs at the end of each semester; students who do not meet requirements for progression are notified of the areas of deficiency. To continue in the program, students must successfully complete all didactic and clinical coursework in the sequence identified.

Experiential learning is a vital component of physical therapy student education and is a significant part of the physical therapy curriculum at Quinnipiac University. Experiential learning experiences occur through both integrated and full-time clinical experiences in a variety of settings throughout the country. Placement in specific settings, locations and clinical facilities is not ever guaranteed and individual student assignment occurs at the discretion of the faculty. Students may be required to travel for clinical assignments. All associated housing and travel costs are the responsibility of the student. Students must be in good academic standing to participate in experiential learning.

There may be additional health or criminal background check requirements necessary to participate in scheduled clinical affiliations. These requirements must be completed within the time frame established by the clinical site at which a student has been placed. These requirements are facility-specific and change frequently without notice. Quinnipiac University has no authority over any clinical facilities' protocols. Students must comply with what is required at their specific clinical affiliation.

Technical Standards and Essential Requirements

Introduction

Professional education requires that the accumulation of knowledge be accompanied by the simultaneous acquisition of skills, professional attributes and behaviors. Professional school faculty members have a societal responsibility to matriculate and graduate the best possible healthcare professionals. Therefore, admission to the School of Health Sciences Department of Physical Therapy (DPT) is offered to those who present the highest qualifications for the study and practice of physical therapy. The technical standards presented below are prerequisites for admission to, progression in and graduation from the School and Department. Successful completion of all courses in the DPT curriculum

is required to develop the essential knowledge, skills and professional attributes of a competent physical therapist.

Graduates of the School of Health Sciences Department of Physical Therapy must have the knowledge and skill to function in a broad variety of clinical environments and to render a wide spectrum of patient care. The Department of Physical Therapy acknowledges Section 504 of the Vocational Rehabilitation Act of 1973 and PL 101-336 of the Americans with Disabilities Act (ADA), but asserts that certain minimum technical standards must be present in prospective candidates for admission, progression and graduation.

Commitment to Seeking Reasonable Accommodations

Physical Therapy education requires not only the accumulation of scientific knowledge but the acquisition of skills, professional attributes and behaviors. Technical Standards and Essential Requirements presented in this document are prerequisite, nonacademic requirements for admission, progression and graduation from the Quinnipiac University DPT program. Definitions of technical standards are an expectation for the accreditation of this program by the Commission on Accreditation in Physical Therapy Education (CAPTE). All required courses in the curriculum are designed to develop the essential functions necessary to become a competent physical therapist.

The Quinnipiac University DPT program is committed to the principles of equitable and accessible education and to providing reasonable accommodations to students with disabilities. The Department of Physical Therapy strives to provide reasonable accommodations for qualified individuals with disabilities who apply for admission and are enrolled as physical therapy students. Should, despite reasonable accommodation (whether the candidate chooses to use the accommodation or not), a candidate's existing or acquired disability(ies) interfere with patient or peer safety, or otherwise impede their ability to complete the Quinnipiac University DPT educational program and advance to graduation, the candidate may be denied admission or progression, or may be separated, or dismissed from the program.

Technical Standards and Essential Requirements

Cognitive/Reasoning Skills: Students must possess a range of cognitive and reasoning skills that allows them to master the broad and complex body of knowledge that comprises a physical therapy curriculum. Students must have the ability to follow course syllabi, assignments/exams, practicals and any other action plans developed by the faculty/program. They must exhibit the ability to develop problem-solving skills, and to make clinical decisions rapidly, under pressure and in busy clinical environments, to set priorities and improvise in a timely manner consistent with professional practice. This includes the ability to analyze, integrate and synthesize objective and subjective data to make timely decisions that reflect consistent and thoughtful deliberation within best practice standards. Students must be able to demonstrate the ability to perform these cognitive skills efficiently, with flexibility, and while using appropriate clinical reasoning that is inherent to the needs in the clinical environment.

Examples of specific **cognitive/reasoning skills** include but are not limited to:

- Measure, calculate, reason, analyze and synthesize data related to patient examination, diagnosis and treatment of patients.
- Demonstrate sound judgement in patient assessment, diagnostic and therapeutic planning.
- Exercise proper awareness and complete responsibilities in a timely and accurate manner.

- Synthesize information, problem-solve, and think critically to decide the most appropriate theory or assessment strategy.
- Identify and communicate when help is needed and make proper decisions regarding when a task should or should not be carried out alone.
- Interpret graphs and spatial relationships.

Communication Skills: Students must be able to communicate effectively and sensitively with patients and families as well as with faculty, preceptors, peers and members of the healthcare team within learning experiences. Effective communication includes verbal and non-verbal interactions, such as the interpretation of facial expressions, affect and body language. The student also must be able to receive, interpret and send written communications in a timely manner consistent with contemporary practice. Fluency in the English language is required at matriculation into the program, although applications from students with hearing and/or speech disabilities will receive full consideration. In such cases, the use of a trained intermediary or other communication aide may be appropriate. This intermediary functions only as an information conduit and does not serve in any interpretive capacity.

Examples of specific required **communication skills** include but are not limited to:

- Competence in writing, understanding, interpreting, and speaking the English language.
- Efficient, effective, accurate and timely communication using a range of communication media as appropriate to the purpose and audience.
- Use of communication and sensory skills to convey information.
- Use of communication and sensory skills to accurately elicit information including a patient history and other information necessary to effectively evaluate a client or patient's condition.
- Accurate perception of non-verbal information and cues in interpersonal encounters.

Motor Skills: Students must possess sufficient fine and gross motor skills necessary such that they are able to obtain adequate information from a physical therapy exam and provide effective interventions to patients of all ages, sizes, and genders. The student must demonstrate the physical ability to sufficiently move a patient and self around varying work environments, on various surfaces, and to and from different levels. Students must possess adequate motor ability to respond efficiently and effectively in emergency situations.

Examples of specific **motor skills** include but are not limited to:

- Use of a keyboard or equivalent device to record patient information.
- Assist a patient with safe floor <-> stand transfers.
- Enter small areas (e.g., bathroom, car) and assist patients with safe transfers.
- Provide manual resistance sufficient for a maximal manual muscle test of a large muscle group.
- Manage and manipulate limbs of all sizes to accurately assess joint mobility.
- Adapt manual inputs/contacts based on patient effort.
- Use of surgical instruments for activities such as anatomy dissections and wound debridement.
- Assist in performing a multi-person safe transfer of obese patients.
- Access transportation to and from clinical and didactic sites.
- Assume and maintain a variety of body postures (e.g., sitting, standing, walking, bending, squatting, kneeling, stair climbing,

reaching forward or overhead, turning, moving the trunk and neck in all directions) in order to adequately perform patient examination and interventions.

- Balance self and provide support/balance to patients and equipment on a variety of surfaces including level and uneven ground, ramps, curbs, and stairs.
- Maintain sufficient endurance to effectively manage patient care, for a minimum of 35 hours per week.
- Ability to adapt to work with diverse patient populations and conditions to enhance the depth and breadth of understanding and apply all skills specific to the needs of each population.

Observation: Observation requires the functional use of vision, hearing, and somatic senses. Observation allows students to gather data to efficiently and effectively respond to patients and families efficiently and effectively, with faculty, preceptors and all members of the healthcare team and other learning experiences. Students must be able to observe lectures, laboratory demonstrations, in-class demonstrations and patients in the classroom and clinic.

Students must maintain sufficient **observation skills** to perform various parts of a physical therapy examination and interventions, including but not limited to:

- Palpation of peripheral pulses, bony landmarks and ligamentous structures.
- Visual and tactile evaluation of areas for inflammation or edema.
- Use of a stethoscope, sphygmomanometer and goniometer.
- Detect muscle activity sufficient to distinguish trace contractions.
- Hear medical alarms or patient vocalizations in case of an emergent situation.
- Monitor physiologic changes in patient status to adjust or discontinue treatment.
- Visually examine patient movement patterns and non-verbal expressions in order to adjust treatment.
- Assess environmental safety.
- Examine skin integrity and wounds.

Professional Ethics and Values: Students must be able to relate to patients, families, and colleagues with honesty, integrity, and dedication in a non-discriminatory manner. Students must demonstrate a manner consistent with sensitivity and respect for all social or cultural backgrounds. Students must conduct themselves appropriately in all academic and clinical interactions in classroom, clinic, and community. They must have the ability to function and exhibit the American Physical Therapy Association Code of Ethics and Guide for Professional Conduct. Students must abide by all applicable Quinnipiac University policies. Background check policy requires students to comply with all applicable state and federal regulations as required by the State of Connecticut, the state in which they reside, and the state in which clinical work or fieldwork placements are located. Criminal histories may also prevent a student from taking the Federation of State Boards of Physical Therapy Exam (FSBPTE).

Students must demonstrate **professional ethics and values** including but not limited to:

- Establishing a rapport with patients, families, faculty, and colleagues.
- Nurture mature, sensitive, and effective relationships with patients, families, faculty, and colleagues.

- Conflict resolution skills, including the ability to negotiate differing attitudes and opinions.
- Maintain a cooperative and professional manner, behaviors, and communication.
- Manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, mentors, and others.
- Employ sound judgement.
- Arrive and be on time for professional commitments including class and clinical experiences.
- Abide by the appropriate dress code given the setting (academic and clinical).
- Manage and prioritize tasks to meet responsibilities.
- Seek assistance and guidance in a timely manner.
- Accept and respond appropriately to constructive feedback.
- Manage personal affairs in a manner that does not interfere with professional responsibilities.
- Adhere to the American Physical Therapy Association (APTA) Code of Ethics.
- Perform own work, give credit for others' ideas, and properly reference sources.
- Protect the confidentiality of patient information consistent with current applicable law and clinical site guidelines.
- Participate and perform in a manner consistent with real clinical practice guidelines during lab, practical, standardized, or simulated experiences in order to learn and demonstrate curricular related knowledge.

Contact the Office of Student Accessibility (<https://www.qu.edu/student-life/diversity-and-inclusion/accessibility/>) for further information regarding reasonable accommodations in the didactic, laboratory, practical or clinical settings.

Email: access@qu.edu

Phone number: 203-582-7600

The Commission on Accreditation in Physical Therapy Education (CAPTE) is an accrediting agency that is nationally recognized by the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapy. Accreditation is a process used in the U.S. to ensure the quality of the education that students receive. It is a voluntary, nongovernmental peer-review process that occurs on a regular basis.

The Physical Therapy program at Quinnipiac University is accredited by CAPTE, 3030 Potomac Ave Suite 100, Alexandria, Virginia 22305-3085; email: accreditation@apta.org; website: [capteonline.org](http://www.capteonline.org) (<http://www.capteonline.org/>); telephone: 703-706-3245. If needing to contact the program/institution directly, please email tracy.wall@qu.edu or call 203-582-7382. The program is accredited through 2032.

Any concerns/complaints about the program that fall outside the realm of due process, whether expressed by students or other stakeholders, are taken very seriously and acted upon in an expedient manner. Any individual who is unhappy with their experience or encounter with any student, faculty or staff member of the Department of Physical Therapy is encouraged to express that concern by filing a written complaint via email to the Department Chair and/or Program Director (Tracy Wall (tracy.wall@qu.edu)).

Once a complaint has been made, the Department Chair and/or Program Director will gather information and address the complaint. When possible, the Chair and/or Program Director will discuss the complaint directly with the party or parties involved within 7 business days. The Chair and/or Program Director will recommend a plan of action to reconcile/remediate the complaint and present it to all parties with the goal of finding a reasonable resolution.

If the plan is accepted, the Chair and/or Program Director will monitor the plan for full resolution. A letter from the Chair and/or Program Director acknowledging the resolution of the complaint will be filed. Any complaint and documentation associated with the resolution of complaints which fall outside the realm of due process will be kept on file in the Chair and/or Program Director's files for a period of 5 years.

If dissatisfied with the action or decision made by the Chair and/or Program Director, or if the complaint is against the Chair and/or Program Director, the involved party may submit a written complaint or appeal to the Dean of the School of Health Sciences. A letter outlining the resolution by the dean shall be filed with the complaint in the Department Chair's office for a period of 5 years.

If the complainant believes that additional review is necessary, then the last line of complaint is with the provost.

Outside of the institution, a complaint can also be filed against the program with the physical therapy accrediting body: Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, accreditation@apta.org or 703-706-3245

PT 505. Kinesiology I. 2 Credits.

This course introduces the basic principles of human movement. Forces and torques in static clinical free body diagrams are studied. Numerous problem-solving processes and skills are developed throughout the semester. The student learns to identify different muscle interactions and combinations. Students also study movement and movement patterns of the upper extremity, using an EMG recording system.

Prerequisites: None

Offered: Every year, Fall

PT 505L. Kinesiology I Lab. 1 Credit.

Lab to accompany PT 505.

Prerequisites: None

Offered: Every year, Fall

PT 507. Kinesiology II. 2 Credits.

Kinesiology II introduces the foundational principles of biomechanics with special emphasis on applications to the lower extremities. The course emphasizes joint structure and function of the lower extremity as well as the spine. Forces and torques in static clinical free body diagrams are expanded and dynamic motion is studied. Students utilize hands-on techniques to enhance understanding of muscle function and joint mechanics.

Corequisites: Take PT 507L.

Offered: Every year, Spring

PT 507L. Kinesiology II Lab. 1 Credit.

Lab to accompany PT 507.

Corequisites: Take PT 507.

Offered: Every year, Spring

PT 509. Clinical Decision Making I. 2 Credits.

This course is designed to integrate information from previous academic and clinical experiences. The APTA model of physical therapist practice, evidence informed practice, and the ICF model provide foundational frameworks to guide clinical decision making. An interactive, case-based approach is used to develop problem solving, and reinforce the principles of documentation.

Prerequisites: None

Offered: Every year, Spring

PT 512. Human Anatomy I. 3 Credits.

This course presents the anatomical structures of the upper extremity, back, head and neck through lecture and human donor dissection experiences. Students analyze the relationship between structures, function and application to human movement. Clinical correlations between anatomy and pathology provide a foundation for clinical decision making. This course emphasizes collaboration in an active learning environment.

Prerequisites: None

Offered: Every year, Fall

PT 512L. Human Anatomy Lab. 1 Credit.

Lab to accompany PT 512.

Prerequisites: None

Offered: Every year, Fall

PT 513. Human Anatomy II. 2 Credits.

This course presents the anatomical structures of the lower extremity, thorax, abdomen and pelvis through lecture and human donor dissection experiences. Students analyze the relationship between structures, function, and application to human movement. Clinical correlations between anatomy and pathology provide a foundation for clinical decision making. This course emphasizes collaboration in an active learning environment.

Prerequisites: Take PT 512.

Offered: Every year, Spring

PT 513L. Human Anatomy II Lab. 1 Credit.

Lab to accompany PT 513.

Prerequisites: None

Offered: Every year, Spring

PT 516. Clinical Decision Making II. 1 Credit.

This case-based course provides students with an opportunity to integrate information from previous academic and clinical experiences. Using the ICF model, students reflect on in-class cases, standardized patient experiences and integrated clinical experiences to reinforce integration of multiple systems in a patient/client management model. These experiences and a cumulative practical assist students as they prepare for their first full-time clinical experience.

Prerequisites: None

Offered: Every year, Summer

PT 517. Clinical Education Seminar. 1 Credit.

This course provides essential information for physical therapist students to enter full-time clinical experiences. The course informs students about assessment, documentation, and other responsibilities including compliance mandates for the clinical setting, expectations for service at the clinical site, and communication strategies and expectations for clinical performance in the context of patient centered care. Students are provided with strategies to enable them to succeed in their clinical experiences.

Prerequisites: None

Offered: Every year, Summer

<p>PT 518. Functional Neuroanatomy. 3 Credits. This course presents the gross and developmental anatomy of the central nervous system, including major structures, landmarks and pathways. Normal motor control and postural control mechanisms are also explored. Emphasis is placed on the function of these structures with cases planned to illustrate the functional outcomes of pathology in these structures. Prerequisites: None Offered: Every year, Fall</p>	<p>PT 548L. Physical Agents Lab. 1 Credit. This course provides students with the foundational knowledge and skills to utilize therapeutic physical modalities of superficial and deep heat, cold, electrotherapy, electromagnetic, mechanical, and light energies to complement other therapeutic interventions to optimize patient outcomes. Case vignettes are utilized to facilitate problem-solving, and integration of theory and evidence. Prerequisites: None Offered: Every year, Spring</p>
<p>PT 519. Professional Issues in Physical Therapy I. 2 Credits. This course introduces the learner to the evolution of the physical therapy profession. Students examine the roles and responsibilities of the physical therapist through exploration of the APTA core values and code of ethics, standards of practice, advocacy, and interprofessional collaboration. Students discuss health disparity and social determinants of health, and begin to explore cultural competence and cultural humility. Prerequisites: None Offered: Every year, Fall</p>	<p>PT 550. Physical Therapy Process I. 2 Credits. This course introduces students to the theory and practice of foundational physical therapy skills used in the patient/client Examination component of the Physical Therapist Patient/Client Management Model. Students are introduced to clinical decision-making frameworks and documentation of findings. Prerequisites: None Offered: Every year, Fall</p>
<p>PT 528. Musculoskeletal I. 3 Credits. This course emphasizes integration of skills learned during foundational courses in the assessment and treatment of musculoskeletal diagnoses. The student will develop and utilize an evidence-informed approach to examine, evaluate, and develop a plan of care for patients with various musculoskeletal conditions of the cervical spine and upper quadrant. Prerequisites: None Offered: Every year, Spring</p>	<p>PT 550L. Physical Therapy Process I Lab. 1 Credit. Lab to accompany PT 550. Corequisites: Take PT 550. Offered: Every year, Fall</p>
<p>PT 528L. Musculoskeletal I Lab. 1 Credit. Lab to accompany PT 528. Corequisites: Take PT 528. Offered: Every year, Spring</p>	<p>PT 551. Physical Therapy Process II. 3 Credits. This course utilizes the Physical Therapist Patient/Client Management Model to build upon and integrate examination skills developed in Physical Therapy Process I. Examination skills are progressed and integrated into the appropriate selection and safe application of physical therapy interventions used across multiple settings and patient/client populations. Corequisites: Take PT 551L. Offered: Every year, Spring</p>
<p>PT 529. Musculoskeletal II. 3 Credits. This course continues to emphasize integration of skills learned during foundational courses in the assessment and treatment of musculoskeletal diagnoses. The student will develop and utilize an evidence-informed approach to examine, evaluate, and develop a plan of care for patients with various musculoskeletal conditions of the lumbar spine and lower quadrant. Prerequisites: None Offered: Every year, Summer</p>	<p>PT 551L. Physical Therapy Process II Lab. 1 Credit. Lab to accompany PT 551. Corequisites: Take PT 550. Offered: Every year, Spring</p>
<p>PT 529L. Musculoskeletal II Lab. 1 Credit. Lab to accompany PT 529. Corequisites: Take PT 529. Offered: Every year, Summer</p>	<p>PT 559. Pathophysiology & Pharmacology I. 4 Credits. This hybrid course integrates foundational material with disease-specific content regarding the cardiovascular, pulmonary, gastrointestinal, hematological, hepatic and endocrine systems. Students will integrate information on the pharmacological management of disorders of these systems and explore how medications and their potential side effects may impact physical therapy evaluation and intervention. Active learning strategies will be utilized to help students interpret relationships between pathophysiology, pharmacology, and clinical presentation to make safe and effective clinical decisions. Prerequisites: None Offered: Every year, Summer</p>
<p>PT 531. Acute Care and Cardiopulmonary Physical Therapy I. 3 Credits. This course provides the student with the foundational knowledge required for the management of patients with acute medical conditions with an emphasis on pulmonary, cardiac and vascular pathologies. Integrating information from anatomy, physiology and pathology, students learn to examine and evaluate patients in the acute care setting, document findings, design a plan of care and provide intervention. Prerequisites: None Offered: Every year, Summer</p>	<p>PT 569. Education/Community Health/Wellness. 2 Credits. This course provides the students with the foundational knowledge of wellness, disease prevention and health promotion within a community setting. Students develop an appreciation for person-centered approaches to behavioral change and patient/client education. Health literacy and health promotion program development are explored, especially as they relate to physical therapy practice. Prerequisites: None Offered: Every year, Fall</p>
<p>PT 531L. Acute Care Cardiopulmonary Lab I. 1 Credit. Lab to accompany PT 531. Corequisites: Take PT 531. Offered: Every year, Summer</p>	

PT 600. Pathophysiology and Pharmacology II.**4 Credits.**

This course builds upon foundational sciences and integrates foundational material with disease specific content regarding pathologies of the nervous system, including oncological and infectious diseases. This course also builds upon the pharmacology taught in PT 559. The students will have qualitative and quantitative understanding of the diseases and associated medications and their effects on physical therapist examination and intervention strategies.

Prerequisites: Take PT 559.**Offered:** Every year, Spring**PT 628. Acute Care and Cardiopulmonary II.****2 Credits.**

This course integrates and builds upon knowledge acquired in the foundational curriculum to examine, evaluate and treat patients with cardiovascular, pulmonary, and integumentary dysfunction across the lifespan. Students prioritize examinations, select evidence-based interventions, manage lines and equipment, monitor hemodynamics and demonstrate competency in making clinical decisions for more complex patients. Students explore the impact of critical illness, systemic disease and interprofessional collaboration on patient outcomes.

Prerequisites: None**Offered:** Every year, Spring**PT 628L. Acute Care and Cardiopulmonary II Lab.****1 Credit.**

Lab to accompany PT 628.

Prerequisites: None**Offered:** Every year, Spring**PT 652. Professional Issues in Physical Therapy II.****1 Credit.**

In this course, students explore and analyze current areas of growth and vision for the physical therapy profession. Students grow their knowledge of professional advocacy and explore the legislative process within the APTA. Students evaluate health equity and health disparities in relation to social determinants of health and examine a physical therapist's role in population health.

Prerequisites: None**Offered:** Every year, Summer**PT 653. Neurorehabilitation I.****3 Credits.**

This course presents a framework for integrating the assessment and treatment techniques appropriate for adults with various neurological conditions. Students learn assessment procedures based on evaluation of normal movement, abnormal movement and function. The course includes laboratory instruction where students develop comprehensive examination techniques, plan and prioritize appropriate goals and interventions, and hypothesize outcomes through case-based modeling and integrated clinical experiences.

Corequisites: Take PT 653L.**Offered:** Every year, Spring**PT 653L. Neurorehabilitation I Lab.****1 Credit.**

Lab to accompany PT 653.

Corequisites: Take PT 653.**Offered:** Every year, Spring**PT 654. Neurorehabilitation II.****3 Credits.**

This course is designed as a continuation of Neurorehabilitation I. Lecture and lab topics include continued framework development of evaluation and innovative treatment approaches for adults with various neurological conditions. Students are required to integrate and synthesize knowledge gained from current and previous coursework. During the lecture and lab, students continue to develop complex comprehensive evaluation techniques, plan appropriate treatments, and hypothesize outcomes through case-based modeling and integrated clinical experiences.

Corequisites: Take PT 654L.**Offered:** Every year, Fall**PT 654L. Neurorehabilitation II Lab.****1 Credit.**

Lab to accompany PT 654.

Corequisites: Take PT 654.**Offered:** Every year, Summer**PT 657. Imaging for Physical Therapists.****2 Credits.**

This course introduces the student to imaging principles and techniques as applied to musculoskeletal, neurologic and cardiovascular and pulmonary systems. The integration of imaging in terms of examination, evaluation and patient management is explored within the scope of practice. The course emphasizes radiographic anatomy, common normal variants and some pathological and traumatic conditions. In addition to standard radiographic techniques, other imaging and special techniques are discussed.

Prerequisites: None**Offered:** Every year, Fall**PT 658. Differential Diagnosis.****3 Credits.**

This course integrates clinical experience with systems-based knowledge (musculoskeletal, cardiopulmonary, and neurologic) to develop a more complex framework for clinical decision making. Students develop methods of identifying signs and symptoms of diseases and differentiating patient presentations to render examination and referral judgments. Throughout the course, the student engages in clinical and didactic self-reflection to monitor and evaluate judgements based on patient interview and objective examination.

Prerequisites: None**Offered:** Every year, Spring**PT 661. Administration and Leadership in Physical Therapy.****3 Credits.**

This course provides students with the theory, skills, and applications for physical therapy administration including reimbursement models and documentation requirements in various practice settings across the United States healthcare delivery system. Students explore leadership roles and responsibilities and the consultative model of physical therapy. A case-based model is utilized to facilitate problem-solving and synthesize knowledge to address contemporary healthcare issues.

Prerequisites: None**Offered:** Every year, Summer**PT 666. Capstone I.****2 Credits.**

This is the first in a 3-course series culminating in an original project to be disseminated to peers, faculty, and clinical/community partners. Students work in small groups under the supervision of a capstone project capstone advisor in an area of Clinical Outcomes, Scholarship of Teaching and Learning, or Community, Health, & Social Responsibility. Students apply foundational information about the scientific process to identify the purpose and methods of the project and write a justification including review of the literature.

Prerequisites: None**Offered:** Every year, Spring

PT 668. Psychosocial Aspects of Physical Disability. 2 Credits.

This course presents students with the knowledge of psychosocial dimensions that influence recovery from a physical disability. Stages of adaptation, loss and grief, motivation, confidence, and motivational interviewing techniques are explored to provide person-centered interventions for positive patient outcomes. A case-based model is used to facilitate problem solving and synthesis knowledge of psychological disorders and mental health issues in order to modify a plan of care.

Prerequisites: None

Offered: Every year, Summer

PT 671. Clinical Education Experience I. 4 Credits.

This clinical experience is designed to facilitate the development of skill in the examination, evaluation and treatment of inpatients or outpatients with a variety of musculoskeletal and/or general medical/surgical diagnoses. Students are expected to demonstrate appropriate professional behaviors and develop effective communication skills with patients/clients, families/caregivers, and health care professionals. Prerequisites include successful completion of 3 semesters of academic coursework. HIPAA and OSHA training and CPR certification are required.

Prerequisites: None

Offered: Every year, Fall

PT 675. Normal/Abnormal Gait. 1 Credit.

This online course provides an overview of normal gait with an emphasis on kinematic and kinetic analysis of the gait cycle. Gait analysis techniques including motion analysis, dynamic electromyography, force plate recordings, and measurement of stride characteristics are presented.

Prerequisites: None

Offered: Every year, Summer

PT 676. Capstone II. 1 Credit.

This is the second in a 3-course series culminating in an original project to be disseminated to peers, faculty, and clinical/community partners. Students work in small groups under the supervision of a capstone project capstone advisor in an area of Clinical Outcomes, Scholarship of Teaching and Learning, or Community, Health, & Social Responsibility. Students apply the scientific process to implement the project, modify the project as necessary, and plan for dissemination of the outcome.

Prerequisites: None

Offered: Every year, Summer

PT 685. Evidence in Practice. 2 Credits.

This course provides students with the foundational skills and knowledge needed to acquire, interpret, appraise, and integrate various types of primary and secondary research to inform physical therapy practice. Students will select one or two articles from their literature search and critically appraise these.

Prerequisites: None

Offered: Every year, Fall

PT 686. Scholarly Inquiry I. 2 Credits.

This course, a continuation of PT 685, Evidence in Practice, allows students to investigate a specific topic of interest. Students will develop a PICO question and investigate current literature with critical appraisal of research designs specific to the topic of inquiry. The student will demonstrate depth and breadth of understanding by creating a paper with a thorough literature review, an examination of current research methods, and a discussion of areas of insufficiency related to their topic.

Prerequisites: None

Offered: Every year, Spring

PT 687. Scholarly Inquiry II. 2 Credits.

This course is a collaborative seminar following Scholarly Inquiry I to engage students with peers and faculty through scientific writing, research methods, statistical analysis, and discussion as students continue to explore their specific topics of interest.

Prerequisites: None

Offered: Every year, Summer

PT 730. Musculoskeletal III. 2 Credits.

This course builds upon the framework of musculoskeletal I and II. Lecture and lab topics include continued framework development of evaluation and contemporary treatment approaches including thrust manipulation for clients with musculoskeletal conditions. Students are required to integrate and synthesize knowledge gained from current and previous coursework. During the lecture and lab, students continue to develop comprehensive examination techniques, implement appropriate interventions, and hypothesize outcomes through case-based modeling.

Prerequisites: None

Offered: Every year, Fall

PT 730L. Musculoskeletal III Lab. 1 Credit.

Lab to accompany PT 730.

Prerequisites: None

Offered: Every year, Fall

PT 736. Pediatric Rehabilitation. 3 Credits.

This course presents information needed for the physical therapy student to complete a thorough examination and evaluation of a child with neurological and/or orthopedic diagnoses. Upon completion of the examination, students are able to generate an accurate diagnosis, prognosis and an appropriate plan of care for these patients. Relevant theory and practical learning experiences are provided for the student to develop the knowledge and skills necessary for applying an evidence-based physical therapy intervention strategy for the physical therapy plan of care.

Prerequisites: None

Offered: Every year, Summer

PT 736L. Pediatric Rehabilitation Lab. 1 Credit.

Lab to accompany PT 736.

Prerequisites: None

Offered: Every year, Summer

PT 744. Physical Therapy Skills Elective. 2 Credits.

This course is a required therapy skills course in which students choose topics focusing on specific areas of concentration or advanced skill. All sections of the course use the essential elements of PT practice as an organizing framework and incorporate the review and practical application of recent literature. Students take three sections of electives.

Prerequisites: None

Offered: Every year, Fall and Summer

PT 767. Capstone III. 2 Credits.

This is the third in a 3-course series culminating in an original project to be disseminated to peers, faculty, and clinical/community partners. Students work in small groups under the supervision of a capstone project capstone advisor in an area of Clinical Outcomes, Scholarship of Teaching and Learning, or Community, Health, & Social Responsibility. Students apply the scientific process to complete project and disseminate the outcome through a presentation and a written report.

Prerequisites: None

Offered: Every year, Fall

PT 769. Professional Practice. 2 Credits.

This course features advanced active learning and application of education theories to assist students in continuing to refine and employ their cognitive framework for transition from student to professional Physical Therapy practice. The class includes integration of lifelong learning process and advanced clinical decisions in all areas of professional PT practice. Students analyze their clinical decision making and reflect on professional development to explore contemporary themes and problems.

Prerequisites: Successful completion of all previously sequenced coursework required.

Offered: Every year, Fall

PT 770. DPT Capstone. 1 Credit.

Students work in small groups in an area of Clinical Outcomes, Scholarship of Teaching and Learning, or Community, Health, & Social Responsibility. Students apply the scientific process to solidify their conclusion portion of a final manuscript for relevance and clinical application. All students will disseminate through varied forms of presentation.

Prerequisites: None

Offered: As needed, Fall

PT 781. Clinical Education Experience II. 6 Credits.

This clinical experience facilitates the development of skill in the examination, evaluation and treatment of patients with a variety of diagnoses with patients across the lifespan. Students are expected to demonstrate appropriate professional behaviors and develop effective communication skills with patients/clients, families/caregivers, and health care professionals. Students must be in good academic standing, provide evidence of CPR certification, HIPAA and OSHA training, and comply with all programmatic and site health requirements to participate in experiential learning.

Prerequisites: None

Offered: Every year, Spring

PT 782. Clinical Education Experience III. 6 Credits.

This clinical experience facilitates the progression to entry-level proficiency in the examination, evaluation, and treatment of patients with a variety of diagnoses with patients across the lifespan. Students are expected to demonstrate appropriate professional behaviors and develop effective communication skills with patients/clients, families/caregivers, and health care professionals. Students must be in good academic standing, provide evidence of CPR certification, HIPAA, and OSHA training, and comply with all programmatic and site health requirements to participate in experiential learning.

Prerequisites: None

Offered: Every year, Summer