

DOCTOR OF PHYSICAL THERAPY (DPT)

Program Contact: Tracy Wall (tracy.wall@qu.edu) 203-582-8212 or Ken Kosior (Ken.Kosior@quinnipiac.edu) 203-582-3931

The Doctor of Physical Therapy (DPT) program at Quinnipiac prepares students to be outstanding 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 cumulative 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. Although the goal of the program is to prepare entry-level physical therapists, faculty value establishing close mentoring relationships through in-depth research or innovative projects that allow students to grow intellectually and professionally.

The Doctor of Physical Therapy program cultivates critical and reflective thinking, clinical decision-making and lifelong learning by utilizing an evidenced-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, visits to 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.

Plan of Study

Doctor of Physical Therapy (DPT degree) for Direct-Entry HSS-DPT, AT-DPT and Internal Transfer Students

A total of 112 credits is required for completion of the DPT.

Course	Title	Credits
First Year		
Fall Semester		
PT 503L	Physical Therapy Process I Lab	2
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 569	Education/Community Health/Wellness	2
Credits		16
Spring Semester		
PT 504L	Physical Therapy Process II Lab	4

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 548L	Physical Agents Lab	1
Credits		17
Summer Semester		
PT 516	Clinical Decision Making II	1
PT 517	Clinical Education Seminar	1
PT 520	Pathophysiology I	3
PT 523	Applied Pharmacology I	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 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 626	Pathophysiology II	3
PT 627	Applied Pharmacology II	1
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 666	Capstone 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 676	Capstone II	1
PT 679	Clinical Decision Making III	2
PT 736 & 736L	Pediatric Rehabilitation and Pediatric Rehabilitation Lab	4
Credits		13
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 2 sections)	4
PT 769	Advanced Clinical Decision Making	2
PT 767	Capstone III	2
Credits		15
Spring Semester		
PT 781	Clinical Education Experience II	6
Credits		6
Summer Semester		
PT 782	Clinical Education Experience III, Clinical Internship 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 the following competencies:

Students/graduates will become lifelong learners through reflective practice.

1. **Self-directed learner:** develop, implement 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.

Students/graduates will provide proficient patient-centered care.

1. **Professionalism:** be accountable for one's physical therapy judgments, actions and omissions as related to standards of the profession.
2. **Clinical competence:** skillfully manage patients in an efficient, safe and effective manner with an ability to seek help accordingly.
3. **Clinical decision-making:** using a framework of thinking to analyze and interpret healthcare information from multiple sources to justify clinical judgments.
4. **Interprofessional health care:** use a framework of understanding of the roles and shared values of various health professionals to facilitate interprofessional communication and teamwork.

Students/graduates will demonstrate innovative thinking.

1. **Creative thinking:** devise imaginative or original solutions in the context of patient care to address health within the scope of practice.
2. **Evidence-informed decision-making:** critically appraise and integrate evidence to generate sound clinical judgments.

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. Students 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 Studies or via a combined degree with Athletic Training. 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.

Early Assurance Admission to DPT Program 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.).

In the event there are seats available in the DPT program, internal candidates within Quinnipiac University and external candidates are invited to submit applications using the following admissions policies and procedures. The policies were updated to create a clear pathway for both internal and external candidates to apply to the program when there are available seats.

Internal and External Applicants

The Quinnipiac Physical Therapy Department invites undergraduate students to apply to the graduate DPT program on a space-available basis.

Application Eligibility: Applications will be accepted from students who have successfully completed all of the program requirements and/or are within 32 or fewer credits from undergraduate degree completion. All prerequisite courses and requirements are posted on the DPT program website.

Application Deadlines: Both internal and external students can apply through the Quinnipiac University Office of Graduate Admissions. Internal candidates can apply by *September 15* and external candidates can apply by *October 15*.

Admission Requirements

- Successful completion of a Bachelor of Science from Quinnipiac University or an accredited institution and/or are within 32 or fewer credits from completing an undergraduate degree
- 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 platform: 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. For example EXXAT, a platform utilized by programs within the School of Health Sciences, has two additional fees:

1. **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.**
2. **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.**

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 achieve a GPA of 3.00 in each semester. In addition, a grade of C+ or better is required in all professional graduate component courses. Students whose averages for each semester fall below 3.00 or who receive a grade below C+ may be subject to dismissal from the program. For continuation in the program, all students must successfully complete all didactic and clinical coursework in the sequence identified.

Clinical education is a vital component of physical therapy student education and is a significant part of the physical therapy curriculum at Quinnipiac University. Clinical education 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.

All DPT students must be aware that there are additional requirements necessary to participate in scheduled clinical affiliations. Specific health requirements, including but not limited to: titers for mumps, measles and rubella, varicella and hepatitis B, annual physical exams, two-step PPDs, flu shots, current CPR certification and other mandates must be completed within the time frame established by the clinical site at which a student has been placed. In addition, criminal background check updates and drug testing also may be required. These mandates 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 prerequisite 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, 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 nonverbal 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) 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.

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 as well as 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.
- 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 other's 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; telephone: 703-706-3245; email: accreditation@apta.org; website: [capteonline.org](http://www.capteonline.org) (<http://www.capteonline.org/>). If needing to contact the program/institution directly, please email tracy.wall@qu.edu (Tracy.wall@qu.edu) or call 203-582-8212. The last accreditation was in 2022.

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 (Ken Kosior (Ken.Kosior@quinnipiac.edu)) 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 503L. Physical Therapy Process I Lab. 2 Credits.

This course introduces students to the theory and practice of foundational physical therapy skills, such as body mechanics, basic handling skills, measurement of vital signs, goniometry and muscle testing of the upper extremity, and therapeutic exercise. Students are introduced to appropriate use of medical terminology and abbreviations, patient communication skills and documentation of objective assessment findings.

Prerequisites: None

Offered: Every year, Fall

PT 504L. Physical Therapy Process II Lab. 4 Credits.

This course utilizes the Physical Therapist Patient/Client Management Model to build upon and integrate assessment skills developed in Physical Therapy Process I. Assessment techniques including neurologic examination, goniometry and manual muscle testing of the spine and the lower extremities are covered. Physical Therapy interventions including functional mobility training and therapeutic exercise prescription focusing on the lower extremities and complex multi-joint activities are introduced.

Prerequisites: None

Offered: Every year, Spring

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 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
- 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
- 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
- PT 520. Pathophysiology I. 3 Credits.**
This course integrates material taught in the foundational courses with disease-specific content regarding the cardiovascular, pulmonary, gastrointestinal, hematological, hepatic and endocrine systems. Active learning strategies help students interpret relationships between pathophysiology and clinical presentation to make safe and effective clinical decisions within physical therapy examination and intervention strategies.
Prerequisites: None
Offered: Every year, Summer
- PT 523. Applied Pharmacology I. 1 Credit.**
This course enables students to identify and discuss the impact of drug therapy on patients receiving physical therapy. Students integrate this information into patient/client management. Specifically, students look at medications utilized for cardiovascular, pulmonary disease processes and pain management.
Prerequisites: None
Offered: Every year, Summer Online
- 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 establish a plan of care for patients with various musculoskeletal conditions of the cervical spine and upper quadrant.
Prerequisites: None
Offered: Every year, Spring
- PT 528L. Musculoskeletal I Lab. 1 Credit.**
Lab to accompany PT 528.
Corequisites: Take PT 528.
Offered: Every year, Spring
- 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 establish a plan of care for patients with various musculoskeletal conditions of the lumbar spine and lower quadrant.
Prerequisites: None
Offered: Every year, Summer
- PT 529L. Musculoskeletal II Lab. 1 Credit.**
Lab to accompany PT 529.
Corequisites: Take PT 529.
Offered: Every year, Summer
- 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
- PT 531L. Acute Care Cardiopulmonary Lab I. 1 Credit.**
Lab to accompany PT 531.
Corequisites: Take PT 531.
Offered: Every year, Summer
- 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
- 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
- PT 599. Independent Study. 1-3 Credits.**
Prerequisites: None
Offered: As needed
- PT 626. Pathophysiology II. 3 Credits.**
This course builds on information taught in the foundational sciences and is designed to provide the physical therapy student with detailed information regarding the pathologies of the central nervous system and musculoskeletal systems. The course provides the basis for interpreting abnormalities and the impact to physical therapy. The students build a qualitative and quantitative understanding of the diseases and their effects on physical therapist examination and intervention strategies.
Prerequisites: None
Offered: Every year, Spring

- PT 627. Applied Pharmacology II.** **0-1 Credits.**
 This course is a continuation of Pharmacology I to introduce the physical therapist student to the chemical agents that many patients are taking. This course allows the student to understand how drug therapy can affect patients receiving physical therapy and how physical therapy intervention strategies may need to be modified. Specific medications utilized in the treatment of cancer, neurologic conditions, endocrine dysfunction, antimicrobials and role of CAMs are covered.
Prerequisites: None
Offered: Every year, Spring Online
- 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, Summer
- 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. Physical therapy treatment approaches for patients with abnormal gait are introduced.
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 679. Clinical Decision Making III. 2 Credits.**
 This case-based course provides students an opportunity to synthesize and integrate information from courses completed thus far in the DPT curriculum. Students reflect on in-class cases, as well as previous clinical experiences, to examine patient-centered care within the context of different health conditions and varied personal, environmental and participation factors.
Prerequisites: Successful completion of all previously sequenced coursework.
Offered: Every year, Summer
- PT 685. Evidence in Practice. 2 Credits.**
 This course provides students with the foundational skills and knowledge needed to interpret, appraise, and integrate various types of primary and secondary research to inform physical therapy practice. Through completion of online modules, assignments, and discussion, students apply this information to make evidence-informed decisions to impact patient care.
Prerequisites: None
Offered: Every year, Fall
- PT 730. Musculoskeletal III. 2 Credits.**
 This course is designed as a continuation 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 various 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, Fall
- PT 736L. Pediatric Rehabilitation Lab. 1 Credit.**
 Lab to accompany PT 736.
Prerequisites: None
Offered: Every year, Fall
- 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 two sections of electives.
Prerequisites: None
Offered: Every year, Fall
- 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. Advanced Clinical Decision Making. 2 Credits.

This course features problem-based learning activities and education theories to assist students in continuing to refine and employ their cognitive framework for Physical Therapy practice. The class includes integration and synthesis of client information from all areas of PT practice. Students analyze their clinical decision making within the context of case-based problem solving, evidence informed practice, and formulation of client-centered plans of care along the continuum of care.

Prerequisites: Successful completion of all previously sequenced coursework.

Offered: Every year, Fall

PT 781. Clinical Education Experience II. 6 Credits.

This clinical experience is designed to facilitate the development of skill in the evaluation and treatment of inpatients or outpatients with a variety of musculoskeletal, neuromuscular, and/or general medical/surgical diagnoses. Students are expected to demonstrate appropriate professional behaviors and develop effective communication skills with patients and health care professionals. Course Prerequisites include successful completion of all academic coursework and PT 671: Clinical Education Experience I. HIPAA and OSHA training and CPR certification are required.

Prerequisites: None

Offered: Every year, Spring

PT 782. Clinical Education Experience III. 6 Credits.

This clinical experience is designed to facilitate the development of skill in the evaluation and treatment of inpatients or outpatients with a variety of musculoskeletal, neuromuscular, and/or general medical/surgical diagnoses. Students are expected to demonstrate appropriate professional behaviors and develop effective communication skills with patients and health care professionals. Course Prerequisites include successful completion of all academic coursework, PT 671: Clinical Education Experience I, and PT 781: Clinical Education Experience II. HIPAA and OSHA training and CPR certification are required.

Prerequisites: None

Offered: Every year, Summer