**DEPARTMENT OF PHYSICAL THERAPY**

Program Contact: Katherine Harris (katherine.harris@qu.edu)
203-582-8511

The Department of Physical Therapy at Quinnipiac is a member of the Early Assurance Consortium for physical therapy education. Qualified students are admitted as freshmen undergraduate students to one of the Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (http://catalog.qu.edu/health-sciences/physical-therapy/entry-level-physical-therapy-dpt) (3+3, 4+3) programs or Dual-Degree BS in Athletic Training/Doctor of Physical Therapy (http://catalog.qu.edu/health-sciences/physical-therapy/entry-level-physical-therapy-dpt/at-pt-bs-dpt) (4+3) program. Upon successful completion of the bachelor of science requirements and meeting specific departmental requirements, students are guaranteed admission to the graduate DPT program. The health science studies curriculum can be completed in either three or four years. The athletic training curriculum is completed in four years.

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 health care 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 Center for Medicine, Nursing and Health Sciences. Students learn the foundation of movement science through full body dissection in the Human Anatomy Lab and application in the Motion Analysis Laboratory. 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 clinical-readiness practicums. 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 which allow students to grow intellectually and professionally.

DPT students at Quinnipiac University take advantage of a myriad of student opportunities, which include leadership or participant roles in the campus student-run pro-bono rehabilitation clinic, graduation with Distinction in Interprofessional Education through the extensive opportunities within the university’s Center for Interprofessional Healthcare Education, international delegations involved in Global Solidarity through a Fair-Trade Learning Model, sustainable local community service, attendance and presentation at professional conferences, a vibrant graduate council, as well as a variety university sponsored specialized camps.

The physical therapy program at Quinnipiac University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) 1111 North Fairfax Street Alexandria, Virginia 22314 telephone: 703-706-3245; email: accreditation@apta.org; (accreditation@apta.org) website: capteonline.org (http://www.capteonline.org)

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**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 responsible action. The educational experience embodies both the university and APTA’s core values. Students provide patient-centered care using evidence-informed practice to optimize movement and positively transform society.

To achieve its mission, 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.
- Provides both in-class and in-clinic opportunities for students to engage in the essential elements of patient/client management.
- Supports faculty teacher-scholars who are effective teachers and who collectively engage in scholarship, professional development, direct patient care and university and community service.

**Essential Functions**

**Sensory Ability**

To provide quality care, a student is expected to possess functional use of the senses of vision, touch, hearing and smell. All data received by the senses must be integrated, analyzed and synthesized in a consistent and accurate manner. In addition, the student is expected to possess the ability to distinguish color, perceive pain, pressure, temperature, position, equilibrium, and movement. The student is expected to be able to observe the patient/client to accurately assess any alteration in functional abilities. Inherent in this observational process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities, such as auscultation, percussion, and palpation. The student should also be able to observe a patient accurately and completely at both a distance and close at hand.

**Communication Ability**

The student is expected to be able to communicate verbally and non-verbally in an effective and sensitive manner, at a competency level that allows one to safely carry out the essential functions of physical therapy care. This requires the ability to see, speak, hear, read, write effectively in English, and utilize technology effectively. Students are also expected to be able to communicate effectively with fellow students, faculty and members of the health care team.

**Motor Ability**

The student is expected to be able to perform gross and fine motor movements bilaterally in order to provide competent care. Examples of care that the student must be able to perform include, but are not limited to, lifting, turning, transferring, transporting, and ambulating individuals. The student is expected to have the manual dexterity and/or psychomotor skills necessary to perform and/or to assist with procedures, treatments and emergency interventions in a variety of settings with individuals across the lifespan. The student must be able to administer CPR without assistance. The student is expected to
have sufficient motor function to elicit information from individuals by palpation, auscultation, percussion and other diagnostic maneuvers. The student is expected to be able to maintain consciousness and equilibrium, and to have the physical strength and stamina to perform satisfactorily in clinical physical therapy experiences on multiple days per week during the semester.

**Intellectual-Conceptual Ability**

The student is expected to have the ability to develop problem-solving skills, make clinical decisions, demonstrate the ability to establish care plans, and set priorities. This includes the ability to measure, calculate, analyze, and synthesize objective and subjective data and make decisions that reflect consistent and thoughtful deliberation of the appropriate data. Students need to demonstrate the ability to perform these cognitive skills efficiently and with the flexibility that is inherent to the needs in the clinical environment. Students need to be mindful of the degree of personal risk, and take proper precautions to prevent incidents associated with commonly occurring hazards in the work environment such as blood borne pathogens and environmental allergens such as latex or iodine preparations.

**Behavioral/Social/Professional Attributes**

The student is expected to have the emotional stability required for the full utilization of his/her intellectual abilities, the exercise of sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families, and others responsible for health care. The individual is expected to have the ability to function effectively under stress, and exhibit the professional values of accountability, altruism, compassion/caring, excellence, integrity, professional duty and social responsibility.

**Admission**

Candidates applying for admission to the Physical Therapy program from high school are required to have no less than three years of high school college preparatory mathematics (four years are preferred), one year of biology, one year of chemistry and one year of physics. In addition, the scores of the Scholastic Assessment Test or the College Entrance Examination board of the American College Testing program are important considerations. Related health care experience is highly desirable. Prospective candidates also must satisfy general Quinnipiac University Admission Requirements (http://catalog.qu.edu/general-information/admissions).

All applications must include two letters of reference, and a personal interview may be required with representatives of the admissions office to discuss program requirements and the applicant’s professional interests and commitments. Applicants must have observation hours in at least two different clinical settings, preferably one in a rehabilitation facility and one in an acute care setting. A minimum of 10 hours in at least two settings (20 hours total) is required.

Applicants should forward to the Undergraduate Admissions Office a signed note from the physical therapist at each setting verifying observation hours. Applications are accepted for admission to the fall semester only. All applications are processed and screened by the vice president and dean for admissions for selection to the program. Reference letters, other correspondence and inquiries relating to an application should be directed to the dean of undergraduate admissions. Admission to Quinnipiac University does not guarantee admission to the professional graduate DPT program in physical therapy, unless officially accepted into the program as a freshman.

- **Freshman-Entry Bachelor of Science (BS) to Doctor of Physical Therapy (http://catalog.qu.edu/health-sciences/physical-therapy/entry-level-physical-therapy-dpt):**
  - Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (3+3) (http://catalog.qu.edu/health-sciences/physical-therapy/entry-level-physical-therapy-dpt/3_3/#curriculumtext)
  - Dual-Degree BS in Health Science Studies/Doctor of Physical Therapy (4+3) (http://catalog.qu.edu/health-sciences/physical-therapy/entry-level-physical-therapy-dpt/4_3/#curriculumtext)
  - Dual-Degree BS in Athletic Training and Doctor of Physical Therapy (4+3) (http://catalog.qu.edu/health-sciences/physical-therapy/entry-level-physical-therapy-dpt/at-pt-bs-dpt)
  - Doctor of Physical Therapy (graduate component)* (http://catalog.qu.edu/graduate-studies/health-sciences/post-bachelors-doctor-physical-therapy-dpt)

*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.

**Physical Therapy (PT)**

**PT 502. Introduction to Clinical Decision Making.** 3 Credits.

This course integrates information from previous coursework through reinforcement of the patient/client management model. The ICF model is introduced and is used as an organizing framework. This interactive case-based course guides students through a series of video, standardized and real-life patient scenarios. Principles of evidence-based practice are introduced. This case-based learning experience allows the student to gain a basic understanding of patient management in preparation for clinical coursework. **Offered:** Every year, Spring

**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, functional mobility training, measurement of vital signs, goniometry and muscle testing of the upper extremity. Students learn appropriate use of medical terminology, and are introduced to taking a patient history and documentation. **Offered:** Every year, Fall

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

This course continues to develop foundational physical therapy skills, such as goniometry and manual muscle testing for the spine and lower extremities. Basic tests and measures for pain, posture, sensation, skin integrity and gait are introduced. Students also learn appropriate application of thermal modalities. **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. Course includes a lab component. **Prerequisites:** Take MA 141. **Offered:** Every year, Fall
PT 505L. Kinesiology I Lab. 1 Credit.
Lab to accompany PT 505.
Offered: Every year, Fall

PT 506. Kinesiology II. 2 Credits.
Students study movement and movement patterns of the lower extremity and trunk, including normal gait. Both the kinematics and the kinetics at the hip, knee and ankle are emphasized, especially in relationship to the closed kinetic chain. Dynamic motion is introduced and becomes the central focus for this semester. Course includes a lab component.
Prerequisites: Take PT 505.
Offered: Every year, Spring

PT 507. Kinesiology II Lab. 1 Credit.
Lab to accompany PT 507.
Corequisites: Take PT 507L.
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.
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. Course includes a lab component.
Prerequisites: Take BIO 211 BIO 212.
Offered: Every year, Fall

PT 512L. Human Anatomy Lab. 1 Credit.
Lab to accompany PT 512.
Offered: Every year, Fall

PT 513. Human Anatomy II. 2 Credits.
This course presents the anatomical structures of the pelvis, lower extremity and body cavities 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. Course includes a lab component.
Prerequisites: Take PT 512.
Offered: Every year, Spring

PT 513L. Human Anatomy II Lab. 1 Credit.
Lab to accompany PT 513.
Offered: Every year, Spring

PT 514. Neuroanatomy I. 2 Credits.
This course presents the gross anatomy and development of the central nervous system. Major structures and landmarks within each major brain vesicle and spinal cord are covered.
Prerequisites: Take BIO 211 BIO 212.
Offered: Every year, Fall

PT 515. Neuroanatomy II. 2 Credits.
This course deals with the function of the systems and structures covered in PT 514 including major efferent and afferent pathways. Emphasis is placed on the motor control mechanisms for posture and movement and their involvement in common neuropathologies treated by a physical therapist.
Prerequisites: Take PT 514.
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.
Offered: Every year, Summer

PT 517. Clinical Education Seminar. 1 Credit.
This course provides the foundation for physical therapist students to enter full-time clinical experiences. The course informs students about expectations for clinical performance, compliance mandates for the clinical setting, communication strategies, and expectations for service at the clinical site. Students are introduced to concepts about cultural sensitivity and humility and strategies for success during clinical experiences.
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 also are explored. Emphasis is placed on the function of these structures with cases planned to illustrate the functional outcomes of pathology in these structures.
Offered: Every year, Fall

PT 519. Professional Issues in Physical Therapy I. 2 Credits.
This course presents the foundations of the physical therapy profession. Students explore the roles of the American Physical Therapy Association, including practice issues, professional skills and behaviors, the profession's Code of Ethics and Core Values. The roles of the physical therapist in the health care system and the community is discussed. The roles and responsibilities of the professions in the health care team are explored.
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.
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.
Offered: Every year, Summer

PT 524. Pathophysiology II.  3 Credits.
This course begins to integrate information from foundational courses. The student learns to use an evidence-informed approach to examine, evaluate and establish a plan of care for patients with various musculoskeletal conditions. Emphasis is placed on patients with conditions affecting the shoulder, elbow, wrist/hand, hip and knee regions of the body. Course includes a lab component.
Offered: Every year, Fall

PT 525. Musculoskeletal II.  3 Credits.
This course begins to integrate information from foundational courses. The student learns to use an evidence-informed approach to examine, evaluate and establish a plan of care for patients with various musculoskeletal conditions. Emphasis is placed on patients with conditions affecting the spine and foot/ankle regions of the body. Course includes a lab component.
Offered: Every year, Summer

PT 528L. Musculoskeletal I Lab.  1 Credit.
Lab to accompany PT 528.
Corequisites: Take PT 528.
Offered: Every year, Spring

PT 529L. Musculoskeletal II Lab.  1 Credit.
Lab to accompany PT 529.
Corequisites: Take PT 529.
Offered: Every year, Fall and Summer

PT 531. Acute Care and Cardiopulmonary Physical Therapy I.  3 Credits.
This course provides the student with a broad background in the management of patients with acute medical problems with an emphasis on pulmonary, cardiac and dermatological pathologies. Integrating information from anatomy, physiology and pathology, students learn to examine, evaluate and establish a plan of care for patient with acute medical problems. This course includes a lab component.
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 electrotherapeutic and light physical agents to complement other therapeutic interventions to optimize patient outcomes. A case-based approach is utilized to facilitate problem solving, and integration of theory and evidence.
Offered: Every year, Summer

PT 559. Education/Community Health/Wellness.  2 Credits.
This course presents the foundations of wellness, disease prevention and health promotion within a community setting. The social determinants of health are explored, especially as they relate to the unique role of physical therapists in community practice. Students develop an appreciation for diversity and its possible influence on health behaviors.
Offered: Every year, Fall

PT 599. Independent Study.  1-3 Credits.
Offered: As needed

PT 625. Pathophysiology II.  3 Credits.
This course presents a comprehensive investigation of common neurological disorders in the pediatric and adult population. A brief review of neural development and maturation is provided as a foundation for understanding specific cellular and system responses to neuronal injury or cell death. For selected neurological disorders the disease process is presented in terms of known pathology, known or potential etiology and risk factors, clinical manifestations, and medical management.
Offered: Every year, Spring

PT 627. Applied Pharmacology II.  1 Credit.
This course is a continuation of Pharmacology 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.
Offered: Every year, Spring Online

PT 628. Acute Care and Cardiopulmonary II.  2 Credits.
This course builds on PT 531 for the evaluation, treatment planning and intervention of the patient with cardiopulmonary dysfunction. Students examine cardiopulmonary changes present over the lifespan and interventions. Management of patients in specialized units such as transplant, neonatal and pediatric units are explored, as part of an interprofessional team. Goal setting and discharge planning are examined. Students explore cardiopulmonary issues present in treating the population with bariatric impediments.
Offered: Every year, Spring

PT 628L. Acute Care and Cardiopulmonary II Lab.  1 Credit.
Lab to accompany PT 628.
Offered: Every year, Spring

PT 652. Professional Issues in Physical Therapy II.  1 Credit.
This course introduces students to the current issues facing the physical therapy profession. Topics include professional trends and professionalism, risk management, workforce trends including minority and cultural impacts to care, education trends, legal and ethical issues. The course addresses physical therapy concerns related to state and federal legislation, governance and advocacy for patients and the profession.
Offered: Every year, Spring
PT 653. Neurorehabilitation I. 3 Credits.
This course presents a framework for integrating the assessment and treatment 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 evaluation techniques, plan and prioritize appropriate goals and treatments, 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 PT 653. 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 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. Diagnostic Imaging for Physical Therapists. 2 Credits.
This course introduces the student to diagnostic imaging principles and techniques as applied to musculoskeletal, neurologic and cardiovascular and pulmonary systems examination, evaluation and management. The course emphasizes radiographic anatomy, common normal variants and pathological and traumatic conditions. In addition to standard radiographic techniques, other imaging and special techniques are discussed. The course is organized by body systems: musculoskeletal, cardiovascular and pulmonary and neurologic as well as a session on technologic advances.
Offered: Every year, Summer

PT 658. Differential Diagnosis. 3 Credits.
This course provides students with methods of identifying signs and symptoms of diseases and differentiating between those that are musculoskeletal and those that are systemic conditions. Throughout the course, the student learns to correlate the findings from the patient’s personal and family history, the physical therapy interview and the objective examination. This course provides the student with reference for determining when patients should be referred to a physician.
Offered: Every year, Summer

PT 661. Administration and Leadership in Physical Therapy. 3 Credits.
Students learn components of PTs as manager or consultant in the current health care delivery system. The organization, administration and management of a department is emphasized through topics such as: principles of management, types of supervision/managerial styles, program planning and decision-making, policy development, quality assurance, utilization review, reimbursement, budget preparation, regulating agencies and managed care, legal issues and risk management, and consumer satisfaction. Professional topics include career-planning strategies such as resume writing and leadership development.
Offered: Every year, Summer

PT 661L. Administrative and Management Lab Physical Therapy Lab. 1 Credit.
Students learn components of PTs as manager or consultant in the current health care delivery system. The organization, administration and management of a department is emphasized through topics such as: principles of management, types of supervision/managerial styles, program planning and decision-making, policy development, quality assurance, utilization review, reimbursement, budget preparation, regulating agencies and managed care, legal issues and risk management, and consumer satisfaction. Professional topics include career-planning strategies such as resume writing and leadership development.
Offered: Every year, Summer

PT 666. Capstone I. 2 Credits.
This is the first of a three-course series culminating in a project that will contribute to the body of knowledge in physical therapy. The goals for the capstone project are: 1) to identify the purpose of the project and write a detailed justification to include a thorough review of the literature (PT 666); 2) to develop a detailed description of the project (PT 668); 3) to implement the project (PT 676 & PT 767); and 4) to report on the project and disseminate the outcome (PT 767).
Offered: Every year, Spring

PT 668L. Psychosocial Aspects of Physical Disability Lab. 1 Credit.
The course addresses psychosocial dimensions of physical therapy interventions from therapist and client perspectives. Students practice clinical reasoning. Topics include: humanistic philosophy as part of psychological rehabilitation; physical/psychological variables that influence recovery; the clinical reasoning process of the therapeutic relationship and client-centered practice; psychological influences on rehabilitation and adaptation including stress and trauma; typical mental health conditions; behavioral management of difficult persons and situations including suicidality, abuse and mental illness; and sexuality and disability-intervention strategies.
Offered: Every year, Spring

PT 669. Clinical Integration. 1 Credit.
This case-based course provides students with 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 671. Clinical Education I.  4 Credits.
Students are assigned to a full-time, 10-week clinical internship, which provides an understanding of the continuum of care. Students are involved in evaluating, developing, and implementing treatment for clients with various musculoskeletal, neuromuscular, and cardiopulmonary dysfunctions. They continue to develop their professional and interpersonal skills through interactions with clients, families, and other health professionals. Successful completion of this clinical experience is required for continuing in the program. This course is graded on a pass/fail basis.
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.
Offered: Every year, Fall

PT 676. Capstone II.  1 Credit.
This is the second of a three-course series culminating in a project that will contribute to the body of knowledge in physical therapy. The goals for the capstone project are: 1) to identify the purpose of the project and write a detailed justification to include a thorough review of the literature (PT 666); 2) to develop a detailed description of the project (PT 666); 3) to implement the project (PT 676 & PT 767); and 4) to report on the project and disseminate the outcome (PT 767).
Offered: Every year, Summer

PT 685. Evidence in Practice.  2 Credits.
This course provides students with the skills and knowledge needed to read, interpret, and appraise the quality of various types of primary (intervention, prognosis, and diagnosis studies) and secondary (systematic reviews and clinical practice guidelines) research. Topics include psychometric properties of outcome measures, research design, hypothesis testing, and ethics in research. Learning experiences include completion of online tutorials and assignments, and participation in student-led small group discussions of current evidence.
Offered: Every year, Fall

PT 730. Musculoskeletal III.  2 Credits.
This course builds on information taught in Musculoskeletal I and II and is designed to allow students to use an evidence-based approach to appropriately evaluate and establish a treatment plan, including ergonomics, body mechanics, manipulation, and kinesiology taping, for patients with various musculoskeletal conditions. The student is taught to generate an evidence-based diagnosis, prognosis, and plan of care to treat physical therapy clients with musculoskeletal dysfunction of the spine, hip, knees, ankle, shoulder, elbow, and temporomandibular joint.
Offered: Every year, Fall

PT 730L. Musculoskeletal III Lab.  1 Credit.
Lab to accompany PT 730.
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.
Offered: Every year, Fall

PT 736L. Pediatric Rehabilitation Lab.  1 Credit.
Lab to accompany PT 736.
Offered: Every year, Fall

PT 740. Prosthetics and Orthotics.  1 Credit.
This course is the study of the examination and treatment of individuals with prosthetic and orthotic devices. The focus is on the lower extremity and gait. The course provides the students with the necessary skills to thoroughly examine and treat patients with lower extremity prosthetic or orthotic devices.
Offered: Every year, Fall

PT 740L. Prosthetics and Orthotics Lab.  1 Credit.
Lab to accompany PT 740 Prosthetics and Orthotics.
Offered: Every year, Fall

PT 744. Physical Therapy Skills Elective.  2 Credits.
This course is a required therapy skills course in which students can choose a section focusing on a specific area of concentration from one of the four main practice areas of physical therapy: neuromuscular, musculoskeletal, cardiopulmonary, or integumentary. 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.
Offered: Every year, Fall

PT 759. PBL Advanced Clinical Decision-Making.  3 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.
Offered: Every year, Fall

PT 767. Capstone III.  2 Credits.
This is the third of a three-course series culminating in a project that will contribute to the body of knowledge in physical therapy. The goals for the capstone project are: 1) to identify the purpose of the project and write a detailed justification to include a thorough review of the literature (PT 666); 2) to develop a detailed description of the project (PT 666); 3) to implement the project (PT 676 & PT 767); and 4) to report on the project and disseminate the outcome (PT 767).
Offered: Every year, Fall
PT 781. Clinical Internship II. 6 Credits.
This full-time clinical internship allows students to pursue in-depth practice in areas of interest and gain a variety of clinical experiences. Students practice learned skills in all aspects of care including specialty areas, varied settings including but not limited to acute care, neurological rehabilitation, pediatrics and advanced orthopedic physical therapy. Sequenced objectives ensure progression to entry-level skills and professional behaviors. This course is graded on a pass/fail basis.
Offered: Every year, Spring

PT 782. Clinical Internship III. 6 Credits.
This final full-time clinical experience is the culmination of the physical therapy program, and prepares students for practice as graduate physical therapists. Students are required to achieve entry-level proficiency in all aspects of practice in a wide variety of clinical settings, including but not limited to acute care, advanced orthopedics, neurological rehabilitation, and pediatric physical therapy. This course is graded on a pass/fail basis.
Offered: Every year, Summer