COURSE DESCRIPTIONS

ACADEMIC YEAR 2017-18

This document contains the most updated course descriptions for the DPT program.

SPRING, YEAR 1

DPT 700: Clinical Biomechanics (4:3:4)
Credit: 4 hours

This course will discuss and prepare students for clinical application of tissue and structural biomechanics within the musculoskeletal system. A detailed analysis of individual joint systems and applied biomechanics concepts will be discussed. Osteo and arthrokinematic movements within joint systems will be presented and discussed with clinical application in a laboratory environment using surface anatomy/palpation.

DPT 702: Principles of Inquiry (2:2:0)
Credit: 2 Hours

This course is designed to review current concepts of systematic evidence-based practice and will integrate these concepts to physical therapy clinical practice. Students will apply evidence-based practice to a physical therapy related topic of their choosing. Application of these concepts will include critically evaluating relevant evidence in the literature, preparing literature for presentation to other medical professionals and preparing a decision-making algorithm for use in the clinical setting.

DPT 722: Professional Development (2:2:0)
Credit: 2 Hours

This course will provide students an overview of the physical therapy profession and prepare them for the principles that direct legal and ethical decisions, professional roles, and professional behaviors related to the practice of physical therapy. Past, current, and future modes of the delivery of healthcare will be discussed. Development of skills related to time management and stress, group dynamics, effective study and test taking strategies, and conflict management will be occur. This course includes discussion of the generic abilities, core values, and the evolution of professional growth with components of self-assessment. In addition to role playing activities and group discussion, students will document aspects of professionalism through the use of a professional portfolio throughout the entire curriculum.

DPT 724: Service Learning 1 (1:0:1)
Credit: 1 Hour

This course starts a series of integrated service learning and early clinical experiences for students to practice using verbal and non-verbal communication skills within the internal and external community, communication between health
professions, develop professional behavior, and survey the benefits of service related activities in rural communities. Inter-professional interaction and peer learning will be encouraged with any service activities geared to benefit community at large.

DPT 750: Lifespan Continuum 1 (3:2:3)
Credit: 3 Hours

Lifespan 1 will introduce the patient/client as a unique individual possessing various restrictions in their ability to move, and therefore to fully participate in their desired and/or assigned societal roles. Lifespan I will introduce and incorporate the ICF model to develop the essential foundations of the physical therapy evaluation: examination (subjective/objective), evaluation (diagnosis/prognosis) and the principles of patient/client management (education, activity modification, physical interventions of exercise, manual therapy and modalities). Lifespan I will teach the foundational principles of documentation of the patient/client episode of care. Lifespan I will introduce the foundational curricular concept of health conditions throughout the lifespan, all of which cause movement restrictions and impairments requiring the full range of physical therapy skills not restricted to a single discipline within the profession. Lifespan I will de-emphasize the 'single clinical discipline' approach to patient/client care. Finally, Lifespan I will introduce the concept of prevention; recognizing that the modification of negative lifestyle factors and the promotion of positive ones can have a profound impact upon the overall health of the physical therapy patient/client.

DPT 752: Tests, Measures, & Mobility (4:2:8)
Credit: 4 Hours

This course contains a 3 block modular series encompassing: 1) patient assessment techniques, 2) patient mobility, transfers, gait assistance, and assistive devices, and 3) physical agents and electrotherapeutic intervention. Assessment techniques will be discussed and practiced and can include universal precautions and aseptic technique, vital signs for assessment of physiologic status, goniometry and muscle length/strength testing, and posture. Patient mobility will be discussed and practiced and may include discussion of ADA, positioning/draping, transfers, assistive devices, and safety in all environments. Gait will be discussed from an intervention and prescriptive perspective with an emphasis on appropriate guarding and safety precautions. The science and reasoning behind use of thermal agents, electrotherapeutics, traction, compression, hydrotherapy, and ultraviolet, lasers, and lights will be discussed and practiced. This course serves as a foundation for clinical and physical therapy science courses later in the curriculum sequence. A solid understanding of this material is necessary to ensure success in future problem based learning activities.

SUMMER, YEAR 1

DPT 704: Human Anatomy (5:3:8)
Credit: 5 Hours

This one semester integrated study of human anatomy encompasses the gross morphology, developmental and histological aspects of the body along with the introduction to clinical anatomy. The course prepares the students for physical therapy practice with an understanding of functional human anatomy. The unit includes the
regional dissections with the emphasis on the musculoskeletal, nervous, circulatory and respiratory systems. The course consists of a series of lectures and labs organized in a regional approach.

DPT 706: Exercise Physiology (2:2:0)
Credit: 2 Hours

This course is designed to provide students with an overview of bioenergetics in addition to a study of acute and chronic physiologic adaptations to aerobic, anaerobic and strengthening exercise. The selection and application of therapeutic exercise and prescription will be emphasized in relation to physical impairments (body structure and function) and functional limitations (activities) frequently encountered across the lifespan in physical therapy.

DPT 708: Human Pathophysiology (4:4:0)
Credit: 4 Hours

This course provides a survey of human physiology and covers key concepts related to the function and biological control of cells, tissues, organs and body systems. Basic principles of physiology and pathology are addressed with focus on the coordinated functions and activities of specific body systems: nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal, and other body systems. Emphasis is given to normal system function, interaction and homeostasis, the ways that these contribute to the functions of the body as a whole. Abnormal function, interaction, and pathology will also be addressed along with injury, inflammation, and tissue repair.

DPT 726: Clinical Experience 1 (1:0:1)
Credit: 1 Hour

This is the first in a series of two integrated clinical learning experiences and associated service courses for students prior to their initial full-time clinical rotation. This course will allow students to: interact in physical therapy and inter-professional activities; practice communication skills; practice tests and measures; physical agents, develop professional behavior; identify legal and ethical components of physical therapy; and observe medical conditions associated with health wellness and pathology. Inter-professional interaction and peer learning will be encouraged with all clinical experiences.

DPT 754: Burn & Wound Management (2:2:0)
Credit: 2 Hours

The course will cover the basic science of normal physiology of tissue repair related to the pathology of burns and wounds. Psychosocial issues related to wound healing will be discussed. Knowledge of anatomy as well as the integumentary, vascular, neuromuscular and peripheral nervous systems will be required to properly identify various types of wounds including but not limited to: lacerations, ulcers, amputations, punctures, gun-shots, chemical, electrical and fire wounds. Different tools to measure wounds appropriately will be utilized. Various types of treatment such as debridement, protective garments, splinting devices, surgical intervention and chemical agents will be discussed. The student will also develop skills to prepare a sterile versus a clean
environment as well as use personal protective equipment. The development of strategies to deal with special populations related to wounds such as obesity, diabetes, amputees and the indigent will be interwoven throughout this course. Finally the management and business details related to wounds including coding principles will be discussed.

**FALL, YEAR 1**

**DPT 710: Pharmacology (2:2:0)**
**Credit: 2 Hours**

This course provides an introduction to pharmacology principles and pharmacokinetics. The focus will be on the effect of drugs (by class) on systems and common side effects. The effects of drugs on the central nervous system, skeletal muscle, cardiovascular, respiratory, gastrointestinal, and endocrine systems will be discussed. Drugs used to treat pain, inflammation, infections, and an introduction to chemotherapy for neoplastic disease will be presented.

**DPT 712: Neuroscience (3:3:0)**
**Credit: 3 Hours**

This course provides students with a foundation in systems level neuroscience in coordination with the neurorehabilitation curriculum. A focus on the understanding of normal function and pathology within the central nervous system (CNS) will occur. Functional and regional neuroanatomy will be presented. The course is organized by coverage of review for axon physiology and neurotransmission, anatomical organization of the CNS, sensory and motor functions, and description of frequently encountered neurological disorders relevant to physical therapy.

**DPT 728: Clinical Education (2:2:0)**
**Credit: 2 Hours**

This course includes lecture, class discussion, and active learning activities regarding documentation practices and standards in physical therapy; professional behavior and communication in the clinical setting, including communication when dealing with the unusual or unexpected patient situations; generational and cultural differences; teaching and learning principles, including learning styles, as applied to student and patient education; and proper use of the CPI as an assessment tool. Activities to prepare the student for clinical internships include an overview of the site-selection process, documentation activities, and interactive learning styles activities.

**DPT 730: Service Learning 2 (1:0:1)**
**Credit: 1 Hour**

This is the second of a series of three integrated service learning courses and associated early clinical experiences for students to practice using verbal and non-verbal communication skills within the internal and external community, communication between health professions, develop professional behavior, and survey the benefits of service related activities in rural communities. Inter-professional interaction and peer learning will be encouraged with any service activities geared to benefit community at large.
DPT 756: Therapeutic Exercise 1 (3:2:3)
Credit: 3 Hours

This course is an introduction to the principles of therapeutic exercise to promote strength, balance, stability, endurance, flexibility and function. The ICF model of enablement, the systems model of motor control and the task oriented approach to movement analysis will be used as frameworks for evaluating simple (not complex) movement dysfunction. This will allow for individualized development of corrective exercise plans to address pain and functional mobility losses for sicker patient populations to include hospital, long-term care, sub-acute and post-operative management.

DPT 760: Hospital Based Practice (3:2:4)
Credit: 3 Hours

This course will present educational material related to patient management encountered in diverse hospital settings. Hospital settings to be discussed will include: general medical, surgical, emergency room, intensive care, progressive care, critical care, sub-acute, rehabilitation, cardiac care, labor and delivery, and orthopedic sections. Items related to patient management to be discussed, analyzed and practiced will include chart review, safe patient handling techniques, discharge planning as well as documentation. The process of practicing autonomously within an integrated multidisciplinary team will be emphasized. Evaluation, assessment and treatment techniques typically encountered by physical therapists will be discussed and practiced for patients across the lifespan. The continuum of care model will be utilized. It will be essential for the student to understand how to operate within a complex environment involving instrumentation, life sustaining equipment, tubes, lines and monitoring machines. It will be important to recognize the value of diagnostic testing, lab values, contraindications and precautions.

DPT 762: Musculoskeletal Practice (3:2:4)
Credit: 3 Hours

This course primarily addresses screening systems for disease outside the scope of physical therapist practice, examination/evaluation of spinal and peripheral joint systems, and an introduction to patient management. An evidence informed structure is utilized exploring a variety of systems approaches to musculoskeletal examination/evaluation and combined with ICF language and examples to appropriately classify musculoskeletal dysfunction. Management strategies include structure and scope for creating a plan of care [education, activity modification, and physical interventions] with a focus on acute/sub-acute injury and post-surgical populations. An introduction to manual therapy is provided using regional techniques with focus on safety and decision making. Communication between professionals is addressed throughout the course. A variety of learning activities is incorporated into the presentation of course materials including, lecture, demonstration, independent and case study, role play, skills check-off/video assignments, and laboratory practicum.

DPT 764: Clinical Reasoning 1 (1:0:3)
Credit: 1 Hour
This course focuses on clinical reasoning in three parts. The first section of the course provides the elements and processes of critical thinking and reasoning necessary for clinical practice. The second section will apply previously taught foundational research skills at searching the literature, critically appraising the results through use of validated checklists and inventories of research quality and bias, through small group discussion and presentation under faculty/clinician guidance/facilitation to determine the quality of evidence culminating in critical analysis papers. The third section will utilize collaborative small groups to solve simulated clinical cases across the lifespan from primarily the musculoskeletal and hospital-based (acute/sub-acute) perspective. Problem-based and case-based learning activities will be incorporated with simulated patients to develop critical thinking and reasoning skills, practice examination elements, to establish a physical therapy diagnosis, prognosis, and plan of care that incorporates the ICF model. Students will orally present cases to their peers and answer questions related to their clinical reasoning processes and resultant plans of care along with carrying out portions of the plan of care under peer scrutiny. Electronic health databases and documentation software will be used in this course. Students will submit documentation of case findings using the SOAP format.

SPRING, YEAR 2

DPT 714: Motor Control (3:3:0)
Credit: 3 Hours

This course examines perceptual, motor, and sensory contributions to feedforward and feedback postural control, balance, and movement strategies and promotes critical thinking as students use their understanding to develop educated interventions for movement pathologies with neurologic origins. Specific neurologic pathologies are introduced as patient examples of movement dysfunction from which students will develop and plan treatment strategies. The course is structured in three blocks covering theoretical frameworks of motor control, postural control, and mobility functions.

DPT 758: Neurology Practice (3:2:3)
Credit: 3 Hours

This course addresses evaluation and management skills within the practice of neurological physical therapy. Students will learn a process for hypothesis-driven examination, evaluation and treatment planning based on task-analysis and HOAC II conceptual frameworks. Emphasis will be placed on accurate choices of assessment tools and screening of body systems/functions to understand the movement dysfunctions of the neurologically impaired patient. ICF domains will guide appropriate selection of outcome measures as part of the whole person examination, evaluation and treatment planning. Outcome measures will be thoroughly reviewed, practiced and applied through case study and patient demonstrations.

DPT 766: Therapeutic Exercise 2 (3:2:4)
Credit: 3 Hours

This course discusses the mechanisms and application of therapeutic exercise to normal
and abnormal populations with specific focus on special populations and disorders. Therapeutic exercise will be applied in the development of a rehabilitation program and appropriate progression for impairments, pain and selected movement disorders.

DPT 768: Cardiopulmonary Practice (3:2:3)
Credit: 3 Hours

The Cardiovascular & Pulmonary unit is designed to provide the student with an understanding of normal and abnormal function of the cardiovascular and pulmonary systems. Emphasis will be placed on application to physical therapy practice. This information will be presented in didactic instruction, literature review, case review and presentation, and laboratory formats. The Cardiovascular & Pulmonary unit will include a review of the pertinent anatomy and physiology presented earlier in the curriculum. Current medical and surgical interventions will be discussed. Elements of patient management will be addressed with focus on diseases specific to the cardiovascular and pulmonary systems.

DPT 770: Orthotics & Prosthetics (2:2:0)
Credit: 2 Hours

This course provides an overview and evidence supported approach to orthotic and prosthetic use in patient populations. Gait assessment before and after orthotics and prosthetics intervention will be discussed and practiced. Integumentary, neurological, and vascular considerations will be discussed in patient populations that benefit from orthotics and prosthetics intervention.

DPT 800: Clinical Internship 1 (3:0:9)
Credit: 3 Hours

Six weeks of full-time experiential training (approximately 240 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors in order to develop entry-level competencies as defined by the clinical performance instrument (CPI). Rotations for DPT 800 may involve general hospital, skilled nursing, outpatient orthopedic, or home health settings to emphasize application of musculoskeletal, cardiopulmonary, and basic care skills learned in the first year.

SUMMER, YEAR 2

DPT 732: Clinical Experience 2 (1:0:1)
Credit: 1 Hour

This is the second in a series of two integrated clinical learning experiences and associated service courses that occurs the semester after the initial full-time clinical rotation. This course builds upon students’ previous clinical experiences by allowing them exposure to different practice settings and additional inter-professional activities. Students will enhance their: communication skills; tests and measures skills; physical agents utilization; professional behaviors; ability to identify legal and ethical
components of physical therapy; and understanding of medical conditions associated with health wellness and pathology. Inter- professional interaction and peer learning will be encouraged with all clinical experiences.

DPT 772: Lifespan Continuum 2 (pediatric) (3:2:4) Credit: 3 Hours

This course will develop intermediate to entry-level skills in the evaluation and management of the pediatric population aged 0-18. Students will recognize key neuromuscular and musculoskeletal health conditions and lifestyle factors that impact a younger person’s ability to fully participate in their desired societal roles or that predict future limitations thereof. The focus of Lifespan 2 will be on the etiology, presentation and assessment of pediatric health conditions. Students will research multiple sources to achieve an understanding of the evidence related to presentations and the associated management models. Students will utilize core concepts of the ICF model and relevant functional outcome measures to quantify individual-specific participation and activity restrictions and measure and record condition specific impairments. Students will synthesize these findings into an evaluation including a physical therapy diagnosis, a prognosis, and a structured, evidence-based management plan. Students will learn specific skills, building upon previous course material that will enable them to fully execute each step of the evaluation sequence. Finally, students will acquire and develop skills to identify and evaluate specific contextual, societal, and institutional, and policy barriers to full participation of younger persons in a variety of settings, including the rural health care setting.

DPT 776: Lifespan Continuum 3 (musculoskeletal) (3:2:4) Credit: 3 Hours

This course will develop intermediate to entry-level skills in the evaluation and management of adults across the lifespan. Students will recognize key musculoskeletal health conditions and lifestyle factors considered predictive of future negative impacts on a person’s ability to fully participate in their desired societal roles. A focus on musculoskeletal conditions present in the upper half of the body including cervical, thoracic/ribs, shoulder, elbow, wrist and hand will be provided. Students will research multiple sources to achieve an understanding of the evidence related to presentations and the associated management models. Students will utilize core concepts of the ICF model and relevant functional outcome measures to quantify individual- specific participation and activity restrictions and measure and record condition specific impairments. Students will synthesize these findings into an evaluation including a physical therapy diagnosis, a prognosis, and a structured, evidence-based management plan. Students will learn specific skills, building upon previous course material that will enable them to fully execute each step of the evaluation and management process. Finally, students will acquire and develop skills to identify and evaluate specific contextual, societal, and institutional and policy barriers to full participation of adults in the rural health care setting.

DPT 780: Lifespan Continuum 4 (neurological) (3:2:4) Credit: 3 Hours

This course will develop intermediate to entry-level skills in the evaluation and management of adults aged 18 and older who present with a neurological health
problems. Students will be introduced to genetic, congenital, degenerative, active/traumatic and chronic conditions that produce neurological deficits which impact a person’s ability to fully participate within their societal roles. Students will research multiple sources to achieve an understanding of the evidence related to presentations and the associated management models. Students will utilize core concepts of the ICF model and relevant functional outcome measures to quantify individual-specific participation and activity restrictions and measure and record condition-specific impairments. Students will synthesize these findings into an evaluation including a physical therapy diagnosis, a prognosis, and a structured, evidence-based management plan. This information will be applied across the lifespan to aide clinical reasoning related to the differences and challenges that exist within varying decades of life. Students will learn specific skills, building upon previous course material that will enable them to fully execute each step of the evaluation sequence. Finally, students will acquire and develop skills to identify and evaluate specific contextual, societal, and institutional and policy barriers to full participation of adults in the rural health care setting and how this setting may impact the management of these conditions.

FALL, YEAR 2

DPT 734: Service Learning 3 (2:0:2)
Credit: 2 Hours

This is the third in a series of three integrated service learning courses and associated early clinical experiences for students to practice using verbal and non-verbal communication skills within the internal and external community, communication between health professions, develop professional behavior, and survey the benefits of service-related activities in rural communities. Inter-professional interaction and peer learning will be encouraged with any service activities geared to benefit community at large.

DPT 774: Lifespan Continuum 5 (pediatric)
(4:3:3) Credit: 4 Hours

This course will develop intermediate to entry-level skills in the treatment and management of the pediatric population aged 0-18. Students will recognize key health conditions and lifestyle factors that impact a younger person’s ability to fully participate in their desired societal roles or that predict future limitations thereof. The focus of Lifespan 3 will be on treatment and management (including medical management) of pediatric health conditions commonly seen by pediatric physical therapists. Students will research multiple sources to achieve an understanding of the evidence related to common treatment approaches in pediatric physical therapy and the associated management models. Students will utilize core concepts of the ICF model to develop meaningful, measurable goals for patients based on diagnosis, life stage, and personal/environmental factors as well as patient structure/function, activity, and participation limitations. Students will synthesize evaluation findings to hypothesize a prognosis, and to create a structured, evidence-based management plan applicable to the myriad settings of pediatric PT practice. Students will develop skills to identify and evaluate specific contextual, societal, and institutional, and policy barriers to full participation of younger persons in a variety of settings, including the rural health care setting, and formulate ongoing strategies for assisting patients in accessing community
resources.

DPT 778: Lifespan Continuum 6 (musculoskeletal) (4:2:3)
Credit: 4 Hours

This course will develop intermediate to entry-level skills in the evaluation and management of adults across the lifespan. Students will recognize key musculoskeletal health conditions and lifestyle factors considered predictive of future negative impacts on an adult’s ability to fully participate in their desired societal roles. Students will research multiple sources to achieve an understanding of the evidence related to presentations and the associated management models. Students will utilize core concepts of the ICF model and relevant functional outcome measures to quantify individual-specific participation and activity restrictions and measure and record condition specific impairments. Students will synthesize these findings into an evaluation including a physical therapy diagnosis, a prognosis, and a structured, evidence-based management plan. Students will learn specific skills, building upon previous course material that will enable them to fully execute each step of the evaluation and management sequence. Finally, students will acquire and develop skills to identify and evaluate specific contextual, societal, and institutional and policy barriers to full participation of adults in the rural health care setting.

DPT 782: Lifespan Continuum 7 (neurological)
(4:2:3) Credit: 4 Hours

This course will develop intermediate to entry-level skills in the management of adults over the age of 18. Students will recognize key neuromuscular health conditions and lifestyle factors considered predictive of future negative impacts on an adult and geriatric patient’s ability to fully participate in their desired societal roles. Additionally, students will consider specific contextual, societal, and institutional and policy barriers to full participation of these same patients in the rural health care setting. Students will learn a framework for clinical reasoning aimed at reducing the impact of impairments for improved task performance which will require recall of prior coursework in anatomy, biomechanics, physiology and motor control. Students will research multiple sources to achieve an understanding of the evidence related to associated management models common seen for neurologically involved patients. Students will utilize core concepts of the ICF model and relevant functional outcome measures to develop individualized, task-specific interventions which will enhance functional abilities and participation. Techniques aimed at both recovery and compensation will be presented. Students will be expected to manage and educate these patients acutely, through rehab and chronically as well as transitioning to community based health and wellness. Students will be expected to research health conditions, lifestyle factors and related evidence-based interventions and develop basic teaching materials and educate fellow students about their findings. This will also include identifying case studies, solving case related problems and independently developing impairment and function-based treatment sequences that build on prior course-work in these areas.

DPT 784: Clinical Reasoning 2 (1:0:3)
Credit: 1 Hour

The evidence-based medicine section will apply previously taught foundational research
skills at searching the literature, critically appraising the results through use of validated checklists and inventories of research quality and bias. Written assessment of evidence using the PICO method to answer clinical questions will be utilized along with presentation of mini-evidence summaries for health conditions through a critically appraised topic paper. An introduction to terminal EBM projects will be presented along with formation of groups and topic areas. Student groups will create a detailed outline for their selected condition and present to peers. The patient assessment and clinical reasoning section will utilize collaborative small groups and student pairs to solve simulated clinical cases across the lifespan in the primary PT practice domains (cardiopulmonary, musculoskeletal, and neuromuscular) from a continuum of acute to chronic and simple to complex. Problem-based and case-based learning activities will be incorporated with simulated patients to develop critical thinking and reasoning skills, practice examination elements, to establish a physical therapy diagnosis, prognosis, and plan of care that incorporates the ICF model. Students will orally present cases to their peers and answer questions related to their clinical reasoning processes and resultant plans of care along with carrying out portions of the plan of care under peer scrutiny. Electronic health databases and documentation software will be used in this course.

**SPRING, YEAR 3**

**DPT 736: Administration & Management (3:3:0)**
Credit: 3 Hours

This course will provide an in-depth study of the organization and administration of physical therapy services, including organizational and administrative principles, employment practices and personnel management, marketing, facility planning, financial stewardship, reimbursement and outcomes. Current payer methodologies and case management will be reviewed. Students will learn the practical aspects of managing physical therapy services, from an initial business plan concept to long term strategic planning. Current regulatory, legal and policy and procedures that impact practice management will also be presented.

**DPT 786: Special Populations (4:4:0)**
Credit: 4 Hours

This course involves continued study of selected practice settings and patient populations. The first portion of the course addresses unique psychosocial, assessment, management, and documentation/reimbursement needs of women’s and men’s health. Concepts in industrial rehabilitation will be covered to include: employment screening, functional capacity evaluations, rehabilitation requirements, work site analysis, and OSHA reporting requirements related to environmental safety and health. The course ends with discussion of home health care delivery and the unique practice aspects of rural healthcare. Other items for discussion may include military/VA practice settings and rehabilitation considerations of this population along with school based practice.

**DPT 788: Clinical Reasoning 3 (1:0:3)**
Credit: 1 Hour

The evidence-based medicine section will apply previously taught foundational research
skills at searching the literature, critically appraising the results through use of validated checklists and inventories of research quality and bias. Written assessment of evidence using the PICO method to answer clinical questions will be utilized along with presentation of mini-evidence summaries for health conditions through a critically appraised topic paper. Student groups will provide a presentation to peers and in an open public forum related to conditions across the lifespan. The presentation is comprehensive, evidence based, and entails all elements of PT practice including background information and typical patient presentation. The patient assessment and clinical reasoning section will utilize collaborative small groups and student pairs to solve simulated clinical cases across the lifespan in the primary PT practice domains (cardiopulmonary, musculoskeletal, and neuromuscular) from a continuum of acute to chronic and simple to complex. Problem-based and case-based learning activities will be incorporated with simulated patients to develop critical thinking and reasoning skills, practice examination elements, to establish a physical therapy diagnosis, prognosis, and plan of care that incorporates the ICF model. Students will orally present cases to their peers and answer questions related to their clinical reasoning processes and resultant plans of care along with carrying out portions of the plan of care under peer scrutiny. Electronic health databases and documentation software will be used in this course. The final comprehensive, graded OSCE will be completed as part of this course.

DPT 790: Imaging in PT Practice
(2:2:0) Credit: 2 Hours

This course will review the basic science behind multiple imaging modalities (x-rays, MRI, CT, Doppler, PET scan, arthrograms, DUS, etc), positives and negatives of each intervention, and how and when to refer for imaging services or consultation. The most common views and anatomical structures will be identified by joint/region/system that may include: anatomy of bone, joint, cartilage, soft tissue, CNS structure, and cardiovascular systems. Clinical reasoning algorithms for assistance with imaging selection and interpretation will be discussed and practiced through case studies. Evidence based utilization of imaging will be discussed and practiced along with impact of overutilization on healthcare costs in didactic classroom activities and case presentations. The American College of Radiology guidelines will be implemented throughout along with validated clinical decision rules.

DPT 792: Assistive & Adaptive Technology (1:0.5:2)
Credit: 1 Hour

This course is designed to provide entry-level physical therapists with the theories and tools necessary to systematically prescribe and modify assistive technology provisions to maximize the participation and minimize functional limitations across diagnosis. Students will have the opportunity to participate in a 1-2 day hands-on workshop where seating and mobility devices will be available for hands-on learning of the products. Class work will allow application of this learning to cases involving a variety of conditions across the lifespan. Issues in funding and an introduction to writing letters of medical necessities will allow for immediate use of the skill in the clinical setting.

DPT 796: Contemporary Topics in Musculoskeletal Physical Therapy
Credit: 2 Hours
This course expands upon existing knowledge and provides students with advanced theory and skills in the evaluation and management of various topics within musculoskeletal physical therapy. Different topics will be addressed, representing areas that are either early in their development within the physical therapy profession or that are not widely addressed within the entry-level curriculum. Specific topics to be covered include: trigger point dry needling, strain-counter-strain, muscle energy technique, and advanced spinal manipulation techniques. This will be a student driven course, where information will be researched and presented by students, with faculty leading problem solving sessions to deal with complex patient issues.

DPT 797: Independent Study
Credit: 2 Hours

This course is designed to allow flexibility for select students to participate in research with CPHS faculty members. Depending on the stage of faculty research, student will gain exposure to research qualifications (e.g. CITI training), IRB processes, literature review, data collection, data reduction, data analysis, technical writing, and presentation. Students wishing to pursue community awareness and intervention can create an education course and carry it out in the community.

DPT 798: Physical Therapy Management of Vestibular Disorders and Concussion Credit: 2 Hours

This course expands upon existing knowledge of the neurological system and neurological disorders and provides students with advanced skills in the examination, evaluation and treatment of vestibular disorders and concussion across the lifespan. The course will review the underlying anatomy and physiology of the vestibular system followed by problem-based clinical scenarios of vestibular disorders, including concussion, for patients throughout the lifespan. Current evidence on the management of vestibular disorders, including prevention, will be woven through the course and students will be encouraged to integrate evidence into proposed assessment and treatment methods.

DPT 799: Health and Wellness Promotion in the Practice of Physical Therapy Credit: 2 Hours

This course focuses on the role of the physical therapist in health promotion, wellness, and prevention. The purpose of the course is to gain an understanding of fundamental concepts of health, wellness, screening for risk, and the theoretical bases underlying behavior change. Students will learn how to assess risk for specific conditions, generate goals to decrease risk and increase health and wellness, develop and implement a plan to achieve his or her goals, and assess the results in both individuals and within specific populations. Understanding the factors underlying health behaviors and use of techniques to more effectively motivate or coach individuals through lifestyle changes to positively impact health and wellness will be a particular focus of this course. In addition, inter-professional collaboration with community health providers will be emphasized, according to the principles of family-centered care.

SUMMER, YEAR 3
DPT 802: Clinical Internship 2 (8:0:24)  
Credit: 8 Hours

Sixteen weeks of full-time experiential training (approximately 640 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors in order to develop entry-level competencies as defined by the clinical performance instrument (CPI). Rotations for DPT 802 may include acute care, musculoskeletal, neuromuscular, general practice, or elective.

**FALL, YEAR 3**

DPT 794: Licensure Preparation (1:1:0)  
Credit: 1 Hour

This course is designed to assist students with formal licensure preparation. Students will review areas of study within the FSBPT content areas and take quizzes with timed limitations that mimic the licensure examination. Questions will be formatted to mimic the licensure examination. Activities may include group discussion, self-study using licensure preparation guides, and self-assessment within FSBPT content areas through quizzes on Blackboard or purchased licensure preparation software.

DPT 804: Clinical Internship 3 (8:0:24)  
Credit: 8 Hours

Sixteen weeks of full-time experiential training (approximately 640 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors in order to develop entry-level competencies as defined by the clinical performance instrument (CPI). Rotations for DPT 806 may include acute care, musculoskeletal, general practice, neuromuscular, or elective.