

# Physical Therapy

The three year Doctor of Physical Therapy Program is offered through the Russell Sage College School of Health Sciences. Physical therapists are health care professionals who provide services to patients and clients of all ages. Through a comprehensive process of examination, evaluation, diagnosis, prognosis, intervention and outcome assessment, physical therapists provide care to patients to alleviate impairments and functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes. Physical therapists also have an active role in consultation, education, critical inquiry, administration, and supervision of physical therapy services as well as provision of prevention and wellness services, including screening and health promotion. Physical therapists interact and practice in collaboration with a variety of professionals, including nurses, physicians, educators, social workers, occupational therapists, speech-language pathologists, audiologists, and dentists. Physical therapists work in a variety of practice settings, including hospitals; outpatient clinics; rehabilitation centers; skilled nursing, extended care or sub-acute facilities; home health; education or research centers; early intervention programs and preschool, primary and secondary schools; hospices; corporate health centers; industrial or other occupational environments; collegiate, amateur, and professional athletic facilities; fitness centers; and sports training facilities.

## DPT Mission and Philosophy

### Mission Statement

Our program prepares exemplary, autonomous Physical Therapists committed to improving the health and wellness of diverse individuals, communities and society. Graduates demonstrate integrity and professionalism in a dynamic and changing health care environment. They are adaptable and innovative in the delivery of inclusive person-centered care.

The mission, vision, and philosophy of the Physical Therapy Department are aligned with:

- Russell Sage College's mission of "To Be, To Know, To Do"
- The APTA's mission of "Building a community that advances the profession of physical therapy to improve the health of society"
- The APTA's vision of "Transforming society of optimizing movement to improve the human experience."

### DPT Strategic Vision

In response to the current state of healthcare, changes in higher education, and contemporary physical therapy practice, it is important that faculty and students invest in their communities. Physical therapists, with their movement expertise, play a critical role in the health and well-being of individuals. Building on the department's historical commitment to community engagement, we fully recognize addressing population health and societal needs is a complex enterprise. Our vision is to collaborate with community groups to improve population health outcomes and address disparities associated with the social determinants of health.

### DPT Value Statement

The depth and breadth of our professional curriculum are enriched by the intellectual community found at our

comprehensive college system dedicated to liberal, professional, and specialized programs of study.

The physical therapy program values 1) active/lifelong learning, 2) engagement in service to the local, national, and global communities, 3) community partnerships designed to improve the health and wellness of people, 4) interprofessional collaboration, 5) continuing clinical competence that sustains clinical excellence, 6) advocacy for strategies to improve the health and wellness of individuals and communities, and 7) effective healthcare delivery that is affordable, accessible, and sensitive to the needs of individuals and communities.

## **Diversity, Equity and Inclusion Vision Statement**

In alignment with Russell Sage College's Diversity, Equity, and Inclusion Strategic Plan, the RSC DPT program is committed to the vision statement that: Russell Sage College embraces diversity, equity, and inclusion as essential components of a rich intellectual and cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society. We realize that the work of diversity, equity, and inclusion is an evolution that moves us towards our aspirations of a culturally inclusive community. The understanding we gain, as we continually assess our institution, will create informed and intentional transformation.

Russell Sage College DPT program is committed to developing policies and procedures to create optimal learning and working environments for all students, alumnae/i, faculty, administrators, and staff.

## **DPT Program Philosophy**

The members of the Doctor of Physical Therapy Program believe:

1. In the inherent worth of the individual and the value of diversity.
2. Quality of life for all members of society is facilitated by an accessible environment and optimal movement to enhance function. Physical therapists are autonomous practitioners with the expertise to maximize the movement abilities of all individuals across the life span.
3. Physical therapists are autonomous professionals who are lifelong learners and engage in knowledge translation. They are prepared to meet the demands of current and evolving practice.
4. The pursuit of clinical excellence involves embracing the highest possible professional, ethical, legal, and scientific standards that are consistent with the physical therapy core values.
5. Physical therapists need a broad base of preparation in liberal arts, professional theory, and critical inquiry integrated with practical and applied experiences.
6. Interactive learning experiences that are delivered in small class formats emphasizing hands-on learning are essential throughout the curriculum to assist students in gaining cognitive, psychomotor, and affective skills to prepare them for critical thinking in professional practice.
7. The integration of mind, body, and spirit for self and others is essential to the delivery of safe, comprehensive, and effective physical therapy services. Physical Therapists emulate lifestyle choices that focus on lifelong health promotion and wellness.
8. Meeting the needs of individuals and communities in a dynamic and changing health care environment requires innovation and effective skills in communication, collaboration, and advocacy.
9. Effective healthcare delivery is sensitive to the cultural and financial needs of all individuals and communities in order to empower them to be active in their own care.
10. Faculty members are models in their roles as educators, scholars, administrators, clinicians, consultants, and providers of professional and community service. Faculty and students have a responsibility to make positive contributions to the profession and community-at-large.

# Physical Therapy Curriculum

## Program Length

The typical three calendar year graduate program begins in the summer and includes seven academic semesters, with one summer 8 week clinical educational experience, one 12 week fall-spring clinical educational experience , and one 12 week spring clinical educational experience. Students graduate in May following completion of the third year of the DPT program.

## Curriculum Model

The curriculum has been developed along three organizing elements with six transcurricular themes, which are consistent with our mission, value, and philosophy statement. The organizing elements and trans curricular themes are also consistent with APTA statement/philosophy regarding movement system and *Professionalism in Physical Therapy: Core Values*.

Organizing Elements	Transcurricular Themes
Musculoskeletal System	Safety
Neuromuscular System	Communication
Cardiovascular and Pulmonary System	Social Responsibility
Integumentary System	Ethical and Legal Behavior
Clinical Decision Making/Critical Inquiry	Evidence-Based Practice
Human Interaction	Life Long Learning

Each of the DPT courses is linked to at least one, if not more than one organizing element. The organizing elements are based on the four preferred practice patterns in *The Guide to Physical Therapist Practice* with the additions of Clinical Decision Making/Critical Inquiry and Human Interaction. The first organizing element "Movement System" represents the collection of systems (musculoskeletal, neurological, cardiovascular and pulmonary and integumentary) that interact to move the body or its component parts. The coursework provides knowledge of the movement system and helps the students develop expertise in function and mobility. Throughout the curriculum the coursework students receive allows them to gain comprehensive knowledge on examining and evaluating the movement system. The students learn the foundational didactic material which enables them to apply concepts/theory to examination and evaluation of various patient populations. The students are able to perform patient examination using common outcome measures, synthesize findings to write evaluation and prognosis statements, establish goals that are objective and measurable, and develop an appropriate plan of care that includes discharge planning. Coursework associated with each of these elements progresses in-depth and specificity throughout the curriculum. The element of Human Interaction is found throughout the curriculum in the interactions between student and the department faculty, institutional faculty, administration, staff, allied health professionals, peers, outside professionals and patients/clients.

The curricular content is inclusive of all skills required for entry level physical therapy practice. The foundational and behavioral sciences coursework builds on the undergraduate prerequisite courses and provide the basis for the clinical sciences, patient/client management, and practice management content in the DPT program. The curriculum is structured to foster the development of students in the cognitive, psychomotor, and affective domains and a variety of teaching methods are used to accommodate individual learning styles. Multiple courses within the curriculum allow the students to have exposure to patients and clients throughout the lifespan. This enables the student to apply the didactic material disseminated within the course and practice newly acquired skills. Concurrent with the corresponding patient/client management courses, the integrated clinical educational experiences of the curriculum provides students with a part-time clinical education opportunity to interact with patients who have movement system disorders. Included within

the curriculum there is an 8 week full-time clinical education experience that allows the students to begin to independently apply their knowledge base. At the end of the didactic coursework there are two 12 week full-time terminal clinical education experiences that allow the students to be best prepared to apply their clinical reasoning skills. The student is expected to achieve entry level practice by the end of the program. The expectations of entry level performance are to manage all levels of patient/client presentations without supervision; including proficiency in examination, intervention and clinical reasoning.

The six trans curricular themes are evident throughout the courses and co-curricular activities and help prepare students to function in an increasingly complex social and health care culture. The trans curricular themes are consistent with APTA's document on *Professionalism in Physical Therapy: Core Values* and reflect the mission of Russell Sage College. The emphasis is on preparing students to become professional practitioners who are responsive to, and show concern for the needs of the individual, community, and society. The trans curricular themes are evident across the curriculum which enables students to contextualize the core values and professional responsibility associated with patient/client care and the health needs of society. Basic values and ethics are presented early in the curriculum in the Introduction to the Physical Therapy Profession course. The students have a learning experience in which they assess the core values and behavioral examples and set individual goals pertaining to the core values within the Physical Therapy program and profession. The core values are then refined and reinforced in the later courses in the same element.

Core values such as Compassion and Caring are embedded throughout the curriculum. The values enable the students to self-identify their role in demonstrating concern, empathy and valuing the needs of others when interacting with peers, allied health professionals, patients and clients. Students learn to embrace Integrity and Accountability by adhering to high ethical principles and work towards taking on the responsibility for their own learning. Throughout the three-year program, all students maintain an active APTA membership. The professions core values of Duty, Social Responsibility, Collaboration, Inclusion, and Altruism integrate throughout the coursework with an emphasis in preparing students to provide effective physical therapy services, and to serve the patient's/client's needs above their own. The students learn the value of providing pro-bono services which assists the profession in building a stronger community. The core value of Excellence is emphasized and integrated within the curriculum through knowledge translation, best practice standards and transitioning into a profession that embodies lifelong learning.

Coursework includes evidence gathering, critical review of literature, to answer a question or make a decision related to practice. The coursework progresses the students from being proficient in accessing the professional literature to being critical consumers of literature. In order to prepare students to become excellent consumers of research and beginning clinical researchers, the curriculum includes a four-course research sequence. This sequence culminates in a capstone project under the supervision of a faculty member. The Capstone projects are presented at the RSC Graduate Research Symposium held in the spring semester at the end of their second year. Students are also encouraged to present/disseminate the research at state and national conferences as well.

## Course Sequences

- [Physical Therapy: 3-Year Professional Course Sequence](#)

## Clinical Education

Clinical Education is an integral part of the curriculum. Students are prepared to successfully bridge academic preparation with clinical practice through the completion of full time and part time clinical education experiences. To participate in clinical education experiences, students must complete all academic requirements and also demonstrate effective interpersonal communication skills, judgment and professional

behavior consistent with the APTA's *Professionalism in Physical Therapy: Core Values*. There may be additional expenses associated with the clinical education program including expenses for housing, meals, and daily commuting expenses to and from the clinical site. Some clinical facilities require a criminal background check on any student placed there for a clinical education experience. A felony conviction may affect a student's placement in clinical education settings or a graduate's ability to sit for the National Physical Therapy Examination or to attain state licensure.

## **Licensure**

Upon successful completion of the program, students are eligible to sit for the National Physical Therapy Examination and, after passing the exam, be licensed in any state. Each state's licensing board has rules and regulations concerning the requirements for licensure application. All states require that candidates apply for licensure prior to becoming employed. Students are responsible to obtain and complete licensure applications. When a physical therapist moves from state to state, licensure by endorsement is exercised. Students should be aware that a felony conviction prior to or during the DPT Program may prevent them from being eligible for licensure.

## **Student Goals**

Upon completion of the physical therapy program, graduates will:

- Be autonomous practitioners able to practice in a safe and competent manner that reflects contemporary standards of practice.
- Demonstrate a commitment to professional growth.
- Demonstrate professionalism and act in a manner consistent with APTA's *Professionalism in Physical Therapy: Core Values*, and *Code of Ethics*.
- Demonstrate commitment to making a positive contribution to the profession and the community.

## **Technical Standards for Physical Therapy Practice**

Enrolled students must meet the following technical requirements for progression and graduation from the Russell Sage College Doctor of Physical Therapy program. If you believe you may need accommodations or support to achieve these standards, we encourage you to contact the Russell Sage College Office of Accessibility Services at [accessibility\\_services@sage.edu](mailto:accessibility_services@sage.edu), Phone/Fax: 518-244-6874, to establish a reasonable accommodation.

Requested accommodations will be given due consideration and reasonable accommodations will be made where consistent with curriculum objectives and legal requirements applicable to the Physical Therapy Department and Russell Sage College.

### **Professional Attitudes and Behaviors**

Enrolled Doctor of Physical Therapy students at Russell Sage College are expected to embrace diversity, equity, and inclusion as essential components of a rich intellectual and cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society. Students must be able to relate successfully to patients, families, and colleagues with honesty, integrity, and dedication in a non-discriminatory manner. Students must gain awareness of their personal reactions and responses, recognize multiple points of view, and integrate these appropriately into clinical decision-making.

Students must demonstrate the following ethical, legal, and interpersonal standards, including but not limited

to:

### **Ethic and Legal Standards**

- Follow policy and procedures related to the profession, state/national laws, and institution/agency/organization.
- Recognize and uphold individuals' rights for safety, dignity, privacy, modesty, confidentiality, and autonomy.
- Report violations of ethical and legal policies to appropriate governing authorities/organizations.

### **Interpersonal Standards**

#### **Teamwork:**

- Demonstrate flexibility and adaptability for team and personal success.
- Exhibit appreciation for others' contributions by recognizing them and responding positively and appropriately.
- Demonstrate mutual respect and offer supportive behaviors to assist team members, clients/patients, and families.
- Be kind, patient and personable.
- Demonstrate effective conflict resolution skills.
- Establish and maintain therapeutic rapport in order to effectively collaborate with members of the community, interdisciplinary team, colleagues/peers, families, and patients/clients.
- Firmly establish effective, cooperative, productive, and sensitive relationships within organizational systems' hierarchical continuums.

#### **Accountability:**

- Mindfully solicit and accept constructive criticism.
- Learn from previous mistakes.
- Follow through on commitments and meet established deadlines.
- Actively seek solutions to problems and feedback from others while problem solving.
- Accept responsibility for your actions and their effects on others.

#### **Integrity:**

- Correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary.
- Recognize the need for assistance (and ask for help) to overcome obstacles that interfere with scholastic and/or professional performance.
- Be honest. Do the right thing.
- Demonstrate independent dedication, motivation, and determination for autonomous success.

#### **Excellence:**

- Demonstrate resourcefulness.
- Be accurate and attentive to detail.
- Remain open-minded and accepting of new ideas and situations.
- Actively seek new knowledge and skill set acquisition.
- Be thorough and demonstrate quality workmanship and effort.
- Set exceptional standards for personal performance and goals.
- Remain current in contemporary Physical Therapy practice and take pride in your work.

## **Communication Skills**

Effective communication involves the timely exchange of information in a way that it is received and understood in regards to its clarity, intent, emotion and meaning. It involves the ability to listen, use and interpret verbal, written, and nonverbal communication, and the ability to adjust communication for situational needs.

Specific requirements for students include but not limited to the ability to:

- Demonstrate appropriate professional communication during personal interactions, written, recorded and verbal communication.
- Communicate effectively and efficiently in a timely manner with faculty, students, and guests in RSC classes and activities.
- Interpret verbal and nonverbal communication (facial expressions and body language, gestures, vocalizations etc.), and clearly/accurately record information.
- Communicate effectively and efficiently with patients, their families and other members of the health care team.
- Develop effective and appropriate relationships with patients, clients and their families that conveys compassion and empathy.
- Provide patient-centered and client-centered education and consultation.
- Impart information or skills, and educate peers or other health care providers, in activities related to physical therapy.
- Demonstrate competency in verbal and written communications, and spoken English language.

## **Physical (Sensorimotor) Skills**

Students must possess the fine and gross motor abilities and equilibrium necessary to perform physical therapy assessments and interventions for patients of all ages and sizes in a safe and effective manner. Students must possess the physical ability to sufficiently move patients and themselves about in varying work environments, on various surfaces, and to and from different levels while maintaining the safety of both patients and themselves. In addition, students must possess adequate motor ability to respond efficiently and effectively in an emergency situation. Students must also possess sufficient visual, auditory, and tactile abilities to allow them to gather data from written reference material, oral presentations, observed demonstrations, and in order to respond efficiently and effectively in an emergency situation.

Examples of specific functional tasks may include but are not limited to the ability to:

- Record information in electronic format.
- Assist individuals who have movement disorders with various transfers or transitions using equipment or furniture (e.g., moving from a bed to standing and then turn to sit in a wheelchair, moving from the floor to standing and from standing to the floor).
- Negotiate a variety of environmental obstacles.
- Provide manual resistance sufficient for maximal manual muscle test (MMT) of large muscle groups.
- Maintain safety of individuals in various positions, with or without equipment, during examination and treatment.
- Effectively manage and perform wound care via a variety of techniques (such as sharp debridement, bandage application).
- Occasionally move and support objects weighing up to 50 pounds.
- Access transportation to and from classroom/lab, clinical, and community events.
- Safely assume and maintain a variety of body postures in order to perform individual examination and intervention.
- Maintain sufficient physical endurance to effectively manage care in a timely manner.

- Follow standard precautions (such as handwashing and use of alcohol-based hand sanitizer) and utilize appropriate personal protective equipment.
- Conduct routine physical examinations and diagnostic maneuvers to form an accurate and comprehensive assessment of relevant individual health, behavioral, and medical information (such as blood pressure, goniometry, orthopedic and neurological special tests).
- Effectively perform CPR and emergency first aid.

Students must maintain sufficient Visual, Auditory, and Tactile abilities to perform various parts of the patient examination and intervention, including but not limited to the ability to:

- **Tactile**
  - Palpate body landmarks
  - Detect tissue/joint irregularities
  - Detect muscle activity sufficient to distinguish trace contractions
  - Detect temperature
- **Auditory**
  - Auscultate the heart and lungs
  - Hear medical alarms in case of an emergency
  - Hear patient cries for help in order to respond quickly and efficiently in case of emergency
- **Visual**
  - Visually examine patient movement patterns in order to adjust treatment
  - Assess the environment for safety hazards
  - Examine skin integrity and skin wounds in order to make clinical judgments

### **Intellectual, Conceptual, Integrative, and Quantitative Analysis Abilities**

Learning is a complex, multifactorial process requiring active student participation and motivation, focused engagement, and critical thinking. Learning can be the acquisition of new behavior, the reorganization of material, and/or the search for new meaning. Learning involves acquisition of knowledge, retention of knowledge, application of knowledge, and is a never ending, always changing process.

- Knowledge acquisition in a DPT program requires student readiness, independent learning, and openness to learn from multiple sources; such as lectures, lab experiences, case based simulations, demonstrations, use of computer-based technology and applications, electronic documents, images from paper, videos, and powerpoint slides, group work/collaboration, concept maps, reflective thinking, problem solving, mentoring, role modeling, interprofessional education (IPE), community involvement, individual readings and research.
- Knowledge retention requires analysis and synthesis of information through persistent engagement with the material.
- Knowledge application requires the critical and timely employment of learned material, recognizing the complexities and subtle nuances of information, in ever changing contexts.

### **Reasoning Skills**

Students must be able to analyze and integrate didactic content, evidence-based research into the clinical practice setting. Students must participate in the ongoing process of developing clinical reasoning skills in order to evaluate, make physical therapy diagnoses, predict prognosis, and select appropriate interventions in an efficient manner.

- Develop clinical judgments based on the data obtained in a comprehensive examination and evaluation of the patient/client to determine a physical therapy diagnosis and prognosis.
- Problem solve and think critically to judge which theory and/or strategy of assessment and



intervention is most appropriate for facilitating the attainment of the highest level of function for individual patients and clients.

- Recognize, gather, and synthesize critical pieces of information for clinical reasoning and decision-making during individual assessment activities to formulate and modify a plan of care in class or in the clinical setting.
- Use scholarly evidence to inform decision-making in the classroom and clinical environment.

## **Admission**

### **ADMISSIONS MISSION STATEMENT:**

The goal of the admissions process is to recruit and admit adult learners from diverse backgrounds who reflect the Mission, Vision, and Values of the Russell Sage College Doctor of Physical Therapy Program. The ideal candidate demonstrates academic excellence, resilience, outstanding communication skills and professional interpersonal behaviors, and a commitment to service to the community.

### **DEI STATEMENT:**

RSC embraces diversity, equity, and inclusion as essential components of a rich intellectual and

cultural environment in which all members are given the opportunity to reach their full potential as active participants in our local and global society. We realize that the work of diversity, equity, and inclusion is an evolution that moves us towards our aspirations of a culturally inclusive community. The understanding we gain, as we continually assess our institution, will create informed and intentional transformation. Russell Sage College is committed to developing policies and programs to create a campus that supports an optimal learning and working environment for all students, alumnae/i, faculty, administrators, and staff.

### **RSC DPT ADMISSIONS COMMITTEE MEMBERSHIP**

The RSC DPT Admissions committee is comprised of the Program Director and the DPT Director of Admissions. The Office Coordinator will be responsible for administrative tasks but will not hold admissions decision-making power. Final admissions decisions will be at the discretion of the Program Director.

### **PREREQUISITES FOR ADMISSION INTO THE RSC DPT PROGRAM:**

All prospective students are expected to meet the following prerequisites for admission:

Students must possess at least a 3.00 cumulative GPA and a grade of "C" or greater in the following coursework:

- 2 Courses in A & P with lab
  - One course in Anatomy with lab and one course in physiology with lab OR
  - Two course sequence in anatomy and physiology, each with lab
- 2 Courses in Biology (not botany) with Lab
  - May include Cell Bio, Microbiology, Genetics, Biochemistry
- 2 Course in General Chemistry with Lab
- 2 Courses in General Physics with Lab
- 1 Course in Psychology
- 1 Course in Statistics

Prospective students are also expected to meet the technical standards outlined in department policy #8 Technical Standards for Physical Therapy Practice. Prospective students are NOT expected to disclose any

needs for accommodations at the time of application to the Program.

### **RECRUITMENT POLICY:**

Recruitment occurs through the Russell Sage College Office of Graduate Admissions. The Russell Sage College Office of Graduate Admissions organizes 2-3 Graduate Open Houses per academic year and holds department-specific webinars 1-2 times per year, pending prospective student interest.

### **PROCEDURE for EXTERNAL APPLICANTS (Non-RSC 3+3 or 4+3 students):**

#### **INQUIRIES:**

To ensure nondiscriminatory practices and equal opportunity in the recruitment and admissions processes, there are three paths an inquiry can be received (via telephone or email):

1. DPT Office Coordinator
2. DPT Program Director
3. Russell Sage College Admissions Office

In all three paths, the individual who receives the inquiry will instruct the student to submit an application through the Physical Therapy Centralized Application Service (PTCAS).

#### **APPLICATION:**

- All applications occur through the PTCAS. PTCAS opens June 15<sup>th</sup> and closes in June the following calendar year (subject to change per PTCAS).
- Prospective students complete an application and upload transcripts, clinical hours, essays, and recommendations.
- Once all required documents are submitted, the student's application status becomes "Verified" in PTCAS.
- The Russell Sage College DPT Admissions Committee will begin reviewing "Verified" applications after September 1st. Applicants may be offered an interview.
- Admissions decisions are made on a rolling basis. Students can expect to hear from the program within 4 weeks of application.
- The RSC DPT program aims to enroll a cohort size of 40-44 students annually.

#### **ADMISSIONS PROCESS:**

1. Once an application status is "Verified" in PTCAS, the Office Coordinator downloads all application materials and logs student grades in a spreadsheet. The student's cumulative and prerequisite GPAs are recalculated using their most recent or highest grade achieved in a course.
2. The Program Director and DPT Director of Admissions will review the application.
3. The Program Director may invite student applicants to campus for an interview and tour with both the Program Director and DPT Director of Admissions.
4. The Program Director and DPT Director of Admissions will make an admissions decision. The ultimate decision is at the discretion of the Program Director.
5. The Program Director will notify the applicant of the admission decision via email.
6. If the student is accepted, the Program Director will create a Program of Study for the student and forward that information to the RSC Graduate Admissions staff.
7. The Graduate Admissions staff will send the student an official acceptance letter and information about securing a seat with a deposit. Russell Sage College will not require a deposit before January 15, in accordance with the traffic rules established by the American Council of Academic Physical Therapy (ACAPT).

**\*\*NOTE:** Students must remain enrolled in the cohort to which they are admitted.\*\*

### **PROCEDURE FOR INTERNAL APPLICANTS (RSC 3+3 or 4+3 students)**

1. Prospective undergraduate students apply to the 3+3 or 4+3 Physical Therapy track at time of the initial application to Russell Sage College. This process occurs through the Office of Admissions.
2. Once admitted as 3+3 or 4+3 undergraduates, prospective students work with their undergraduate academic advisors to ensure they meet prerequisite requirements for the graduate DPT program.
3. In December of their third undergraduate year, the DPT Undergraduate Admissions Advisor (a designated DPT faculty member) meets with 3+3 and 4+3 prospective students to provide a formal connection to the graduate DPT program.
4. Undergraduate 3+3 and 4+3 students submit an internal RSC application to the Office of Admissions.
5. The Office of Admissions sends the undergraduate 3+3 and 4+3 students' grades and demographic information to the Program Director.
6. The Program Director accepts 3+3 and 4+3 undergraduate RSC students if they have met all prerequisites and maintain a satisfactory GPA of at least 3.00.
7. The Program Director emails all admitted RSC 3+3 and 4+3 students with a provisional acceptance.
8. Undergraduate 3+3 and 4+3 students then complete their remaining bachelor's degree requirements.

### **TRANSFER STUDENTS**

Transfer students seeking admission to the RSC DPT Program must contact the Program Director directly. Students may transfer up to 28 graduate credits from another CAPTE-accredited Doctor of Physical Therapy Program to the RSC DPT Program if accepted. Students must achieve a grade of B (83.00%) or better to be eligible for transfer credit. Clinical Education credits and non-credit coursework are not eligible for transfer.

### **HOLISTIC REVIEW**

The RSC DPT Program employs holistic review in the admissions decision making process. Per the June 2023 APTA's Quick Start Guide to Holistic Admissions for Physical Therapy Education Programs, the RSC DPT Admissions Committee will consider any of the following in a student's application:

- Essays
- Transcripts
- Extracurricular activities
- Recommendation letters
- Test Scores
- Interview
- Personal information
- Economic, education, and environmental factors
- Academic record statement

The RSC DPT Admissions Committee will also consider the following noncognitive factors:

- Special circumstances such as disabilities, illnesses, and financial situations
- Sustained interest that shows personal development or leadership skills
- Trends over the course of the academic year
- Personal essays
- Community service
- Special talents and/or passions

The APTA's Quick Start Guide to Holistic Admissions for Physical Therapy Education Programs is available at: <https://www.apta.org/contentassets/65530af7099c4d67bb5de7a13b49c0ac/>

quick\_start\_guide\_holistic\_admissions.pdf

Additionally, the RSC DPT Admissions Committee will set the following priority when making admissions decisions:

1. Internal RSC 3+3 or 4+3 candidates
2. External candidates from institutions with articulation agreements
3. Other external candidates

## Academic and Program Standards

The Doctor of Physical Therapy Program at Russell Sage College is a professional education program at the clinical doctorate degree level. Students enrolled in the program must meet Russell Sage Graduate School and Doctor of Physical Therapy Program academic standards and demonstrate clinical competencies necessary for the professional practice of physical therapy. Students are expected to demonstrate Professional Behavior in accordance with the Program's *Standards of Professional Behavior*, *APTA Code of Ethics and Guide to Professional Conduct*, and the *Russell Sage College Student Code of Conduct*.

### 1. Grade Point Average (GPA)

Students are expected to maintain a semester and cumulative grade point average of at least 3.00. A student must attain an overall GPA of 3.00 or better **prior** to enrolling in the full-time clinical education courses.

### 2. Course Grades

Students are expected to achieve a minimum grade of B- (80.00%), or P in a Pass/Fail course in all coursework.

### 3. Professional Behavior

Students are expected to demonstrate Professional Behavior in accordance with the Program's Standards of Professional Behavior, APTA Code of Ethics and Guide to Professional Conduct, and the Russell Sage College Student Code of Conduct.

### 4. Oral/Lab Practical/Proficiency Exam Grades

Definition: Lab Practical/Proficiency Exam: Culminating, summative assessment of professional behavior and the student's ability to successfully apply cognitive and psychomotor skills.

Students are expected to pass every oral/practical/proficiency exam\* on the first attempt with a minimum grade of 80.00%. If **unsuccessful**, the student will be allowed one retake of the exam and the Chair and Academic Program Standards Committee and Program Director will be notified.

To demonstrate competency, the student must **successfully pass** the retake with an 80%. If the student does not achieve the minimum passing grade of 80% on the retake, the student will receive a grade of F for that course and will subsequently be dismissed from the program.

\*This policy does not apply to lab skills checks or check-offs.

## ACADEMIC INFRACTIONS

Students who fail to meet the Program Academic Standards may be subject to the following disciplinary actions:

## 1. Probation

*Students may be placed on probation for the **remaining duration** of their academic program of study following **any one (1)** of the infractions listed below:*

1. Receiving a final course grade lower than B- (80.00%)\*
2. Accumulating a Semester GPA of less than 3.00
3. Maintaining a Cumulative GPA of less than 3.00
4. Receiving a Professional Behavior Citation from [Professional Behavior and Student Responsibilities Addendum](#)
5. Receiving an Academic misconduct charge based on the institutional policy for [RSC Academic Misconduct](#)

\*A grade in a lecture/lab course in which the same grade is given for both components of the course counts as one (1) grade.

## 2. Suspension

*Students may be suspended from the Program for up to a one-year period following **any two (2) cumulative** infractions over the duration of the program:*

1. Receiving any final course grade lower than B- (80.00%)\*
2. Accumulating a Semester GPA of less than 3.00
3. Maintaining a Cumulative GPA of less than 3.00
4. Receiving a Professional Behavior Citation from [Professional Behavior and Student Responsibilities Addendum](#)
5. Receiving an Academic misconduct charge based on the institutional policy for [RSC Academic Misconduct](#)

\*A grade in a lecture/lab course in which the same grade is given for both components of the course counts as one (1) grade.

## 3. Dismissal

*Students may be permanently dismissed from the Program following **any three (3) cumulative** infractions over the duration of the program:*

1. Receiving any final course grade lower than B- (80.00%)\*
2. Accumulating a Semester GPA of less than 3.00
3. Maintaining a Cumulative GPA of less than 3.00
4. Receiving a Professional Behavior Citation from [Professional Behavior and Student Responsibilities Addendum](#)
5. Receiving an Academic misconduct charge based on the institutional policy for [RSC Academic Misconduct](#)

## d. Additional Grounds for Dismissal

*Students may also be permanently dismissed from the Program following **any one (1)** of the below infractions over the duration of the program:*

1. Receiving a grade of C- (70.00-73.00%) or below in any course\*
2. Receiving a grade of F in a Pass/Fail course\*
3. Receiving a final course grade below a B- (80.00%) in any course retake\*

4. Exhibiting egregious violations of the Program's *Standards of Professional Behavior, APTA Code of Ethics and Guide to Professional Conduct*, and the *Russell Sage College Student Code of Conduct*.

\*A grade in a lecture/lab course in which the same grade is given for both components of the course counts as one (1) grade.

## Appeal/Grievance Processes

### 1. Appeal Of Grade

Students may appeal any decision regarding their grade in a DPT course by following the procedures specified in the *Russell Sage College DPT Graduate Student Handbook* and *Code of Conduct 2022-2023*:

*In the event that a student has a complaint involving a faculty member or wishes to question a grade (during the course or the final course grade), the student should follow the sequential procedures listed below:*

1. Meet with the faculty member involved. In the best interests of both parties, resolution ideally should be reached at this stage.
2. Meet with the faculty member's department program director, if resolution is not reached between the student and the faculty member.
3. Ultimate resolution; the Provost is the final decision-making authority.

Please refer to the DPT Graduate Student Handbook for the full policy, procedure, and details of the appeals process.

### 2. Appeal of Suspension or Dismissal

Students may appeal suspensions and dismissals from the program to the Academic and Program Standards Committee, the Program Director, and to the Graduate School Curriculum Committee ad hoc group. Please refer to the DPT Graduate Student Handbook for the full policy, procedure, and details of the DPT program appeals process.

## New York State and Accrediting Agency Approval

The Doctor of Physical Therapy Program at Sage is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314-1488, [www.apta.org](http://www.apta.org), (703) 684-APTA (2782) or (800) 999-APTA (2782). The program is also registered with the New York State Education Department, Education Building, Albany, New York 12234, (518) 474-3852.

## Physical Therapy Degrees and Certificates

### Physical Therapy (DPT)

#### Degree Type

D.P.T.

## Physical Therapy: 3-Year Professional Course Sequence

### First Year — Summer

Item #	Title	Credits
PTY 502	Gross and Functional Human Anatomy with lab	4
PTY 504	Introduction to the Physical Therapy Profession	3
PTY 505	Surface Anatomy	0.5
PTY 506	Human Biomechanics with lab	5
PTY 521	Pathology I	2

### First Year — Fall

Item #	Title	Credits
PTY 501	Neuroscience	4.5
PTY 522	Pathology II	2
PTY 523	Physiological Principles of Exercise and Fitness Assessment	3.5
PTY 614	Psychosocial Aspects of Physical Therapist Practice	2
PTY 615	Clinical Research Methods for Physical Therapists	3
PTY 623	Foundations of Physical Therapist Clinical Examinations	1

### First Year — Spring

Item #	Title	Credits
PTY 503	Physical Therapy Interventions with lab	4
PTY 507	Patient/Client Management: Musculoskeletal System I	7
PTY 611	Motor Control Across the Lifespan: Theory & Application	3.5
PTY 647	Analysis of Professional Literature in Physical Therapy	3

### Second Year — Summer

Item #	Title	Credits
PTY 605	Neuropathology for Physical Therapists	2
PTY 720	Administration, Leadership, & Business Management for Physical Therapists	3
PTY 722	Educational Strategies for Physical Therapists	2

## Second Year — Fall

Item #	Title	Credits
PTY 509	Patient/Client Management: Integumentary System with lab	4
PTY 612	Patient/Client Management: Musculoskeletal System with lab	4
PTY 617	Patient/Client Management: Pediatric Neuromuscular System with lab	4
PTY 620	Integrated Clinical Education I	0.5
PTY 768	Capstone Experience I: Introduction and Methodology	2

## Second Year — Spring

Item #	Title	Credits
PTY 610	Health, Culture and Society	2
PTY 613	Patient/Client Management: Musculoskeletal System III with lab	4
PTY 616	Patient/Client Management: Adult Neuromuscular System with lab	4
PTY 625	Integrated Clinical Education II	1
PTY 627	Patient/Client Management: Cardiovascular and Pulmonary Systems with lab	4
PTY 769	Capstone Experience II: Analysis and Culminating Dissemination	2

## Third Year — Summer

Item #	Title	Credits
PTY 608	Clinical Education I	5

## Third Year — Fall

Item #	Title	Credits
PTY 721	Health Promotion and Wellness	2
PTY 723	Medical Imaging for Physical Therapists	2
PTY 724	Pharmacotherapeutics for Physical Therapists	3
PTY 725	Differential Diagnosis for Physical Therapists	4

## Third Year - Fall and Spring

Item #	Title	Credits
PTY 718	Clinical Education II	8
PTY 719	Clinical Education III	8
<b>Total Credits</b>		<b>120</b>



# Physical Therapy Classes

## PTY 501 : Neuroscience

This course addresses the neuroscience issues important to the practice of physical therapy. Lecture topics include the structure and function of the central nervous system, the neuron, somatosensory receptors, the study of sensory and motor systems, neuroplasticity, neurology of walking and reaching, the autonomic nervous system, the limbic system, and pain and consciousness. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-501 lab while taking this course.

**Credits** 4.5

## PTY 502 : Gross and Functional Human Anatomy with lab

The study of human anatomy is undertaken through lectures, demonstrations, computer programs, and student participation in cadaver dissections. The course is presented on a regional basis, stressing the interrelationships of structure with function. Emphasis is put on the study of the musculoskeletal, cardiovascular, pulmonary and peripheral nervous systems. This course is only open to students enrolled in the entry level DPT Program. Students must be enrolled in PTY-502 Lab while taking this course.

**Credits** 4

## PTY 503 : Physical Therapy Interventions with lab

In this course, students will learn and demonstrate the use of physical agents and interventions utilized in physical therapy practice across a variety of settings. The primary course content in both lecture and lab covers the underlying theory and use of physical agents, and interventions including bed mobility, gait training, transfers, wheelchair mobility, and massage. The integration of problem-solving skills and clinical decision making related to selection of appropriate physical agents and interventions as seen in current practice is discussed as well. Physical therapy practice in the acute care setting is introduced. Students must be enrolled in PTY 503 Lab while taking this course.

**Credits** 4

### **Prerequisites**

PTY 502, PTY 506

## PTY 504 : Introduction to the Physical Therapy Profession

This course introduces the student to the profession of physical therapy. The course explores such topics as the history of physical therapy, specialties in physical therapy, different practice settings, the role of various health professionals, collaboration, The Guide to Physical Therapist Practice, reimbursement, Core Values and professional behavior, legal and ethical issues, cultural competence, communication, the APTA, and basic skills for professional writing and presentations. An online component familiarizes the student with physical therapy documentation. Included in the course is a self-study module in which the students learn common medical terminology. This course is only open to students enrolled in the entry level DPT Program.

**Credits** 3

## PTY 505 : Surface Anatomy

This Surface Anatomy course is designed to be a hands-on experience that allows the student to develop proficiency palpating bony and soft tissue structures. Emphasis will be placed on recognition, identification and palpation of human anatomical structures that are being studied in the Gross & Functional Anatomy course.

Students will develop an awareness of the wide range of normal that exists in the population. Professional communication and interactive skills will also be emphasized. This course is only open to students enrolled in the entry level DPT Program. Students must be enrolled in PTY 502 Gross & Functional Anatomy while taking this course.

**Credits** 0.5

## PTY 506 : Human Biomechanics with lab

Biomechanics is the application of the principles of physics and Newtonian mechanics to movement of the human body. Through lectures, laboratory demonstrations and experiences, and class projects, students will develop an understanding of and be able to analyze, apply, synthesize and evaluate the effects of physical properties and Newtonian mechanics on human movement and on the human body. The following content areas will be included: biomechanical principles and properties of biological material, kinematics, kinetics, as well as the application of biomechanical principles to functional activities. This course is only open to students enrolled in the entry level DPT Program. Students must be enrolled in PTY 506 Lab while taking this course.

**Credits** 5

## PTY 507 : Patient/Client Management: Musculoskeletal System I

This course is an introduction to the patient with musculoskeletal impairments. Topics include musculoskeletal examination and evaluation, manual techniques therapeutic exercise, principles of training, documentation, coding as well as discussion of specific musculoskeletal topics, such as fractures, joint replacements, pediatric orthopedics, arthritis management, and amputation management. Other topics include an introduction to the management of spinal dysfunction and physical therapist's role in oncology management. Students will develop examination and manual skills including history, screening, posture assessment, orthopedic test and measures, muscle energy techniques, joint mobilization and therapeutic exercise. The clinical decision making process is introduced via the use of patient problems and case studies. This course is open only to students enrolled in the entry level DPT program.

**Credits** 7

## PTY 509 : Patient/Client Management: Integumentary System with lab

This course will examine the causes and physiologic characteristics of a variety of wounds. Intervention and prevention strategies will be discussed in detail. Wound dressings and their function in relation to wound characteristics will be discussed. Students will develop decision-making skills for the use of various types of wound dressing materials. Physical Therapy technologies and modalities will be discussed in relation to the phases of wound healing and their ability to contribute to the expected outcomes. Students will practice the use of standard and universal precautions while performing sharp debridement techniques and dressing applications. Therapeutic positioning techniques and pressure management medical devices will be used to achieve off-loading and wound prevention for a variety of client needs. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-509 Lab while taking this course.

**Credits** 4

**Prerequisites**

PTY-521

## PTY 519 : Clinical Applications: Integumentary System

This part-time clinical education experience is concurrent with PTY 509 Integumentary System. This part time clinical education component gives the students an opportunity to observe examination, evaluation, goal setting, documentation and application of interventions for patients with integumentary dysfunction. Students are expected to practice in a safe, professional, ethical manner with adherence to legal practice standards including maintaining patient confidentiality in accordance with HIPAA guidelines. Students are responsible for their own transportation to and from the assigned clinical facility. This course is open only to students enrolled in entry level DPT program. Students must be enrolled in PTY-509 and PTY 509L while taking this course.

## PTY 521 : Pathology I

This course examines models of disease and illness; the impact of physical and social environments on health; the interaction between psychological and physical health; and general concepts of infection, inflammation, injury, oncology, and healing. Students learn about basic laboratory tests, fluid/electrolyte imbalances, acid/base imbalances, and standard precautions; and apply this information to specific pathologies. The course also explores the pathological changes across the life span inherent in the common disease processes in the following systems: immunologic, integumentary, reproductive, lymphatic, nervous system, psychological and renal/urologic. Students gain insight into the etiology, pathology, signs and symptoms, differential diagnosis, prognosis, medical/surgical management that can be applied to general physical therapy management and will develop a foundation for student decision making.

**Credits** 2

## PTY 522 : Pathology II

This course examines the impact of physical and social environments on human development of the fetus through the adolescent. This course also explores the pathological changes across the life span inherent in common disease processes in the following systems: cardiovascular, pulmonary, hematological, gastrointestinal, hepatic, musculoskeletal, and neuromuscular. Students gain insight into the etiology, pathology, signs and symptoms, differential diagnosis, prognosis, medical/surgical management that can be applied to general physical therapy management and will develop a foundation for student decision making.

**Credits** 2

## PTY 523 : Physiological Principles of Exercise and Fitness Assessment

Physiologic response and adaptation to physical activity across the lifespan is explored. Topics for study include physiological response of humans to aerobic, anaerobic, muscle strengthening, muscle endurance exercise, and the effects of thermal conditions and altitude on human performance. Nutrition and its effects on fitness/activity across the lifespan and the principles and procedures of fitness assessment are presented. Application of strengthening and cardiovascular training programs to physical therapy patients and clients is introduced. This course is only open to students in the DPT program.

**Credits** 3.5

### **Prerequisites**

PTY 502, PTY 505, PTY 506

## PTY 600 : Independent Study

to be arranged with faculty

## PTY 605 : Neuropathology for Physical Therapists

Neuropathology across the lifespan provides an overview of pathological conditions affecting the central and peripheral neurological system from birth through aging. Emphasis is placed on knowledge of pathology, medical management, recognition of clinical signs and symptoms as well as disease/disability relation to neuro-dysfunction. This course prepares students for their coursework in examination and intervention of adults and pediatric populations.

**Credits** 2

## PTY 608 : Clinical Education I

This full-time clinical education experience during the summer follows successful completion of the first year of the professional curriculum. This clinical education component gives the students an opportunity to apply their didactic material and to interact with patients in a general health care facility, hospital, skilled nursing facility or private practice. It is expected that the majority of patients encountered in the first clinical education component will be those who have orthopedic/musculoskeletal or integumentary impairments. Some patients with CNS and/or cardiopulmonary impairments as a primary diagnosis may be seen, but these should not be the major caseload for student at this level. Practice of examination, goal setting, documentation and application of physical therapy interventions appropriate to the student's skill level are carried out under the supervision of a licensed physical therapist. Students are expected to practice in a safe, professional, and ethical manner with adherence to legal practice standards. This course is open only to students enrolled in the entry level DPT program.

**Credits** 5

### **Prerequisites**

PTY 503, PTY 507, PTY 509, PTY 611

## PTY 610 : Health, Culture and Society

The purpose of this course is to explore the relationship between culture and health and the implications for physical therapy practice. Disease, illness, curing and healing will be explored as culture constructions. Discussion will center on the impact of gender, age, race, ethnicity, socio-economic status, sexuality and disability on health and illness. Through a better understanding of cultural variability and cultural uniqueness, students will learn to become more effective in their communications with patients. This course is open only to students enrolled in the entry level DPT program.

**Credits** 2

## PTY 611 : Motor Control Across the Lifespan: Theory & Application

This course will provide the student with an in depth exploration of current theories of CNS development, pathology and recovery. Topics will include current research on motor control, motor learning and motor development with specific theoretical models for recovery from a neuromuscular pathology perspective through the lifespan. Practical application of techniques and problem-solving situations will be provided in the laboratory sections to further illustrate clinical relevance.

**Credits** 3.5

### **Prerequisite Courses**

PTY 501

## PTY 612 : Patient/Client Management: Musculoskeletal System with lab

This course assists students in formulating an evidence based approach to examination, evaluation and intervention of the cervical and thoracic spine, rib cage and upper quarter using clinical decision-making models. Students build upon their observational and clinical skills necessary for evaluation and formulation of intervention programs. Practical application of techniques and problem-solving situations are provided in the laboratory sections to further illustrate clinical relevance. In addition to ergonomic assessment, advanced joint and soft tissue manual skills, inclusive of high velocity, low amplitude mobilization techniques, students are exposed to strategies associated with clinical practice, including, but not limited to, methods of service delivery and delegation of responsibilities to support staff.

**Credits** 4

**Prerequisites**

PTY 503, PTY 507

## PTY 613 : Patient/Client Management: Musculoskeletal System III with lab

This course assists students in formulating an evidence based approach to examination, evaluation and intervention of the lumbo sacral spine, pelvic floor dysfunction, and the lower quarter using clinical decision-making models. Students build upon their observational and clinical skills necessary for evaluation and formulation of intervention programs. Practical application of techniques and problem-solving situations are provided in the laboratory sections to further illustrate clinical relevance. In addition to advanced joint and soft tissue manual skills, inclusive of high velocity, low amplitude mobilization techniques, students are exposed to strategies associated with clinical practice, including, but not limited to, methods of service delivery and delegation of responsibilities to support staff.

**Credits** 4

**Prerequisites**

PTY-612

## PTY 614 : Psychosocial Aspects of Physical Therapist Practice

This seminar assists students to develop and practice effective therapeutic relationship skills useful in today's challenging health care environment. Students synthesize their part-time clinical education and personal experience with course content to strengthen existing styles and add new ones to their professional skill set. Through discussion and interactive learning methods, students become more personally aware of themselves, the roles they are expected to play, the psychosocial aspects of physical therapy practice and how personal characteristics, experiences and mindsets influence the professional therapeutic interaction. These may affect the professional/clinician professional behavior, clinical decision making and treatment outcomes. Topics include: reflective practice, methods for effective stress management, values/beliefs as a foundation for cultural competence, facilitating health behavior change, moral/ethical decision making, collaborating for success, effective communication, providing compassionate care for people dealing with chronic conditions, changes in sexual functioning, multiple losses, death, and the grief process. The class contains opportunities for students to apply seminar concepts through case scenarios, guided small group and whole class discussion, video analysis, in class writing, role-plays and interviews with faculty and patients/guests.

**Credits** 2

## PTY 615 : Clinical Research Methods for Physical Therapists

This course introduces students to clinical research methods and designs. Experimental, nonexperimental and qualitative research will be explored in relation to physical therapy practice. Topics include searching the literature, research ethics, and common statistical techniques and methods. Students will read, analyze and critique current literature in physical therapy and related disciplines. This course is only open to students in the entry level DPT program.

**Credits** 3

## PTY 616 : Patient/Client Management: Adult Neuromuscular System with lab

This course is designed to provide a comprehensive and systematic learning environment for students to develop basic skills, competencies, and understanding of the evaluation and treatment of adults with neurological impairments. The principles and purpose of evaluation as a basis for treatment planning is re-emphasized, along with the planning of comprehensive intervention programs for patients as well as their families. Philosophical approaches such as NDT and motor relearning program will be presented, but the major treatment focus will be the integration of these approaches with an emphasis on motor learning and relearning. Specific neurological dysfunctions to be discussed include CVA, TBI, MS, Parkinson Disease, cerebella dysfunction, brain tumors, spinal cord injury, and adults with developmental disabilities. Diagnostic procedures will be presented along with other topics such as pharmacology, respiration, wheelchair positioning and orthotics. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-616 Lab while taking this course.

**Credits** 4

### **Prerequisites**

PTY-611

## PTY 617 : Patient/Client Management: Pediatric Neuromuscular System with lab

The focus of this course is examination, evaluation and intervention and outcome assessment for children with neuromuscular impairments. Students develop appropriate observation and clinical skills necessary for completing a comprehensive evaluation and formulating a plan of care that considers relevant developmental, social, economic and cultural factors. Students will apply models of clinical decision making that include evidenced-based practice. Lecture topics will emphasize the elements of the patient and client management model for pediatric patients with neuromuscular impairments. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-617 Lab while taking this course.

**Credits** 4

### **Prerequisites**

PTY 611 lecture and lab

## PTY 620 : Integrated Clinical Education I

This part-time clinical education component provides the students an opportunity to apply their didactic material and to interact with patients in a nursing home, rehabilitation center or hospital. Practice of examination, evaluation, goal setting, documentation and application of physical therapy interventions appropriate to the student's skill level are carried out under the supervision of licensed physical therapists.

Students are expected to practice in a safe, professional, ethical manner with adherence to legal practice standards. Students are responsible for their own transportation to and from the assigned clinical facility. This course is open only to students enrolled in the entry level DPT program.

**Credits** 0.5

## PTY 623 : Foundations of Physical Therapist Clinical Examinations

This course develops the skills of interviewing and clinical screening as the basis of physical therapist examinations. The fundamental examination skills as they apply to all practice settings and patient or client populations are introduced. The course is only open to students enrolled in the DPT program.

**Credits** 1

## PTY 625 : Integrated Clinical Education II

This part time clinical education component gives the students an opportunity to apply their didactic material and to interact with patients in a general health care facility, or hospital. Practice of examination, evaluation, goal setting, documentation and application of physical therapy interventions appropriate to the student's skill level are carried out under the supervision of a licensed physical therapist. Students are expected to practice in a safe, professional, ethical manner with adherence to legal practice standards. Students are responsible for their own transportation to and from the assigned clinical facility. This course is open only to students enrolled in the entry level DPT program.

**Credits** 1

## PTY 627 : Patient/Client Management: Cardiovascular and Pulmonary Systems with lab

This course is designed to enhance the knowledge and skills of the student in the care of patients with cardiovascular and/or pulmonary impairments. It will expose students to information and techniques necessary for patient evaluation, development of intervention care plans and appropriate goals for the desired outcomes identified, for a variety of cardiovascular and pulmonary impairments and diseases. This course is open only to students enrolled in the entry level DPT program. Students must be enrolled in PTY-627 Lab while taking this course.

**Credits** 4

### **Prerequisites**

PTY 521, PTY 522

## PTY 647 : Analysis of Professional Literature in Physical Therapy

This course expands on the concepts related to critical inquiry introduced in PTY 615. The emphasis is on evidence-based practice and critically reading the scientific literature. Students read and discuss various types of research articles including randomized controlled trials, cohort and case control studies, case reports, single subject designs, systematic reviews and clinical practice guidelines. Students learn how to ask clinical questions and which types of articles can best answer the questions. Use of various evidence-based practice tools is also included as well as analysis of diagnostic tests. This course is only open to students in the entry level DPT program.

**Credits** 3

### **Prerequisites**

PTY-615

## PTY 718 : Clinical Education II

This full-time 12-week clinical education experience follows successful completion of the second full year of the professional curriculum. This clinical education component gives the students an opportunity to apply their didactic material and to interact with patients in a therapeutic setting. It is expected that the majority of patients encountered in this clinical experience will be those who have orthopedic, musculoskeletal/sports, cardiopulmonary, integumentary, and/or neuromuscular impairments, since students have fully completed those areas of the academic curriculum. Students will begin to integrate the five elements of patient/client management (as outlined in the Guide to Physical Therapist Practice)- examination, evaluation, diagnosis, prognosis, and intervention under the supervision of a licensed physical therapist. Successful completion of this clinical education component is a requirement for completion of the physical therapy curriculum. This course is open only to students enrolled in the entry level DPT program.

**Credits** 8

**Prerequisites**

PTY-608

## PTY 719 : Clinical Education III

This full-time 12-week clinical education experience is the final clinical experience. This clinical education experience gives the students an opportunity to apply their didactic material and to interact with patients in a therapeutic setting. It is expected that the majority of patients encountered in this clinical experience will be those who have orthopedic, musculoskeletal/sports, cardiopulmonary, integumentary, and/or neuromuscular impairments, since students have fully completed those areas of the academic curriculum. At the completion of this experience students will be able to integrate the five elements of patient/client management (as outlined in the Guide to Physical Therapy Practice) -examination, evaluation, diagnosis, prognosis, and intervention under the supervision of a licensed physical therapist. Successful completion of this clinical education component is a requirement for completion of the physical therapy curriculum. This course is open only to students enrolled in the entry level DPT program.

**Credits** 8

**Advising Note**

Students register for PTY-718 and PTY-719 together. PTY-718 begins in the Fall semester and carries into the Spring. PTY-719 begins in the Spring semester after the completion of PTY-718. In order to take PTY-718 and PTY-719, students must have completed all didactic course work and the first clinical experience (PTY-608).

## PTY 720 : Administration, Leadership, & Business Management for Physical Therapists

This course enhances the students' knowledge and critical thinking skills in leadership, administration, management, and professionalism (LAMP) for autonomous physical therapy practice by providing students with an understanding of management and organizational behavior theories, health care business principles, and supervisory and advocacy skills. In the context of autonomous physical therapy practice, LAMP skills are applied to develop a physical therapy business and facility. The course is only open to students enrolled in the DPT program.

**Credits** 3



## PTY 721 : Health Promotion and Wellness

This course focuses on the role of the physical therapist in the design of health promotion and wellness programs for healthy, at risk and special populations across the lifespan. Theories of wellness, prevention, and health promotion; effect of nutrition, lifestyle, and the environment of wellness; and current initiatives are addressed. This course is open only to students enrolled in the entry level DPT program.

**Credits** 2

## PTY 722 : Educational Strategies for Physical Therapists

This course provides an understanding of the varied educational roles and responsibilities of the physical therapist in professional practice. This course will build on the students first year didactic content on teaching and learning to move towards application of the Physical Therapist's professional role as an educator in a variety of settings. Classroom assessment tools are used to realize the value, then apply and evaluate assessments in the teaching and learning process.

**Credits** 2

## PTY 723 : Medical Imaging for Physical Therapists

In a doctoring profession a critical understanding of medical imaging and its use in differential diagnosis is necessary. This course will focus on: developing an understanding of the basic physics of medical imaging modalities, the medical indications of the particular medical imaging modalities, the specific imaging techniques, developing basic skills in the interpretation of medical images, the implications for physical therapy practice. Specific imaging techniques will include: Radiography, Fluoroscopy, CT Scan, MRI, Nuclear Medicine, and Sonography. This course will be divided into four areas and center around extensive film review. The four areas are Basic Physics of Medical Imaging, Imaging and the Musculoskeletal System, Imaging and the Neurological System, and Imaging of the Cardiac and Pulmonary Systems. This course will be image intensive, i.e., the student will be expected to spend a significant amount of time viewing images.

**Credits** 2

## PTY 724 : Pharmacotherapeutics for Physical Therapists

This course is designed to enhance the student's knowledge and critical thinking skills in the foundational principles of pharmacology. This will include an understanding of the pharmacotherapeutics, pharmacokinetics, and pharmacodynamic properties of common drug classifications. Factors affecting pharmacokinetics such as age, gender, body composition, disease, other drugs, nutrition and hydration will be discussed. Dose-response relationships, administration routes, absorption and distribution, biotransformation and excretion, potential activities/techniques and the physiological aspects of substance abuse will also be presented. Students will explore current trends and factors in pharmacological issues relevant to socioeconomic, cultural, legal and psychological issues.

**Credits** 3

## PTY 725 : Differential Diagnosis for Physical Therapists

This course enhances student knowledge of and critical thinking skills in the process of differential diagnosis related to the physical therapy profession through an exploration of the physical therapist's role as an independent practitioner working within the collaborative medical model. Topics include medical screening, referral, medical conditions that warrant urgent or immediate communication with a physician, systemic processes that mimic musculoskeletal impairments, and effective communication strategies with physicians and patients. This course is only open to students in the DPT program.

**Credits** 4

## PTY 768 : Capstone Experience I: Introduction and Methodology

This course is the first of two (2) culminating courses of the physical therapy research sequence. Under faculty supervision students will continue to use the principles of knowledge translation to: 1) create clinical question(s), 2) introduction, 3) literature review, then 4) establish the project's methodology. Depending on the project type, students may have to submit their research proposal to the Russell Sage College's IRB and gain approval prior to data collection. Once all projects have met approval by the IRB and/or the faculty mentor, data collection will begin prior to the end of the Fall semester and may need to continue into the winter break.

**Credits** 2

### **Prerequisite Courses**

PTY 647

## PTY 769 : Capstone Experience II: Analysis and Culminating Dissemination

This course is the second of two (2) culminating courses in the physical therapy research sequence. Under faculty supervision, students will work in groups to continue to use the principles of Knowledge translation to: 1) complete their project's data collection, 2) Data Analysis and interpretation, 3) Discussion, and 4) prepare a written manuscript. Students must disseminate their research findings at the Russell Sage College Graduate School Research Symposium.

**Credits** 2

### **Prerequisite Courses**

PTY 647