

The seal is circular with a rope-like border. The outer ring contains the text "DEBUSK COLLEGE OF OSTEOPATHIC MEDICINE" at the top and "LINCOLN MEMORIAL UNIVERSITY" at the bottom, with the years "1681" and "2007" on the left and right sides respectively. The inner circle features a caduceus in the center, flanked by two figures. Above the caduceus, the text "CONTINUING THE LEGACY" is written.

Lincoln Memorial University – DeBusk College of Osteopathic Medicine –  
Doctor of Physical Therapy

# CATALOG 2023-2024

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# Physical Therapy Catalog

## 2023-2024

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Welcome to the LMU-Knoxville DPT Program. Consistent with the mission and purpose of LMU, the mission of the Doctor of Physical Therapy Program is to advance physical therapy practice through interprofessional and evidence-based educational opportunities that engage and support students in their development into knowledgeable, skilled, reflective, and collaborative practitioners. These characteristics will reflect the values and principles of contemporary health care with the ultimate goal of improving the quality of life of all people, holding a deep commitment to the Appalachian region and beyond. To that end, we have developed a comprehensive 36-month curriculum supported by faculty and staff committed to preparing future colleagues who are regarded as highly knowledgeable, skilled, and professional.

## Accreditation

Classes will be offered at the DCOM at LMU-Knoxville site located at 9731 Cogdill Road, Knoxville, TN, 37932.

## University Regional Accreditation

Lincoln Memorial University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404- 679-4500 for questions about the accreditation of Lincoln Memorial University

## DPT Program Accreditation

Effective April 27, 2021, Lincoln Memorial University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Alexandria, Virginia 22305-3085; phone 703-706-3245; email [accreditation@apta.org](mailto:accreditation@apta.org)). If needing to contact the program/institution directly, please call 865-338-5746 or email [DPTKnoxville@LMU.net](mailto:DPTKnoxville@LMU.net).

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicated the program may matriculate students in technical/professional courses.

Achievement of Candidate for Accreditation status does not assure that the program will be granted initial Accreditation.

## Accreditation Grievances

Students wishing to file a complaint related to the accreditation standards and procedures should make these complaints in writing to the DPT Program Director. To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at (703) 706-3245 or at [accreditation@apta.org](mailto:accreditation@apta.org). Complaints will ordinarily be reviewed at the next meeting regularly scheduled CAPTE meeting.

## Mission Statement and DPT Program Philosophy

The mission of the Doctor of Physical Therapy Program is to advance physical therapy practice through inter-professional and evidence-based educational opportunities that engage and support students in their development into knowledgeable, skilled, reflective, and collaborative practitioners. These characteristics will reflect the values and principles of contemporary health care with the ultimate goal of improving the quality of life of all people, holding a deep commitment to the Appalachian region and beyond.

The Physical Therapy Program at Lincoln Memorial University supports the Mission and Goals of the University, with the ultimate purpose of developing well-educated individuals with critical thinking and creative problem solving skills necessary to assume roles of responsibility as clinician, consultant, educator, and administrator in improving the quality of life for all individuals in the Appalachian region and beyond.

Our philosophy emerges from the following values that are embraced by all DPT program faculty. These values drive the design, implementation, and ongoing assessment of our curriculum:

- The APTA Code of Ethics and APTA Standards of Practice guide the interactions of students and faculty.
- Doctor of Physical Therapy education develops the foundation for life-long personal and professional development through the active pursuit of knowledge.

- Teaching and learning are collaborative and dynamic processes between faculty and students that require passion, commitment, creativity, and ongoing assessment and self-reflection.
- Learning experiences are deliberately structured to advance the development of affective, cognitive, and psychomotor skills of the student and varied to reflect differences in student learning styles.
- Effective learning occurs inside and outside of the classroom in the context of professional, community, and service-oriented activities.
- The use of best evidence drives the delivery of physical therapy services. It is the responsibility of faculty and students to engage in research that will contribute to the current knowledge base to promote effective and efficient clinical practice.
- Physical therapists are instrumental in optimizing the function and participation of individuals through contemporary intervention, health promotion, prevention, fitness, and wellness to meet the changing health care needs of society.
- Advancement of the physical therapy profession is the civic responsibility of faculty and students demonstrated through continued competency, service-oriented practice, advocacy, scholarship, teaching, and administration.
- Service to the college and surrounding community is the responsibility of both students and faculty.

## Doctor of Physical Therapy Program Goals

Our DPT program Mission and Philosophy, in combination with the Mission and Goals of Lincoln Memorial University and the following professional documents, have guided the construction, implementation, and ongoing assessment of our Doctor of Physical Therapy Program.

- APTA Standards of Practice for Physical Therapy
- Standards and Required Elements for Accreditation of PT Education Programs
- Professionalism in Physical Therapy: Core Values
- APTA Code of Ethics for the Physical Therapist
- APTA Guide for Professional Conduct
- APTA Minimum Required Skills of Physical Therapist Graduates at Entry Level
- APTA Vision Statement for the Physical Therapy Profession and Guiding Principles to Achieve the Vision
- International Classification of Functioning, Disability and Health (ICF)
- Domains of Learning
- Clinical Practice Guidelines of APTA Sections
- APTA Clinical Performance Instrument

- Blueprint for Teaching Cultural Competence in Physical Therapy Education
- APTA Outcomes Assessment in Physical Therapy Education

In order to achieve our Mission, the faculty and students engage in an active educational process with a variety of learning experiences and collaborate in scholarly and service activities within a curriculum that is designed so that upon completion of the DPT program, the following Goals will have been achieved.

## Student/Graduate Goals

1. Students/graduates will demonstrate thorough knowledge and use sound critical reasoning skills to make appropriate clinical decisions, develop realistic interventions, and implement those interventions to optimize movement and ultimately improve the human experience.
2. Students/graduates will possess the skills necessary for life-long learning.
3. Students/graduates will demonstrate the ability to effectively work as a member of an inter-professional team to provide quality healthcare to patients.

The faculty will help students meet the aforementioned Goals through the completion of the following.

## Faculty Goals

Faculty will demonstrate continuous professional development that will support the program and institution's mission to include:

1. Maintenance of contemporary expertise in assigned teaching areas to ensure relevant current curricular content and applicable pedagogy.
2. Advancement of scholarship through contributions to the existing body of knowledge in physical therapy.
3. Service to the institution, program, profession, and surrounding community.

Lastly, the program stakeholders will engage in ongoing assessment to assure that the following Goals are met: institution, program, profession, and surrounding community.

## DPT Program Goals

1. The program will prepare students to excel as members of cohesive interprofessional teams to provide comprehensive care communities in the Appalachian region and beyond.

2. The program will increase the number of contemporary physical therapists in states encompassing the Appalachian region and beyond.
3. The program will provide an inclusive, student-centered, and diverse learning environment.

## Equal Opportunity, Affirmative Action and Non-Discrimination Policy

Lincoln Memorial University is an Equal Opportunity and Affirmative Action educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination. The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community.

This policy is widely disseminated in University publications, including the employee handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Vice President for Academic Affairs; the Vice President for Enrollment, Athletics, and Public Relations; the Vice President for Academic and Student Support Service; the Office of Human Resources; and the Institutional Compliance Office.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as

amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

## Academic Calendar

Current and updated academic calendars can be found on the DPT Program's website:

<https://www.lmunet.edu/debusk-college-of-osteopathic-medicine/dpt/curriculum.php>

## Admissions

### General Prerequisite Courses

- General Biology (8 semester hours minimum)
- Chemistry w/ labs (General Chemistry I and II; 8 semester hours)
  - Biochemistry w/ labs (Biochemistry I and II; 8 semester hours minimum) will also suffice
- Physics w/ labs (Physics I and II; 8 semester hours minimum)
- Human Anatomy w/ lab (4 semester hours)
- Human Physiology w/ lab (4 semester hours)
  - A combined two-course sequence in anatomy and physiology w/ lab (8 semester hours total) will also suffice
- Psychology (2 courses totaling 6 semester hours)
  - General or Introduction to Psychology, and one of the following;
    - Abnormal Psychology
    - Developmental or Lifespan Psychology
- Statistics or Mathematics (3 semester hours)
  - One college-level statistics course is required
    - Courses taken within the biology, mathematics, or psychology departments are accepted
- Medical Terminology (2-3 semester hours) - recommended

### Direct Freshman Entry – BS/DPT

This pathway is appropriate for:

- High school seniors applying to LMU who would like to complete their BS in Exercise and Rehabilitation Science degree and DPT degree in 6 years.

LMU undergraduate admission criteria:

1. High school graduate with a grade point average (GPA) of 3.2 or higher on a 4.0 scale.

2. Minimum composite ACT score of 19 or SAT score of 1010.

Additionally, students who wish to pursue this pathway, must meet the following criteria for BS/DPT track admission:

1. High school graduate with a science and math grade point average (GPA) of 3.0 or higher on a 4.0 scale.
2. Minimum math (21) and reading (23) ACT score or minimum SAT score of 1100.
3. \*Three years of science including Chemistry and Biology.
  - a. One year of physics is strongly recommended.
4. 3 years of college prep math (algebra, geometry, advanced algebra and/or trigonometry).
5. Students will be required to answer a Physical Therapy focused writing prompt/personal statement.
6. Two (2) character references (choose 2 of the following)
  - a. Guidance counselor/ humanities teacher
  - b. Science Teacher
  - c. Coach
  - d. Employer

Freshmen admitted as BS/DPT students will be granted conditional acceptance into the Professional phase of the DPT program upon satisfactory completion of the above requirements. Students must also complete LMU's general education core curriculum requirements in addition to the BS requirements to earn a baccalaureate degree in Exercise and Rehabilitation Science at the end of the first year of the Professional DPT program.

Criteria for successful progression to the Professional phase:

- Students must complete 60 observation/shadowing hours prior to entering the Professional phase of the DPT program
  - 20 hours in an inpatient hospital or sub-acute setting
  - 20 hours in an outpatient orthopedic setting
  - 20 hours students' choice of setting/experience
- Students must maintain a minimum GPA of 2.8 each semester in all LMU courses with a minimum 3.0 GPA overall in prerequisites (students may not receive lower than a "C" in any of these courses)
  - LMU courses satisfying prerequisites include the following:
    - BIOL 111-112 General Biology I and II (General Biology)
    - CHEM 111-112 General Chemistry I and II (General Chemistry)

- PHYS 211-212 General Physics I and II (Physics w/ labs)
- BIOL 310 Comparative Vertebrate A & P (Human Anatomy)
- BIOL 365 General Human Physiology
- PSYC 100 Intro to Psychology (General Psychology)
- PSYC 340 Abnormal Psychology OR PSYC 221 Child and Adolescent OR PSYC 222 Adult Development
- MATH 270 Probability and Statistics OR PSYC 280 Statistical Methods for the Social Sciences
- AHSC 300 Medical Terminology
- Students require approval of the DPT program Director to receive prerequisite credit for any course other than the ones listed.

## Policies & Procedures for GPA and 3+3 BS/DPT Degree Program

### I. Introduction

The 3+3 BS/DPT program is a six-year curriculum, with three years of study each at the undergraduate and graduate levels. Upon successful completion of the 4th academic year, the BS degree in Exercise and Rehabilitation Science is conferred. The 4th academic year is the 1st year of the Professional Phase of the DPT program. (Certain other LMU degree programs may also serve as preparatory to application for admission to the DPT program; students admitted via this pathway are, in essence, Post-Baccalaureate-entry graduate students, similar students with bachelor's degrees from institutions other than LMU.)

During the 4th academic year, students completing the BS in Exercise Science remain subject to BS program policies as they begin the DPT programs. They are also subject to DPT program policies. The purpose of this document is to clarify policies and procedures pertinent to the DPT Program.

The Direct BS/DPT Entry degree major of Exercise and Rehabilitation Science is described in the Lincoln Memorial University Undergraduate Catalog, not the Lincoln Memorial University Graduate Catalog (which catalogues Lincoln Memorial University's traditional post-baccalaureate programs). All Professional Phase DPT courses are catalogued in the LMU DPT Course Catalog. The BS/DPT degree will follow the policies and procedures found in its respective catalog.



## II. Classification of Students

Students are classified exclusively as undergraduates for their first three years of study, as dual majors for the 4th year/1st year of professional phase, and exclusively as graduate students for fifth and sixth years (2nd and 3rd professional phase years). "Post-Baccalaureate-entry" admits (students already possessing a baccalaureate degree) are classified as graduate students.

## III. Financial Aid and Tuition Rates

A student's eligibility for financial aid, and type of aid, is determined in accordance with the student's classification as an undergraduate, dual major, or graduate. The student pays rates of tuition in accordance with his/her classification, not the level of coursework in which the student is enrolled. Financial aid classification and tuition rates must match – i.e., a student cannot receive graduate financial aid but pay undergraduate tuition. Additionally, a dual major classification holds students to the satisfactory academic progress and progression requirements of both programs and for undergraduate and graduate students.

## IV. Academic Standards

### GPA and 3+3 BS/DPT Students

For institutional monitoring purposes, the undergraduate cumulative GPA minimum of 2.0 will pertain for degree conferral in both programs. Higher program standards, however, will invariably result in minimum cumulative averages significantly higher than 2.0. Professional phase Physical Therapy students (academic years 4-6 or professional phase years 1-3) are subject to academic review by the DPT Program if their GPA is below 2.7 and or they earn a grade of less than a C or Pass (only in pass/fail graded courses).

Due to the continuity of the program of study for students in the GPA or 3+3 undergraduate/graduate degree program and academic policies pertaining thereto, all professional phase students pursuing the DPT (whether through the GPA, BS/DPT curriculum or Post-Baccalaureate entry), will be reviewed by the LMU DPT Program Student Conduct and Academic Success Committee and subject to DPT Program standards for dismissal.

### Grading Scale

Students in the GPA or 3+3 undergraduate/graduate degree program are graded in accordance with the undergraduate grading scale outlined in the Lincoln Memorial University Undergraduate Catalog, but upon progression to the professional phase of the DPT program, they are graded in accordance with the DPT program

grading scale outlined in this document as well as in the LMU DPT Professional Phase Student Handbook. The main difference between these scales is that, in the professional phase, all grades below 75% are considered failing.

### Grade Reporting

Mid-term deficiency (C- or below) grades are traditionally reported for undergraduate but not graduate students. For consistency of practice and student expectation, students in the GPA or 3+3 BS/DPT degree program will receive mid-term deficiency grades and DPT Program faculty will follow all undergraduate grade reporting policies and procedures until the BS degree is conferred. Because the institutional deficiency grade remains defined as C- or below, DPT Program faculty will remain responsible for identifying grades considered deficient in the BS degree and imposing DPT Program sanctions as necessary.

### Calculation of Full-Time Equivalency (FTE)

The normal course load for a full-time undergraduate student is 15-17 credit hours per semester and minimum for graduate students is 9 credit hours. The DPT curriculum typically includes more than 9 hours per semester\* and during the 1st year of the professional phase, consists of 42 credit hours. Given the highly sequenced and rigorous nature of the professional phase of the DPT program, students are not permitted to engage in part-time study, and any "inaccuracy" in FTE calculation should therefore be negligible.

\* Due to the clinical education experiences in the summer semesters of the curriculum that constitute 40 hours of study per week, the DPT program will consider greater  $\geq 9$  credit hours as full-time enrollment in the Fall and Spring semesters and  $\geq 6$  credit-hours full-time enrollment in the summer semesters.

### Dean's List, Commencement Honors & Awards

Recognition as a Dean's List student is based on undergraduate academic criteria (minimum GPA of 3.50), and accordingly, graduate students are not named to the Dean's List. Students in the GPA or 3+3 BS/DPT degree program will maintain Dean's List eligibility during the 4th year of the BS degree/1st year of the professional phase of the DPT program.

Students in the GPA or 3+3 BS/DPT degree program will be eligible to qualify for undergraduate graduation honors and awards, but only the credit hours in the professional phase that directly apply to the BS degree will be considered. Policies and procedures regarding honors as

well as eligibility and selection of valedictorian and salutatorian will follow those outlined in the Lincoln Memorial University Undergraduate Catalog.

## Procedures for Leave of Absence and Withdrawal from the University

For GPA or 3+3 BS/DPT students, upon entry to the professional phase of the DPT Program, students will follow policies and procedures related to leave of absence and withdrawal found in the Professional Program Policies and Procedures section of the LMU DPT Professional Phase Student Handbook.

## Placement Statistics

Students earning the BS in Exercise and Rehabilitation Science (or any LMU bachelor's degree) and continuing in the DPT program shall be included in the University's annual graduate survey as students who have gone to graduate school.

## Curriculum Designs, Credit Evaluations/ Degree Audits

Unified curriculum designs, and accordingly credit evaluations and degree audits, are implemented in the DPT program for the GPA and 3+3 BS/DPT degree students.

DPT students earning a Lincoln Memorial University degree other than the BS in Exercise and Rehabilitation Science and applying successfully for admission to the DPT program will, however, have two Lincoln Memorial University degree audits – one for the undergraduate degree and one for the DPT (such students are, in essence, Post-Baccalaureate entry graduate students).

## Transcripts

Students in the GPA or 3+3 BS/DPT degree program who complete both programs will have a single Lincoln Memorial University transcript, reflecting both undergraduate and graduate-level work and degrees awarded. Lincoln Memorial University offers a 3+3 undergraduate-graduate degree program in which accepted students received a bachelor's degree in Exercise and Rehabilitation Science and a Doctorate in Physical Therapy in as little as six years. Students may be accepted into this program as first-year students (Direct BS/DPT Entry), undergraduate transfers or change of majors (Change of Major/Transfer Entry). If they already possess a baccalaureate degree and designated prerequisites, they will be accepted as "Post-Baccalaureate-entry" graduate students. The curriculum may be briefly described as follow.

## LMU Change of Major/Transfer Entry

- This pathway is appropriate for:
  - LMU students who chose a major different from the BS/DPT, but who have completed all prerequisite course work;
  - LMU students who wish to change their major to Exercise and Rehabilitation Science;
  - Transfer students from other institutions.
- Students must complete 60 observation/shadowing hours prior to entering the Professional phase of the DPT program.
  1. 20 hours in an inpatient hospital or sub-acute setting
  2. 20 hours in an outpatient orthopedic setting
  3. 20 hours students' choice of setting/experience
- Students must maintain a minimum GPA of 2.8 in all LMU courses at the point of application to BS/DPT track/conditional acceptance seat with a minimum 3.0 GPA in courses considered prerequisite courses.
- Prerequisite courses
  - LMU courses satisfying prerequisites include the following:
    - BIOL 111-112 General Biology I and II (General Biology)
    - CHEM 111-112 General Chemistry I and II (General Chemistry)
    - PHYS 211-212 General Physics I and II (Physics w/ labs)
    - BIOL 310 Comparative Vertebrate A & P (Human Anatomy)
    - BIOL 365 General Human Physiology PSYC 100 Intro to Psychology (General Psychology)
    - PSYC 340 Abnormal Psychology OR PSYC 221 Child and Adolescent OR PSYC 222 Adult Development
    - MATH 270 Probability and Statistics OR PSYC 280 Statistical Methods for the Social Sciences
    - AHSC 300 Medical Terminology
  - Students require approval of the DPT program Director to receive prerequisite credit for any course other than the ones listed.
- Students may be required to take the ACT residual offered through the College of Education (i.e., transfer students, students with earned associate degrees)
- Students must complete an interview with DPT graduate faculty
- Two character references from
  - a. Physical Therapist who can attest to professional ability
  - b. Academic professor or Academic Advisor



## Post-baccalaureate Degree Entry

1. No GRE required
2. Bachelor's degree from a 4-year institution
3. Minimum GPA of 2.8 in all undergraduate courses and a minimum 3.0 GPA in science prerequisite courses
  - a. Please refer to prerequisite courses
4. Interview with DPT faculty
5. Three character references from the following:
  1. Physical Therapist
  2. Two from either an academic professor and/or advisor
6. Students must complete 60 observation hours prior to entering the professional phase of the DPT program
  - a. 20 hours in an inpatient hospital or sub-acute setting
  - b. 20 hours in an outpatient orthopedic setting
  - c. 20 hours students' choice of setting/experience
7. Additional DPT program/PTCAS application requirements (i.e., Personal statement)

## Curriculum

### Curriculum Overview and Components

The DPT program is a full-time, closed, 36-month, cohort curriculum leading to a Doctorate in Physical Therapy (DPT). Part-time enrollment is not offered. As this is a professional DPT program and it is difficult to assess the depth and breadth of courses taken at other institutions, transfer credits are not accepted from other DPT programs. This intensive 114-credit hour curriculum consists of didactic lecture courses as well as clinical education experiences.

### Didactic Coursework

Didactic course work consists of 92 credit hours of classroom-based learning. The format for instruction includes lecture, small group discussion, e-learning modules, and laboratory sessions. Students have opportunities to apply learned concepts and develop problem-solving and clinical decision-making skills in small group discussions of patient cases, simulated patient encounters (human and manikin), and interprofessional education (IPE) activities.

### Grading Policy

The LMU DPT Program makes every attempt to assist and guide students towards academic and clinical success. Students are expected to achieve, at a minimum, a grade of

"C" or better, or a "Pass" in each professional phase course. Each faculty member will set specific grading criteria for their course. These grading criteria and all course requirements are explicitly stated in the individual course syllabi. It is the prerogative of the instructor to select specific methods of evaluation within their course. All grades within a course are determined by the faculty responsible for the administration of that course.

### Grading Scale

Evaluation of student learning in didactic coursework will follow DPT program approved grade scale: 94-100% A; 90-93% A-; 87-89% B+; 84-86% B; 80-83% B-; 77-79% C+; 75-76% C; below 75% F

### Clinical Education

The clinical education component of the curriculum consists of 34 weeks of full-time clinical experiences within 22 credit hours. The first of four clinical education experiences occurs at the end of the first year of didactic coursework and lasts 9 weeks. This education experience will allow for the application of musculoskeletal knowledge and skills gained in coursework up to that point. The second clinical education experience occurs at the end of the second year of didactic coursework and also last 9 weeks. This education experience will focus on the application of neuromuscular and neurological rehabilitation knowledge and skills. The last 2 clinical education experiences occur in the Spring semester of year 3 of the DPT program. These experiences are each 8 weeks in length and allow students to experience additional areas of practice and practice settings.

### Doctorate in Physical Therapy

#### Year 1

##### Summer

Item #	Title	Credits
DPT-701	Clinical Functional Anatomy	6

### Fall

Item #	Title	Credits
DPT-702	Appl Function Anatomy & Biomechanics I	4
DPT-714	Therapeutic Exer Prescr/Progr	3
DPT-720	Experiential Learn & Prof I	1
DPT-730	Musculoskeletal Exam & Rehab I	5
DPT-740	Clin Medicine & Pathophy I	1.5
DPT-750	Interprof Sem Rehab Med I	1
DPT-770	Ptnt Care Mgmt Skills I	2

### Spring

Item #	Title	Credits
DPT-703	Appl Funct Anat & Biomech II	2
DPT-715	Princ & Application of Therap Modalities	2
DPT-721	Experiential Learn & Prof II	2
DPT-731	Musculoskeletal Exam & Rehab II	3
DPT-741	Clinical Medicine & Pathophysiology I	1.5
DPT-751	Interprof Sem Rehab Med II	1
DPT-771	Patient Care Mgt Skills II	0.5
DPT-799	Motor Learning & Control I	1

### Year 2

#### Summer

Item #	Title	Credits
DPT-723	Clinical Education Experience I	6

### Fall

Item #	Title	Credits
DPT-802	Neurobiology I	3
DPT-806	Clinical Problem Solving Musculosk Rehab	1
DPT-810	Intro Research & Biostats	2
DPT-814	Psychosocial Aspects of Health and Disability	3
DPT-830	Neuromuscular Exam & Rehab	5
DPT-840	Clinic Medic & Pathophysio II	2
DPT-850	Interprofessional Seminar Rehab Medi III	1
DPT-800	Motor Learning & Control II	2

### Spring

Item #	Title	Credits
DPT-803	Neurobiology II	3
DPT-805	Integument Dysfunct & Tissue	3
DPT-811	Clinical Research I	1
DPT-815	Rehabilitation Through Lifespan	3
DPT-831	Neuromuscular Exam & Rehab II	5
DPT-841	Clinical Medicine & Pathophysiology II	1
DPT-851	Inter-Prof Seminar Rehab IV	1

### Year 3

#### Summer

Item #	Title	Credits
DPT-823	Clinical Internship II	6

### Fall

Item #	Title	Credits
DPT-906	Clin Prob Solving, Neuromuscu Rehab	1
DPT-912	Clinical Research II	1
DPT-930	Cardio Exam & Rehab	4
DPT-940	Clinical Medicine & Pathophysiology III	3
DPT-970	Manage & Admin Physical Therapy 2	
DPT-980	Community Health & Wellness	2
IPE-950	Inter-Prof Seminar Rehab Medicine V	1
	DPT 99X: Electives	2

### Spring

Item #	Title	Credits
DPT-923	Clinical Internship III	5
DPT-925	Clinical Internship IV	5
DPT-999	Independent Study - Exam Prep	1
	<b>Total Credits</b>	<b>111.5</b>

## Policies and Procedures

\*Please note that all notification and communication unless otherwise stated will occur through the student's university issued LMU email address.

## Clinical Education Policies and Procedures

The clinical education component of the DPT curriculum is an extensive and integral part of the professional DPT program. Therefore, a detailed description of all policies and procedures related to clinical education are outlined in the Lincoln Memorial University Doctor of Physical Therapy Clinical Education Handbook for Students. Students are professional trainees and representatives of LMU and are therefore expected to conduct themselves in a manner consistent with the standards of the profession, the DPT program, and the University. Questions or concerns regarding clinical education should be addressed to the Director of Clinical Education (DCE).

## Academic Probation and Dismissal

Students must maintain a GPA of 3.0 or better in each semester of the professional phase. If a student is identified to be in academic “danger” at the mid-point of a course, a timely verbal as well as written notification will be made to the student via the student’s university-issued email by the faculty member teaching the course and/or clinical instructor and the DPT program Director will also be notified of potential academic problems. The student will then be given guidance towards study skills and remediation. A student will be placed on Academic Probation if a 3.0 GPA is not achieved; failure to achieve a 3.0 in two consecutive semesters may result in the dismissal of the student from the DPT Program.

## Appeal of Dismissal

If a student is dismissed from the professional phase, they have the right to appeal their dismissal in writing, within fourteen (14) calendar days. All issues and concerns relative to their dismissal should be directed and submitted to the DPT Program Director and will initially be reviewed by the Student Conduct and Academic Success Committee and their decision will be presented to the core faculty who will vote. The decision of the core faculty will be forwarded in writing by the DPT Program Director to the Dean of LMU-DCOM, who will forward it to the Executive VP of Academic Affairs (VPAA) who, in conjunction with the DPT Program Director will review all information and determine if policies and procedures relating to the case were followed and no gross misapplication of fact occurred. The DPT Program Director will forward the decision to the student by certified mail to his or her last official address or hand-delivered with receipt. All decisions of the Dean of DCOM, VPAA, and DPT Program Director will be final and binding. **No further option for appeal will be considered.**

If the appeal is unsuccessful, a student may reapply to a new cohort of students for the following academic year. Students who are readmitted into the DPT program agree to retake all core courses and provide evidence of competency in both didactic and practical components. This will ensure that the student does not lose continuity of information and is ready to proceed to clinical internships in a safe, efficient, and effective manner. Reapplication to the DPT program does not automatically guarantee reacceptance.

## Attendance

Students are responsible for all material presented in lectures and laboratories. Regular attendance to lectures is expected as a component of professionalism and professional development. Students are **required to adhere to attendance policies outlined in the syllabus for each course**. In addition, within any given course some lectures will have designated mandatory attendance. These lectures will be noted on the schedule. Excessive absenteeism will result in a scheduled meeting with the DPT program Director through the student’s university-issued email account. Active attendance and professional behavior are required at all synchronous course sessions [online and face to face (F2F)]. Following APTA guidelines, professionalism is a core value of our DPT program. With that in mind, attendance in all class sessions is an expectation. If you choose not to be present (F2F or synchronous) you must inform all course faculty via email in advance of the absence outlining the reason why you will be absent. In the event the situation prevents you from emailing prior to the absence, please be in touch with course faculty as soon as possible. You are responsible for all assignments/work missed in your absence, and all work must be made up to the satisfaction of the instructor. Please note that NO modifications or adjustments to student assessment dates (quizzes, exams, assignments, etc.) will be made for absences that are not related to illness, accident, or death in the family.

## Veterans

In accordance with the Veterans Benefits and Transition Act of 2018, Section 367(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post 9/11 GI Bill\*\* benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under

Chapter 31 or 33 (a Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website- eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following receipt of the Certificate of Eligibility.

The University shall not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding form VA under Chapter 31 or 33.

\* GI Bill is a registered trademark of the US Department of Veteran Affairs.

## Tuition and Fees

Current tuition, fees, and COA can be found on the DPT Program website: <https://www.lmunet.edu/debusk-college-of-osteopathic-medicine/dpt/cost.php>

Additional information can also be obtained by contacting the Office of Financial Aid: <https://www.lmunet.edu/student-financial-services/graduate/index.php>

## Refund Policies

### Refund of Institutional Tuition

In the event a student withdraws or is administratively dismissed from the University for disciplinary or for financial reasons after registration is completed and prior to the end of a semester of enrollment, the student's eligibility for a refund of appropriate institutional tuition will be prorated as indicated. Per DPT Program policy, withdrawal from a required professional phase course due to poor performance is **not permitted**. Any situation in which all classes are dropped is a withdrawal from the University. The official withdrawal process begins in the Office of the Registrar. The Registrar uses the date the student communicates in writing their intent to withdraw and begins the University's withdrawal process, as the official withdrawal date. The student, working with the Registrar's Office, must complete the Undergrad/Graduate Withdrawal Form, obtain all the necessary signatures, and

submit the completed form to the Registrar's Office. Verbal requests do not constitute official notification. Should the student fail to complete the process, all semester charges will become immediately due and are payable in the Cashier's Office.

Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule:

- Through the first week of classes 100%
- During the second week of the semester 75%
- During the third week of the semester 50%
- During the fourth week of the semester 25%
- After the fourth week of the semester 0%

No refund of institutional charges will be made after the fourth week of the semester.

## Return of Financial Aid

Federal Regulations determine how colleges and universities handle Title IV funds when a recipient withdraws from school. This policy is separate from the university's refund of institutional charges. The return of Title IV funds includes Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal PLUS loans, Federal Perkins Loans and Federal Direct Stafford Loans.

The policy states that up through the 60% point in each semester a pro-rata schedule will be used to determine how much Title IV aid the student has earned. For example, if the student has attended 31% of the enrollment period, the student has earned 31% of his/her Title IV aid, and 69% of the aid must be returned to the federal government. After the 60% point in the semester, the student has earned 100% of the aid for which the student was eligible. Additional information on the return of Title IV funds may be obtained from the Financial Aid Office.

## Refund of Credit Balance

In the event a combination of grants, scholarships, and/or payments results in a credit balance on the student's account, the Student Accounts Office will refund the credit balance to the student by means of a check or by direct deposit if the student has signed up via Web Advisor. All institutional scholarships must be applied toward tuition and fees. All federal, state, and institutional grants are credited to the student's account first, and any scholarships are applied to the balance of the student's aid eligibility for the semester. No cash refunds are made from institutional funds.

# Courses

## DPT-701 : Clinical Functional Anatomy

This course focuses on the concepts and principles of human anatomy, physiology, and pathophysiology to be emphasized in future clinical courses. Its focus is on the detailed structure and function of the human musculoskeletal and neuromuscular system and reviews fundamental embryology, histology, and gross anatomical structure. It will concentrate on the relationships of normal and pathological embryological and developmental processes to gross anatomical structure, and the relationships of normal and abnormal anatomical structure to movement and function across the lifespan. Various teaching/learning methods will be used including lecture, laboratory, and dissection demonstrations. Laboratory sessions will allow students to acquire a three-dimensional appreciation of anatomical structure through instructor-guided human cadaver dissection and study of models and prosections.

Prerequisites: DPT Professional Phase Year 1 Term 2 or permission of DPT Program

**Credits 6**

## DPT-702 : Appl Function Anatomy & Biomechanics I

**Credits 4**

## DPT-703 : Appl Funct Anat & Biomech II

Applied Functional Anatomy and Blomechanics II. This course will build upon the fundamental embryology, histology, and gross anatomical structure acquired in Clinical Functional Anatomy (DPT 701) and emphasize the principles of applied function anatomy, kinesiology and blomechanlcs. This course, the second of two applied functional anatomy and biomechanics courses, will focus on the detailed structure and function of specific anatomical content introduced

**Credits 2**

## DPT-714 : Therapeutic Exer Prescr/Progr

This course provides a scientific basis for exercise prescription and progression for physical therapy practice. Students will consider underlying physiologic principles of therapeutic exercise in the prescription and progression of exercise programs to meet the needs of the individual patient. Students will be introduced to a variety of evidencebased tests and measures allowing for the assessment of physiologic function and an emphasis is placed on the ability to develop interventions for basic movement skills and their components. Students will be instructed on safe exercise selection and progression or regression of basic movement skills in consideration of the needs of the individual patient. Lectures and discussions will focus on applying the information from these topics into a framework for the design and implementation of exercise conditioning programs for various populations designed to improve performance and promote health enhancement. Laboratory sessions will emphasize development of the necessary psychomotor skills and their application alongside knowledge of physiologic principles through case-based problem solving to promote clinical reasoning. Additional theoretical and practical concepts related to optimization of the adaptations of human body functions to exercise will be discussed as advance considerations for physical therapy practice.

**Credits 3**

## DPT-715 : Princ & Application of Therap Modalities

Principles and Application of Therapeutic Modalities. This lecture/laboratory course will introduce and emphasize the physiologic effects of therapeutic modalities used on human tissue in clinical practice. Lectures will provide an in-depth study of the science of therapeutic modalities. Students will differentiate between the thermal, acoustic, mechanical, and electrical modalities commonly utilized in the clinic.

**Credits 2**

## DPT-720 : Experiential Learn & Prof I

**Credits 1**

## DPT-721 : Experiential Learn & Prof II

This is the second course in a two-course series. This seminar format course will prepare the student for full-time clinical internship experiences by highlighting both the professional and practical aspects of the physical therapy profession. The student will be introduced to essential information pertaining to clinical performance and will learn how evaluation methods and tools will be implemented during the clinical internships.

**Credits 2**



#### DPT-723 : Clinical Education Experience I

This is a nine (9) week full-time clinical internship designed to develop skills deemed appropriate for entry-level physical therapy practice. Those skills include but are not limited to examination, evaluation, diagnosis, prognosis, and intervention. To accomplish this, students will participate in direct patient care that may include gait training, transfer training, assessment and measurement, intervention and patient education. Integration of the previous semester's academic curriculum will be the focus of the clinical internship. The facilities utilized for the internship will focus on musculoskeletal or orthopedic patient care.

**Credits 6**

#### DPT-730 : Musculoskeletal Exam & Rehab I

**Credits 5**

#### DPT-731 : Musculoskeletal Exam & Rehab II

This lecture/laboratory course is the first of two courses that will teach the student the foundational elements of examination and assessment that apply to all patients with a potential need for physical therapy services as a foundation for direct patient care. Students will learn the components of musculoskeletal (MSK) examination and evaluation of the lower quarter within best evidenced-based research.

**Credits 3**

#### DPT-740 : Clin Medicine & Pathophy I

**Credits 1.5**

#### DPT-741 : Clinical Medicine & Pathophysiology I

DPT 741: Clinical Medicine and Pathophysiology I. This course is a continuation of DPT 740 Clinical Medicine and Pathology I and the second in a three-part series. This course is designed to challenge the student to recognize and evaluate clinical presentations with suspicious or red flag signs and symptoms (S&S) with best evidenced-based research for possible referral to other health care providers.

**Credits 1.5**

#### DPT-750 : Interprof Sem Rehab Med I

**Credits 1**

#### DPT-751 : Interprof Sem Rehab Med II

**Credits 1**

#### DPT-770 : Ptnt Care Mgmt Skills I

**Credits 2**

#### DPT-771 : Patient Care Mgt Skills II

**Credits 0.5**

#### DPT-799 : Motor Learning & Control I

This course is the first of two courses that explores conceptual and practical issues in motor control and motor learning and helps to form an important theoretical foundation for the practice of evidence-based physical therapy. We will examine historical and contemporary theories of motor control, postural control, information processing and motor learning, as frameworks for understanding goal-directed, functional movement.

**Credits 1**

### DPT-800 : Motor Learning & Control II

This course is the second of two courses that explores conceptual and practical issues in motor control and motor learning and builds upon the theoretical foundation for the practice of evidence-based physical therapy developed in DPT 799 Motor Learning and Control I. This course will begin with an in-depth study of human development from the life span perspective, with an emphasis on development of human movement, postural control and their interrelationship to skill acquisition. Normal pediatric development milestones and phases of motor development will be the focus of the first half of this course. The second half of this course will have a strong emphasis on normal adult movement including task analysis using reinforcement of skills introduced in DPT 799: Motor Learning and Control I, gait analysis reinforcement from the skills developed in DPT 771: Patient Care Management Skills II, running mechanics, and alternative interventions to maintain normal postural mobility and stability. This course will provide the student with a foundation for examining, evaluating, and providing treatment interventions for individuals with musculoskeletal movement dysfunctions, primary and secondary impairments caused by neurological pathology and inclusive of patients with multi-system disorders. Emphasis is placed on understanding normal and impaired movement through discussion, hands on skill development and experiential learning opportunities focusing on motor control, motor learning, and neuroplasticity. Environmental demands, task demands, individual demands, discussed in previous motor control course DPT 799: Motor Learning and Control I, will be analyzed from the perspectives of motor control, information processing, and motor learning. Potential functional constraints to the motor control and postural control systems will be explored using a systems model within the context of the ICF (International Class of Functioning, Disability and Health) model of enablement and the task oriented conceptual framework for intervention. These models will also be used as frameworks for evaluating movement dysfunction and for developing intervention plans.

**Credits 2**

### DPT-802 : Neurobiology I

**Credits 3**

### DPT-803 : Neurobiology II

**Credits 3**

### DPT-805 : Integument Dysfunct & Tissue

**Credits 3**

### DPT-806 : Clinical Problem Solving Musculosk Rehab

**Credits 1**

### DPT-810 : Intro Research & Biostats

This first of the three courses in the research curriculum is dedicated to the standard of decision-making for health professionals known as evidence-based practice (EBP). This course focuses on the method of applying the best research evidence to patient care (one of three pillars of EBP). The goal of this course is for students to value and understand the role of evidence-based clinical practice. This course aims for students to develop the beginning skills of becoming critical consumers of scientific literature. Students will develop skills that will enable them to systematically review the scientific literature and make informed decisions regarding applying research findings in their future physical therapy practice. The contents in this course will provide the students the skills to perform the first three steps of EBP: Ask, Acquire, and Appraise. Students will learn to convert clinical problems into structured and answerable clinical questions using the PICO model and other variants relative to the problem. Students will learn literature search techniques by selecting the highest level of evidence between primary and secondary research outputs with the understanding of the research design employed in the selected evidence. The literature search will also include using library resources (e.g., databases, librarians) to maximize and exhaust the literature. Finally, students will learn to correctly appraise the scientific literature by evaluating the validity, presence of biases, ethical concerns, and confidently interpreting statistical results before deciding the evidence's applicability to practice. At the conclusion of the course, the students will be matched with a faculty with an ongoing research project as a research advisor. The students' research experience with their advisors will begin in DPT 811 and culminate in DPT 912 as a scientific poster. The poster will be presented at the Research Symposium in the Fall Semester of year three, concluding the research curriculum.

**Credits 2**

### DPT-811 : Clinical Research I

**Credits 1**

#### DPT-814 : Psychosocial Aspects of Health and Disability

This course applies biopsychosocial models of health, illness, and disability, including psychosocial aspects of disability; social attitudes and perceptions; and adjustment to and secondary effects of disability. This course will develop student competence in responding to individuals who are experiencing physical and psychiatric problems. Students will have had exposure to patients with musculoskeletal and neurological disorders in previous coursework and will therefore be able to consider the issues addressed in the course in the context of specific illnesses and/or disabilities relating to these body systems. Through readings, guest speakers, video, community experiences, and in class discussions, this course is intended to challenge the perception of both physical and psychiatric disability.

Prerequisites: DPT Professional Phase Year 2 Fall Semester status or permission of the DPT Program

**Credits 3**

#### DPT-815 : Rehabilitation Through Lifespan

**Credits 3**

#### DPT-823 : Clinical Internship II

**Credits 6**

#### DPT-830 : Neuromuscular Exam & Rehab

**Credits 5**

#### DPT-831 : Neuromuscular Exam & Rehab II

**Credits 5**

#### DPT-840 : Clinic Medic & Pathophysio II

This course is the second in a three-part clinical medicine complex series. It is the first of two courses with emphasis on neuromuscular pathology and diagnosis. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with the neuromuscular system as a foundation for direct patient/client care and research. During the course of the semester students will be challenged to investigate similar presenting neuromuscular diagnosis and through clinical evaluation and physiological presentation demonstrate their ability to provide the appropriate prognosis and desired medical and therapeutic interventions given the diagnosis. Topics will correspond with the diagnosis and neuromuscular pathologies being discussed concurrently in DPT 830: Neuromuscular Examination and Rehabilitation I. Characteristics of common neuromuscular pathologies will be addressed, including normal physiology, etiology; epidemiology; underlying pathophysiology and histology; clinical signs and symptoms related impairments, activity and participation limitations; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to neuromuscular pathology will be emphasized and applied to determine appropriateness of physical therapy intervention.

**Credits 2**

#### DPT-841 : Clinical Medicine & Pathophysiology II

**Credits 1**

#### DPT-850 : Interprofessional Seminar Rehab Medi III

The third of five courses in the curriculum dedicated to application of interprofessional practice and education (IPE) initiatives in the preparation of healthcare professionals. This course focuses on experiential learning of the core competency domain of interprofessional communication. This course immerses students in opportunities to develop the skills and behaviors necessary to effectively communicate with patients, families and other professional members of the interprofessional collaborative health care team. This course will consider student exposure to patients with musculoskeletal and neurological disorders from previous and concurrent coursework as well as clinical experience using case-based problem-solving and high-fidelity simulation experiences. Each session will utilize elements of planning, preparation, debriefing and evaluation consistent with the requirements of an IPE experience and will focus on a specific behavior or skill necessary to the enhancement of trust, respect and collaboration in interprofessional practice.

**Credits 1**

**DPT-851 : Inter-Prof Seminar Rehab IV**

This course focuses on the application of interprofessional collaboration skills within the context of theoretical constructs and underpinnings of IPE. Students will apply the Interprofessional Collaborative Practice Competency Domains of values/ethics, roles/responsibilities, communication, and teams/teamwork as they relate to different healthcare professions and patient populations with a focus on neurological rehabilitation. Simulation and role-playing scenarios will allow for the practice of interprofessional collaborative practice.

**Credits 1**

**DPT-906 : Clin Prob Solving, Neuromuscu Rehab**

**Credits 1**

**DPT-912 : Clinical Research II**

**Credits 1**

**DPT-923 : Clinical Internship III**

**Credits 5**

**DPT-925 : Clinical Internship IV**

**Credits 5**

**DPT-930 : Cardio Exam & Rehab**

**Credits 4**

**DPT-940 : Clinical Medicine & Pathophysiology III**

**Credits 3**

**DPT-970 : Manage & Admin Physical Therapy**

**Credits 2**

**DPT-980 : Community Health & Wellness**

**Credits 2**

**DPT-999 : Independent Study - Exam Prep**

**Credits 1**

**DPT-99A : Advanced Wound Care**

This course aims to deepen students' knowledge and skills in assessment and clinical reasoning skills for the treatment of the integumentary system and wound healing interventions. This course will build upon DPT 805 to provide students with current evidence-based education in the area of skin and wound management and upon completion will enable students to accurately assess, document, identify and plan appropriate and comprehensive patient treatment plans and interventions for the management of acute and intractable wounds.

**Credits 1**

**DPT-99B : Basic McKenzie Method**

This course is an introduction to basic McKenzie treatment concepts and treatments including the basic knowledge of derangement, dysfunction, and postural syndromes. Students will be introduced initial advanced manual treatments as well as deductive reasoning of injuries, pain patterns, and basic treatment options for cervical, thoracic, and lumbar spines. The goal of this elective is to expand manual therapy skills as well as prepare the student for post-graduation continuing education courses in McKenzie Mechanical Diagnosis and Therapy

**Credits 1**

**IPE-750 : Inter-Professional Seminar Rehab I**

**Credits 1**

**IPE-751 : Inter-Prof Seminar Rehab II**

Continuation of Interprofessional Seminar in Rehabilitative Medicine II

**Credits 1**

**IPE-771 : Patient Care Management Skills II**

This is the second of two courses designed to expose, orient, and introduce students to interprofessional practice through the acquisition and demonstration of skills related to the collaborative examination and management of patients in different practice settings. Students of various healthcare disciplines will work closely to learn and practice patient care skills.

**Credits 1**

**IPE-850 : Inter-Prof Seminar Rehab III**

**Credits 1**

**IPE-851 : Inter-Prof Seminar Rehab IV**

**Credits 1**

**IPE-950 : Inter-Prof Seminar Rehab Medicine V**

**Credits 1**