

The seal of Lincoln Memorial University is a circular emblem. It features a central portrait of a man with a beard, wearing a suit and tie. The text around the inner border of the seal reads "COLLEGE OF MATHEMATICS, SCIENCES & HEALTH PROFESSIONS" at the top and "LINCOLN MEMORIAL UNIVERSITY" at the bottom. The years "1891" and "2024" are also visible on the left and right sides of the seal, respectively, separated by stars.

**Lincoln Memorial University –
College of Mathematics, Sciences, and Health Professions
Doctor of Physical Therapy**

CATALOG 2024-2025

Updated June 2024

Table of Contents

Accreditation	3	II. Classification of Students	7
Institutional Accreditation	3	III. Financial Aid and Tuition Rates	7
DPT Program Accreditation	3	IV. Academic Standards	8
Accreditation Grievances	3	Curriculum	9
Mission Statement and DPT Program Philosophy	3	Curriculum Overview and Components	9
Doctor of Physical Therapy Program Goals	4	Didactic Coursework	9
Student/Graduate Goals	4	Clinical Education	9
Faculty Goals	4	Policies and Procedures	11
DPT Program Goals	5	Clinical Education Policies and Procedures	11
Equal Opportunity, Affirmative Action and Non-Discrimination Policy	5	Academic Probation and Dismissal	11
Academic Calendar	5	Appeal of Dismissal	11
Admissions	5	Attendance	12
General Prerequisite Courses	5	Veterans	12
Direct Freshman Entry – BS/DPT	6	Tuition and Fees	12
LMU Change of Major/Transfer Entry	6	Refund Policies	12
Post-baccalaureate Degree Entry	7	Refund of Institutional Tuition	12
Policies & Procedures for GPA ad 3+3 BS/DPT Degree Program	7	Return of Financial Aid	13
I. Introduction	7	Refund of Credit Balance	13
		Courses	14

Last edited: 3.24.22

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.

This catalog/handbook is a supplement to the Lincoln Memorial University General Graduate Catalog, which students should consult for information on matters not covered in this document.

Accreditation

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

Institutional Accreditation

Lincoln Memorial University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Lincoln Memorial University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

DPT Program Accreditation

Commission on Accreditation in Physical Therapy Education (CAPTE)

The Doctor of Physical Therapy (DPT) Program at Lincoln Memorial University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085;

telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

If needing to contact the program/institution directly, please call Dr. Kellee Hanigan at 865-338-5680 or email kellee.hanigan@LMU.net.edu.

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. 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 using best evidence and interprofessional 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 communities, holding a deep commitment to the vast Appalachian region.

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 and andragogy.
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 45 observation/shadowing hours prior to entering the Professional phase of the DPT program
 - 15 hours in an inpatient hospital or sub-acute setting

- 15 hours in an outpatient orthopedic setting
- 15 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.

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 45 observation/shadowing hours prior to entering the Professional phase of the DPT program.
 1. 15 hours in an inpatient hospital or sub-acute setting
 2. 15 hours in an outpatient orthopedic setting
 3. 15 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
- Three character references from
 - a. Physical Therapist who can attest to professional ability
 - b. Academic professor or Academic Advisor
 - c. Additional academic professor, academic advisor, OR supervisor/employer

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 45 observation hours prior to entering the professional phase of the DPT program
 - a. 15 hours in an inpatient hospital or sub-acute setting
 - b. 15 hours in an outpatient orthopedic setting
 - c. 15 hours students' choice of setting/experience
7. Additional DPT program/PTCAS application requirements (i.e., Personal statement)

Policies & Procedures for GPA ad 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 ≥ 9 credit hours as full-time enrollment in the Fall and Spring semesters and ≥ 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.

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.

Doctor of Physical Therapy (DPT)

Year 1

Summer

Item #	Title	Credits
DPT-701	Clinical Functional Anatomy	6.0

Fall

Item #	Title	Credits
DPT-702	Applied Functional Anatomy & Biomechanics I	4.0
DPT-714	Therapeutic Exercise Prescription and Progression	3.0
DPT-720	Experiential Learning and Professionalism I	1.0
DPT-730	Musculoskeletal Examination and Rehabilitation I	5.0
DPT-740	Clinical Medicine and Pathophysiology (Musculoskeletal) I	1.5
DPT-750	Interprofessional Seminar in Rehabilitative Medicine I	1.0
DPT-770	Patient Care Management Skills I	2.0

Spring

Item #	Title	Credits
DPT-703	Applied Functional Anatomy and Biomechanics II	4.0
DPT-715	Principles and Application of Therapeutic Modalities	3.0
DPT-721	Experiential Learning and Professionalism II	2.0
DPT-731	Musculoskeletal Examination and Rehabilitation II	5.0
DPT-741	Clinical Medicine & Pathophysiology (Musculoskeletal) I	1.5
DPT-751	Interprofessional Seminar in Rehabilitative Medicine II	1.0
DPT-771	Patient Care Management Skills II	1.0
DPT-799	Motor Learning & Control I	1.0

Year 2

Summer

Item #	Title	Credits
DPT-723	Clinical Education Experience I	6.0

Fall

Item #	Title	Credits
DPT-802	Neurobiology I	2.0
DPT-806	Clinical Problem Solving Musculoskeletal Rehab	1.0
DPT-810	Introduction to Clinical Research & Applied Biostatistics	2.0
DPT-814	Psychosocial Aspects of Health and Disability	2.0
DPT-830	Neuromuscular Examination and Rehabilitation I	5.0
DPT-840	Clinical Medicine and Pathophysiology (Neuromuscular) II	1.5
DPT-850	Interprofessional Seminar Rehabilitative Medicine III	1.0
DPT-800	Motor Learning & Control II	2.0

Spring

Item #	Title	Credits
DPT-803	Neurobiology II	2.0
DPT-805	Integumentary Dysfunction and Tissue Repair	3.0
DPT-811	Clinical Research I	1.0
DPT-815	Rehabilitation Through the Lifespan and Special	3.0
DPT-831	Neuromuscular Examination and Rehabilitation II	5.0
DPT-841	Clinical Medicine & Pathophysiology (Neuromuscular) II	1.5
DPT-851	Interprofessional Seminar in Rehabilitative Medicine IV	1.0

Year 3

Summer

Item #	Title	Credits
DPT-823	Clinical Education Experience II	6.0

Fall

Item #	Title	Credits
DPT-906	Clinical Problem Solving in Neuromuscular Rehab	1.0
DPT-912	Clinical Research II	1.0
DPT-930	Cardiopulmonary Examination and Rehabilitation	4.0
DPT-940	Clinical Medicine & Pathophysiology III	2.0
DPT-950	Community Health and Population Wellness	1.0
DPT-970	Management and Administration in Physical Therapy	2.0
DPT-980	Prosthetics and Orthotics	2.0
DPT-998	Board Exam Prep I	1.0
	DPT 99X: Electives	2

Spring

Item #	Title	Credits
DPT-923	Clinical Education Experience III	5.0
DPT-925	Clinical Education Experience IV	5.0
DPT-999	Board Exam Prep II	1.0
	Total Credits	114

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

A GPA below 2.7 in any given semester could potentially affect financial aid eligibility which is why the program requires students to maintain a GPA of 3.0 or better in each semester of the professional phase to prevent placement on programmatic academic probation. Programmatic academic probation initiates the development and implementation of an individualized Student Enrichment Plan designed to provide the students with actionable objectives and goals to ensure they do not reach the 2.7 threshold. If a student is identified to be in academic "at-risk" 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 and Student Academic Success Coordinator (SASC) will also be notified of potential academic problems. The student will then be given guidance by the (SASC) towards study skills and remediation. A student will be placed on programmatic 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 Executive Dean of the College of Mathematics, Sciences, and Health Professions, 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 Executive Dean of the College of Mathematics, Sciences, and Health Professions, 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/tuition-and-fees/graduate-and-professional>

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 6.0

DPT-702 : Applied Functional Anatomy & Biomechanics I

This course, the first of two applied functional anatomy and biomechanics courses, will focus on the detailed structure and function of the cervical, temporomandibular, thoracic, and upper extremity joints and their related soft tissues. Students will analyze forces affecting arthrokinematics, osteokinematics, and tissue mechanics of these regions and relate those to overall mobility and stability by way of clinical application. Kinetic and kinematic analysis of movement of these regions will be explored using such tools as EMG, dynamometry and video motion analysis.

Credits 4.0

DPT-703 : Applied Functional Anatomy and Biomechanics II

Applied Functional Anatomy and Blomechanics II. 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 in DPT 701 to include the lumbar spine and joints of the lower extremity and their related soft tissues. Students will analyze forces affecting arthrokinematics, osteokinematics, and tissue mechanics of these regions and relate those to whole body and regional mobility and stability by way of clinical application. Students will develop skill in the application of this biomechanical analysis and begin to foster consideration of biomechanical principles in the design of reliable and valid upper quarter examination procedures and efficacious intervention strategies and parameters.

Credits 4.0

DPT-714 : Therapeutic Exercise Prescription and Progression

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 3.0

DPT-715 : 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. The clinical application of these principles will be reinforced through laboratory practical experiences as well as clinical case studies. Clinical problems are presented in the lecture and laboratory for clinical decision-making on the appropriate, safe, correct, and cost effective application of these devices, skills, or techniques as a component of a comprehensive plan of care to designed to intervene at the level of health conditions, body functions and structures, activities, and participation while recognizing the personal and environmental factors that may impact recovery.

Credits 3.0

DPT-720 : Experiential Learning and Professionalism I

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. Students will develop an increased understanding of professionalism, physical therapy scope of practice and Code of Ethics in the context of contemporary interprofessional healthcare. The course will also explore social issues such as forces that impact health care, the role of legislative and political bodies vis a vis health care, race and class as they impact health care and health seeking behavior, and the role of professional organizations as they impact the health professional.

Credits 1.0

DPT-721 : Experiential Learning and Professionalism 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. Students will also learn roles and responsibilities of persons associated with clinical education, policies and procedures for clinical education, delegation and supervision of assistants and aides, aspects of documentation, reporting patient progress, and stress and time management. Students will also develop an understanding of the importance of professional behaviors, self-evaluation and personal reflection and begin to practice these skills prior to applying them on clinical internships.

Credits 2.0

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 6.0

DPT-730 : Musculoskeletal Examination and Rehabilitation I

This collaboration and laboratory course is the first of two courses that will focus on the foundational elements of musculoskeletal (MSK) examination, evaluation, and intervention as a foundation for direct patient care. Students will develop and practice using critical thinking and decision-making skills to determine the most appropriate intervention and outcomes for patients. Laboratories will promote development of psychomotor skills in the application of examination and rehabilitation intervention techniques discussed in lecture. Techniques will be discussed and practiced in the context of clinical case problems.

Credits 5.0

DPT-731 : Musculoskeletal Examination and Rehabilitation 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 basics of musculoskeletal examination and evaluation of the lumbar spine, lower extremities, and associated structures, selection of appropriate tests and measures, use of validity, reliability, and best evidence to select tests and measures, and the use of critical thinking and decision-making to determine the most appropriate intervention and outcomes for patients. This course will further promote development of knowledge in differentiating musculoskeletal dysfunctions/disorders in the regions noted. Laboratories will promote development of psychomotor skills in the application of examination and rehabilitation intervention techniques discussed in lecture. Techniques will be discussed and practiced in the context of clinical case problems.

Credits 5.0

DPT-740 : Clinical Medicine and Pathophysiology (Musculoskeletal) I

This course is designed to challenge the student to actively recognize and evaluate clinical presentations with suspicious or red flag symptoms with best evidence-based research for possible referral to other health care providers. Key topics characteristic of common orthopedic pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology; clinical signs and symptoms related to health conditions; environmental and personal factors related to activity and participation restrictions; prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to musculoskeletal pathology of the head, cervical and thoracic spine, and upper extremities will be emphasized. Content presented will encompass pathologies observed across the lifespan.

Credits 1.5

DPT-741 : Clinical Medicine & Pathophysiology (Musculoskeletal) I

This course is a continuation of the DPT 740 and is designed to continue to challenge the student to evaluate the knowledge of basic clinical presentations associated with musculoskeletal pathology as a foundation for direct patient care and research. Differential diagnosis related to musculoskeletal pathology will be emphasized and will be expended upon to emphasize pathology in the context of the lumbar spine and lower extremities. Content presented will encompass pathologies observed across the lifespan.

Credits 1.5

DPT-750 : Inter-Professional Seminar Rehabilitative Medicine I

This course will explore interprofessional collaboration skills within the context of theoretical constructs and underpinnings of IPE. Students will explore the Interprofessional Collaborative Practice Competency Domains of values/ethics, roles/responsibilities, communication, and teams/teamwork as they relate to different healthcare professions, patient populations and practice settings seen in clinical medicine and primary care. Seminar style discussion of patient case study examples will be used to illustrate and reinforce the importance of interprofessional collaborative practice. Knowledge gained in this course will significantly contribute to improved understanding of a team-based approach to patient care seen in contemporary healthcare.

Credits 1.0

DPT-750 : Interprofessional Seminar in Rehabilitative Medicine I

This course will explore interprofessional collaboration skills within the context of theoretical constructs and underpinnings of IPE. Students will explore the Interprofessional Collaborative Practice Competency Domains of values/ethics, roles/responsibilities, communication, and teams/teamwork as they relate to different healthcare professions, patient populations and practice settings seen in clinical medicine and primary care. Seminar style discussion of patient case study examples will be used to illustrate and reinforce the importance of interprofessional collaborative practice. Knowledge gained in this course will significantly contribute to improved understanding of a team-based approach to patient care seen in contemporary healthcare.

Credits 1.0

DPT-751 : Inter-Prof Seminar Rehab II

Continuation of Interprofessional Seminar in Rehabilitative Medicine II

Credits 1.0

DPT-751 : Interprofessional Seminar in Rehabilitative Medicine II

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 musculoskeletal rehabilitation. Simulation and role-playing scenarios will allow for the practice of interprofessional collaborative practice.

Credits 1.0

DPT-770 : Patient Care Management Skills I

This course will emphasize the overall assessment, assessment of vital signs and appraisal of lab values, standard precautions and infection control, patient positioning and draping, bed mobility, and will introduce transfers, and body mechanics awareness. Students will also begin to develop problem-solving and critical thinking skills related to patient care within in the context of the interprofessional healthcare team. Through lecture and lab sessions, students will interact, engage, and collaborate with students from other healthcare disciplines to evaluate simulated patients and interpret findings to design an appropriate patient and family-centered plan of care.

Credits 2.0

DPT-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 1.0

DPT-771 : Patient Care Management Skills II

This course will emphasize and build upon the skills learned in IPE 770 with regards to assessment, mobility, transfers, gait training with and without an assistive device, wheelchair fitting and mobility, therapeutic exercise and foundational concepts in wound care management. Students will build upon problem-solving and critical thinking skills learned in IPE 770 and apply them to cases related to new content. Through lecture and lab sessions, students will interact, engage, and collaborate with students from other healthcare disciplines to evaluate simulated patients and interpret findings to design an appropriate patient and family-centered plan of care.

Credits 1.0

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. This course will examine historical and contemporary theories of motor control, postural control, information processing and motor learning, as frameworks for understanding goal-directed, functional movement. It will also explore theories of motor control and postural control as explanatory models for changes in movement capabilities. Environmental task demands will be analyzed from the perspectives of motor control, information processing, and motor learning and potential functional constraints to the motor control and postural control systems will be explored using a systems model within the context of an ICF framework.

Credits 1.0

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 2.0

DPT-802 : Neurobiology I

This course will explore the structure and function of the human nervous system by examining the molecules, cells, and circuits that are involved in directing our behavior. Topics will emphasize how the nervous system is built during development, how it changes with experience throughout life, how it functions in normal behavior, and how it is disrupted by injury and disease. Students will acquire the foundational neurologic concepts providing a basis for future neuroscience courses as well as enhancing their understanding of neurologic diagnoses frequently observed in the clinical practice. The concepts addressed in this course will include gross structures of the central nervous system, blood supply, and the sensory and motor systems.

Credits 2.0

DPT-803 : Neurobiology II

In this course, students will build on their knowledge of the structure and function of the central and peripheral nervous systems gained in DPT 802 and apply it with respect to neuropathology. Students will be encouraged to develop and apply critical thinking skills related and use evidence related to altered neurological structures and function of the nervous system in various neuropathologies common to physical therapy practice.

Credits 2.0

DPT-805 : Integumentary Dysfunction and Tissue Repair

The purpose of this course is to introduce the student to the skin and its appendages as they relate to wound etiology, evaluation, treatment, and prevention. It will address the diversified issues of clinical management of the individual with a primary and/or secondary integumentary disorder as they relate to the practice of physical therapy. Topics will include practice setting specific management principles and techniques as they relate to individuals across their life span, with disorders of the integumentary system including, but not limited to burns, pressure ulcers, arterial and venous stasis disorders, neuropathic lesions, dermatitis, and cellulitis. The student will acquire skills within a theoretical and practical spectrum as it relates to clinical management, environmental constraints, and critical pathways.

Credits 3.0

DPT-806 : Clinical Problem Solving Musculoskeletal Rehab

This course will provide students with an opportunity to further explore topics in musculoskeletal rehabilitation through a problem-based learning format and to review/remediate topics in which they identify deficiencies. This course will have distinct but related units to promote and enhance further proficiency in musculoskeletal rehabilitation patient/client management. Paper cases will be analyzed to further enhance differential diagnosis skills. Examination, evaluation, diagnosis, prognosis, and intervention strategies will be explored using current best evidence from clinical practice guidelines, clinical practice guidance statements, and clinical practice appraisals.

Credits 1.0

DPT-810 : Introduction to Clinical Research & Applied Biostatistics

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 2.0

DPT-811 : Clinical Research I

While continuing to work in small groups, students in this course will continue to build on the area of inquiry established in DPT 811 which included articulation of a research question and a preliminary evidence-based literature review. Groups will meet regularly throughout the semester with the faculty mentor for discussion of key issues related to the research process including analysis and synthesis of the research literature, experimental design, methodology, data analysis, etc. A written comprehensive evidence-based literature review will be submitted by each group reflecting the semester's work. Students are also expected to participate collaboratively in data collection and analysis.

Credits 1.0

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 2.0

DPT-815 : Rehabilitation Through the Lifespan and Special

This course provides an overview of normal and abnormal human development across the lifespan in the pediatric, adolescent, adult, and geriatric populations. The course will include the following: typical development, reflexes and the role of reflexes in movement development, atypical development and its clinical outcomes, and review of motor control/motor learning theories and their application to each population. Assessment and therapeutic intervention strategies for each population will also be addressed. The course will cover selected medical conditions specific to each population. Students will learn to identify underlying impairments in multiple physiological systems that lead to functional, activity, and participation limitations in these populations.

Credits 3.0

DPT-823 : Clinical Education Experience II

The focus of this clinical education experience will be the management of patients/clients with neuromuscular disorders, incorporating information and skills acquired in the previous academic semesters. The facilities utilized for the internship will focus on neurorehabilitation of any age group.

Credits 6.0

DPT-830 : Neuromuscular Examination and Rehabilitation I

This course is the first of two courses which will apply the conceptual framework of physical therapy management to patients/clients with neuromuscular rehabilitative needs. Students will apply fundamentals of neuroscience, anatomy, patient evaluation, motor learning/control, and therapeutic exercise as a foundation to evaluate and treat patients with movement disorders resulting from neurologic disease or injury. Specific standardized assessments, evaluation and treatment strategies, and rehabilitation practices will be addresses related to movement disorders associated with neurologic injury/disease, specifically (a)traumatic brain injury, cerebellar ataxia, and stroke.

Credits 5.0

DPT-831 : Neuromuscular Examination and Rehabilitation II

Students will apply fundamentals of neuroscience, anatomy, patient evaluation, motor learning/control, and therapeutic exercise as a foundation to evaluate and treat patients with movement disorders resulting from neurologic disease or injury. Enablement/Disablement models, the Guide to Physical Therapist Practice, Guidelines for Content in Physical Therapy Education, and other conceptual frameworks that aid the physical therapist in evidence-based clinical decision making and reasoning will be explored. Specific standardized assessments, evaluation and treatment strategies, and rehabilitation practices will be addresses related to movement disorders associated with neurologic injury/disease, specifically traumatic brain injury and other neurologic disorders. Course content will reinforce the development of professional and ethical behaviors, the scope of physical therapy practice, collaborative practice models, therapeutic communication skills, and documentation. Laboratory sessions will promote the development of skill in the application of examination and intervention techniques discussed in lecture.

Credits 5.0

DPT-840 : Clinical Medicine and Pathophysiology (Neuromuscular) 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 1.5

DPT-841 : Clinical Medicine & Pathophysiology (Neuromuscular) II

This course is designed to continue to challenge the student to evaluate the knowledge of basic clinical presentations associated with neuromuscular pathology as a foundation for direct patient care and research. Key topics characteristic of common neurologic pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology; clinical signs and symptoms related to impairments, functional limitations, and disabilities; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to neurological pathologies will be emphasized and will be expanded upon to emphasize pathology in the context of the stroke, spinal cord injuries/disorders, traumatic brain injuries, and other neurological pathologies observed across the lifespan.

Credits 1.5

DPT-850 : Inter-Prof Seminar Rehab III

Credits 1.0

DPT-850 : Interprofessional Seminar Rehabilitative Medicine 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 1.0

DPT-851 : Inter-Prof Seminar Rehab IV

Credits 1.0

DPT-851 : Interprofessional Seminar in Rehabilitative Medicine 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 1.0

DPT-906 : Clinical Problem Solving in Neuromuscular Rehab

This course will explore special topics in neuromuscular rehabilitation through a tutorial problem-based learning format and review/remediate skills from the second year to promote the development of clinical reasoning, clinical problem solving, collaborative skills, skills in self-assessment and independent learning. Students will present a patient case from their summer clinical internship (DPT 823) to allow the student learner further opportunity to critically think and problem solve as it relates to a patient with neurological pathology. Students will be required to apply knowledge from didactic and clinical courses in the first and second years to differentially diagnose patients presented in case studies. These cases will also highlight social/cultural/psychosocial issues, legal and ethical aspects of professional behavior, and integration of published literature into clinical practice.

Credits 1.0

DPT-912 : Clinical Research II

During this semester, the student will continue to execute the research investigation designed in DPT 810 and 811. It is expected that the student, in conjunction with the research mentor and peers, will have completed a research proposal and will have submitted that proposal to the LMU Institutional Review Board. Following approval by the IRB and working closely with the research mentor, the students will collect and analyze data. The culmination of the course will be platform and/or poster presentation at the annual Research Symposium open to the LMU community, as well as interested individuals from the broader professional community.

Credits 1.0

DPT-923 : Clinical Education Experience III

This is a eight (8) week full-time clinical education experience designed to integrate all the academic knowledge gained as well as incorporate the previous clinical experiences to attain skills and behaviors of an entry-level physical therapist. The facilities utilized for the internship will focus on any setting appropriate for the delivery of physical therapy patient care of any age group and any setting.

Credits 5.0

DPT-925 : Clinical Education Experience IV

This is an eight (8) week full-time clinical internship designed to integrate all the academic knowledge gained as well as incorporate the previous clinical experiences into an entry-level physical therapist. The facilities utilized for the internship will focus on any setting appropriate for the delivery of physical therapy patient care of any age group and any setting.

Credits 5.0

DPT-930 : Cardiopulmonary Examination and Rehabilitation

This lecture and laboratory course will address the diversified issues of clinical management of patient/client with primary and/or secondary cardiovascular and pulmonary dysfunction within the context of physical therapy. This course is designed to challenge students to differentiate and prioritize clinical findings based upon level of acuity, patient preference, and knowledge of anatomy, pathophysiology, pharmacology, and diagnostic imaging. Case scenarios will integrate principles of differential diagnosis and establishment of long-term management of cardiovascular and pulmonary conditions.

Credits 4.0

DPT-940 : Clinical Medicine & Pathophysiology III

This course is designed to challenge the student to evaluate the knowledge of clinical presentations associated with cardiovascular, pulmonary, and integumentary systems, as well as general medicine topics including gastrointestinal, urogenital, metabolic, and oncologic pathologies, as a foundation for direct patient care and research.

Credits 2.0

DPT-950 : Community Health and Population Wellness

This course will provide the student with the conceptual framework for individual and community health promotion, as well as injury/disease prevention across the life span and in various populations. Course content includes examination of concepts of health, health promotion, wellness and prevention, and health-related quality of life. Current theories of health behavior change will be discussed, as well as issues of adherence and compliance, locus of control, motivation, and the influence of culture and context on health promotion. Students will assess their own level of wellness, implement a personal plan to address a particular health behavior, and analyze the outcome of the intervention. Students will apply their knowledge by creating a community-based health promotion or disease/injury prevention program and present their project to their peers.

Credits 1.0

DPT-970 : Management and Administration in Physical Therapy

Students will participate in facilitated discussion and engage in leadership and administration activities related to applied medicine and rehabilitation with considerations for this role of the physical therapist.

Credits 2.0

DPT-980 : Prosthetics and Orthotics

This course will introduce the entry-level physical therapy student to the theory, design, function, and application of prosthetic and orthotic devices. The evolution of prosthetics and orthotics will be discussed, while exposing students to the recent advancements in the field. Indications for devices, a physical therapist's role in management of devices, interprofessional collaboration, and relevant examination and intervention strategies for prosthetic and orthotic device users will be discussed in this course. A biomechanical approach will be utilized to aid in the understanding of practical application and clinical problem-solving of prosthetic and orthotic devices. This course will integrate knowledge from prior experiences, including musculoskeletal and neuromuscular didactic course work and clinical education.

Credits 2.0

DPT-998 : Board Exam Prep I

This is a sixteen (16) week independent board study prep using ScoreBuilders exam prep designed to integrate all didactic knowledge in preparation for licensure exam. The plan of study will be individualized for each student based on their performance during previous exam prep exams performed in previous semesters along with feedback from the Student Outcomes and Academic Success Committees.

Credits 1.0

DPT-999 : Board Exam Prep II

Credits 1.0