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

CATALOG 2025-2026

Updated June 2025

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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.

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 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, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Lincoln Memorial University.

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@LMUnet.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 regularly scheduled CAPTE meeting. Additional information can be found here.

Mission Statement and DPT Program Philosophy

The mission of the Doctor of Physical Therapy Program is to advance physical therapy practice using the 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 Doctor of 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 vast Appalachian region.

Our philosophy emerges from the following values that are embraced by all 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 DPT 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, DPT Program, profession, and surrounding community.

DPT Program Goals

1. The DPT Program will prepare students to excel as members of cohesive interprofessional teams to provide comprehensive care communities in the vast Appalachian region.
2. The DPT Program will increase the number of contemporary physical therapists in states encompassing the vast Appalachian region.
3. The DPT 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.

Please refer to the LMU Title IX & Institutional Compliance for additional details and how to report a Title IX Incident: https://www.lmunet.edu/office-of-institutional-compliance/report-an-incident

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

Lincoln Memorial University offers a Guaranteed Professional Admissions (GPA) 3+3 undergraduate-graduate degree program in which accepted students receive 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 undergraduate students (GPA entry) or "3+3 BS/DPT" (3+3 BS/DPT Entry). If they already possess a baccalaureate degree and designated prerequisites, they will be accepted as "Post-Baccalaureate Entry" graduate students.

The GPA and 3+3 BS/DPT programs are each 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 to students. 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 currently considered 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 and Rehabilitation Science remain subject to BS program policies as they begin the DPT program. They are also subject to DPT program policies. Information regarding how these programs and policies overlap can be found in the section "GPA and 3+3 BS/DPT Program Policies and Procedures."

The GPA and 3+3 BS/DPT Entry degree major of Exercise and Rehabilitation Science are 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 GPA and 3+3 BS/DPT degree will follow the policies and procedures found in the LMU Undergraduate Student Catalog.

II. Classification of Students

GPA and BS/DPT 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 Policies and Procedures 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 Course Catalog. The main difference between these scales is that, in the professional phase, all grades below 74.5% 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 ≥ 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 follows.

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. This intensive 114-credit hour curriculum consists of didactic lecture courses as well as clinical education experiences.

Didactic Coursework

Didactic course work consists of 90 credit hours of classroom-based learning. The format for instruction includes, but is not limited to, lecture, small and large 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 using standardized patient actors or high-fidelity manikins, 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. All courses that assign a final letter grade follow the DPT Program-approved grading scale below. Remediation opportunities are at the discretion of the course coordinator/instructor of record and may not be available in all courses.

Grading Scale

Instructors of record have the discretion to decide if a course assessment, including, but not limited to, assignments, quizzes, and exams, is graded numerically or pass/fail. Course assessments that are graded numerically

will be rounded to the nearest hundredths place (i.e., 94.66). Course assessments that are graded pass/fail will either receive 100% or 0% for the weight of the assignment.

Final course grades in didactic coursework with letter grades will be rounded to the nearest tenths place and follow the DPT Program approved grade scale:

A 100% to 93.5%

A- <93.4% to 89.5%

B+ <89.4% to 86.5%

B <86.4% to 83.5%

B- <83.4% to 79.5%

C+ <79.4% to 76.5%

C <76.4% to 74.5%

F <74.4% to 0%

Clinical Education

The clinical education component of the curriculum consists of 34 weeks of full-time clinical experiences within 24 credit hours. The first of four clinical education experiences occurs at the end of the first year of didactic coursework during the Summer semester and lasts 9 weeks. This 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 during the Summer semester and also last 9 weeks. This experience will focus on the application of knowledge related to medically complex and acute patients who may require neuromuscular and neurological interventions as well. The last two 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 and 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	2.0
DPT-721	Experiential Learning and Professionalism II	1.0
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 and 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 in Rehabilitative Medicine III	1.0
DPT-800	Motor Learning and 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 Populations	3.0
DPT-831	Neuromuscular Examination and Rehabilitation II	5.0
DPT-841	Clinical Medicine and 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 and 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	6.0
DPT-925	Clinical Education Experience IV	6.0
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

Program Academic Probation

Semester GPAs will be rounded to the nearest tenths place. Students must maintain a GPA of 2.7 or better each semester to retain financial aid eligibility. A student will be placed on Program Academic Probation if a 3.0 GPA is not achieved at the conclusion of any given semester. If placed on Program Academic Probation, the student will be notified via their LMU email address prior to the start of the next semester. Upon return, students must contact the DPT Program Director and assigned faculty advisor within the first week of classes to meet, sign the Acknowledgement of Academic Probation form via AdobeSign, complete the Academic Probation Advising Form with their faculty advisor, and meet with the Student Academic Success Coordinator to collaboratively develop an enrichment plan to improve future performance. Students will be mentored and must complete all action plan items within the agreed timeframe.

The completed Acknowledgement of Academic Probation form and subsequent enrichment plan will be submitted to the DPT Policies and Procedures Committee and kept within a confidential student file. If a student violates any of the terms of the Academic Probation policy, they may be subject to program dismissal.

Program Dismissal

The following conditions may be subject to dismissal:

- Violation of the terms of the Academic Probation policy and/or
- Failure to demonstrate competency through the achievement of a passing score on the two additional practical exam retake attempts, resulting in course failure (F) and/or
- Failure to pass the skills check-out/checkoffs during the student's final opportunity, according to the written criteria designated by the faculty member, resulting in course failure (F) and/or
- Failure to achieve a semester GPA of 3.0 in two consecutive semesters and/or
- Two failures in a single course and/or
- Major professionalism offense and/or
- Violation of Professionalism Probation and/or
- Violation of Academic Integrity and/or
- Failure to meet Technical Standards and Essential Functions for Physical Therapy Practice and/or
- Student is convicted of a felony

The DPT Policies and Procedures Committee can gather information to provide to the DPT Program Director to consider dismissal. The DPT Program Director makes the decision on dismissal. Students will receive a formal notification of academic dismissal via their LMU email address. A copy of the dismissal notification will also be sent by physical mail to the student's address on record. Any communication from the University that is mailed to the name and address on record is considered to have been properly delivered.

Appeal of Dismissal

If a student is dismissed from the professional phase of the program, they have the right to submit a written appeal to the Dean of the College of Mathematics, Sciences, and Health Professions within 14 calendar days of receiving written notification of the dismissal decision. The appeal must clearly state the grounds for appeal and include any supporting documentation. During the appeal process, the student may continue to attend courses in which they are registered. The Dean will review all information and determine if policies and procedures relating to the case were followed and no gross misapplication of fact occurred. The appeal decision will be communicated to the student via their LMU email address. All decisions of the Dean of CMSHP will be final and binding. **No further option for appeal will be considered.**

Retaliation of any kind is strictly prohibited against any individual who submits an appeal in good faith. This includes, but is not limited to, intimidation, adverse academic or professional consequences, or any form of discriminatory treatment. The DPT Program ensures that all complaints and appeals are addressed respectfully, consistently, and without fear of reprisal. All records of complaints, including the nature of the complaint and its resolution, are maintained by the DPT Policies and Procedures Committee in a secure location on a secure institutional shared drive for a period of seven years.

Program Reapplication/Reinstatement

If the appeal for dismissal is unsuccessful, a student may reapply to a new cohort of students for the following or applicable academic year. Students who are readmitted into the DPT Program agree to retake all 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 education experiences in a safe, efficient, and effective manner. Reapplication to the DPT Program does not automatically guarantee reacceptance. It

will be the student's responsibility to contact the LMU Student Financial Services to determine eligibility for financial aid.

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 any additional attendance policies outlined in the syllabus for each course**. In addition, within any given course some lectures will have designated mandatory attendance. Excessive tardiness or absenteeism will result in a scheduled meeting with a representative from the DPT Policies and Procedures Committee and may result in disciplinary action such as a professionalism warning or professionalism probation. 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. Attendance in a health professions program is essential for the development of the cognitive, affective, and psychomotor skills required of a physical therapist. It is for this reason that attendance in all classes is a component of students' professionalism performance. Students are responsible for all material presented in lectures and laboratories.

As adult learners, it is understood that there may be extenuating circumstances under which an absence may occur. In the event of an absence, planned or unplanned, the student is required to contact the following individuals via email:

- Course Coordinator / Instructor of Record
- Program Director
- Associate Program Director

The student should state the reason for the absence as well as acknowledge the content that will be missed. It is the responsibility of the student to make additional arrangements with the course instructor(s) to complete missed assignments.

Attendance will be tracked, and all decisions related to excused and unexcused absences will be made by the Course Coordinator / Instructor of Record. An example of potential reasons for an excused absence may include, but are not limited to, participation in university-sponsored activities, hazardous weather conditions, personal hardship, extended illness or hospitalization, family emergencies, or death in the immediate family. The program may request documentation to verify the extenuating circumstances.

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 and Biomechanics I

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 functional anatomy, kinesiology and biomechanics. This course, the first 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 cervical, temporomandibular, thoracic, and upper extremity joints and their related soft tissues. The application of functional anatomy and kinesiology will be reinforced through both static and dynamic analyses of regional human movement and posture. 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. 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. Lab coursework will include use of goniometric assessment and strength testing.
Credits 4.0

DPT-703 : Applied Functional Anatomy and Biomechanics 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 functional anatomy, kinesiology, and biomechanics. 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. The application of functional anatomy and kinesiology will be reinforced through both static and dynamic analyses of regional human movement and posture. 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. Kinetic and kinematic analysis of movement of these regions will be explored using such tools as EMG, dynamometry and video motion analysis. 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 lower 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 2.0

DPT-720 : Experiential Learning and Professionalism I

This course is the first of two courses in the first year that will prepare students in professional practices that will be used throughout the curriculum and their professional careers. 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. We will emphasize concepts related to communication (verbal, nonverbal, and written), individual and cultural differences, professional behavior, ethics, legal issues including state practice acts, healthcare reimbursement, clinical documentation and responsibility for professional development. Students will develop an increased understanding of professionalism, physical therapy scope of practice and Code of Ethics in the context of contemporary interprofessional healthcare. Students will 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. Students will formulate new structures from existing knowledge and skills with classroom discussion, debates, and presentations and will develop a deeper understanding of principles of teaching and learning that will be applied in the affective, cognitive and psychomotor domains and will aid in their own development as a 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. Emphasis will be placed on reinforcement of communication skills essential to professionals in the healthcare environment and students will practice critical thinking skills for the examination and evaluation of PT patients to develop clinical judgement. Learning experiences will also focus on the following professional areas: professional and educational expectations; communication and professional behavior; ethical and legal standards; HIPAA regulations; cultural considerations in patient management; and alternative models in clinical education.
Credits 1.0

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 actively learn the components for safe and effective MSK examination, evaluation, and intervention of the upper quarter within best evidence research. The upper quarter consists of the head, temporomandibular joints, cervical and upper thoracic spinal regions, upper rib cage, and upper extremities. Key topics characteristic of common and prevalent MSK conditions, injuries, and pathologies will be addressed, including foundational and normal physiology; etiology; epidemiology; clinical signs and symptoms; impairments; functional limitations; differential diagnosis; interventions, including non-trust and thrust joint mobilizations/manipulations; prognosis; and outcomes. Students will assemble psychomotor skills and develop critical thinking and clinical decision-making. Lastly, students will recognize conditions needing intra- and/or interprofessional referral.
Credits 5.0

DPT-731 : Musculoskeletal Examination and Rehabilitation II

This collaboration and laboratory course is the second of two courses that will teach the student the foundational elements of musculoskeletal (MSK) examination, evaluation, and intervention as a foundation for direct patient care. Students will actively learn the components for safe and effective MSK examination, evaluation, and intervention of the lower quarter within best evidence research. The lower quarter consists of the lower thoracic, lumbar, and sacral spinal regions, lower rib cage, and lower extremities. Key topics characteristic of common and prevalent MSK conditions, injuries, and pathologies will be addressed, including foundational and normal physiology; etiology; epidemiology; clinical signs and symptoms; impairments, functional limitations; differential diagnosis; interventions, including non-thrust and thrust joint mobilizations/manipulations; prognosis; and outcomes. Students will assemble psychomotor skills and develop critical thinking and clinical decision-making. Lastly, students will recognize conditions needing intra- and/or interprofessional referral.
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 symptons 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 is the first of four courses in the curriculum dedicated to the application of intra- and interprofessional practice and education (IPE) initiatives in the preparation of healthcare professionals. This course will explore intra- and interprofessional collaboration skills within the context of theoretical constructs and underpinnings of IPE. Students will explore the Interprofessional Education Collaborative (IPEC) core competency domains of values/ethics, professional roles/responsibilities, interprofessional 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 an interdiscplinary, 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 is the second of four courses in the curriculum dedicated to the application of intra- and interprofessional practice and education (IPE) initiatives in preparation of future healthcare professionals. This course focuses on experiential learning of the Interprofessional Education Collaborative's (IPEC) core competency domain of roles and responsibilities. This course immerses students in opportunities to become socialized to their own roles and responsibilities, as well as the roles and responsibilities of other members of the interprofessional healthcare team, and to explore how they complement each other. Students will develop increased awareness and knowledge of the roles and responsibilities of physical therapists and other healthcare professionals. This course will also feature opportunities for students to learn from and with practicing healthcare professionals in the context of previous and concurrent coursework to promote future engagement in 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 interprofesslonal 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 disclplines 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 and Control I

This course is the first of two courses that explore 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. Students will also explore theories of motor control and postural control as explanatory models for changes in movement capabilities. Potential functional constraints to the motor control and postural control systems will be explored using a systems model within an International Class of Functioning, Disability and Health (ICF) framework.
Credits 1.0

DPT-800 : Motor Learning and 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. 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, and individual demands discussed in previous motor control course DPT 799: Motor Leaning 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 International Class of Functioning, Disability and Health (ICF) 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 involved in directing our behavior. Students will learn about the development of the nervous system, neuroplasticity throughout life, normal functions, and pathological presentations; thus, providing a basis to enhance their understanding of neurologic diagnoses frequently observed in clinical practice. The contents covered in this course will include the gross anatomy of the brain, blood supply, cranial nerves for the eye functions, and the sensory and motor systems.
Credits 2.0

DPT-803 : Neurobiology II

This course will continue to focus on the structures and functions of the human nervous system to understand how the neural circuits interact with targets to guide our behaviors. This course will emphasize the para-loop of motor control, uncovered cranial nerve functions, peripheral nervous system, autonomic nervous system, neuroplasticity, psychopathology, and higher integrated functions of the brain. All contents are clinically relevant to prepare students for simultaneously learning the neural rehabilitation course. Main pathologies that will be covered include spinal cord injury (SCI), Gillian Barre, Parkinson's disease, Huntington's disease, cerebellar malfunctions, drug abuse and mental illnesses.
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 is 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 statical 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 Populations

This course explores how human development can be affected by various conditions across all stages of life, from infancy to older adulthood. Students will learn about developmental differences and challenges in pediatric, adolescent, adult, and geriatric populations, with a focus on understanding their impact and appropriate interventions. Building on the foundational knowledge from DPT 799: Motor Learning and Control I and DPT 800: Motor Learning and Control II, this course will deepen students' understanding of atypical development, clinical outcomes, and treatment approaches. Students will explore alternative assessment and intervention strategies tailored to diverse patient needs, including special populations. A key focus of the course is learning how to assess movement, function, and participation using inclusive and widely accepted models, including the International Classification of Functioning, Disability, and Health (ICF) model and the task-oriented conceptual framework for intervention. Students will develop skills to identify impairments across multiple physiological systems and understand how they affect daily activities and participation in different life stages. By the end of the course, students will be equipped with the knowledge and practical strategies needed to evaluate and treat patient populations across the lifespan thought individualized assessment and intervention strategies.
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

This course is the second of two courses that will apply the conceptual framework of physical therapy management to patients/clients with neuromuscular rehabilitative needs. Students will apply the 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. The Guide to Physical Therapist Practice, International Classification of Functioning, Disability, and Health (ICF) and other conceptual frameworks that aid the physical therapist in evidence-based clinical decision-making and reasoning will be explored. Specific diagnoses addressed in this course are spinal cord injury (SCI), Parkinson's disease (PD), amyotrophic lateral sclerosis (ALS), concussion or mild traumatic brain injury, post-polio syndrome, vestibular disorders, Huntington's disease, acute inflammatory demyelinating polyneuropathy (AIDP) 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.
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.

Clinical pathophysiology relates to the abnormal/disordered physiological processes associated with disease or injuries commonly seen within a clinical setting. This two-semester course (DPT 840 and DPT 841), which focuses on neuromuscular rehabilitation related pathophysiology, is the second in a three-part clinical medicine complex series which occurs over the students three DPT calendar years. Prior to this course, students will have completed a two-semester clinical medicine and pathophysiology course (DPT 740 and DPT 741) within the Musculoskeletal rehabilitation complex.

Neuromuscular rehabilitation (Neuro rehab) is a complex medical process which aims to aid in the recovery of a patient from an injury to their nervous system to minimize and/or compensate for any resulting functional loss or alterations. Neurorehabilitation involves working with the patient/client as a whole person and not just a region of their anatomy. The aim of this course is to understand the inter-disciplinary, whole patient-centered management of a neurologic patient/client from the varying medical, surgical, pharmacological, rehabilitation, etc. viewpoints.

This Fall semester course is the first of two courses with emphasis on neuromuscular pathology and diagnosis. It is designed to challenge the student to evaluate the patient/client using knowledge of clinical presentations associated with the neuromuscular system as a foundation for direct patient/client care and research.

Throughout the semester, students will be introduced to varying neuromuscular diagnoses and challenged to use clinical evaluation and physiological presentation to demonstrate their ability to provide the appropriate therapeutic diagnosis, prognosis, and desired medical and therapeutic management given the diagnosis.

Topics will correspond with the diagnoses and neuromuscular pathologies being discussed concurrently in DPT 830: Neuromuscular Examination and Rehabilitation I which include the management of patients with dementia, TBI, MS, stroke, cerebellar ataxia, or other discussed neuromuscular disorders. Characteristics of common neuromuscular pathologies will be addressed, including normal physiology, etiology, epidemiology, underlying pathophysiology, clinical signs and symptoms related impairments, activity and participation limitations, prognosis, varying diagnostic medical procedures, differential diagnosis, and the medical, pharmacological, and surgical management.
Credits 1.5

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

This course is a continuation of DPT 840: Clinical Medicine and Pathology II, the second of two courses with emphasis on neuromuscular pathology and diagnosis. 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. Additionally, students will be challenged to evaluate the knowledge of clinical presentations associated with the neuromuscular system as a foundation for direct patient/client care and research. During the semester, students will investigate similarly presenting neuromuscular diagnoses and, through clinical evaluation and physiological presentation, will demonstrate their ability to provide the appropriate prognosis and desired medical and therapeutic interventions given the diagnosis. Topics will correspond with the diagnoses and neuromuscular pathologies being discussed concurrently in DPT 831: Neuromuscular Examination and Rehabilitation II. Characteristics of common neuromuscular pathologies will be addressed, including 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. This course also incorporates the evidence-based practice model in decision making for complex situations. Content presented will encompass pathologies observed across multiple neuromuscular conditions and points of time in the lifespan.

Credits 1.5

DPT-850 : Interprofessional Seminar in Rehabilitative Medicine III

This is the third of four courses in the curriculum dedicated to the application of intra- and 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. Students will be immersed in opportunities to develop the skills and behaviors necessary to effectively communicate with patients, families, and other professional members of the interprofessional collaborative healthcare team. This course will consider student exposure to patients with musculoskeletal and neurological disorders from previous and concurrent coursework as well as summer clinical internship (DPT 723). 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-850 : Inter-Prof Seminar Rehab III

Credits 1.0

DPT-851 : Interprofessional Seminar in Rehabilitative Medicine IV

This is the fourth course in the curriculum dedicated to the application of intra- an interprofessional practice and education (IPE) initiatives in the preparation of healthcare professionals. This course focuses on the recognition and application of values and ethics in interprofessional collaborative practice within and outside of traditional healthcare practice settings. Students will engage in processes to develop a deeper understanding of their own personal and professional values and facilitate recognition of the values and ethics of patients, families, communities, and other professionals. This course will consider student exposure to patients with musculoskeletal and neurological disorders from previous and concurrent coursework and previous summer clinical internship (DPT 723) through intra- and interprofessional service-learning experiences in rural underserved Appalachian communities. Students may participate in this course alongside other healthcare professional students and learn to effectively implement an evidence-based set of teamwork tools aimed at optimizing patient outcomes by improving communication and teamwork skills.

Credits 1.0

DPT-851 : Inter-Prof Seminar Rehab IV

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 full-time clinical education experience 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 education experience will focus on any setting appropriate for the delivery of physical therapy patient care of any age group and any setting. To accomplish this, students will participate in direct patient care and exhibit the knowledge, skills and behaviors to effectively evaluate and treat patients.

Credits 6.0

DPT-925 : Clinical Education Experience IV

This is a full-time clinical education experience 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 education experience will focus on any setting appropriate for the delivery of physical therapy patient care of any age group and any setting. To accomplish this, students will participate in direct patient care and exhibit the knowledge, skills and behaviors to effectively evaluate and treat patients.

Credits 6.0

DPT-930 : Cardiopulmonary Examination and Rehabilitation

This lecture and laboratory course addresses the diversified issues in the clinical management of patients/clients with primary and/or secondary cardiovascular and pulmonary dysfunction within the context of physical therapy. Students will engage with best practices to integrate and apply existing evidence into comprehensive patient/client management programs, focusing on prevention and rehabilitation across the lifespan. The course will challenge students to differentiate and prioritize clinical findings based on the level of acuity, patient/client preferences, and a deep understanding of anatomy, physiology, pathophysiology, pharmacology, and diagnostic imaging procedures.

Topics are covered to provide students with a deep understanding of the scientific principles, diagnostic procedures, and clinical decision-making processes essential for effective physical therapy management of patients/clients with primary and/or secondary cardiovascular and pulmonary dysfunction. Students will learn to perform comprehensive cardiovascular and pulmonary examinations, including obtaining pertinent medical history, conducting relevant systems reviews, and selecting appropriate tests and measures based on patient age, health status, and diagnosis. This course will explore how to apply critical thinking and clinical judgment, with an emphasis on evaluating and synthesizing patient data from multiple sources to make informed decisions.

Additionally, students will develop skills to interpret clinical data to recognize "yellow flags" and "red flags" that indicate the need for further medical referral or action. This course will emphasize the integration of evidence-based approaches with the goal of improving patient outcomes, while considering patient values, preferences, and available resources. Emphasis will also be placed on rehabilitative management skills, clinical problem-solving, and critical thinking in the safe and effective application of physical therapy interventions.

By the end of the course, students will have the knowledge and skills to function effectively as entry-level practitioners in the field of cardiovascular and pulmonary physical therapy. This course will challenge students to prioritize care, utilize sound clinical judgment, and collaborate effectively within an interdisciplinary healthcare setting to provide the highest standard of care to patients with cardiovascular and pulmonary conditions.
Credits 4.0

DPT-940 : Clinical Medicine and Pathophysiology III

As the final course in a three-part clinical medicine series, this course integrates the pathophysiology and pharmacological management of cardiovascular, pulmonary, endocrine, metabolic, renal, hepatobiliary, gastrointestinal, and genitourinary conditions. These systems are inherently interconnected, and dysfunction in one system often leads to secondary complications in others. Understanding the pathophysiology of these conditions is critical for comprehensive patient management, as many systemic diseases present with overlapping signs and symptoms that can impact cardiovascular and pulmonary function, influencing both prognosis and treatment strategies.

Through a systems-based approach, students will examine normal physiology, disease mechanisms, clinical presentations, and differential diagnosis, with an emphasis on physical therapy implications. Key topics characteristic of pathologies across the lifespan will be addressed, including normal physiology, etiology, epidemiology, underlying pathophysiology and histology, clinical manifestations related to impairments, functional limitations and disabilities, diagnostic imaging, natural history and prognosis, differential diagnosis, pharmacological management and expected outcomes. Differential diagnosis related to these pathologies will be emphasized and applied to determine appropriateness of physical therapy intervention.

Special attention will be given to the pharmacological management of cardiovascular and pulmonary conditions, recognizing the potential side effects and interactions of medications used to treat multisystem disorders. Additionally, the course will focus on how pharmacological management impacts physical therapy examination, treatment progression, safety, and efficacy.

Addressing pathophysiologic conditions across the lifespan, this course equips students with the knowledge to provide comprehensive, evidence-based care in diverse clinical settings. A strong foundational knowledge of physiology and pathophysiology is paramount for students to function effectively as entry-level practitioners in the field of cardiovascular and pulmonary physical therapy and to enhance clinical decision making.
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

This course provides an in-depth exploration of key aspects of healthcare administration, with a specific focus on human resource management, financial management, quality and outcomes management, and leadership within the physical therapy setting. Students will gain practical knowledge in areas such as employee motivation, performance reviews, and disciplinary procedures, as well as training and development strategies for healthcare personnel. Additionally, the course will address the roles and responsibilities of physical therapists as managers and supervisors, emphasizing leadership skills like accountability, integrity, and altruism in resolving administrative challenges. By the end of this course, students will be prepared to navigate the practical and leadership challenges in healthcare administration, fostering a holistic understanding of how effective management contributes to improved patient outcomes, staff performance, and organizational success.
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 course is a guided National Physical Therapy Examination (NPTE) study preparatory course designed to integrate all didactic knowledge in preparation for the licensure exam. Students will engage in weekly NPTE-designed modules/slides, create an individualize study guide, complete practice examinations, and learn skills for managing testing anxiety and endurance.
Credits 1.0

DPT-999 : Board Exam Prep II

This course is a sixteen (16) week independent board study prep designed to integrate all didactic knowledge in preparation for the licensure exam. Students are required to create an individualized study plan with feedback from the course coordinator. The study plan will be individualized for each student based on their performance during previous exam prep exams performed in previous semesters, along with feedback from the related program committees. Students are required to complete two full-length practice exams.
Credits 1.0