



DPT PROGRAM
PROFESSIONAL PHASE
COURSE CATALOG
2022-2023

Lincoln Memorial University

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WELCOME

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 inter-professional and evidence-based educational opportunities that engage and support students in their development into knowledgeable, skilled, reflective, and collaborative practitioners. These characteristics will reflect the values and principles of contemporary health care with the ultimate goal of improving the quality of life of all people, holding a deep commitment to the Appalachian region and beyond. To that end, we have developed a comprehensive 36-month curriculum supported by faculty and staff committed to preparing future colleagues who are regarded as highly knowledgeable, skilled, and professional.

Accreditation

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

University Regional Accreditation

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

DPT program Accreditation

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

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicated the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted initial Accreditation.

Accreditation Grievances

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

Mission Statement and DPT Program Philosophy

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

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

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

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

Doctor of Physical Therapy Program Goals

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

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

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

Student/Graduate Goals

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

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

Faculty Goals

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

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

Lastly, the program stakeholders will engage in ongoing assessment to assure that the following Goals are met:

DPT Program Goals

1. The program will prepare students to excel as members of cohesive interprofessional teams to provide comprehensive care communities in the Appalachian region and beyond.
2. The program will increase the number of contemporary physical therapists in states encompassing the Appalachian region and beyond.
3. The program will provide an inclusive, student-centered, and diverse learning environment.

Equal Opportunity, Affirmative Action and Non-Discrimination Policy

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

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

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

Academic Calendar

Current and updated academic calendars can be found on the DPT Program's website:
<https://www.lmunet.edu/debusk-college-of-osteopathic-medicine/dpt/curriculum.php>

Admissions

General Prerequisite Courses

General Biology (8 semester hours minimum)

Chemistry w/ labs (General Chemistry I and II; 8 semester hours)

- Biochemistry w/ labs (Biochemistry I and II; 8 semester hours minimum) will also suffice

Physics w/ labs (Physics I and II; 8 semester hours minimum)

Human Anatomy w/ lab (4 semester hours)

Human Physiology w/ lab (4 semester hours)

- A combined two-course sequence in anatomy and physiology w/ lab (8 semester hours total) will also suffice

Psychology (2 courses totaling 6 semester hours)

- General or Introduction to Psychology, and one of the following;
 - Abnormal Psychology
 - Developmental or Lifespan Psychology

Statistics or Mathematics (3 semester hours)

- One college-level statistics course is required
 - Courses taken within the biology, mathematics, or psychology departments are accepted

Medical Terminology (2-3 semester hours) - recommended

Direct Freshman Entry – BS/DPT

- This pathway is appropriate for:
 - High school seniors applying to LMU who would like to complete their BS in Exercise and Rehabilitation Science degree and DPT degree in 6 years.

LMU undergraduate admission criteria:

1. High school graduate with a grade point average (GPA) of 3.2 or higher on a 4.0 scale.
2. Minimum composite ACT score of 19 or SAT score of 1010.

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

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

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

Criteria for successful progression to the Professional phase:

- Students must complete 60 observation/shadowing hours prior to entering the Professional phase of the DPT program
 - 20 hours in an inpatient hospital or sub-acute setting
 - 20 hours in an outpatient orthopedic setting
 - 20 hours students' choice of setting/experience
- Students must maintain a minimum GPA of 2.8 each semester in all LMU courses with a minimum 3.0 GPA overall in prerequisites (students may not receive lower than a "C" in any of these courses)
 - LMU courses satisfying prerequisites include the following:
 - BIOL 111-112 General Biology I and II (General Biology)
 - CHEM 111-112 General Chemistry I and II (General Chemistry)
 - PHYS 211-212 General Physics I and II (Physics w/ labs)
 - BIOL 310 Comparative Vertebrate A & P (Human Anatomy)
 - BIOL 365 General Human Physiology
 - PSYC 100 Intro to Psychology (General Psychology)
 - PSYC 340 Abnormal Psychology OR PSYC 221 Child and Adolescent OR PSYC 222 Adult Development
 - MATH 270 Probability and Statistics OR PSYC 280 Statistical Methods for the Social Sciences
 - AHSC 300 Medical Terminology
 - Students require approval of the DPT program Director to receive prerequisite credit for any course other than the ones listed.

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

I. Introduction

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

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

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

II. Classification of Students

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

III. Financial Aid and Tuition Rates

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

IV. Academic Standards

GPA and 3+3 BS/DPT Students

For institutional monitoring purposes, the undergraduate cumulative GPA minimum of 2.0 will pertain for degree conferral in both programs. Higher program standards, however, will invariably result in minimum cumulative averages significantly higher than 2.0. Professional phase Physical Therapy students (academic years 4-6 or professional phase years 1-3) are subject to academic review by the DPT

Program if their GPA is below 2.7 and or they earn a grade of less than a C or Pass (only in pass/fail graded courses).

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

Grading Scale

Students in the GPA or 3+3 undergraduate/graduate degree program are graded in accordance with the undergraduate grading scale outlined in the Lincoln Memorial University Undergraduate Catalog, but upon progression to the professional phase of the DPT program, they are graded in accordance with the DPT program grading scale outlined in this document as well as in the LMU DPT Professional Phase Student Handbook. The main difference between these scales is that, in the professional phase, all grades below 75% are considered failing.

Grade Reporting

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

Calculation of Full-Time Equivalency (FTE)

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

* Due to the clinical education experiences in the summer semesters of the curriculum that constitute 40 hours of study per week, the DPT program will consider greater ≥ 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:

LMU Change of Major/Transfer Entry

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

Post-baccalaureate Degree Entry

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

Curriculum

Curriculum Overview and Components

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

Didactic Coursework

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

Grading Policy

The LMU DPT Program makes every attempt to assist and guide students towards academic and clinical success. Students are expected to achieve, at a minimum, a grade of “C” or better, or a “Pass” in each professional phase course. Each faculty member will set specific grading criteria for their course. These grading criteria and all course requirements are explicitly stated in the individual course syllabi. It is the prerogative of the instructor to select specific methods of evaluation within their course. All grades within a course are determined by the faculty responsible for the administration of that course.

Grading Scale

Evaluation of student learning in didactic coursework will follow DPT program approved grade scale:

94-100% A; 90-93% A-; 87-89% B+; 84-86% B; 80-83% B-; 77-79% C+; 75-76% C; below 75% F

Clinical Education

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

YEAR 1

Summer	Fall	Spring
DPT 701: Clinical Functional Anatomy with lab 6 Credit Hours	DPT 702: Applied Functional Anatomy and Kinesiology I with Lab 4 Credit Hours	DPT 703: Applied Functional Anatomy and Kinesiology II with Lab 4 Credit Hours
	DPT 714: Therapeutic Exercise Prescription and Progression 3 Credit Hours	DPT 715: Principles and Application of Therapeutic Modalities 3 Credit Hours
	DPT 720: Experiential Learning and Professionalism I 1 Credit Hour	DPT 721: Experiential Learning and Professionalism II 2 Credit Hours
	DPT 730: Musculoskeletal Examination and Rehabilitation I 5 Credit Hours	DPT 731: Musculoskeletal Examination and Rehabilitation II 5 Credit Hours
	DPT 740: Clinical Medicine and Pathophysiology I (Musculoskeletal) 1.5 credit hours	DPT 741: Clinical Medicine and Pathophysiology I (Musculoskeletal) 1.5 credit hour
	DPT 750: Inter-professional Seminar in Rehabilitative Medicine I 1 credit hour	DPT 751: Inter-professional Seminar in Rehabilitative Medicine II 1 credit hour
	DPT 770: Patient Care Management Skills I 2 credit hours	DPT 771: Patient Care Management Skills II 1 credit hour
		DPT 799: Motor Learning and Control I 1 credit hour
6 Summer Credits	17.5 Fall Credits	18.5 Spring Credits

YEAR 2

Summer	Fall	Spring
DPT 723: Clinical Education experience I (9 weeks) 6 Credit Hours	DPT 802: Neurobiology 2 Credit Hours	DPT 803: Neurobiology 2 Credit Hours
	DPT 806: Clinical Problem Solving in Musculoskeletal Rehab 1 Credit Hour	DPT 805: Integumentary Dysfunction and Tissue Repair 3 Credit Hours
	DPT 810: Introduction to Clinical Research and Applied Biostatistics 2 Credit Hours	DPT 811: Clinical Research I 1 Credit Hour
	DPT 814: Psychosocial Aspects of Health and Disability 2 Credit Hours	DPT 815: Rehabilitation Throughout the Lifespan 3 Credit Hours
	DPT 830: Neuromuscular Examination and Rehabilitation I 5 credit hours	DPT 831: Neuromuscular Examination and Rehabilitation II 5 credit hours
	DPT 840: Clinical Medicine and Pathophysiology II (Neuromuscular) 1.5 credit hours	DPT 841: Clinical Medicine and Pathophysiology II (Neuromuscular) 1.5 credit hour
	DPT 850: Inter-professional Seminar in Rehabilitative Medicine III 1 credit hour	DPT 851: Inter-professional Seminar in Rehabilitative Medicine IV 1 credit hour
	DPT 800: Motor Learning and Control II 2 credit hours	
6 Summer Credits	16.5 Fall Credits	16.5 Spring Credits

YEAR 3

Summer	Fall	Spring
DPT 823: Clinical Education Experience II (9 weeks) 6 Credit Hours	DPT 906: Clinical Problem Solving in Neuromuscular Rehab 1 Credit Hour	DPT 923: Clinical Education Experience II (8 weeks) 5 Credit Hours
	DPT 912: Clinical Research II 1 credit hour	DPT 925: Clinical Education Experience II (8 weeks) 5 Credit Hours
	DPT 930: Cardiopulmonary Examination and Rehabilitation 4 credit hours	DPT 999: Independent Study – Board Examination Prep 1 credit hour
	DPT 940: Clinical Medicine and Pathophysiology III (Cardiopulmonary and Integumentary) 3 credit hours	
	DPT 970: Management and Administration in Physical Therapy 2 credit hours	
	DPT 980: Community Health and Wellness 2 credit hours	
	DPT 950: Inter-professional Seminar in Rehabilitative Medicine V 1 credit hour	
	DPT 99X: Electives (students will take 2) 1 credit hour each = 2 credit hours	
6 Summer Credits	16 Fall Credits	11 Spring Credits

CURRICULUM TOTAL: 114 Credit Hours

Course Descriptions

Year 1 – Summer

DPT 701: Clinical Functional Anatomy

6 Credit Hour(s)

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 1 or permission of DPT Program

Year 1 – Fall

DPT 702: Applied Functional Anatomy and Kinesiology I

2 Credit Hour(s)

This course will build upon the fundamental embryology, histology, and gross anatomical structure acquired in Clinical Functional Anatomy (DPT 701) and emphasize the principles of applied function anatomy, kinesiology and 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.

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

DPT 714: Therapeutic Exercise Prescription and Progression

3 Credit Hour(s)

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 evidence-based 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.

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

[DPT 720: Experiential Learning and Professionalism I](#)

1 Credit Hour(s)

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 education 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 and abilities, ethics, legal issues, 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.

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

[DPT 730: Musculoskeletal Examination and Rehabilitation I](#)

5 Credit Hour(s)

This lecture/laboratory course is the first of two courses that will teach the student the foundational elements of examination and assessment that apply to all patients with a potential need for physical therapy services as a foundation for direct patient care. Students will learn the components of musculoskeletal examination and evaluation of the upper quarter within best evidenced-based 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 non-systemic musculoskeletal conditions and injuries will be addressed, including foundational and normal physiology; etiology; epidemiology; clinical signs and symptoms; impairments; functional limitations; differential diagnosis; interventions; prognosis; and outcomes. Appropriate tests and measures will be utilized based on clinical usefulness from best evidence. Students will develop and practice using critical thinking and decision-making skills to differentiate the most probable non-systemic musculoskeletal

diagnosis, appropriate interventions, prognoses, and outcomes for patients. Additionally, students will recognize severe musculoskeletal conditions and injuries and systemic pathological conditions for referral to other health care professionals. Psychomotor skills will be developed in laboratory for examination and intervention techniques and discussed and practiced in the context of clinical case problems. Students will have the opportunity to critically evaluate examination findings via paper and patient simulation cases to build differential diagnosis and problem-solving skills.

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

[DPT 740: Clinical Medicine and Pathophysiology \(Musculoskeletal\) I](#)

1.5 Credit Hour(s)

This course is the first in a three-part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with musculoskeletal pathology as a foundation for direct patient care and research. 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.

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

[DPT 750: Interprofessional Seminar in Rehabilitative Medicine I](#)

1 Credit Hour(s)

The first of five courses in the curriculum dedicated to the theory and practice of interprofessional education in the preparation of healthcare professionals. 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.

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

[DPT 770L Patient Care Management Skills I](#)

2 credit Hour(s)

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

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

Year 1 – Spring

DPT 703: Applied Functional Anatomy and Kinesiology II

4 Credit Hour(s)

This course will build upon the fundamental embryology, histology, and gross anatomical structure acquired in Clinical Functional Anatomy (DPT 701) and emphasize the principles of applied function anatomy, kinesiology, and 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 upper quarter examination procedures and efficacious intervention strategies and parameters.

Prerequisites: DPT Professional Phase Year 1 Spring Semester status or permission of the DPT Program

DPT 715: Principles and Applications of Therapeutic Modalities Lecture

3 Credit Hour(s)

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. An emphasis will be placed on the physiologic response of tissues to modalities that emit electromagnetic and acoustic energy. Laboratories will promote development of psychomotor skills and demonstrate mastery in the safe application of therapeutic modalities. 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.

Prerequisites: DPT Professional Phase Year 1 Spring Semester status or permission of the DPT Program

DPT 721: Experiential Learning and Professionalism II

2 Credit Hour(s)

This is the second course in a two-course series. This seminar format course will prepare the student for full-time clinical education 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 education experiences. 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 education experiences. 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.

Prerequisites: DPT Professional Phase Year 1 Spring Semester status or permission of the DPT Program

DPT 731: Musculoskeletal Examination and Rehabilitation II Lecture

5 Credit Hour(s)

This lecture/laboratory course is the second of two courses that will teach the student the foundational elements of examination and assessment that apply to all patients with a potential need for physical therapy services. As in DPT 730, students will learn the basics of musculoskeletal examination and evaluation of the lumbar spine, lower extremities, and associated structures, selection of appropriate tests and measures, use of validity, reliability, and best evidence to select tests and measures, and the use of critical thinking and decision-making to determine the most appropriate intervention and outcomes for patients. This course will further promote development of knowledge in differentiating musculoskeletal dysfunctions/disorders in the regions noted. Laboratories will promote development of psychomotor skills in the application of examination and rehabilitation intervention techniques discussed in lecture. Techniques will be discussed and practiced in the context of clinical case problems. Students will have the opportunity to critically evaluate examination findings via paper cases to build differential diagnosis and problem-solving skills.

Prerequisites: DPT Professional Phase 1 One Spring Semester status or permission of the DPT Program

DPT 741: Clinical Medicine and Pathophysiology (Musculoskeletal) II

1.5 Credit Hour(s)

This course is a continuation of the DPT 740 Clinical Medicine and Pathology I. This course 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. Key topics characteristic of common orthopedic pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology; clinical signs and symptoms related to impairments, functional limitations, and disabilities; natural history and prognosis; diagnostic medical procedures; differential diagnosis;

medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to 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.

Prerequisites: DPT Professional Phase Year 1 Spring Semester status or permission of the DPT Program

[DPT 751: Inter-professional Seminar in Rehabilitative Medicine II](#)

1 Credit Hour(s)

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

Prerequisites: DPT Professional Phase Year 1 Spring Semester Professional Phase status or permission of DPT Program

[DPT 771L Patient Care Management Skills II](#)

1 credit Hour(s)

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

Prerequisites: DPT Professional Phase Year 1 Spring Semester Professional Phase status or permission of DPT Program

[DPT 799: Motor Control and Motor Learning](#)

1 Credit Hour(s)

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

explored from the information processing perspective, focusing on peripheral (e.g. sensory and musculoskeletal) and central (e.g. reaction time, motor planning, attention, cognition, motivation, etc.) aspects of motor control. Environmental task demands 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 an ICF framework.

Prerequisites: DPT Professional Phase Year 1 Spring Semester Professional Phase status or permission of DPT Program

Year 2 – Summer

DPT 723: Clinical Education Experience I

6 Credit Hour(s)

This is a nine (9) week full-time clinical education experience 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 education experience. The facilities utilized for the education experience will focus on musculoskeletal or orthopedic patient care.

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

Year 2 – Fall

DPT 800: Motor Learning and Control II

2 Credit Hour(s)

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. This course will provide the student with a foundation for examining, evaluating, and providing treatment interventions for individuals with movement dysfunctions, primary and secondary impairments caused by neurological pathology and inclusive of patients with multi-system disorders. Emphasis is placed on understanding normal and impaired movement through discussion, hands on skill development and experiential learning opportunities focusing on motor control, motor learning, and neuroplasticity. The ICF model of enablement and the task oriented conceptual framework for intervention will be used as frameworks for evaluating movement dysfunction and for developing intervention plans.

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

DPT 802 Neurobiology I

3 credit Hour(s)

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

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

DPT 806: Clinical Problem Solving in Musculoskeletal Rehabilitation

1 Credit Hour(s)

This course will provide students an opportunity to further explore topics in musculoskeletal rehabilitation through a problem-based learning format and review/remediate skills from the first year. 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. Students will present a patient case from their summer clinical education experience (DPT 723) to allow the student learner further opportunity to critically think and problem solve as it relates to a patient with musculoskeletal pathology. Ideally, the patient selection would allow for further inquiry into examination, evaluation, diagnosis, prognosis, and intervention. To allow for maturation in critical thinking, the selection might include a challenging patient to examine, evaluate and treat with questionable positive outcomes. Students will be given carefully constructed musculoskeletal case studies not presented in Musculoskeletal Rehabilitation I or II (DPT 730 or DPT 731). Through these case studies, students will focus on knowledge and skills associated with examination and intervention in a higher order thinking manner. These cases will also highlight social/cultural/psychosocial issues, legal and ethical aspects of professional behavior, and integration of published literature into clinical practice.

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

DPT 810: Introduction to Clinical Research and Applied Biostatistics

2 Credit Hour(s)

This course introduces students to the continuum of research methodologies and designs commonly used in clinical research (i.e., descriptive to randomized controlled trials). They will evaluate the merit and relevance of published research to the practice of physical therapy. Ethical issues in clinical research will be considered including the role of institutional review boards and the requirements of informed consent. Students will lead discussions of research papers, considering key concepts such as sampling, experimental controls, levels of measurement, sensitivity, specificity, reliability, and validity. Students will develop an understanding of the principles and applications of parametric and nonparametric biostatistics, particularly with respect to applications in physical therapy and rehabilitation research.

Selection of appropriate statistical procedures will be presented with reference to principles of experimental design. Students will use both calculators and computer software (i.e., SPSS, Excel, R) for analyzing data and developing graphic representations. As the semester progresses, groups of students will be linked with a faculty research advisor who will guide them through the process of clinical research in DPT 811 and DPT 912. Students will write a research question (or questions) that may form the basis of their research project. They will search the published literature and write a preliminary literature review relative to their research question. The culmination of the student's research will be a poster presentation at the Research Symposium in the Fall Semester of year three.

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

[DPT 814: Psychosocial Aspects of Health and Disability](#)

3 Credit Hour(s)

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

[DPT 830: Neuromuscular Examination and Rehabilitation I](#)

5 Credit Hour(s)

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. Enablement/Disablement models, the Guide to Physical Therapist Practice, Guidelines for Content in Physical Therapy Education, and other conceptual frameworks that aid the physical therapist in evidence-based clinical decision making and reasoning will be explored. Specific standardized assessments, evaluation and treatment strategies, and rehabilitation practices related to movement disorders associated with neurologic injury/disease, specifically spinal cord injury and stroke will be addressed. Neuromuscular based pediatric movement disorders will also be introduced and emphasized within the context of the elements of physical therapy practice and patient/client management. Course content will reinforce the development of professional and ethical behaviors, the scope of physical therapy practice, collaborative practice models, therapeutic communication skills, and documentation. Laboratory sessions will promote the development of skill in the application of examination and intervention techniques discussed in lecture.

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

DPT 840: Clinical Medicine and Pathophysiology II (Neuromuscular)

1.5 Credit Hour(s)

This course is the second in a three-part clinical medicine series. 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. Key topics characteristic of common neuromuscular pathologies will be addressed, including 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. Content presented will encompass pathologies observed across the lifespan.

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

DPT 850: Inter-professional Seminar in Rehabilitative Medicine III

1 Credit Hour(s)

The third of five courses in the curriculum dedicated to the practice of interprofessional education in the preparation of healthcare professionals. This course immerses students in interprofessional collaboration and teamwork through the application and integration of skills introduced in previous courses, but with emphasis placed on the care of patients with neurological disorders/diseases/injuries. These sessions will act as forums within which the student learner will have the opportunity to conceptualize each aspect of rehabilitation and build them into an overall framework of patient/client care. Each session will generally have a theme of interest such that students can build upon their level of understanding of that material as well as experience, appreciate and value the complexity of the entire process. These forums are designed to act as interprofessional learning communities to promote independent as well as collaborative critical thinking and thought. Various learning methods will be used including case study discussion and interprofessional high fidelity simulation experiences.

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

Year 2 – Spring

DPT 803: Neurobiology II

2 Credit Hour(s)

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

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

DPT 805: Integumentary Dysfunction and Tissue Repair

3 Credit Hour(s)

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. The student will explore the anatomical and physiological processes associated with tissue destruction, repair, and remodeling as they relate to specific cause and effect using the wound healing model as the principal pillar of exploration. This course 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.

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

DPT 811: Clinical Research I

1 Credit Hour(s)

This course continues the work begun in DPT 810 to develop the skills necessary to contribute to clinical research related to physical therapy. 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. This semester students will refine the ideas developed in DPT 811 and/or work as participants in the faculty mentor's research. 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. Each group will construct a research proposal that meets all the criteria for submission to the LMU Institutional Review Board. 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.

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

DPT 815: Rehabilitation Throughout the Lifespan

3 Credit Hour(s)

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

Prerequisites: DPT Professional Phase Year Two Spring Semester status or permission of the DPT Program

[DPT 831: Neuromuscular Examination and Rehabilitation II](#)

5 Credit Hour(s)

This course is the second 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. Enablement/Disablement models, the Guide to Physical Therapist Practice, Guidelines for Content in Physical Therapy Education, and other conceptual frameworks that aid the physical therapist in evidence-based clinical decision making and reasoning will be explored. Specific standardized assessments, evaluation and treatment strategies, and rehabilitation practices related to movement disorders associated with neurologic injury/disease, specifically traumatic brain injury and other neurologic disorders will be addressed. Course content will reinforce the development of professional and ethical behaviors, the scope of physical therapy practice, collaborative practice models, therapeutic communication skills, and documentation. Laboratory sessions will promote the development of skill in the application of examination and intervention techniques discussed in lecture.

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

[DPT 841: Clinical Medicine and Pathophysiology \(Neuromuscular\) II](#)

1.5 Credit Hour(s)

This course is a continuation of the DPT 840 Clinical Medicine and Pathology II. This course is designed to continue to challenge the student to evaluate the knowledge of basic clinical presentations associated with neuromuscular pathology as a foundation for direct patient care and research. Key topics characteristic of common neurologic pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology; clinical signs and symptoms related to impairments, functional limitations, and disabilities; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to neurological pathologies will be emphasized and will be expanded upon to emphasize pathology in the context of the stroke, spinal cord injuries/disorders, traumatic brain injuries, and other neurological pathologies observed across the lifespan.

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

[DPT 851: Inter-professional Seminar in Rehabilitative Medicine IV](#)

1 Credit Hour(s)

This course is the fourth of five courses in the curriculum dedicated to the theory and practice of interprofessional education in the preparation of healthcare professionals. This course focuses on the application of interprofessional collaboration skills within the context of theoretical constructs and underpinnings of IPE. Students will apply the Interprofessional Collaborative Practice Competency Domains of values/ethics, roles/responsibilities, communication, and teams/teamwork as they relate to different healthcare professions and patient populations with a focus on neurological rehabilitation.

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

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

Year 3 – Summer

[DPT 823: Clinical Education Experience II](#)

6 Credit Hour(s)

This is a nine (9) week full-time clinical education experience designed to further enhance the student's patient/client management skills. The focus of this 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 education experience will focus on neurorehabilitation of any age group.

Prerequisites: DPT Professional Phase Year Three Summer Semester status or permission of the DPT Program

Year 3 – Fall

[DPT 906: Clinical Problem Solving in Neuromuscular Rehabilitation](#)

1 Credit Hour(s)

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 education experience (DPT 823) to allow the student learner further opportunity to critically think and problem solve as it relates to a patient with neurological pathology. Ideally, the patient selection would allow for further inquiry into examination, evaluation, diagnosis, prognosis, and intervention. To allow for maturation in critical thinking, the selection might include a challenging patient to examine, evaluate and treat with questionable positive outcomes. Students will be given carefully constructed neuromuscular case studies not presented in Musculoskeletal Rehabilitation I or II (DPT 730 or DPT 731) nor Neuromuscular Rehabilitation I or II (DPT 740 or DPT 741). Through these case studies, students will focus on knowledge and skills associated with examination and intervention in a higher order thinking manner. 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.

Prerequisites: DPT Professional Phase Year 3 Fall Semester status or permission of the DPT Program

[DPT 912: Clinical Research II](#)

1 Credit Hour(s)

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.

Prerequisites: DPT Professional Phase Year 3 Fall Semester status or permission of the DPT Program

[DPT 930: Cardiopulmonary Examination and Rehabilitation](#)

4 Credit Hour(s)

This lecture and laboratory course will address the diversified issues of clinical management of patient/client with primary and/or secondary cardiovascular and pulmonary dysfunction within the context of Physical Therapy. Best practices to integrate and apply existing evidence into comprehensive patient-client management programs will be discussed, as well as prevention of dysfunction in individuals across their lifespan. This course is designed to challenge students to differentiate and prioritize clinical findings based upon level of acuity, patient preference, and knowledge of anatomy, pathophysiology, pharmacology, and diagnostic imaging. Case scenarios will integrate principles of differential diagnosis and establishment of long-term management of cardiovascular and pulmonary conditions.

Prerequisites: DPT Professional Phase Year 3 Fall Semester status or permission of the DPT Program

[DPT 940: Clinical Medicine and Pathophysiology III \(CP and Integ\)](#)

3 Credit Hour(s)

This course is the final in the three-part clinical medicine series. It is designed to challenge the student to evaluate the knowledge of clinical presentations associated with cardiovascular, pulmonary, and integumentary systems, as well as general medicine topics including gastrointestinal, urogenital, metabolic, and oncologic pathologies, as a foundation for direct patient care and research. Key topics characteristic of the pathologies will be addressed, including etiology; epidemiology; underlying pathophysiology and histology; clinical signs and symptoms related to impairments, functional limitations, and disabilities; natural history and prognosis; diagnostic medical procedures; differential diagnosis; medical, pharmacological and surgical management; and expected outcomes. Differential diagnosis related to these pathologies will be emphasized and applied to determine appropriateness of physical therapy intervention. Content presented will encompass pathologies observed across the life span.

Prerequisites: DPT Professional Phase Year 3 Fall Semester status or permission of the DPT Program

[DPT 950: Inter-professional Seminar in Rehabilitative Medicine V](#)

1 Credit Hour(s)

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

Prerequisites: DPT Professional Phase Year 3 Fall Semester status or permission of the DPT Program

[DPT 970: Management and Administration in Physical Therapy](#)

2 Credit Hour(s)

This course is a broad survey of topics essential to the administration and management of physical therapy services. Topics covered will include: strategic planning, organizational structure, reimbursement and income management, budgeting, marketing, personnel management, quality assurance, ethical dilemmas and problem solving, professional regulation and the legislative process, various forms of liability and risk management, health care policy and systems of health care service delivery, contract issues and the negotiation process, documentation issues, and appropriate delegation, supervision and collaboration in the provision of physical therapy services.

Prerequisites: DPT Professional Phase Year 3 Fall Semester status or permission of the DPT Program

[DPT 980: Community Health and Population Wellness](#)

2 Credit Hour(s)

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. Basic epidemiological principles will be discussed and applied to specific diseases related to the practice of physical therapy including examination of best evidence for screening and prevention. 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. To demonstrate understanding and application of the key concepts of health behavior change, 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. Community-based health promotion will also be addressed including needs assessment, planning, resources, and process and outcome assessment. Students will apply their knowledge by creating a community-based health promotion or disease/injury prevention program and present their project to their peers. In addition, this course will address curricular content related to women's health including examination through intervention considerations related to incontinence, pregnancy and related short term/long term sequelae, and pelvic floor dysfunction.

Prerequisites: DPT Professional Phase Year 3 Fall Semester status or permission of the DPT Program

[DPT 99X: Electives* \(1 credit hour each\)](#)

- DPT 99A Advanced Wound Care
 - This course aims to deepen students' knowledge and skills in assessment and clinical reasoning skills for the treatment of the integumentary system and wound healing interventions. This course will build upon DPT 805 to provide students with current evidence-based education in the area of skin and wound management and upon completion will enable students to accurately assess, document, identify and plan appropriate and comprehensive patient treatment plans and interventions for the management of acute and intractable wounds.
- DPT 99B Basic McKenzie Method

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

*Elective offerings are subject to change depending on the availability of the course instructor.

Prerequisites: DPT Professional Phase Year 3 Fall Semester status or permission of the DPT Program

Year 3 – Spring

[DPT 923: Clinical Education Experience III](#)

5 Credit Hour(s)

This is a nine (9) week full-time clinical education experience designed to integrate all the academic knowledge gained as well as incorporate the previous clinical experiences to attain skills and behaviors of an entry-level physical therapist. The facilities utilized for the education experience will focus on inpatient care of any age group and any setting.

Prerequisites: DPT Professional Phase Year 3 Spring Semester status or permission of the DPT Program

[DPT 925: Clinical Education Experience IV](#)

5 Credit Hour(s)

This is the final nine (9) week full-time clinical education experience designed to enhance the student's entry-level skills in a special interest area of physical therapy. The facilities utilized for this education experience will incorporate any setting appropriate for the delivery of physical therapy patient/client care.

Prerequisites: DPT Professional Phase Year 3 Spring Semester status or permission of the DPT Program

[DPT 999: Independent Study – Board Exam Prep](#)

1 Credit Hour(s)

Students will use the board exam study plan created during the on-campus board exam review course at the end of the Fall semester of Year 3. In this independent study course, students will follow their personalized study plan for the National Physical Therapy Exam (NPTE) which will consist of the completion of online review modules, video assessments, and practice multiple-choice questions as well as full-length examinations to allow for meaningful self-assessment related to essential academic content seen on the NPTE.

Prerequisites: DPT Professional Phase Year 3 Spring Semester status or permission of the DPT Program

Policies and Procedures

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

Clinical Education Policies and Procedures

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

Academic Probation and Dismissal

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

Appeal of Dismissal

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

No further option for appeal will be considered.

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

Attendance

Students are responsible for all material presented in lectures and laboratories. Regular attendance to lectures is expected as a component of professionalism and professional development. Students are **required to adhere to attendance policies outlined in the syllabus for each course.** In addition, within

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

Veterans

In accordance with the Veterans Benefits and Transition Act of 2018, Section 367(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post 9/11 GI Bill®* benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website- eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

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

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

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

Tuition and Fees

Current tuition, fees, and COA can be found on the DPT Program website:

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

Additional information can also be obtained by contacting the Office of Financial Aid:

<https://www.lmunet.edu/student-financial-services/graduate/index.php>

Refund Policies

Refund of Institutional Tuition

In the event a student withdraws or is administratively dismissed from the University for disciplinary or for financial reasons after registration is completed and prior to the end of a semester of enrollment,

the student's eligibility for a refund of appropriate institutional tuition will be prorated as indicated. Per DPT Program policy, withdrawal from a required professional phase course due to poor performance is **not permitted**. Any situation in which all classes are dropped is a withdrawal from the University. The official withdrawal process begins in the Office of the Registrar. The Registrar uses the date the student communicates in writing their intent to withdraw and begins the University's withdrawal process, as the official withdrawal date. The student, working with the Registrar's Office, must complete the Undergrad/Graduate Withdrawal Form, obtain all the necessary signatures, and submit the completed form to the Registrar's Office. Verbal requests do not constitute official notification. Should the student fail to complete the process, all semester charges will become immediately due and are payable in the Cashier's Office.

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

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

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

Return of Financial Aid

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

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

Refund of Credit Balance

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

Board of Trustees

LMU is a private, non-profit institution owned and controlled by a self-perpetuating Board of Trustees. Board members are elected on the basis of commitment to the programs and purposes of LMU. Board members receive no remuneration from but work on behalf of the University. The Board establishes the broad guidelines of philosophy and institutional purpose and names the President to execute those guidelines.

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DPT Program Faculty

Core Faculty

Kellee Harper-Hanigan, DPT, PhD, DPT program Director and Associate Professor

Timothy Yost, DPT, Director of Clinical Education and Assistant Professor

Michael Spadafora, MSPT, DScPT, Assistant Professor

Laura Gagnon, DPT, PhD, Assistant Professor

Kwaku Kankam, DPT, Assistant Professor

Lawrence Ramiscal, DPT, PhD, Assistant Professor

Wanli Lei, DSc, DPT, Assistant Professor

Ian Rheault, DPT, Assistant Professor

Brittney Gunterstockman, DPT, Assistant Professor

Elizabeth Fonken, DPT, Assistant Professor