Faculty

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Jan Stephen Tecklin, PT, M.S., Professor of Physical Therapy
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Doctoral Degrees

Doctor of Physical Therapy

Transitional Doctor of Physical Therapy
(See separate catalog section.)

About the Physical Therapy Program

Arcadia’s entry-level program runs over a three-year period. The Doctor of Physical Therapy curriculum is designed to create practitioners as specified in the American Physical Therapy Association Vision Statement for Physical Therapy 2020, who are doctors of physical therapy and who may be board-certified specialists.

Arcadia University is recognized as a leader in global education and provides interested students with international opportunities to study. Arcadia believes that to understand the world, students should experience it—and that can mean leaving the campus for a time. Whether it is for clinical education in England or California or a service trip to Jamaica, Arcadia’s D.P.T. students have several opportunities to experience the world as health care professionals.

The Profession: Physical therapy is a health-care profession whose practitioners evaluate, treat and instruct individuals in order to prevent or overcome the effects of disease or injury. Physical therapists work in a variety of settings, including acute care hospitals, rehabilitation hospitals, outpatient centers, individual homes, skilled nursing facilities and the public school system. Patients of all ages, from newborn to elderly, may be encountered. Physical therapists also work as educators, researchers and consultants. Physical therapy is an integral part of today’s changing health-care system. Practitioners serve in a range of capacities—they may be a patient’s entry point into the health-care system as they conduct appropriate screening and examination techniques and make professional assessments. Clinical practice is based on theory and/or evidence.

Physical therapy is a profession that offers a lifetime of satisfaction in helping people to function more effectively. Each patient presents a new challenge, and the constantly changing clinical situations provide for a stimulating and exciting career.

The entry-level DPT program at Arcadia University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; Email: accreditation@apta.org; website:http://www.capteonline.org.
Admission to the Doctor of Physical Therapy Program

(See separate catalog section for the Transitional Doctor of Physical Therapy requirements.)

Program-Specific Admissions Requirements: In addition to the general admission requirements of the University, the following program-specific requirements must be met:

1. A Doctor of Physical Therapy application, including personal statements, to be completed online at www.ptcas.org.
2. A bachelor’s degree from an accredited institution with a GPA of 3.0 or better. A cumulative GPA of 3.0 or better is expected for all undergraduate- and graduate-level study.
3. Include one official transcript from each college, university or professional school attended in your PTCAS application. Transfer credits included on a transcript must include grades earned; if not, an official transcript from the original school must be submitted. Transcripts must be sent from the issuing school in a sealed envelope and contain the appropriate signatures and seals to be considered official. Do not send transcripts directly to Arcadia.
4. The following minimum prerequisite courses with grades of “C” or better and a cumulative GPA in these course areas of no less than “B” (3.0) is expected. When calculating the prerequisite GPA, Arcadia includes all courses in the prerequisite areas. A grade of “C−” is not acceptable for the prerequisite courses. Courses used toward the prerequisite biological and physical science requirements should be taken through the appropriate science departments (e.g., Biology, Chemistry, Physics). All prerequisite courses must be completed prior to the start of the Physical Therapy program. One-half of the prerequisite courses, including Physiology and Statistics, must have been taken within 10 years prior to application.

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5. Three letters of recommendation, at least one from a currently practicing licensed physical therapist and one from a college professor who is able to judge the applicant’s academic qualification and readiness for rigorous work at the graduate level. This professor should have taught one of the academic courses for the applicant’s major.

6. Test scores for the Graduate Record Examination (GRE), taken within the last five years. Applicants are expected to meet the minimum scores in all areas of the GRE: (1) Verbal & Quantitative Reasoning scores > 150, (2) Combined Verbal and Quantitative Reasoning > 300, (3) Analytical Writing > 4. NOTE: the GRE code for the D.P.T. program is 7637.

7. International Applicants: Official results from the TOEFL or IELTS are required for all students for whom English is a second language, except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required. NOTE: International students applying to the Physical Therapy program must send scores to the PTCAS code 5312.

8. Knowledge of the profession through documented work or volunteer experiences in at least one inpatient and one outpatient setting as defined by PTCAS. These observations must be completed by November 1st of the year of application to the program. Increasingly, clinical facilities are requiring that participating students undergo various criminal background checks, child abuse clearances, and/or drug screens. Therefore, students should be prepared to participate in these screenings for this observation experience.

Application Deadline: All students seeking admission to the D.P.T. program must apply through the centralized application system (www.ptcas.org). Applicants are required to complete all components of their application by the hard deadline of November 1st.

Applications are not reviewed until all materials are received by Arcadia. (This includes the PTCAS application, the required recommendations, and GRE scores.) If an offer of admission is accepted, a $500 deposit must accompany the acceptance reply. This deposit is applied to the first semester’s tuition, and the deposit is non-refundable if the student fails to enter the program on the date for which they are accepted.

Following official acceptance into the program, each student must supply information about his or her health and medical history and is required to submit the results of a physical examination. Institutions participating in clinical internships require a certificate of good health before permitting students to work with patients. All students are required to have some form of medical insurance throughout the entire curriculum and must provide proof. If needed, medical insurance can be purchased through the University. Information and applications are available in the Office of Student Health Services.

Prior to beginning the program, students are required to complete specific background checks and a drug screen as directed by the department. Increasingly individual clinical sites require additional background clearances prior to participating in a clinical experience. These may include but are not limited to additional child abuse clearances, FBI background checks, fingerprinting, OIG/GSA checks, sex offender website checks, and drug screens. Failure to pass a criminal background check or other required screening may affect the student’s ability to fulfill the requirements for graduation and/or be licensed as a physical therapist.

Registration will be considered complete when the University is satisfied that the student is physically able to undertake the year’s work and results from all requirements/screens are acceptable.

Deferred Admission: Students who have secured a seat in the program and want to defer their admission for one year must submit their request to do so in writing to the Director of Physical Therapy Admissions. Deferrals will be considered on an individual basis. Once a deferral is granted, a student must submit the required deposit to reserve a seat in the class. This deposit will be credited toward tuition. A
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student who is granted a deferral must understand that he or she will be subject to the prevailing tuition at the time of matriculation to the program.

Expenses

Tuition* and fees for students entering Fall 2014:

- $28,600 (Fall and Spring combined);
  $14,300 (Summer)
- $79/semester (Technology fee)
- $190/academic year (registration, parking fee)
- ~$80 PT kit (tools for physical therapy practice)

Additional Expenses (estimated)

Books and supplies:

- Year one $1,000
- Year two $500
- Year three $500

Room and Board: off-campus, varies

Travel for clinical and experiential learning: varies

Health insurance: varies

Screens/checks upon entry: $75

*14,300 per semester tuition charge over seven (7) semesters.

Students will be responsible for expenses associated with various criminal background checks, child abuse clearances and/or drug screens; physical examinations including required titters; and medical insurance. There may be requirements during the program in addition to the ones upon entry to the program.

Students are responsible for the additional costs of travel and housing associated with all their clinical experiences and should plan accordingly.

Financial Aid: Students are automatically considered for merit scholarships and graduate assistantships based on their academic records upon applying for admission to the program. For information on scholarships, graduate assistantships and student loans, see “Financial Aid” in the Graduate Academic Policies section of this catalog and the Financial Aid section of the website at www.arcadia.edu/finaid.

Request a list of financial aid sources directly from the American Physical Therapy Association, 1111 N. Fairfax St., Alexandria, VA 22314-9902 or go to the APTA website at www.apta.org.

Assistantships: A limited number of graduate assistantships are available. For more information, contact Financial Aid in the Office of Enrollment Management.

Academic Policies and Procedures for the Physical Therapy Program

A student accepted into the Physical Therapy program is expected to abide by the regulations set forth by Arcadia University and the written policies of the Physical Therapy program. For a discussion of the general academic policies and procedures for graduate students, see the Academic Policies section in this catalog and the Student Handbook www.arcadia.edu/handbook on the Web. The policies of the Physical Therapy program are published in the Physical Therapy Policies and Procedures Student Handbook, revised annually.

To remain in good academic standing, students must maintain a cumulative grade point average of 2.7 in each semester. If a student receives less than a 2.7 for a semester, the student will be placed on probation. Failure to improve the grade point average in the subsequent semester will result in dismissal from the program.

A Unit average of 70 percent must be achieved each semester. Failure to achieve at least 70 percent on two written exams for two Units each semester will result in dismissal from the program. Also, if a student fails to pass a Unit practical exam three times, the student will receive an "F" for the Unit grade. If the student fails to pass two Unit practical exams within one semester, the student will be dismissed from the program. A cumulative Course average of 60 percent must be achieved by the end of the semester for each course. Failure to achieve 60 percent or greater in a course will require a remedial examination. Failure to achieve at least 60 percent on the remedial examination will result in dismissal from the program. A comprehensive practical examination is provided at the end of the first year of the program. If the student fails the comprehensive practical examination three
times, the student will be dismissed from the program. If the student fails to meet minimum performance expectations in a clinical experience, the student will receive a grade of Unsatisfactory for the clinical education course and be dismissed from the program. If a student at any time during the course of an experience is performing in an unsafe manner causing a patient’s well-being to be jeopardized, or behaves in an unprofessional, unethical, or illegal manner, the student will be immediately removed from the clinical setting. The student then will receive a grade of Unsatisfactory for the clinical education course.

If the student is dismissed from the program for reasons noted above, he or she must submit a letter to the Dean of the College of Health Sciences, with a copy to the Chair of the Physical Therapy Department, requesting permission to repeat the course or to progress in the program. Permission to continue following unsatisfactory performance is determined by the Physical Therapy Review Committee. If the student is allowed to continue in the program, the Committee will establish an appropriate plan for remediation. If the student withdraws from the program for reasons other than those given above and wants to re-enter, the student must apply for re-acceptance to the Physical Therapy Review Committee and receive permission.

Essential Functions for Participation

Essential functions are the cognitive, psychomotor, and affective skills necessary for a student to participate in the physical therapy program and become a physical therapist. Below are the “Clinical Performance Criteria for the Physical Therapist Student” as outlined in the “Physical Therapist Clinical Performance Instrument for Students” developed by the American Physical Therapy Association.1 Students must have the physical and mental capacity, with or without reasonable accommodations, to meet all of the below criteria. These essential functions apply in the classroom, lab, community, and clinical settings as part of the physical therapy program. Independent facilities used for clinical education may or may not be willing or able to provide the same reasonable accommodations provided by the university.

1. Practices in a safe manner that minimizes the risk to patient, self, and others.
2. Demonstrates professional behavior in all situations.
3. Practices in a manner consistent with established legal and professional standards and ethical guidelines.
4. Communicates in ways that are congruent with situational needs.
5. Adapts delivery of physical therapy services with consideration for patients’ differences, values, preferences, and needs.
7. Applies current knowledge, theory, clinical judgment, and the patient’s values and perspective in patient management.
8. Determines with each patient encounter the patient’s need for further examination or consultation by a physical therapist or referral to another health care professional.
9. Performs a physical therapy patient examination using evidenced-based tests and measures.
10. Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.
11. Determines a diagnosis and prognosis that guides future patient management.
12. Establishes a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
13. Performs physical therapy interventions in a competent manner.
14. Educates others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods.
15. Produces quality documentation in a timely manner to support the delivery of physical therapy services.
16. Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.
17. Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public
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relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.

18. Directs and supervises personnel to meet patient’s goals and expected outcomes according to legal standards and ethical guidelines.

Sample behaviors for each of the above performance criteria are available upon request.


Doctor of Physical Therapy Degree Requirements

(111 credits)

Students must meet the following requirements:

1. A minimum of 79 weeks of classroom work. (Courses are listed below.)
2. A minimum of 34 weeks of full-time clinical study.
3. An overall minimum GPA of 2.70 maintained throughout the program. A grade below “C” is not acceptable toward the degree.
4. Continuous enrollment. If extenuating circumstances make additional time necessary, approval to continue beyond the expected 2 1/2 years must be obtained from the Department Chair and the Physical Therapy Review Committee. Students who withdraw for reasons other than academic or clinical performance may re-apply for admission. Departmental approval is necessary for re-admission.

First Year

Fall (18 credits)

PT 605 Introduction and Exposure to Physical Therapist Practice (4 credits)

PT 615 Physical Therapy Examination/Evaluation Skills I (2 credits)

PT 625 Physical Therapy Intervention Skills I (4 credits)

Spring (22 credits)

PT 645 Physical Therapy Integrative Care and Practice I (3 credits)

PT 675 Biomedical Foundation Sciences I (5 credits)

Second Year

Summer (17 credits)

PT 717 Physical Therapy Examination/Evaluation Skills II (4 credits)

PT 727 Physical Therapy Intervention Skills III (2 credits)

PT 747 Physical Therapy Integrative Care and Practice III (4 credits)

PT 777 Biomedical Foundation Sciences III (9 credits)

Fall (12 credits)

PT 718 Physical Therapy Examination/Evaluation Skills IV (2 credits)

PT 728 Physical Therapy Intervention Skills IV (2 credits)

PT 738 Clinical Education Experience I (8 weeks) (4 credits)

PT 748 Physical Therapy Integrative Care and Practice IV (2 credits)

PT 778 Biomedical Foundation Sciences IV (2 credits)

Spring (22 credits)

PT 819 Physical Therapy Examination/Evaluation Skills V (6 credits)
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PT 829 Physical Therapy Intervention Skills V (6 credits)
PT 849 Physical Therapy Integrative Care and Practice V (4 credits)
PT 879 Biomedical Foundation Sciences V (6 credits)

Third Year
Summer (6 credits)
PT 860 Clinical Education Experience II (3 months) (6 credits)

Fall (6 credits)
PT 870 Clinical Education Experience III (3 months) (6 credits)

Spring, ending in February (8 credits)
PT 805 Physical Therapist Practice II (4 credits)
PT 869 Independent Study (2 credits)
PT 899 Clinical Decision Making (2 credits)

Clinical Experience
Each student must successfully complete 34 weeks of full-time clinical experience before graduation and a part-time experience equivalent to one week of clinic time. The full-time clinical experience consists of eight weeks in an inpatient or outpatient setting in the second fall of the program after completion of the first didactic year. Upon completion of the second academic year, students begin their culminating clinical experience, referred to as an internship. This final clinical assignment, which lasts for 26 weeks, is a hybrid between traditional clinical education and the residency model of clinical training that is rich in mentoring and structured learning experiences to facilitate accelerated learning. Clinics affiliated with this program are among a select group with strong relationships to Arcadia’s program and the patient-centered curriculum. These facilities are primarily in southeastern Pennsylvania and offer a wide variety of experiences designed to foster clinical decision-making skills necessary for physical therapists in today’s healthcare environment.

Physical Therapy Courses (PT)
Each semester consists of four courses (Examination, Intervention, Biomedical Sciences and Physical Therapy Integrative Care and Practice) that become more complex as students advance through the program. The courses are integrated around case presentations (units) that last for two to three weeks. Each unit provides an example of one or more of the Practice Patterns defined by the Guide to Physical Therapist Practice of the American Physical Therapy Association.

FALL, FIRST YEAR

605 Introduction and Exposure to Physical Therapist Practice (4 credits)
This course will be given the first month of the fall semester and is designed to provide the student with a basic understanding of physical therapy practice as described in the Guide to Physical Therapist Practice published by the American Physical Therapy Association. The spectrum of physical therapy roles in the healthcare system is explored. A basic comprehensive approach to examination is presented, and the requisite skills are learned. Basic forms of intervention are introduced, including coordination, communication, documentation, instruction and direct intervention. Students also will be introduced to core academic areas not directly addressed in the Guide that inform physical therapy practice in order to begin the lifelong learning necessary for safe and effective practice. These areas include anatomy, biomechanical properties of tissues, principles of measurement, and behavioral and management sciences.

615 Physical Therapy Examination/ Evaluation Skills I (2 credits)
This course covers basic aspects of patient/client management related to examination and evaluation in the context of the specific patient cases. Examination refers to the process of obtaining a relevant patient history, as well as selecting and performing appropriate tests and measures. Evaluation refers to the process of making clinical judgments (including diagnosis and prognosis) based on the information gathered during an examination. The applied anatomy and biomechanics component of this course addresses the application of physical principles to the human body. The content addresses functional aspects of the neuromusculoskeletal system using the principles of basic Newtonian mechanics.
625
Physical Therapy Intervention Skills I
(4 credits)
Basic aspects of patient/client management are covered that are related to intervention in the context of the specific patient cases. Intervention includes appropriate selection and application of specific treatment procedures as well as other skilled interactions with the patient and other individuals as required. Intervention strategies are based on the results of an appropriate examination and evaluation. Several skills and intervention strategies that are central to the practice of physical therapy are covered at a basic level.

645
Physical Therapy Integrative Care and Practice I
(3 credits)
This course is intended to help provide an understanding of the complexities of working within the healthcare delivery system and to enhance critical thinking with an introduction to research methods and skills. Students are introduced to the theories and principles required to understand the psychological and social aspects of working with patients, clients, families and other healthcare professionals and the operation of clinical physical therapy services in a variety of settings. This course enhances students' understanding of clinical practice and the healthcare delivery system in the United States by exploring in-depth the finance and delivery mechanisms employed and familiarizing students with the terminology used in healthcare today. Literature relevant to clinical practice is critically examined within each unit.

675
Biomedical Foundation Sciences I
(5 credits)
This course includes traditional biological sciences of microscopic anatomy, physiology of exercise, and neuroscience. In addition, there is a survey of various medical and surgical conditions and their underlying pathological processes. Gross anatomy objectives are included, although students are responsible for self-directed study in this topic.

SPRING, FIRST YEAR

616
Physical Therapy Examination/ Evaluation Skills II
(4 credits)
This course continues to cover basic aspects of patient/client management related to examination and evaluation in the context of the specific patient cases. The anatomy of relevant regions is reviewed and is followed by a close analysis of the function of each component. The labs provide an opportunity to analyze the functional requirements of a variety of activities of daily living.

626
Physical Therapy Intervention Skills II
(5 credits)
This course is a continuation of basic aspects of patient/client management related to intervention in the context of the specific patient cases. Intervention includes appropriate selection and application of specific treatment procedures as well as other skilled interactions with the patient and other individuals as required.

636
Exposure to Physical Therapy in a Health Care System
(1 credit)
Fall (First Year), Spring (First Year)
This course is designed to expose first-year physical therapy students to current physical therapy practice in a given healthcare system. This is not designed to be a full-time clinical experience. Students will be exposed to physical therapy practice and clinical decision making in inpatient and outpatient settings. This course provides the student an opportunity for a practicing clinician to evaluate the student behavior in areas such as safety, personal and interpersonal professional demeanor, ethical and legal standards, communication, and responsibility for self-learning. Students are assigned to a clinical site four hours every other week for 10 weeks in the fall and 10 weeks in the spring of the first year. A clinical activity is assigned for each clinical week and coincides with the current academic learning unit. Assignments are completed in response to each clinical activity and in the “off week” students meet on campus during the Tuesday afternoon time slot in small groups to complete and share assignments in a problem-based, collaborative experience.

646
Physical Therapy Integrative Care and Practice II
(4 credits)
This course is a continuation of working within the healthcare delivery system as a physical therapist, the psychological and social aspects of working with patients, and critical thinking. This course prepares students to assume management responsibilities appropriate to their position and stage of clinical practice.
676  
**Biomedical Foundation Sciences II**  
(8 credits)  
This course is a continuation of the traditional biological sciences of microscopic anatomy, physiology of exercise, and neuroscience. In addition, there is a survey of various medical and surgical conditions and their underlying pathological processes. Gross anatomy objectives are included, although students are responsible for self-directed study in this topic.

**SUMMER, FIRST YEAR**

717  
**Physical Therapy Examination/Evaluation Skills III**  
(2 credits)  
This course continues to cover basic aspects of patient/client management related to examination and evaluation in the context of the specific patient cases.

727  
**Physical Therapy Intervention Skills III**  
(2 credits)  
This course is a continuation of basic aspects of patient/client management related to intervention in the context of the specific patient cases.

747  
**Physical Therapy Integrative Care and Practice III**  
(4 credits)  
This course is a continuation of working within the healthcare delivery system as a physical therapist, the psychological and social aspects of working with patients, and critical thinking. This course prepares students to assume management responsibilities appropriate to their position and stage of clinical practice.

777  
**Biomedical Foundation Sciences III**  
(9 credits)  
The course includes the traditional biological science of gross human anatomy, the physical science of biomechanics and applied anatomy, and components of patient management related to examination, evaluation, and intervention, including advanced topics in the use of imaging in clinical practice. The study of the basic structure and function of the human body is accomplished through lecture, demonstration and dissection. Gross anatomy emphasizes the extremities and trunk, although the whole body is examined. Also included is a review of embryology. The laboratory sessions are devoted primarily to handling the bony skeleton and supervised dissection. Biomechanics and applied anatomy and the clinical content highlight the function of the spine using a patient case for reference.

**FALL, SECOND YEAR**

718  
**Physical Therapy Examination/Evaluation Skills IV**  
(2 credits)  
This course continues to cover basic aspects of patient/client management related to examination and evaluation in the context of the specific patient cases.

728  
**Physical Therapy Intervention Skills IV**  
(2 credits)  
This course is a continuation of aspects of patient/client management related to intervention in the context of the specific patient cases.

738  
**Clinical Education Experience I (8 weeks)**  
(4 credits)  
This first of two full-time clinical experiences in the curriculum is eight weeks in length and occurs after one year of academic coursework. This clinical experience is the student's first formal full-time exposure to the practice of physical therapy. Arcadia respects that not all patient types can be available to each student during a clinical experience, but a varied caseload is encouraged. Close supervision and additional clinical teaching may be required in all areas of clinical practice. Emphasis is placed on developing good interpersonal skills with supervisors, patients, and other healthcare practitioners. The experience also focuses on oral and written communication skills, performing physical therapy examinations, evaluation, intervention planning and implementation on cardiac, pulmonary, neurological, medical/surgical and orthopedic patients, and providing basic functional training. The student should begin to appreciate the role of the physical therapist in the interdisciplinary team and the responsibilities involved in carrying a patient caseload. By the final two weeks of the clinical experience, the student should be managing approximately two-thirds of a caseload that is setting-appropriate.

748  
**Physical Therapy Integrative Care and Practice IV**  
(2 credits)  
This course is a continuation of working within the healthcare delivery system as a physical
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therapist, emphasizing the psychological and social aspects of working with patients, and critical thinking. This course prepares students to assume management responsibilities appropriate to their position and stage of clinical practice.

778
Biomedical Foundation Sciences IV
(2 credits)
This course includes traditional biological sciences of microscopic anatomy, physiology of exercise, and neuroscience. In addition, there is a survey of various medical and surgical conditions and their underlying pathological processes.

SPRING, SECOND YEAR

819
Physical Therapy Examination/Evaluation Skills V
(6 credits)
This course continues to cover basic aspects of patient/client management related to examination and evaluation in the context of the specific patient cases.

829
Physical Therapy Intervention Skills V
(6 credits)
This course is a continuation of basic aspects of patient/client management related to intervention in the context of the specific patient cases.

849
Physical Therapy Integrative Care and Practice V
(4 credits)
This course is a continuation of working within the healthcare delivery system as a physical therapist, the psychological and social aspects of working with patients, and critical thinking. This course prepares students to assume management responsibilities appropriate to their position and stage of clinical practice.

879
Biomedical Foundation Sciences V
(6 credits)
This course includes traditional biological sciences of microscopic anatomy, physiology of exercise, and neuroscience. In addition, there is a survey of various medical and surgical conditions and their underlying pathological processes.

SUMMER, THIRD YEAR

860
Clinical Education Experience II (3 months)
(6 credits)
This is part one of the six-month internship and is three months in length. It encompasses two years of didactic information and experience gained in the first clinical setting. Since students are encouraged during the program to complete clinical work in inpatient and outpatient settings, this experience is probably different from the previous experience.

FALL, THIRD YEAR

870
Clinical Education Experience III
(6 credits, 3 months)
This is Part 2 of the 6-month internship and will most likely occur within the same health system as Part 1; however it may include a different continuum of care or patient diagnosis.

SPRING, THIRD YEAR

805
Physical Therapist Practice II
(4 credits)
This course begins early in the curriculum and culminates during the final week of the curriculum. The course final serves to integrate content and focus on professional behavior, the physical therapy science related to examination, evaluation, and intervention, and gaps in our current knowledge. It encompasses both experiential learning opportunities and traditional didactic experiences.

869 a, b, c, d
Independent Study
(2 credits)
This elective course is offered beginning in year one of the entry-level curriculum with a final grade given in the spring semester of the third year. The course is designed to offer students the opportunity to explore one of four opportunities: a) research, b) international experiential learning, c) education, or d) administration. The course provides the student with an opportunity to delve more deeply into the subject matter of a wide range of professional topics. The purpose of this course is to provide the entry-level physical therapy student with an in-depth experience while working with an experienced mentor. Regardless of the area selected, critical thinking is emphasized. The process of identifying a relevant physical therapy problem requires the definition of the relevant question, an outline of the knowledge or skills that must be mastered to
address the problem, and acquisition of information or data that informs decision making. In order for a topic to qualify for course credit, the topic requires practice and guidance by a mentor and knowledge and skills that go beyond the scope of the entry-level content.

899 **Clinical Decision Making**  
(2 credits)  
This course is designed to help students determine the role of clinical databases and relevant literature in clinical decision making. The content for this course is introduced in the semester preceding the final clinical education experience. Data, without patient or clinic identifiers, is collected from a sequential series of patients during the final clinical education experience and collated with the work of other students. Students compare the plan of care, i.e., examination, evaluation, prognosis, and intervention, and clinical outcomes for data collected to the aggregated student data and to current literature and discuss differences. Students not enrolled in PT 869a, c, or d will orally present the collated data, results, and reflection.
Transitional Doctor of Physical Therapy
at Arcadia University
Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Faculty

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Michael Mullen, MD, Assistant Professor of Neurology, Hospital of the University of Pennsylvania
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Scott Stackhouse, PT, Ph.D., Associate Professor of Physical Therapy
Kristin von Nieda, PT, M.Ed., DPT, Associate Professor of Physical Therapy

About the Transitional Physical Therapy Degree Program

• All post-professional D.P.T. courses are 2-credit, fully online courses.
• The program can be completed in one to three years.
• Additional information for internationally educated physical therapist.
• Pricing schedule makes the program affordable and competitively priced.
• Students can start any semester, and there is no required course sequence.
• Course waivers based on experience are possible for up to 6 credits.
• Students network and connect with nationally recognized faculty and peers.
• Students can take two courses before formal application and matriculation.
• Arcadia’s Physical Therapy program is ranked 14th among the 210 accredited programs in the nation by U.S. News & World Report.

The profession and practice of physical therapy is rapidly changing. The demands imposed upon a physical therapist today are very different from those of even five or 10 years ago. These demands often go beyond the formal education provided in more traditional entry-level programs. Therapists increasingly are required to justify their practice patterns based on research evidence, to take on consulting and supervisory roles, and to provide administrative expertise and leadership.

Offered completely online, this program gives practicing clinicians easy access to make their formal education congruent with students graduating from entry-level D.P.T. programs. The program’s goal is to educate clinicians who achieve practice consistent with the American Physical Therapy Association (APTA) Vision 2020 and beyond. Graduates will function with a high degree of professionalism and possess the requisite knowledge, skills and behaviors to practice

Doctoral Degrees

Doctor of Physical Therapy
(See separate catalog section.)

Transitional Doctor of Physical Therapy

Arcadia University Graduate Catalog 2014-15 www.arcadia.edu/pt
Transitional Doctor of Physical Therapy at Arcadia University

physical therapy in a truly scientific manner (i.e., using evidence-based practice).

Graduates will demonstrate the ability to do the following:

- Solve clinical problems based on evidence.
- Critically evaluate current literature and popular theories.
- Communicate professionally through scientific writing.
- Function as an effective teacher at multiple levels—with patients, students, peers, and the public.
- Lead others and advocate effectively (serve as a consultant or manager).
- Use skills required to be an independent and lifelong learner.

This is a program for practicing professionals who want to interact with nationally recognized faculty and network with exceptional peers. The program is highly interactive and capitalizes on the wealth of knowledge clinicians bring with them.

Admission to the Transitional Doctor of Physical Therapy Degree Program

Students can take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission.

In addition to the general admission requirements for graduate students, the following program-specific requirements must be met:

1. Proof of graduation (transcript) from a physical therapist degree program accredited by an agency approved by the U.S. Department of Education (currently CAPTE) with a GPA of 2.75 or better
2. Additional information for internationally educated physical therapist
3. Current state professional license
4. Three written recommendations (professional or academic)
5. Brief essay articulating goals for D.P.T. study
6. Basic computer skills including Internet and e-mail
7. Computer system requirements that can be found at http://student.arcadia.edu/online/requir...all.htm

Expenses

- $800/credit
- Students trained in a CAPTE accredited program and Matriculating into the Program 2014-2015: $10,000 total program, billed over 6 equal installments of $1,667/semester
- Prior to Matriculation students will be charged per credit, which will be applied to the $10,000 tuition total upon matriculation.
- All students may choose to be billed on a course by course basis at the current cost/credit fee.

Academic Policies & Procedures

A student accepted into the Transitional Physical Therapy program is expected to abide by the regulations set forth by Arcadia University. For a discussion of the general academic policies and procedures for graduate students, see the Academic Policies section on the Web.

Registration

- Register for a Course—Students can take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission.
- Apply for Admission—Use this link to formally apply to the program.

Transitional D.P.T. Course Schedule

Summer 2014

PT504 – Teaching Methods, May 5 – June 20, 2014
PT656 - Neuromuscular Tissues OL1, May 5 – June 20, 2014
PT547 – Health Promotion, June 30 – August 15, 2014

Fall 2014

PT556 – Diagnostic Imaging, August 25 – October 10, 2014
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PT555 - Pharmacology – October 20 – December 5, 2014

Spring 2015
PT505 – Clinical Decision Making, January 12 – February 27, 2015
PT508 - Medical Screening, March 9 – April 24, 2015

PT656 Neuromuscular Tissues - Offered every semester as an independent study

PT702 Case Analysis – Offered every semester

Transitional Doctor of Physical Therapy Degree Requirements

(12-18 credits)
The program curriculum is 12-18 credits. A minimum of 12 credits are needed. Credit waivers are available for up to 6 of these credits (3 courses) based upon a student's prior professional experiences and coursework as demonstrated in a portfolio. (A portfolio review charge of $200 will be applied to review material submitted for consideration of course waivers.)

Students can start any semester, and there is no required course sequence except that PT 702 Case Analysis must be taken last. (PT 505 is recommended as a first course.)

Students are only required to take one course per semester but may take more as they are able. Therefore, most students will take two years to complete the program, but it may be completed in one to three years depending on student preference and experience.

The curriculum emphasizes evidence-based practice and addresses core competencies to enrich the practice of physical therapy. All courses are held online, both synchronously and asynchronously.

Core Courses (2 credits each)

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
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<tbody>
<tr>
<td>Clinical Decision Making</td>
<td>PT 505</td>
</tr>
<tr>
<td>Medical Screening</td>
<td>PT 508</td>
</tr>
<tr>
<td>Health Promotion and Wellness</td>
<td>PT 547</td>
</tr>
<tr>
<td>Pharmacology</td>
<td>PT 555</td>
</tr>
<tr>
<td>Diagnostic Imaging</td>
<td>PT 556</td>
</tr>
<tr>
<td>Case Analysis</td>
<td>PT 702</td>
</tr>
</tbody>
</table>

Courses for which a waiver is possible

Note the course waiver is not guaranteed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Therapist Teaching Methods*</td>
<td>PT 504</td>
</tr>
<tr>
<td>Neuromuscular Tissues and Motor Control*</td>
<td>PT 656</td>
</tr>
<tr>
<td>Orthopedic Physical Therapy* or PT 706 Neurological Physical Therapy or PT 707 Cardiopulmonary Physical Therapy (Students can select from PT 705, 706 or 707 in the Clinical Practice Series.)</td>
<td>PT 705</td>
</tr>
</tbody>
</table>

Course Waiver Criteria

Course waiver requests are evaluated on the following detailed criteria via portfolio review:

A waiver for PT 504 Physical Therapist Teaching Methods requires Portfolio Elements that provide evidence of the following:

- The ability to write educational objectives
- The ability to develop physical therapy-related course content
- The ability to use PowerPoint or equivalent presentation technology
- Peer or student evaluations of teaching effectiveness
- The ability to write test questions related to the content or some equivalent assessment of learning

A waiver for PT 656 Neuromuscular Tissues and Motor Control requires that prior coursework must be at the graduate level, and completed within the last 7 years at time of matriculation. The student must submit the following:

- Course description
- Course syllabus
- Written documentation of content

A waiver for a course in the Clinical Practice Series (PT 705 Orthopedic Physical Therapy; PT 706 Neurologic Physical Therapy; PT 707 Cardiopulmonary Physical Therapy) requires APTA Clinical Specialist Certification or prior post-professional coursework that may either be university-
Transitional Doctor of Physical Therapy at Arcadia University

Based or continuing education and total at least 42 contact hours in a particular specialty area. The student must submit the following:

- Course description
- Course syllabus
- Written documentation of content

Transitional Doctor of Physical Therapy Courses (PT)

505 Clinical Decision Making
(2 credits)
Physical therapists, like all other healthcare providers, routinely make decisions affecting patients in daily care. Such decisions may be based on a variety of sources, including experience, intuition, testimonials from teachers or colleagues, and findings from literature. This course is designed to provide a framework for making future and evaluating past clinical decisions based on the best available evidence. This course assists the student in developing the tools needed to provide evidence-based physical therapy practice. The course includes projects and online discussions relevant to each student’s clinical practice and ensures that the student applies the theories and tools to everyday situations.

508 Medical Screening
(2 credits)
This course helps to prepare the physical therapist to assume the role of an independent practitioner working within a collaborative medical model. Inherent in this role is the ability to recognize clinical manifestations that suggest physician or other healthcare provider contact is warranted regarding a patient’s health status. Students apply the concept of threshold detection to identify impairments or “red flags” in medical screening that warrant referral to other professionals. An examination scheme is designed to promote efficient and effective collection of patient data to provide the structure for discussions. Patient cases are presented to illustrate important medical screening principles. Professional communication with patients and physicians is also a central theme.

547 Health Promotion
(2 credits)
Prevention, risk reduction and health promotion are activities included in the Guide to Physical Therapist Practice, and although physical therapists have performed these activities with individual patients and clients, participation in broader programs for communities or groups of people is an area of significant need and opportunity. Health promotion and wellness theory are presented in this course to prepare physical therapists to integrate these concepts into their current practice and/or to expand their practices and consultative skills in the prevention arena. Students also are introduced to a variety of techniques commonly used in the strategic planning process and use those techniques to develop a plan for the introduction of a health promotion program relevant to their own practice settings or worksites. After the introduction and discussion of key concepts, including assessment and program planning, students complete a project and develop a health promotion program using the health promotion approach and strategic planning processes.

555 Pharmacology
(2 credits)
Individuals involved in healthcare recognize that drugs can influence patients’ response to physical rehabilitation. Medication can provide beneficial effects that act synergistically with physical therapy treatments, or they can generate side effects that may adversely affect rehabilitation goals. This course presents some of the basic drug classes and the physiologic basis of their action. Drugs are grouped according to their general effects and the type of disorders for which they are routinely used to treat. Special emphasis is placed on drugs that are commonly used to treat disorders seen in patients receiving physical therapy and how drug therapy interacts with rehabilitation.

556 Diagnostic Imaging
(2 credits)
This course is an overview of the various types of diagnostic imaging procedures such as radiography, computerized tomography, magnetic resonance imaging and nuclear imaging. General principles related to indications, strengths and limitations of each method are discussed. Specific procedures related to various anatomic regions and pathologies also are covered. Case study presentations are used to emphasize the decision making related to diagnostic imaging studies and what relevant information can be provided. Clinical decision making in the context of evidence-based practice guides the discussion of each case.
Transitional Doctor of Physical Therapy at Arcadia University

702
Case Analysis
(2 credits)

Students develop a comprehensive case presentation based on a selected patient or client in their practice setting. The case analysis demonstrates the clinical decision-making process used to guide patient and client management throughout the episode of care, including the examination, evaluation, prognosis and planned interventions. Students address the use of specific diagnostic tests and imaging studies related to the case, the implications of the pharmacologic management of the patient and specific outcomes measures as they relate to decision-making and effective interventions.

504
Teaching Methods*
(2 credits)

Physical therapists assume the role of teachers in a variety of situations with a diverse group of learners. This course explores theories and methods related to effective teaching, student learning, and assessment strategies across multiple settings including clinic, classroom, laboratory, home setting and community. The role of educational technology in teaching and learning activities is emphasized. Examination of individual and social factors that influence health and wellness are discussed, and key concepts from behavioral theories are applied to patient education in clinical practice situations. There is an introduction to educational assessment strategies for community-based health programs.

656
Neuromuscular Tissues*
(2 credits)

This course material is covered via guided independent study or as a seven-week online course. Using assigned readings and personal searches of the literature, students review the basic structure and function of various tissues within the neuromusculoskeletal system and integrate the information with clinical practice. For the musculoskeletal tissue component, new information relevant to skeletal muscle and various connective tissues such as tendon, ligament, cartilage and bone is examined. Case scenarios require the student to explore the effects of altered patterns of use with appropriate clinical application. The neural control of multi-joint limb movement is explored using current literature on motor control, cognition and motor learning. Case scenarios are used to describe the relevance of recent research on clinical practice. Traditional and contemporary theories are contrasted to assist in developing direct intervention strategies using skill acquisition theories. Emphasis is placed on reading and applying current basic science literature to justify and guide the practice of physical therapy.

705/706/707
Clinical Practice Series*
(only 1 required) (2 credits)

The Clinical Practice Series spans three separate 2-credit courses, each emphasizing recent advances in a particular specialty area of physical therapy practice. Transitional D.P.T. students are required to choose one based upon their area of practice. These courses are meant to provide the most recent evidence-based information related to clinical practice. The content in these courses reinforces and reflects principles taught in the clinical decision making courses; however, emphasis is placed on specific recommendations for clinical management (i.e. content rather than process). Each course emphasizes a clinical reasoning process, use of appropriate tests and measures, use of appropriate interventions, and the most relevant outcome measures.

705
Orthopedic Physical Therapy*
(2 credits)

Management of common orthopedic conditions related to the extremities and spine including non-surgical and post-operative problems.

706
Neurologic Physical Therapy*
(2 credits)

Management of hemiplegia, traumatic brain injury, spinal cord injury, and common pediatric conditions such as cerebral palsy.

707
Cardiopulmonary Physical Therapy*
(2 credits)

Management of patients with chronic obstructive pulmonary disease and other respiratory illnesses and as well as patients following myocardial infarction or thoracic surgery including coronary artery bypass.

*Courses that may be waived based on Portfolio Assessment
Post-Professional Program for International Physical Therapists
at Arcadia University

Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Faculty

Director of Post-Professional Programs
Philip McClure, PT, PhD, FAPTA,
Professor of Physical Therapy

Coordinator
Post Professional Program for International Physical Therapists
Kristin von Nieda, PT, DPT, MEd.

Faculty
Joseph Adler, PT, DPT, OCS, Physical Therapist at Good Sheppard Penn Partners at the Hospital of the University of Penn
William G. Boissonnault, PT, DHSc., FAAMOPT, Professor at the University of Wisconsin
Charles D. Ciccone, PT, PhD, FAPTA, Professor at Ithaca College
Rebecca L. Craik, PT, PhD, FAPTA, Professor and Chair of the Department of Physical Therapy at Arcadia University
Martha Eastlack, PT, PhD, Assistant Professor of Physical Therapy
Dan Malone, PT, PhD, Assistant Professor at the University of Colorado
Laurita M. Hack, PT, DP.T, MBA., PhD., FAPTA, Professor Emeritus, Department of Physical Therapy, Temple University; Secretary and member, Board of Directors, American Physical Therapy Association
Kathleen Kline Mangione, PT, PhD, GCS, Professor of Physical Therapy
Amy Miller, PT, DPT, EdD, Assistant Professor, Curriculum Director
Michael Mullen, MD, Assistant Professor of Neurology, Hospital of the University of Pennsylvania
Kerstin Palombaro, PT, Ph.D., CAPS, Assistant Professor, Community Engagement Coordinator, Widener University
Scott Stackhouse, PT, Ph.D., Associate Professor of Physical Therapy

Doctoral Degrees

Doctor of Physical Therapy
(See separate catalog section.)

Post Professional Transitional Doctor of Physical Therapy for International Physical Therapists

About Arcadia’s Post Professional Transitional Doctor of Physical Therapy Degree for International Physical Therapists

• Courses are fully online.
• A minimum of 18 credits is required of all students. (The typical range is 18-22 credits)
• The program can be completed in two to three years.
• The program is affordable and competitively priced.
• Students network and connect with nationally recognized faculty and peers.
• Students are permitted to take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission.
• Prepares students to enter the Transitional D.P.T. program.

The profession and practice of physical therapy in the United States is changing rapidly. Almost all physical therapist education programs in the United States are currently at the doctoral level, and post-graduate programs, such as fellowships and residencies, are growing rapidly.

Offered completely online, this program gives foreign-educated clinicians easy access to make their level of education and practice more congruent with physical therapists practicing in the United States. The program’s goal is to educate clinicians who achieve...
practice consistent with the American Physical Therapy Association (APTA) Vision 2020 and beyond. Graduates will function with a high degree of professionalism and possess the requisite knowledge, skills and behaviors to practice physical therapy in a truly scientific manner (i.e., using evidence-based practice).

Graduates will demonstrate the ability to do the following:
- Solve clinical problems based on evidence.
- Critically evaluate current literature and theories.
- Communicate professionally through scientific writing.
- Function as effective teachers at multiple levels—with patients, students, peers, and consumers.
- Use skills required to be independent and lifelong learners.

This is a degree program for foreign-educated physical therapists who are currently licensed in the United States. The program is highly interactive and capitalizes on the wealth of knowledge clinicians bring with them.

**Admission Requirements**

Admission to the Post Professional Transitional Doctor of Physical Therapy Degree Program for International Physical Therapists Certificate

Students are permitted to take three courses before formal application and matriculation. Acceptance into a course does not guarantee admission.

In addition to general admission requirements for graduate students, the following program-specific requirements must be met:
- Proof of graduation (official transcript) from a government-recognized physical therapist degree program with a GPA of 2.75 or better.
- International applicants should visit www.arcadia.edu/international for detailed information on admission requirements and application procedures. Official results from the TOEFL or IELTS are required for all students for whom English is a second language or who have not earned degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand)
- Portfolio submission to include:
  - Official transcript from all physical therapist programs attended.
  - Detailed course descriptions and/or syllabi for the years enrolled.
  - Educational Credentialing Report from a recognized agency in the US
- Current professional license in US jurisdiction
- Three written recommendations (professional or academic).
- Brief essay articulating goals for the Post Professional DPT study.
- Basic computer skills including Internet and e-mail.
- Computer system requirements that can be found at http://student.arcadia.edu/online/require_all.htm.

Admission to the Transitional Doctor of Physical Therapy Program

Those who complete the Post Professional Program for International Physical Therapists Graduate Certificate program may apply for admission to the Transitional D.P.T. program. Students must complete an application to the Transitional D.P.T. program, including the following:
- Proof of successful completion of the Post Professional Program for International Physical Therapists Graduate Certificate with a GPA of 3.0 or better. Students with 2 or more grades of “C” or below are not eligible to apply.
- One written recommendation from a primary instructor in the Post Professional Program for International Physical Therapists program.
- Brief essay articulating goals for the Transitional D.P.T. program.
- Proof of current licensure from a jurisdiction in the United States.

After successful completion of the Post Professional Program for International Physical Therapists Certificate program, students must complete a minimum of 8 credits to earn the Transitional Doctor of Physical Therapy degree.

**Tuition and Fees**

- 2014 – 2015 $800/credit
Post Professional Program for International Physical Therapists at Arcadia University

- International Students Entering the Program 2014-2015: $11,000 total program, billed over 6 equal installments of $1,833/semester
- Prior to Matriculation students will be charged per credit, which will be applied to the $11,000 tuition total upon matriculation.
- All students may choose to be billed on a course by course basis at the current cost/credit fee.

Post Professional Transitional DPT Program for International Physical Therapists

Requirements
(Minimum of 18 credits)

Three courses, PT 503 Ethics and Law, PT 528 Health Care in the US, and PT 505/515 Clinical Decision Making, must be completed successfully with a GPA average of 3.0 in order to achieve matriculation into the program. After successful completion of these three courses there is no required course sequence.

Summer 2014

- PT504 – Teaching Methods, May 5 – June 20, 2014
- PT656 - Neuromuscular Tissues OL1, May 5 – June 20, 2014
- PT547 – Health Promotion, June 30 – August 15, 2014

Fall 2014

- PT503 Ethics and Law, August 25-October 10, 2014
- PT556 – Diagnostic Imaging, August 25 – October 10, 2014
- PT 528 Health Care in the US, October 20-December 5, 2014
- PT555 – Pharmacology, October 20 – December 5, 2014

Spring 2015

- PT505/515 – Clinical Decision Making, January 12 – February 27, 2015

Post Professional Transitional DPT Program for International Physical Therapists

Requirements

The program curriculum is 18-32 credits. A minimum of 18 credits is needed. Credit waivers are available for up to 6 courses (12 credits) based on a student's prior educational and professional experiences as demonstrated in a portfolio. (A portfolio review charge of $200 will be applied to review material submitted for consideration of course waivers.)

Students may start in any semester, but must successfully complete PT503, PT528 and PT 505/515 before matriculation into the program. (PT 503 Ethics and Law is recommended as the first course.)

Students are only required to take one course per semester but may take more as they are able. Therefore, most students will take two years to complete the program, but it may be completed in one to three years depending on student preference and experience.

The curriculum emphasizes evidence-based practice and addresses core competencies to enrich the practice of physical therapy. All courses are held online, both synchronously and asynchronously.

Core Courses (2 credits each).

- PT 503 Ethics and Law
- PT 505/515 Clinical Decision Making
- PT 508 Medical Screening
- PT 528 Health Care Systems in the US
- PT 547 Health Promotion
- PT 555 Pharmacology
- PT 556 Diagnostic Imaging
- PT 656 Neuromuscular Tissues and Motor Control
- PT 702 Case Analysis
Courses for which a waiver possible
(Note course waivers are not guaranteed

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PT 504</td>
<td>Teaching Methods</td>
</tr>
<tr>
<td>PT 708</td>
<td>Integumentary Physical Therapy</td>
</tr>
<tr>
<td>PT 705</td>
<td>Orthopedic Physical Therapy</td>
</tr>
<tr>
<td>PT 706</td>
<td>Neurologic Physical Therapy</td>
</tr>
<tr>
<td>PT 707</td>
<td>Cardiopulmonary Physical Therapy</td>
</tr>
</tbody>
</table>

Course Waiver Criteria

Course waiver requests are evaluated on the following detailed criteria via portfolio review:

A waiver for PT 504 Physical Therapist Teaching Methods requires Portfolio Elements that provide evidence of the following:

- The ability to write educational objectives
- The ability to develop physical therapy-related course content
- The ability to use PowerPoint or equivalent presentation technology
- Peer or student evaluations of teaching effectiveness
- The ability to write test questions related to the content or some equivalent assessment of learning

A waiver for a course in the Clinical Practice Series (PT 705 Orthopedic Physical Therapy; PT 706 Neurologic Physical Therapy; PT 707 Cardiopulmonary Physical Therapy) requires APTA Clinical Specialist Certification or prior post-professional coursework that may either be university-based or continuing education and total at least 42 contact hours in a particular specialty area. The student must submit the following:

- Course description
- Course syllabus
- Written documentation of content

Physical Therapy Courses

PT 503
Ethics and Law
(2 credits)

This course is an overview of ethical principles, including major ethical theories. Emphasis is on identifying and analyzing ethical dilemmas in the practice of physical therapy and applying the ethical principles, as well as the APTA Code of Ethics to resolve ethical dilemmas. This course also includes aspects of constitutional, state, federal and case law as it applies to physical therapy in the United States and how ethics and law interact in practice.

PT 504
Teaching Methods*
(2 credits)

Physical therapists assume the role of teachers in a variety of situations with a diverse group of learners. This course explores theories and methods related to effective teaching, student learning, and assessment strategies across multiple settings, including clinic, classroom, laboratory, home and community. The role of educational technology in teaching and learning activities is emphasized. Examination of individual and social factors that influence health and wellness are discussed, and key concepts from behavioral theories are applied to patient education in clinical practice situations. There is an introduction to educational assessment strategies for community-based health programs.

PT 505/515
Clinical Decision Making
(2 credits)

Physical therapists, like all other health-care providers, routinely make decisions affecting patients in daily care. Such decisions may be based on a variety of sources, including experience, intuition, testimonials from teachers or colleagues, and findings from literature. This course is designed to provide foreign-educated physical therapists with a framework for making future and evaluating past clinical decisions based on the best available evidence. This course assists the student in developing the tools needed to provide evidence-based physical therapy practice. The course includes projects and online discussions relevant to each student's clinical practice and ensures that the student applies the theories and tools to everyday situations.

PT 508
Medical Screening
(2 credits)

This course helps to prepare the physical therapist to assume the role of an independent practitioner working within a collaborative medical model. Inherent in this role is the ability to recognize clinical manifestations that suggest physician or other healthcare provider contact is warranted regarding a patient’s health status. Students apply the concept of threshold detection to identify impairments or “red flags” in medical screening that warrant referral to other professionals. An examination scheme is designed to promote efficient and effective
collection of patient data to provide the structure for discussions. Patient cases are presented to illustrate important medical screening principles. Professional communication with patients and physicians is also a central theme.

PT 528  
**Health Care Systems**  
(2 credits)

This course is an introduction to the American health system, examining four major components: resources, delivery systems, planning and regulatory structure, and consumers. Emphasis is on the interactions among the identified components of the system, as well as the roles and responsibilities of physical therapists as professionals in the system. Potential changes in the system and in the role of physical therapy as a profession also are discussed.

PT 547  
**Health Promotion**  
(2 credits)

Prevention, risk reduction and health promotion are activities included in the Guide to Physical Therapist Practice, and although physical therapists have performed these activities with individual patients and clients, participation in broader programs for communities or groups of people is an area of significant need and opportunity. Health promotion and wellness theory are presented in this course to prepare physical therapists to integrate these concepts into their current practice and/or to expand their practices and consultative skills in the prevention arena. Students also are introduced to a variety of techniques commonly used in the strategic planning process and use those techniques to develop a plan for the introduction of a health-promotion program relevant to their own practice settings or worksites. After the introduction and discussion of key concepts, including assessment and program planning, students complete a project and develop a health-promotion program using the health-promotion approach and strategic planning processes.

PT 555  
**Pharmacology**  
(2 credits)

Individuals involved in health care recognize that drugs can influence patients’ response to physical rehabilitation. Medication can provide beneficial effects that act synergistically with physical therapy treatments, or they can generate side effects that may adversely affect rehabilitation goals. This course presents some of the basic drug classes and the physiologic basis of their action. Drugs are grouped according to their general effects and the type of disorders for which they are routinely used to treat. Special emphasis is placed on drugs that are commonly used to treat disorders seen in patients receiving physical therapy and how drug therapy interacts with rehabilitation.

PT 556  
**Diagnostic Imaging**  
(2 credits)

This course is an overview of the various types of diagnostic imaging procedures such as radiography, computerized tomography, magnetic resonance imaging and nuclear imaging. General principles related to indications, strengths and limitations of each method are discussed. Specific procedures related to various anatomic regions and pathologies also are covered. Case study presentations are used to emphasize the decision making related to diagnostic imaging studies and what relevant information can be provided. Clinical decision making in the context of evidence-based practice guides the discussion of each case.

PT 656  
**Neuromuscular Tissues**  
(2 credits)

This course material is covered via guided independent study. Using assigned readings and personal searches of the literature, students review the basic structure and function of various tissues within the neuromusculoskeletal system and integrate the information with clinical practice. For the musculoskeletal tissue component, new information relevant to skeletal muscle and various connective tissues such as tendon, ligament, cartilage and bone is examined. Case scenarios require the student to explore the effects of altered patterns of use with appropriate clinical application. The neural control of multi-joint limb movement is explored using current literature on motor control, cognition and motor learning. Case scenarios are used to describe the relevance of recent research on clinical practice. Traditional and contemporary theories are contrasted to assist in developing direct intervention strategies using skill-acquisition theories. Emphasis is placed on reading and applying current basic science literature to justify and guide the practice of physical therapy.

705/706/707/708  
**Clinical Practice Series**  
(2 credits)

The Clinical Practice Series spans three separate 2-credit courses, each emphasizing recent advances in a particular specialty area of physical therapy practice. Transitional D.P.T. students are required to choose one based upon their area of practice. These courses are meant to provide the most recent evidence-based information related to clinical practice. The content in these courses reinforces and reflects principles taught in the clinical decision-making...
Post Professional Program for International Physical Therapists at Arcadia University

courses; however, emphasis is placed on specific recommendations for clinical management (i.e. content rather than process). Each course emphasizes a clinical reasoning process, use of appropriate tests and measures, use of appropriate interventions, and the most relevant outcome measures.

PT 705
Orthopedic Physical Therapy*
(2 credits)
This course is an examination, evaluation, and management of common orthopedic conditions related to the extremities and spine including non-surgical and post-operative problems.

PT 706
Neurologic Physical Therapy*
(2 credits)
This course is an examination, evaluation, and management of hemiplegia, traumatic brain injury, spinal cord injury, and common pediatric conditions such as cerebral palsy.

PT 707
Cardiopulmonary Physical Therapy*
(2 credits)
This course is an examination, evaluation, and management of patients with chronic obstructive pulmonary disease and other respiratory illnesses, and those patients following myocardial infarction or thoracic surgery including coronary artery bypass.

PT 708
Integumentary Physical Therapy*
(2 credits)
This course is an examination, evaluation, and management of patients with skin disorders and lesions, including acute and chronic wounds, vascular and pressure wounds, and infections.

*Courses that may be waived based on Portfolio Assessment
Arcadia University Graduate Catalog 2014-15

Master of Public Health/Doctor of Physical Therapy
at Arcadia University

Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Coordinators
Martha E. Eastlack, PT, Ph.D., Assistant Professor of Physical Therapy and Director of Entry-Level Physical Therapy Admissions
Andrea Crivelli-Kovach, Ph.D., M.A., MCHES, Professor and Director of Community & Global Public Health Programs

Dual Degree Program
Master of Public Health and Doctor of Physical Therapy

About Arcadia’s Dual Degree Program in Public Health and Physical Therapy

With dual degrees, students gain knowledge in two fields as they prepare for their professional careers.

Arcadia’s College of Health Sciences has nationally recognized health care, science and business programs that make the world a laboratory by providing real-world, integrative learning experiences. Graduate programs use evidence-based research and project-based learning to prepare health care and business professionals for a rapidly changing global environment. Applied and pro bono clinical research, clinical rotations, international fieldwork, and multicultural assessment are threaded through the curricula. Graduate students also conduct research and publish with expert faculty in many fields.

Dual degree candidates must be accepted into each of the programs in order to pursue dual degrees: Doctor of Physical Therapy (D.P.T.) and Master of Public Health (M.P.H.).

Physical therapy is a health care profession whose practitioners evaluate, treat and instruct individuals in order to prevent or overcome the effects of disease or injury. Physical therapists work in a variety of settings, including acute care hospitals, rehabilitation hospitals, outpatient centers, individual homes, skilled nursing facilities and public school systems. Physical therapists also work as educators, researchers and consultants.

Arcadia’s entry-level Doctor of Physical Therapy program, where students enter with a bachelor’s degree and prerequisites, is ranked 14th in the nation by U.S. News & World Report.

The Master of Public Health Degree with a concentration in Community Health trains graduates to work effectively as public health professionals in a wide array of health-related organizations. It provides training in public health focusing on the health needs of communities and populations domestically and internationally. The core curriculum includes the five core areas of public health (epidemiology, biostatistics, social and behavioral sciences, environmental health, and health care administration), an internship and capstone that prepare graduates to work as program planners, researchers, evaluators, and educators.

The dual-degree program enables graduates to apply both their public health and clinical skills within diverse work settings. The MPH trains professionals to promote the health of individuals, families, communities, and the environment. This is accomplished through a program that integrates education, research and practice in a global environment.

This three-year dual degree program requires students to complete a total of 153 credits and is a year-round program where students earn 111 credits for the D.P.T. program and 42 credits for the M.P.H. program.

Admission to the Doctor of Physical Therapy/Master of Public Health Dual Degree Program

Students applying for admission to the dual degree program in Public Health and Physical Therapy need to meet the admission
Master of Public Health/Doctor of Physical Therapy
at Arcadia University

requirements for the DPT Program and write
an additional three essays for the MPH
Program. The MPH essays are listed below.

Program-Specific Admissions
Requirements:

1. A Doctor of Physical Therapy
application, including personal
statements, to be completed online at

2. A bachelor’s degree from an
accredited institution with a GPA of
3.0 or better. A cumulative GPA of 3.0
or better is expected for all
undergraduate- and graduate-level
study.

3. Include one official transcript from
each college, university or
professional school attended in your
PTCAS application. Transfer credits
included on a transcript must include
grades earned; if not, an official
transcript from the original school
must be submitted. Transcripts must
be sent from the issuing school in a
sealed envelope and contain the
appropriate signatures and seals to be
considered official. Do not send
transcripts directly to Arcadia.

4. The following minimum prerequisite
courses with grades of “C” or better
and a cumulative GPA in these course
areas of no less than “B” (3.0) is
expected. When calculating the
prerequisite GPA, Arcadia includes all
courses in the prerequisite areas. A
grade of “C–” is not acceptable for the
minimum prerequisite courses.
Courses used toward the prerequisite
biological and physical science
requirements should be taken through
the appropriate science departments
(e.g., Biology, Chemistry, Physics). All
prerequisite courses must be
completed prior to the start of the
Physical Therapy program. One-half
of the prerequisite courses, including
Physiology and Statistics, must have
been taken within 10 years prior to
application.
   a. Biological Sciences—four
courses (a minimum of 12
semester credits) from a
biology department, which
must include the following:
      i. Either one
lab/lecture course in
Human or
Mammalian
Physiology and one
lab/lecture course in
Anatomy OR a two-
semester lab/lecture
course sequence of
Anatomy &
Physiology.
      ii. One upper-level
course (300- to 400-
level) of at least 3
credits with a biology
focus. This course
can be taken through
another department,
such as exercise
science or
kinesiology, but
should preferably be
taken through a
biology department.
Examples of courses
that would fulfill this
requirement are
Neuroscience,
Principles of Motor
Control, Anatomy
and Biology of Aging.
   b. Physical Sciences—four
lab/lecture courses directed
toward science majors to
include the following:
      i. Chemistry I and II or
higher (e.g.,
Biochemistry,
Organic).
      ii. General Physics I
and II.
   c. Behavioral Sciences—two
courses: one course in
Psychology and one course
from the following:
Anthropology, Sociology or
Psychology.
   d. Statistics—one course.

5. Three letters of recommendation, at
least one from a currently practicing
licensed physical therapist and one
from a college professor who is able
to judge the applicant’s academic
qualification and readiness for
rigorous work at the graduate level.
This professor should have taught one
of the academic courses for the
applicant’s major.
6. Test scores for the Graduate Record Examination (GRE), taken within the last five years. Applicants are expected to meet the minimum scores in all areas of the GRE: (1) Verbal & Quantitative Reasoning scores > 150, (2) Combined Verbal and Quantitative Reasoning > 300, (3) Analytical Writing > 4. NOTE: the GRE code for the D.P.T. program is 7637.

7. International Applicants: Official results from the TOEFL or IELTS are required for all students for whom English is a second language, except for non-native speakers of English who hold degrees or diplomas from post-secondary institutions in English-speaking countries (e.g. the United States, Canada, England, Ireland, Australia and New Zealand). A course-by-course evaluation of all transcripts by an independent evaluation service based in the United States also is required. NOTE: International students applying to the Physical Therapy program must send scores to the PTCAS code 5312.

8. Knowledge of the Physical Therapy profession through documented work or volunteer experiences in at least one inpatient and one outpatient setting as defined by PTCAS. These observations must be completed by November 1st of the year of application to the program. Increasingly, clinical facilities are requiring that participating students undergo various criminal background checks, child abuse clearances, and/or drug screens. Therefore, students should be prepared to participate in these screenings for this observation experience.

9. Knowledge of the Public Health profession through work or volunteer experience.

10. Complete the following additional essay questions on the PTCAS application pages for the M.P.H. program. Each essay response should be at least 250 words.
   a. Describe yourself including perceptions of your strengths and weaknesses.
   b. Explain your reasons for wanting to pursue an MPH degree. Please include career goals and how you think public health will enhance your potential as a health professional.
   c. Describe any work or volunteer community health-related experience you have had, including international experiences and work with refugee or immigrant populations within the U.S.

Application Deadline
All students seeking admission to the D.P.T. program must apply through the centralized application system (www.ptcas.org). Applicants are required to complete all components of their application by the hard deadline of November 3, 2014. Applications are not reviewed until all materials are received by Arcadia. (This includes the PTCAS application, the required recommendations, and GRE scores.)

If an offer of admission is accepted, a $500 deposit must accompany the acceptance reply. This deposit is applied to the first semester’s tuition, and the deposit is non-refundable if the student fails to enter the program on the date for which they are accepted.

Following official acceptance into the program, each student must supply information about his or her health and medical history and is required to submit the results of a physical examination. Institutions participating in clinical internships require a certificate of good health before permitting students to work with patients. All students are required to have some form of medical insurance throughout the entire curriculum and must provide proof. If needed, medical insurance can be purchased through the University. Information and applications are available in the Office of Student Health Services.

Prior to beginning the program, students are required to complete specific background checks and a drug screen as directed by the department. Increasingly individual clinical sites require additional background clearances prior to participating in a clinical experience. These may include but are not limited to additional child abuse clearances, FBI background checks, fingerprinting, OIG/GSA checks, sex offender website checks, and drug screens. Failure to pass a criminal background check or other required screening
Master of Public Health/Doctor of Physical Therapy at Arcadia University

may affect the student's ability to fulfill the requirements for graduation and/or be licensed as a physical therapist.

Registration will be considered complete when the University is satisfied that the student is physically able to undertake the year's work and results from all requirements/screens are acceptable.

Deferred Admission: Students who have secured a seat in the program and want to defer their admission for one year must submit their request to do so in writing to the Director of Physical Therapy Admissions. Deferrals will be considered on an individual basis. Once a deferral is granted, a student must submit the required deposit to reserve a seat in the class. This deposit will be credited toward tuition. A student who is granted a deferral must understand that he or she will be subject to the prevailing tuition at the time of matriculation to the program.

Expenses
Tuition and fees for the dual degree program are billed in equal increments over the program’s nine semesters. Information on current costs is available at www.arcadia.edu/finaid. Financial aid is available to assist qualified students in covering tuition and related expenses, as well as living costs. Upon review for admission, students are automatically considered for merit scholarships and graduate assistantships based on their academic records upon applying for admission to the program. For information on scholarships, graduate assistantships and student loans, see “Financial Aid” in the Graduate Academic Policies section of this catalog and the Financial Aid section of the website at www.arcadia.edu/finaid.

Academic Policies and Procedures for the Physical Therapy Program
A student accepted into the Physical Therapy program is expected to abide by the regulations set forth by Arcadia University and the written policies of the Physical Therapy program. For a discussion of the general academic policies and procedures for graduate students, see the Academic Policies section in this catalog and the Student Handbook www.arcadia.edu/handbook on the Web. The policies of the Physical Therapy program are published in the Physical Therapy Policies and Procedures Student Handbook, revised annually.

To remain in good academic standing, students must maintain a cumulative grade point average of 2.7 in each semester. If a student receives less than a 2.7 for a semester, the student will be placed on probation. Failure to improve the grade point average in the subsequent semester will result in dismissal from the program.

A Unit average of 70 percent must be achieved each semester. Failure to achieve at least 70 percent on two written exams for two Units each semester will result in dismissal from the program. Also, if a student fails to pass a Unit practical exam three times, the student will receive an “F” for the Unit grade. If the student fails to pass two Unit practical exams within one semester, the student will be dismissed from the program. A cumulative Course average of 60 percent must be achieved by the end of the semester for each course. Failure to achieve 60 percent or greater in a course will require a remedial examination. Failure to achieve at least 60 percent on the remedial examination will result in dismissal from the program. A comprehensive practical examination is provided at the end of the first year of the program. If the student fails the comprehensive practical examination three times, the student will be dismissed from the program. If the student fails to meet minimum performance expectations in a clinical experience, the student will receive a grade of Unsatisfactory for the clinical education course and be dismissed from the program. If a student at any time during the course of an experience is performing in an unsafe manner causing a patient's well-being to be jeopardized, or behaves in an unprofessional, unethical, or illegal manner, the student will be immediately removed from the clinical setting. The student then will receive a grade of Unsatisfactory for the clinical education course.

If the student is dismissed from the program for reasons noted above, he or she must submit a letter to the Dean of the College of Health Sciences, with a copy to the Chair of
the Physical Therapy Department, requesting permission to repeat the course or to progress in the program. Permission to continue following unsatisfactory performance is determined by the Physical Therapy Review Committee. If the student is allowed to continue in the program, the Committee will establish an appropriate plan for remediation. If the student withdraws from the program for reasons other than those given above and wants to re-enter, the student must apply for re-acceptance to the Physical Therapy Review Committee and receive permission.

**Essential Functions for Participation**

Essential functions are the cognitive, psychomotor, and affective skills necessary for a student to participate in the physical therapy program and become a physical therapist. Below are the “Clinical Performance Criteria for the Physical Therapist Student” as outlined in the “Physical Therapist Clinical Performance Instrument for Students” developed by the American Physical Therapy Association. Students must have the physical and mental capacity, with or without reasonable accommodations, to meet all of the below criteria. These essential functions apply in the classroom, lab, community, and clinical settings as part of the physical therapy program. Independent facilities used for clinical education may or may not be willing or able to provide the same reasonable accommodations provided by the university.

1. Practices in a safe manner that minimizes the risk to patient, self, and others.
2. Demonstrates professional behavior in all situations.
3. Practices in a manner consistent with established legal and professional standards and ethical guidelines.
4. Communicates in ways that are congruent with situational needs.
5. Adapts delivery of physical therapy services with consideration for patients’ differences, values, preferences, and needs.
7. Applies current knowledge, theory, clinical judgment, and the patient’s values and perspective in patient management.
8. Determines with each patient encounter the patient’s need for further examination or consultation by a physical therapist or referral to another health care professional.
9. Performs a physical therapy patient examination using evidenced-based tests and measures.
10. Evaluates data from the patient examination (history, systems review, and tests and measures) to make clinical judgments.
11. Determines a diagnosis and prognosis that guides future patient management.
12. Establishes a physical therapy plan of care that is safe, effective, patient-centered, and evidence-based.
13. Performs physical therapy interventions in a competent manner.
14. Educates others (patients, caregivers, staff, students, other health care providers, business and industry representatives, school systems) using relevant and effective teaching methods.
15. Produces quality documentation in a timely manner to support the delivery of physical therapy services.
16. Collects and analyzes data from selected outcome measures in a manner that supports accurate analysis of individual patient and group outcomes.
17. Participates in the financial management (budgeting, billing and reimbursement, time, space, equipment, marketing, public relations) of the physical therapy service consistent with regulatory, legal, and facility guidelines.
18. Directs and supervises personnel to meet patient’s goals and expected outcomes according to legal standards and ethical guidelines.

Sample behaviors for each of the above performance criteria are available upon request.

# Requirements for the Dual Degrees in Public Health and Physical Therapy

(153 credits; 111 credits for the D.P.T. program and 42 credits for the M.P.H. program)

## SUMMER – MPH Program only
### (12 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBH 501</td>
<td>Social Determinants of Health and Disease (3 credits)</td>
</tr>
<tr>
<td>PBH 530</td>
<td>Theories of Health Behavior and Health Education (3 credits)</td>
</tr>
<tr>
<td>PBH 600</td>
<td>Introduction to Epidemiology (3 credits)</td>
</tr>
<tr>
<td>PBH 640</td>
<td>Research Methods and Design for Public Health (3 credits)</td>
</tr>
</tbody>
</table>

## FALL YEAR 1 – DPT Program begins
### (24 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>PBH 620</td>
<td>Introduction to Biostatistics (3 credits)</td>
</tr>
<tr>
<td>PBH 630</td>
<td>Program Planning and Evaluation for Health Professionals (3 credits)</td>
</tr>
<tr>
<td>PT 605</td>
<td>Intro and Exposure to Physical Therapy Practice (4 credits)</td>
</tr>
<tr>
<td>PT 615</td>
<td>Physical Therapy Examination/Evaluation Skills I (2 credits)</td>
</tr>
<tr>
<td>PT 625</td>
<td>Physical Therapy Intervention Skills I (4 credits)</td>
</tr>
<tr>
<td>PT 645</td>
<td>Physical Therapy Integrative Care and Practice I (3 credits)</td>
</tr>
<tr>
<td>PT 675</td>
<td>Biomedical Foundation Sciences I (5 credits)</td>
</tr>
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</table>

## SPRING YEAR 1
### (25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBH 645</td>
<td>Evaluation of Public Health Programs: Case Studies (3 credits)</td>
</tr>
<tr>
<td>PT 616</td>
<td>Physical Therapy Examination/Evaluation Skills II (4 credits)</td>
</tr>
</tbody>
</table>

## SUMMER YEAR 1
### (17-20 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBH 510</td>
<td>Health Care Systems (OL) (3 credits) OR PBH 585 Spring Yr 3 Health Policy</td>
</tr>
<tr>
<td>PT 717</td>
<td>Physical Therapy Examination/Evaluation Skills III (2 credits)</td>
</tr>
<tr>
<td>PT 727</td>
<td>Physical Therapy Intervention Skills III (2 credits)</td>
</tr>
<tr>
<td>PT 747</td>
<td>Physical Therapy Integrative Care and Practice III (4 credits)</td>
</tr>
<tr>
<td>PT 757</td>
<td>Biomedical Foundation Sciences III (9 credits)</td>
</tr>
</tbody>
</table>

## FALL YEAR 2
### (18 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>PBH 560</td>
<td>Community and Environmental Health (3 credits)</td>
</tr>
<tr>
<td>PBH 695</td>
<td>Public Health Capstone Thesis Seminar I (3 credits)</td>
</tr>
<tr>
<td>PT 718</td>
<td>Physical Therapy Examination/Evaluation Skills IV (2 credits)</td>
</tr>
<tr>
<td>PT 728</td>
<td>Physical Therapy Intervention Skills IV (2 credits)</td>
</tr>
<tr>
<td>PT 738</td>
<td>Clinical Education Experience I (4 credits)</td>
</tr>
<tr>
<td>PT 748</td>
<td>Physical Therapy Integrative Care and Practice IV (2 credits)</td>
</tr>
<tr>
<td>PT 758</td>
<td>Biomedical Foundation Sciences IV (2 credits)</td>
</tr>
</tbody>
</table>
**Master of Public Health/Doctor of Physical Therapy**

at Arcadia University

**SPRING YEAR 2**

(25 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBH 696(^1)</td>
<td>Public Health Capstone Thesis Seminar II (3 credits)</td>
</tr>
<tr>
<td>PT 819</td>
<td>Physical Therapy Examination/Evaluation Skills V (6 credits)</td>
</tr>
<tr>
<td>PT 829</td>
<td>Physical Therapy Intervention Skills V (6 credits)</td>
</tr>
<tr>
<td>PT 849</td>
<td>Physical Therapy Integrative Care and Practice V (6 credits)</td>
</tr>
<tr>
<td>PT 859</td>
<td>Biomedical Foundation Sciences V (6 credits)</td>
</tr>
</tbody>
</table>

**SUMMER YEAR 2**

(6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 860</td>
<td>Clinical Education Experience II (6 credits)</td>
</tr>
</tbody>
</table>

**FALL YEAR 3**

(6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBH 689.1</td>
<td>Public Health Internship Planning (0 credits)</td>
</tr>
<tr>
<td>PT 870</td>
<td>Clinical Education Experience III (6 credits)</td>
</tr>
</tbody>
</table>

**SPRING YEAR 3**

(10-13 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBH 689.2</td>
<td>Public Health Internship Field Placement (3 credits)</td>
</tr>
<tr>
<td>PBH 585</td>
<td>Health Policy, Law &amp; Bioethics (3 credits) (Can be taken in place of PBH 510 HCS-Summer Yr 2)</td>
</tr>
<tr>
<td>PT 805</td>
<td>Physical Therapy Practice II (3 credits)</td>
</tr>
<tr>
<td>PT 869(^1)</td>
<td>Independent Study (2 credits*)</td>
</tr>
<tr>
<td>PT 899</td>
<td>Clinical Decision Making (2 credits)</td>
</tr>
</tbody>
</table>

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\(^1\)PBH 696 will be taken and counted as the PT Electives/Independent Study PT 869

\(^2\)PT 747/748 will be taken and counted as the MPH electives
Health Policy
at Arcadia University

Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Faculty

Director of Post-Professional Programs
Philip McClure, PT, Ph.D., FAPTA,
Professor of Physical Therapy

Health Policy Program Director
Dianne V. Jewell, PT, D.P.T., Ph.D.,
C.C.S., Founder and CEO of the Rehab Intel Network; Member of the Board of Directors of Sheltering Arms Physical Rehabilitation Centers.

Faculty

Laurita M. Hack, PT, D.P.T., M.B.A., Ph.D.,
FAPTA, Professor Emeritus,
Department of Physical Therapy,
Temple University; Secretary and member, Board of Directors, American Physical Therapy Association
Wayne A. Morra, Ph.D., Professor of Economics

Graduate Certificate

Arcadia Health Policy Graduate Certificate

About the Health Policy Graduate Certificate

• The program is designed to be completed in one year.
• Pricing schedule makes the program affordable and competitively priced.
• Students network and connect with nationally recognized faculty and peers.
• Capstone projects focus on policy development relevant to the student’s interests in public advocacy, practice or educational arenas.

Rapid changes in health care delivery are challenging practicing clinicians, administrators, educators and researchers to engage more fully in health policy at all levels. Arcadia University’s Health Policy Graduate Certificate is a 12-credit program that offers participants the opportunity to obtain knowledge and skills for health policy development through a formal educational process without committing the resources to a full degree program.

Courses are offered online with on-site presence required for initial orientation and presentation of Capstone projects. The ultimate goal of the program is to enable participants to have a wide perspective on health policy and to be leaders in their practices, their organizations, their professions and their communities.

Graduates will demonstrate the ability to do the following:

• Decision making: Develop strong decision analysis and decision-making skills to manage the many factors that contribute to good health policy and its application.
• Data: Demonstrate the ability to locate and utilize large amounts of complex data to inform decisions related to formulating and applying health policy.
• Economics: Develop a full understanding of how economic and financial factors are involved in allocating limited resources and affect health policy decisions.
• Market choices: Describe the relationship between market forces, as demonstrated by individual and collective choices (in purchasing, providing payment for), and the use of health-care resources in establishing health policy.
• Global Context: Understand the global context for development of sound health-care policy.

Admission Requirements

Graduates will demonstrate the ability to do the following:

Students may take two courses before formal application and matriculation. Acceptance into a course does not guarantee admission. Apply at www.arcadia.edu/GradApp.

The following program-specific requirements must be met:

• Proof of graduation (transcript) with a GPA of 2.75 or better from an accredited health-care professional degree program
• Current state professional license or regulatory designator
Health Policy at Arcadia University

- One written recommendation (professional or academic)
- Brief essay articulating goals for obtaining a certificate in Health Policy
- Basic computer skills including Internet and e-mail
- Computer system requirements that can be found at http://student.arcadia.edu/online/requirements.htm.

Tuition and Fees
2014-15 Tuition: $800 per credit

Health Policy Graduate Certificate Requirements
(12 credits)

The curriculum for the Health Policy Certificate program consists six, 2-credit courses.

Students start in the fall semester and must complete the sequence of courses as outlined. The program is designed to be completed in one year. A two-year schedule is possible with permission of the Program Director.

All courses are held online, with some required online class meetings as well as work done individually. Two on-site sessions (one day each) are required. The first is held at the start of the program for orientation purposes. The second is held at the end of the program for student presentations of their Capstone projects.

Required Core Courses
(2 credits each)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 522</td>
<td>Health Care Systems</td>
</tr>
<tr>
<td>PT 523</td>
<td>Data Acquisition and Management</td>
</tr>
<tr>
<td>PT 524</td>
<td>Introduction to Health Economics</td>
</tr>
<tr>
<td>PT 525</td>
<td>Program Evaluation and Quality Assessment</td>
</tr>
<tr>
<td>PT 526</td>
<td>Legislative, Regulatory and Legal Processes</td>
</tr>
<tr>
<td>PT 527</td>
<td>Health Policy Development</td>
</tr>
</tbody>
</table>

Courses

PT 522
Health Care Systems
(2 credits)
This course explores the complexities of the American health-care system, identifying resources, delivery systems, market needs based on demographics, and the regulatory infrastructure. It includes the system’s historical development, the multiplicity of stakeholders, examples of subsystems, and comparisons with systems across the world. The focus is on recognizing the major impact of the current system from the perspective of patients, practitioners, and first-, second- and third-party payers.

PT 523
Data Acquisition and Management
(2 credits)
This course reviews the sources of data in policy decisions, including public and private databases and provides an introduction to methods of analyzing the data in these sources, including data mining. It also includes introduction to techniques to identify trends in data, particularly over time. Modeling to predict changes in the future also is reviewed. Students learn basic data handling, as well as when and how to select experts to assist in detailed analyses.

PT 524
Introduction to Health Economics
(2 credits)
Non-economists are frequently confronted with decision-making situations but lack the tools, terminology and techniques to participate in the dialogue. This course aims to equip non-economists with a knowledge base to participate in the strategic choices that are made in the health-care industry. The course provides students with the basic theoretical foundations to understand and analyze problems associated with health care. All too often, economics is seen as simply cost-cutting measures or a quick solution in times of financial exigency. Neither is the case, economics strives to assess the best attainable method to allocate the scarce financial means available to a decision maker.
Health Policy at Arcadia University

PT 525  
**Program Evaluation and Quality Assessment**  
(2 credits)  
This course introduces the principles of program evaluation and quality assessment in health care. Topics include consideration of a wide variety of performance metrics used to measure and assess the impact of programs deployed or the quality of services delivered at individual, professional, organizational and societal levels. Data presentation formats and use of data to make judgments about program performance or quality are covered. The roles and interests of various stakeholders involved in the program evaluation and quality assessment enterprise also are discussed. Examples of program evaluation and quality assessment are drawn from international sources.

PT 526  
**Legislative, Regulatory and Legal Processes**  
(2 credits)  
This course reviews the use of legislation at all jurisdictional levels to create health policy. It includes analysis of key examples of recent legislation, including the Patient Protection and Affordable Care Act. It examines the role played by a variety of stakeholders, including legislators, staff, lobbyists, and constituents. Use and misuse of data in the political decision making process is explored.

PT 527  
**Health Policy Development**  
(2 credits)  
This course explores the many ways that policy is developed, including facility and organizational policy, professional policy, payer policy, and legislative policy. The processes for developing standards, guidelines and options for clinical practice also are examined. The focus is on the sources of data used to reach policy decisions, as well as elements of decision making in adopting the policy. Examples of policy development are drawn from across international sources. In addition to some aspects of this course being taught online via the Blackboard Academic Suite, there will be a face-to-face, day-long session, and students will present a Capstone project that has been developed across the entire six courses.
Orthopaedic Clinical Residency
at Arcadia University

Global Perspectives...Personal Attention...Real-World Integrative Learning Experiences

Faculty

Director of Post-Professional Programs
Philip McClure, PT, PhD, FAPTA,
Professor of Physical Therapy

Coordinator
Brian Eckenrode, PT, DPT., OCS Assistant
Professor of Physical Therapy

Faculty

Rebecca L. Craik, PT, PhD, FAPTA
Professor and Chair of the Department
of Physical Therapy at Arcadia
University

Carol Oatis, PT, PhD
Professor of Physical Therapy

Scott Stackhouse, PT, PhD
Associate Professor of Physical Therapy

Laurita M. Hack, PT, DPT, MBA, PhD.
FAPTA, Professor Emeritus,
Department of Physical Therapy,
Temple University; Secretary and
member, Board of Directors, American
Physical Therapy Association

Elliot Greenberg, PT, DPT, OCS, CSCS
Adjunct Professor, Children’s Hospital
of Philadelphia

Steve Kareha, PT, DPT, ATC, OCS
Adjunct Professor, St. Luke's Physical Therapy

Martin Kelley, PT, DPT, OCS
Adjunct Professor, Good Shepherd
Penn Partners

Won Sung, PT, DPT
Adjunct Professor, Good Shepherd
Penn Partners

Nicholas Taweel, PT, DPM., DPT Adjunct Professor, Rothman Institute

Associated Faculty

Scott Biely, PT, DPT, Neumann University
Jon Borger MPT, OCS, FAAOMPT
Lehigh Valley Health Network

Mike Catalano, PT, DPT, OCS
Fox Rehabilitation

Michele Horowski, PT, DPT
Good Shepherd Penn Partners

Dave Kietrys, PT, PhD, OCS
University of Medicine and Dentistry of New Jersey

David Logerstedt, PT, PhD, SCS University of Delaware

Mark Walsh, PT, DPT, MS, CHT, ATC
Hand and Orthopaedic Physical Therapy Associates

Graduate Certificate
Orthopaedic Clinical Residency

About Arcadia’s Orthopaedic Clinical Residency

- One year in length
- Didactic curriculum utilizes a hybrid model of online learning and onsite manual skills laboratory sessions.
- Clinical mentoring occurs at the resident’s current clinical practice site.
- Applications for admission are accepted on a rolling basis.
- Opportunities for involvement in research based on interest.
- Benefits to the resident include enhancing professional development, advancing knowledge and skill acquisition, and learning via direct mentoring.
- Opportunities exist to teach in the entry-level DPT curriculum and to serve as mentors and lecturers for the residency curriculum upon completion of the residency.
- Residents will graduate with a Musculoskeletal Physical Therapy Certificate from Arcadia and be prepared to sit for the orthopaedic clinical specialization examination offered by the American Physical Therapy Association’s Board of Physical Therapy Specialties.
- Residents able to qualify for deferment of student loans.

The mission of the Orthopaedic Clinical Residency Program at Arcadia University is to develop and produce expert physical therapists who provide best practice using evidence in the examination, evaluation, diagnosis, prognosis, intervention, and outcome of musculoskeletal conditions. Graduates of the residency will demonstrate orthopaedic competency in compliance with the Description of Specialty Practice as
Orthopaedic Clinical Residency

described by the American Board of Physical Therapy Specialties (ABPTS). This planned program of post-professional clinical and didactic education is structured to advance the knowledge and skills of the physical therapist in musculoskeletal content. This program is designed to provide sufficient content, knowledge and skills to prepare students to sit for the orthopaedic clinical specialization examination offered by the American Physical Therapy Association’s Board of Physical Therapy Specialties.

The didactic component of the program consists of six 2-credit courses. Two courses deal with general concepts relevant to the management of all musculoskeletal conditions. The remaining four courses are specific to certain regions of the body, and each includes relevant anatomy, biomechanics, imaging, medical screening as well as current best evidence related to examination and intervention with emphasis on the most prevalent conditions for each region. The regional course content includes a laboratory component for development of manual skills.

Laboratory Sessions: The courses in the program utilize a hybrid model of online learning with integrated manual skills laboratory sessions. The manual skills laboratory sessions will occur over 4 weekends per year. The program is highly interactive and capitalizes on the wealth of knowledge clinicians bring with them.

In addition, a mentoring component is required, which will be completed at the resident’s place of employment under the guidance of a board-certified orthopaedic clinical specialist or equivalent advanced certification. The residency will culminate in the completion of a final capstone project.

Benefits to the resident include enhancing professional development, advancing knowledge and skill acquisition, and learning via direct mentoring. Opportunities exist to teach in the entry-level D.P.T. curriculum and to serve as mentors and lecturers for the residency curriculum upon completion of the residency.

Admission Requirements

Admission to the Orthopaedic Clinical Residency

Arcadia University participates in the Residency and Centralized Application Service Centralized Application Service (RF-PTCAS). Information about applying through RF-PTCAS can be found through:

http://www.abptrfe.org/RFPTCAS/ApplicantWebsite/

To apply to the Orthopaedic Clinical Residency at Arcadia University

https://portal.rfptcas.org/applicants14/index.cgi?rm=home

The following program-specific requirements must be met:

- Proof of graduation (transcript) from a physical therapist degree program accredited by an agency approved by the U.S. Department of Education (currently CAPTE) with a GPA of 2.75 or higher
- Current state professional license
- (offer of admission to the program is contingent upon licensure in the state of practice)
- Three written essays:
  - What do you wish to gain through participation in a residency/fellowship program?
  - Discuss aspects of your background and professional experience that particularly qualify you for participation in a residency/fellowship program?
  - What are your future plans as they relate to a specialized/subspecialized area of physical therapy?
- Three written recommendations (2 references at a minimum must be professional references-Clinical Instructor, Professor, Supervisor, etc.)
- Basic computer skills including Internet and e-mail.
- Computer system requirements that can be found at http://www.arcadia.edu/academic/arca dia-online-student-computer-requirements.

Tuition and Fees

2014-2015 Package Tuition: $9600
2014-2015 Residency administration one-time fee: $2000 (discount available)
Orthopaedic Clinical Residency Requirements

(12 credits)

The didactic curriculum for the Orthopaedic Clinical Residency program consists of at six 2-credit courses. There is no required course sequence. An additional 6 credits of independent study are required to reflect the mentoring process.

1. The following initial courses are required.
   - PT 656 Neuromuscular Tissues and Motor Control (2 credits)
   - PT 680 Evidence Based Practice and Clinical Reasoning (2 credits)
   - PT 681 Cervical-Thoracic Spine and Temporomandibular Joint (2 credits)
   - PT 682 Upper Extremity: Shoulder, Elbow, Wrist & Hand (2 credits)
   - PT 683 Lumbar Spine and Sacroiliac Joint (2 credits)
   - PT 684 Lower Extremity: Hip, Knee, Ankle, & Gait (2 credits)
   - PT 789 Independent Study (6 credits total-2 Fall, 2 Spring, 2 Summer)

Physical Therapy

Courses

PT 656 Neuromuscular Tissues and Motor Control (2 credits)
   This course reviews the basic structure and function of various tissues within the neuromusculoskeletal system. These will include muscle, nerve and various connective tissues such as tendon, ligament, cartilage and bone. Using the Physical Stress Theory as a guiding model, the effects of altered patterns of use, common pathologies, and common interventions will be discussed for each tissue. The neural control of multi-joint limb movement will be discussed using current literature on motor control, cognition and motor learning including discussion of the relevance of the research on clinical practice. Traditional and contemporary theories will be contrasted to assist in developing direct intervention strategies using skill acquisition theories. Emphasis will be placed on reading and applying current basic science literature to justify and guide the practice of physical therapy.

PT 680 Evidence Based Practice and Clinical Reasoning (2 credits)
   This course will provide the physical therapist with a systematic method for critically analyzing and evaluating current research for integration into clinical practice. Clinical decision-making will be guided by relevant literature reviews to minimize practice variation, minimize health care costs, and identify potential or actual harm to patients.

PT 681 Cervical-Thoracic Spine and Temporomandibular Joint (2 credits)
   This course provides a comprehensive background of the anatomy and biomechanics of the cervical-thoracic spine and temporomandibular joint. Content will also address musculoskeletal imaging, functional anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best practice and current evidence to support examination and intervention techniques of cervical-thoracic spine and temporomandibular joint.

PT 682 Upper Extremity: Shoulder, Elbow, Wrist & Hand (2 credits)
   This course provides a comprehensive background of the anatomy and biomechanics of the shoulder, elbow, wrist, and hand. Content will also address musculoskeletal imaging, functional anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best practice and current evidence to support examination and intervention techniques of upper extremity.

PT 683 Lumbar Spine and Sacroiliac Joint (2 credits)
   This course provides a comprehensive background of the anatomy and biomechanics of the lumbar spine and sacroiliac joint. Content will also address musculoskeletal imaging, functional anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best practice and current evidence to support examination and intervention techniques of lumbar spine and sacroiliac joint.
Orthopaedic Clinical Residency

PT 684  
**Lower Extremity: Hip, Knee, Ankle & Gait**  
(2 credits)  
This course provides a comprehensive background of the anatomy and biomechanics of the hip, knee, ankle, and foot. Content will also address musculoskeletal imaging, functional anatomy, assessment, and outcome tools relevant to this body region. Common conditions in addition to appropriate medical screening will be discussed. Emphasis will be placed on best practice and current evidence to support examination and intervention techniques of the lower extremity.

PT 789  
**Independent Study-Orthopaedic Residency**  
(2 credits)  
This course provides the mentoring and clinical learning experiences for the Orthopaedic Clinical Residency Program and works to develop and produce expert physical therapists who provide best practice using evidence in the examination, evaluation, diagnosis, prognosis, intervention, and outcome of musculoskeletal conditions.