



Widener University

Institute for Physical Therapy Education
2013 Graduate Catalog



Widener University Information

UNIVERSITY POLICY

It is the policy of Widener University not to discriminate on the basis of sex, age, race, national origin or ethnicity, religion, disability, status as a veteran of the Vietnam era or other covered veteran, sexual orientation, gender identity, or marital status in its educational programs, admissions policies, employment practices, financial aid, or other school-administered programs or activities. This policy is enforced under various federal and state laws, including Title VII of the Civil Rights Act of 1964 as amended by the Civil Rights Act of 1991, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and the Americans with Disabilities Act. Further, in compliance with state and federal laws, Widener University will provide the following information upon request: (a) copies of documents pertinent to the university's accreditations, approvals, or licensing by external agencies or governmental bodies; (b) reports on crime statistics and information on safety policies and procedures; and (c) information regarding gender equity relative to intercollegiate athletic programs—Contact: Senior Vice President for University Advancement, Widener University, One University Place, Chester, PA 19013, 610-499-4123. Comments or requests for information regarding services and resources for disabled students should be directed to: Director of Disability Services, Widener University, One University Place, Chester, PA 19013, 610-499-1266; or Dean of Students, Delaware Campus of Widener University, P.O. Box 7474, Wilmington, DE 19803, 302-477-2177.

Title IX of the Education Amendments of 1972 prohibits discrimination based on gender in educational programs and activities that receive federal financial assistance. Such programs include recruitment, admissions, financial aid, scholarships, athletics, course offerings and access, hiring and retention, and benefits and leave. Title IX also protects students and employees from unlawful sexual harassment (including sexual violence) in university programs and activities. In compliance with Title IX, the university prohibits discrimination and harassment based on sex in employment, as well as in all programs and activities. The university's Title IX coordinator monitors compliance with Title IX and its accompanying regulations. Individuals with questions or concerns about Title IX or those who wish to file a complaint of non-compliance may contact the university's Title IX coordinator. The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at: www.ed.gov/about/offices/list/ocr/index.html.

This publication contains information, policies, procedures, regulations, and requirements that were correct at the time of publication. In keeping with the educational mission of the university, the information, policies, procedures, regulations, and requirements contained herein are continually being reviewed, changed, and updated. Consequently, this document cannot be considered binding and must be used solely as an informational guide. Students are responsible for keeping informed of official policies and meeting all relevant requirements.

The university reserves the right and authority at any time to alter any or all of the statements contained herein, to modify the requirements for admission and graduation, to change or discontinue programs of study, to amend any regulation or policy affecting

the student body, to increase tuition and fees, to deny admission, to revoke an offer of admission, and to dismiss from the university any student at any time if it is deemed by the university to be in the best interest of the university, the university community, or the student to do so. The provisions of this publication are subject to change without notice, and nothing in this publication may be considered as setting forth terms of a contract between a student or a prospective student and Widener University.

ACCREDITATIONS & MEMBERSHIPS

Widener University is a member of the Association for Continuing Higher Education and is accredited by the Middle States Commission on Higher Education.

Widener University's graduate programs are additionally accredited by the following: AACSB International—The Association to Advance Collegiate Schools of Business (School of Business Administration), Accreditation Commission of ABET (School of Engineering), American Association of Sexuality Educators, Counselors, and Therapists (Center for Human Sexuality Studies), American Bar Association (School of Law), American Psychological Association (Doctor of Psychology; Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (MBA in Healthcare Management), Commission on Accreditation in Physical Therapy Education (Doctor of Physical Therapy), Commission on Collegiate Nursing Education (School of Nursing), Commission on Continuing Legal Education of the Supreme Court of Delaware (School of Law), Council on Social Work Education (Center for Social Work Education), National Association for Education of Young Children (Child Development Center), National Council for the Accreditation of Teacher Educators (Division of Education), Pennsylvania State Board of Nursing (School of Nursing), Pennsylvania Continuing Legal Education Board of the Supreme Court (School of Law), Pennsylvania Department of Education (Division of Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Division of Education).

Widener University's graduate programs hold membership in the following: Academic Council of the American Physical Therapy Association (Institute for Physical Therapy Education), American Society for Engineering Education (School of Engineering), Association of Engineering Colleges of Pennsylvania (School of Engineering), Association of University Programs in Health Administration (School of Business Administration), Association of American Law Schools (School of Law), Association of Graduate Liberal Studies Program (Master of Arts in Liberal Studies), Greater Philadelphia Engineering Deans Economic Development Council (School of Engineering), Engineering Deans Institute (School of Engineering), Engineering Research Council of the American Association of Engineering Societies (School of Engineering), Engineering Workforce Commission (School of Engineering), National Association of Schools of Public Affairs and Administration (Master of Public Administration), National Association of State Boards of Accountancy (School of Law), National Council for Schools and Programs of Professional Psychology (Institute for Graduate Clinical Psychology), National League for Nursing and the American Association of Colleges of Nursing (School of Nursing).

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School of Human Service Professions Information

GRADUATE PROGRAMS

Center for Human Sexuality Studies

- Master of Education (MEd)
- Doctor of Philosophy (PhD)

Center for Social Work Education

- Master of Social Work (MSW)
- Doctor of Philosophy (PhD)

Institute for Graduate Clinical Psychology

- Doctor of Psychology (PsyD)

Institute for Physical Therapy Education

- Doctor of Physical Therapy (DPT)

PHILOSOPHY AND PURPOSE OF THE PROGRAMS

The School of Human Service Professions aspires to prepare individuals to become innovative scholars-practitioners-citizens. The disciplines of the school use dynamic teaching, active scholarship, personal attention, and community involvement in order to foster leadership, ethical and professional decision-making, interdisciplinary dialogue, a competent responsiveness to the needs of a culturally diverse community, and a commitment to the value of lifelong learning.

GRADING SYSTEM

Grades are recorded as follows:

A	4.0 points
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
F	0.0
I (Incomplete)	0.0
W (Withdrawal without prejudice)	0.0
P/NP (Pass/No Pass)*	0.0
AU (Audit—no credit)	0.0

**only for courses offered on a Pass/No Pass basis*

NOTE: Individual instructors may elect, at their discretion, not to use plus/minus grades.

The grade of I is given when a student has not completed course requirements because of excusable reasons. A student who receives a grade of incomplete must arrange to make up all deficiencies with the instructor issuing the grade. If the work is not made up within one calendar year from the end of the semester in which the incomplete is received, the grade will be automatically converted to F, unless the course in question is a thesis research course or a dissertation research course. Upon completion of the requirements, the instructor will institute a change of grade. (Note: A student does not register again for a course in which the grade of incomplete has been received.) A student cannot be awarded a degree when there is an outstanding incomplete grade on the transcript, even if the incomplete is in a course not required in the degree program.

If a course is repeated, both grades will be recorded on the transcript, but only the most recent grade will be used in calculating the grade point average (GPA). When a student is found to have violated Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation.

If a student fails to meet the degree requirements in a timely manner or if repeated failure has occurred, the center or school may terminate the graduate program for the student. Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is also grounds for dismissal from the program. Such conduct includes academic fraud. A student dismissed for academic fraud may no longer enroll in the graduate programs of the university and may not apply for admission into another division of the university. Please see the section entitled "Standards for Academic Integrity."

COURSE OFFERINGS

Graduate studies brochures are published for the fall and spring semesters and summer sessions. These fully describe registration policies, course schedules, and tuition and fee obligations.

DROP/ADD POLICY

Graduate students may withdraw from a course up to four weeks prior to the last day of classes for the semester and receive the grade of W. Students begin the withdrawal process by notifying their program director's office of their intent to withdraw, either orally or in writing. The program director's office submits a drop/add form, which includes the student's last date of attendance at an academically related activity, to the Registrar's Office.

Students may add a course without special permission no later than one week after the semester has begun. If a student wishes to add a course after one week, written permission must be obtained from both the instructor and the program director's office.

AUDITING

Students will be permitted to audit courses in the graduate program with the approval of the instructor. No grade or credit is given for auditing a course and examinations need not be taken; however, the registration procedure and fee structure are the same as that for other students.

STANDARDS FOR ACADEMIC INTEGRITY

ACADEMIC INTEGRITY STATEMENT

Widener University strongly supports the concepts of academic freedom and academic integrity and expects students and all other members of the Widener University community to be honest in all academic endeavors. Cheating, plagiarism, and all other forms of academic fraud are serious and unacceptable violations of university policy. Widener University expects all students to be familiar with university policies on academic honesty and will not accept a claim of ignorance—either of the policy itself or of what constitutes academic fraud—as a valid defense against such a charge.

This statement was adopted by the Faculty Council on February 24, 1998, upon recommendation of the Academic Affairs Committee.

DEFINITION OF VIOLATIONS OF THE STANDARDS OF ACADEMIC INTEGRITY

Violations of the Standards of Academic Integrity constitute academic fraud. Academic fraud consists of any actions that serve to undermine the integrity of the academic process, including:

- unauthorized inspection or duplication of test materials, cheating, attempting to cheat, or assisting others to cheat in a classroom test, take-home examination, final examination, or comprehensive/qualifying/candidacy examination.
- post-test alteration of examination responses.
- plagiarism.
- electronic or computer fraud.

Additionally, each university program may have specific acts particular to a discipline that constitute academic fraud.

DEFINITION OF PLAGIARISM

One of the most common violations of the Standards for Academic Integrity is plagiarism. Plagiarism can be intentional or unintentional. However, since each student is responsible for knowing what constitutes plagiarism, unintentional plagiarism is as unacceptable as intentional plagiarism and commission of it will bring the same penalties. In many classes, faculty members will provide their definitions of plagiarism. In classes where a definition is not provided, students are invited to follow the standards articulated in the following statement.

STATEMENT ON PLAGIARISM

PLAGIARISM—passing off the work of others as your own – is a serious offense. In the academic world, plagiarism is theft. Information from sources – whether quoted, paraphrased, or summarized - must be given credit through specific in-text citations. All sources used in the preparation of an academic paper must also be listed with full bibliographic details at the end of the paper. It is especially important that paraphrase be both cited and put into your own words. Merely rearranging a sentence or changing a few words is not sufficient.

PROCEDURES FOR STUDENTS ACCUSED OF VIOLATING THE STANDARDS FOR ACADEMIC INTEGRITY

Informal Process

- A faculty member who obtains evidence of academic fraud should inform the student of this evidence, either orally or in writing. The faculty member may also provide the student with the opportunity to respond to the charges. If the matter is resolved informally between the faculty member and the student, the faculty member must communicate in writing to the dean of his/her school or college the nature of the charges made against the student and how the matter was resolved.
- If the faculty member cannot resolve the matter satisfactorily with the student, he or she may file a formal complaint against the student through the office of the dean of the faculty member's school or college.

Formal Process

- Upon receiving formal charges of academic fraud, the office of the dean of the school or college shall thereupon notify the student in writing of the complaint, the evidence upon which the complaint is based, the penalty to be imposed, and all rights of appeal.

- If a student wishes to contest the allegations of the complaint, he or she may do so according to the process stipulated in the by-laws of the school or college in which the alleged offense occurred. In such a case, the student will also be informed of the time and location of a hearing on the complaint and of all rights of appeal.
- Upon determination by the school/college committee that hears the initial appeal that sufficient evidence exists to support the allegations contained in the complaint, or in cases in which the student chooses not to contest the complaint, the prescribed penalty shall be imposed.
- The dean will notify the associate provost in writing of the name of the student who has been found to have engaged in academic fraud.
- Appeals beyond an individual school/college body may be made by the student to the university's Academic Review Board. Please see the following section for board duties. Appeal to the Academic Review Board must be initiated by the student through the Office of the Associate Provost.
- In the event a complaint is filed against a student alleging academic fraud and the student is not enrolled in the course in which academic fraud is alleged, action will be taken by the dean's office of the school/college where the student is matriculated.
- An "F" for academic fraud will supersede any other mark including a "W" for withdrawal. When a student is found to have engaged in academic fraud under Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the "F" grade (given as a result of fraud) from the GPA calculation.
- A confidential, centralized listing of students disciplined for academic fraud will be maintained by the Office of the Provost. In the event of the filing of a complaint alleging a second offense, the student will be informed, in writing, by the Office of the Provost of such complaint. Names will be dropped from the list of first offenders upon graduation or at the end of seven years after the last attendance.
- The above articulated steps constitute due process when students are accused of academic fraud.

PENALTIES

- The minimum penalty for individuals found through the formal complaint process described above to have engaged in academic fraud will be failure in the course. For a second offense, the penalty will be failure in the course and expulsion from the university.
- For attempting to steal or stealing an examination for a course, students will be failed in the course and expelled from the university. For attempting to steal or stealing a comprehensive/qualifying/candidacy examination in a program, students will be expelled from the university.
- Programs that require comprehensive/qualifying/candidacy examinations may elect to impose the penalties of failure on the examination and expulsion from the university for individuals who cheat or attempt to cheat on the comprehensive/qualifying/candidacy examination.
- Individuals found through the formal complaint process described above to have engaged in academic fraud in the completion of a dissertation or thesis may be expelled from the university.

These policies and procedures were approved by Faculty Council on April 28, 2008.

ACADEMIC REVIEW BOARD

The Academic Review Board consists of the provost, the associate provosts, the deans of each school/college, the vice-chairperson of the Faculty Council, and the chair of the Faculty Council Academic Affairs Committee. Duties of the board include: (1) hearing petitions for the waiver of academic regulations that transcend a single school/college (e.g., withdrawal from a course); (2) serving as the appeal body in cases where there is an alleged violation of procedure in school/college Academic Council hearings.

ACADEMIC GRIEVANCE APPEAL PROCEDURE

If a student has a grievance concerning a class in which he or she is enrolled, he/she will first try to resolve the problem with the instructor of the class. If a student has a grievance concerning an academic requirement of the program (e.g., comprehensive examination, final clinical oral examination, clinical placements), he/she will first try to resolve the problem with the director of the program. If it is impossible to resolve the matter at this initial level, the grievance must be placed in writing. Then the student may appeal to the next higher level. The student should inquire in the office of the dean responsible for the course or program in question for the proper appeal procedure if the student's grievance is not resolved to the student's satisfaction after initial appeal to the instructor or the program director.

GRADUATION REQUIREMENTS AND AWARDING OF DEGREES

Students are responsible for knowing and meeting curriculum requirements as shown in this bulletin.

Those who expect to receive a graduate degree should make clear their intentions to their advisors. A student who completes requirements for the degree at the conclusion of either summer session will be awarded the degree in August of that year; **the student must submit a graduation petition online via CampusCruiser by March 1.** A student who completes requirements for the degree at the conclusion of the fall semester will be awarded the degree in December of that year; **the student must submit a graduation petition online via CampusCruiser by July 1.** A student who completes requirements for the degree at the conclusion of the spring semester will be awarded the degree in May of that year; **the student must submit a graduation petition online via CampusCruiser by November 1 of the previous year.** The university holds only one formal commencement in the spring to which August, December, and May graduates are invited.

A student who petitions for graduation and who, for whatever reason, is not awarded the degree, must re-petition.

STUDENT STATUS

Students pursuing a course of study in the physical therapy program must register for at least 12 semester hours each semester until all course work in the program has been completed. Students in the physical therapy program may register for more than 18 credits a semester only with approval from the director. Half-time enrollment is defined as a minimum of 6 credits per semester.

TRANSCRIPTS

Students in good financial standing may have copies of their transcripts forwarded to employers, agents, or institutions of higher education by contacting the Office of the Registrar.

FINANCIAL AID

Widener University offers a wide range of financial aid programs. Financial information is available on the university's website and on CampusCruiser.

ACADEMIC CALENDAR

At the start of each semester, students should check CampusCruiser for academic calendar and deadline information.

CAMPUS SAFETY

Widener is committed to the safety and security of all members of the Widener University community. The university's annual Campus Safety and Fire Safety Reports are on the Widener website and contain information on campus security and personal safety, including crime prevention, university law enforcement authority, crime reporting policies, disciplinary procedures, and other campus security matters. The Campus Safety Reports contain statistics for the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings and property owned and controlled by the university, and on public property within or immediately adjacent to and accessible from campus.

The Fire Safety Report contains information on fire safety systems in on-campus student housing facilities, the number of fire drills held during the previous year, the university's policies on portable electrical appliances, smoking, and open flames in student housing facilities, the university's procedures for student housing evacuation in the case of a fire, policies regarding fire safety education and training programs provided to students and employees, a listing of persons or organizations to which fires should be reported, and plans for future improvements in fire safety. It also contains statistics (commencing with calendar year 2009) for the three most recent calendar years concerning the number of fires and cause of each fire in each on-campus student housing facility, the number of persons who received fire-related injuries that resulted in treatment at a medical facility, the number of deaths related to a fire, and the value of property damage caused by a fire.

The annual Campus Safety and Fire Safety Reports for the Main and Exton Campuses are available online at www.widener.edu/campussafety. The annual security reports for the Delaware and Harrisburg Campuses are available online at www.law.widener.edu by selecting "More Links," then "Campus Safety." If you would like a printed copy of these reports, contact the Campus Safety Office at 610-499-4203 to have a copy mailed to you. The information in these reports is required by law and is provided by the Campus Safety Office.

Institute for Physical Therapy Education Information

DOCTOR OF PHYSICAL THERAPY

PHILOSOPHY

The program is established with the firm belief that individual and cultural differences bring variety to perspectives on health, illness, and disability. Outcomes of health interventions are influenced by the behavior of practitioners as well as patients, families, and significant others. The contemporary clinician uses this knowledge to demonstrate respect for individuals, set and reach realistic goals, and enhance the well-being and autonomy of the client. Therapists assist clients in realizing their potential and utilizing the recovery of function as a measure of well-being. Understanding cultural and individual differences is an important aspect of enabling clients to modify their lifestyles and renew personal objectives. These are important processes within physical therapy practice.

The program's educational methods and philosophy are based on a belief in adult education, which is both progressive and humanistic. The curriculum is established around a belief in the learner as a self-directed adult ready to initiate and assume the responsibility for learning. The faculty guides learning experiences and provides opportunities for a variety of experiential, interactive, and self-directed learning as well as the traditional receptive learning modalities. Students provide an integral part of the learning process, establishing patterns for lifelong acquisition and integration of new knowledge. Continuing education is a professional responsibility shared by both students and faculty.

Graduates are expected to value the health care system and recognize their own role and contribution to total quality patient care. An understanding of the profound responsibility and privilege of the practitioner enables graduates to act as change agents, empowering others with information and skills. Relationships among and collaboration with health care colleagues are crucial to success in patient care and professional life. Patient management decisions are best accomplished within a referral network, not as an independent entity.

MISSION

The mission of the Institute for Physical Therapy Education of Widener University is to graduate clinically competent physical therapists that demonstrate exemplary character and assume the responsibilities of citizenship. Clinically competent graduates manifest the authentic knowledge and skills of the physical therapy profession engaging in evidence-based practice, life-long learning, and autonomous decision-making. The character traits of our graduates enable them to internalize values that support ethical behavior, compassion, and respect for cultural traditions. Graduates, as responsible citizens, collaborate to enhance health care delivery, to empower clients and families, and to contribute to the profession, community, and society.

GOALS AND OBJECTIVES

The philosophy, goals, and objectives of the program are consistent with the articulated mission for graduate studies as reflected in the mission statement of the School of Human Service Professions. The goals and objectives of the Doctor of Physical Therapy program are also based on the mission of the institute and encompass the tenets of competency, character, and citizenship.

COMPETENCY

1. To provide opportunities to gain the knowledge and experiences necessary to be effective general practitioners.
 - *Objective 1.1:* Our graduates will apply scientific knowledge, heuristic values, critical analysis, and a systematic approach in order to provide excellent patient care.
2. To illustrate the importance of engagement in professional development.
 - *Objective 2.1:* Our graduates will make a career commitment to the profession, accepting responsibility for life-long professional development.

CHARACTER

3. To promote insight into the health care needs of individuals and the cultural perspectives represented.
 - *Objective 3.1:* Our graduates will address the cultural, social, psychological, and biological factors that contribute to determinants of health, illness, and disability in populations served by physical therapy.
4. To develop skills in evaluating professional environments to recognize the moral dimension of the health care milieu.
 - *Objective 4.1:* Our graduates will demonstrate compassion and concern for others and value life differences for all consumers of health care.

CITIZENSHIP

5. To encourage active participation in the multiple arenas of the health care delivery system, including patient care, public health, wellness and prevention, advocacy, and professional organizations.
 - *Objective 5.1:* Our graduates will participate in the changing social, economic, legal, and political events that impact health care and facilitate system innovation.
6. To instill awareness and enhance the ability to effectively advocate for clients and their families.
 - *Objective 6.1:* Our graduates will participate in activities that ensure access to effective quality patient care services.
 - *Objective 6.2:* Our graduates will involve patients and families in the decision-making process, empower clients with information, promote healthy lifestyles, and encourage a sense of responsibility for one's own health.
7. To foster an investment in the physical therapy profession, the community, and society.
 - *Objective 7.1:* Our graduates will interact with other professionals and community groups to achieve goals in health care.

CURRICULUM

The curriculum design incorporates an approach to learning, moving from the general to the specific and simple to complex, in problem solving with clients over the lifespan. Students are exposed to normal parameters of function to compare with abnormal function and recovery of function. Course work progressively expands the range of information and complexity of interrelationships of prior and new knowledge.

Integrated supervised clinical experiences, the community health practices, and the pro bono clinic offer students an opportunity to devise an expanding base of solutions and plans based on realistic case models. This integration of clinical observation

and extensive classroom experiential learning and discovery learning strengthens students' analysis and understanding of information.

Students will be exposed to these directed and carefully constructed experiences, which are linked to existing course work throughout the three years of the program. These clinical experiences will not be in the form of another professional clinical practice course but will provide the link between "thinking like a physical therapist" and regular classroom activities. The faculty will provide these well-developed, regular clinical exposures throughout the curriculum in addition to the four existing clinical practice courses. Professional clinical practice courses provide part- and full-time experiences in graded clinical education and internship.

THE PROFESSION

The *Normative Model of Physical Therapist Professional Education* (2004) provides a template to guide the practice and education of physical therapists. This template involves the inter-related components of the current/future health care environment, higher education, and the body of knowledge related to physical therapy. In addition, *The Guide to Physical Therapist Practice* (2001), a consensus document, attempts to provide a standard definition for physical therapy practice for all practitioners.

The definition of physical therapy provided by *The Guide to Physical Therapist Practice* (2nd edition, 2001) states: "Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function" (page 21). The services provided by or under the supervision of a physical therapist include (1) diagnosis and management of movement dysfunction; (2) enhancement and restoration of physical function, wellness, and quality of life; and (3) prevention of onset and progression of impairments, functional limitations, and disability (page 21).

PHYSICAL THERAPY ENTRY OPTIONS

The following information is intended to guide students who are planning to enter the Doctor of Physical Therapy program at Widener University. A number of options are available for entry to the program. Each student must select the option that is most appropriate for him or her.

OPTION ONE

Undergraduate students from Widener University, as well as students from articulated institutions, may qualify to enter Widener's graduate program in physical therapy following their third year of study under the 3+3 track. To do this, Widener students must major in anthropology, biology, fine arts, psychology, or sociology and take a specially determined sequence of courses. Specific details of the 3+3 curriculum ladders are reviewed in detail in Widener University's *Undergraduate Bulletin*. A list of articulated colleges and their majors is available from the Institute for Physical Therapy Education upon request.

The 3+3 program enables undergraduate students majoring in anthropology, biology, fine arts, psychology, or sociology to complete prerequisite course work and apply for matriculation to Widener's graduate physical therapy program during their junior year. *Because of the intense demands of these curriculum ladders, the 3+3 program is recommended only for students with a record of outstanding academic achievement at the high school level.*

Those students accepted into the graduate program through

this option begin their physical therapy curriculum in the summer prior to their fourth year of study at the university. Students following these curriculum ladders must meet all requirements of their selected major as described in the *Undergraduate Bulletin* in the sections pertaining to the science division and the social science division of the College of Arts and Sciences. Students following these curriculum ladders must also satisfy the general education requirements of the College of Arts and Sciences. Please see the relevant sections of the *Undergraduate Bulletin* for details. Students who successfully complete the pre-scribed program of study are guaranteed a seat in Widener University's graduate physical therapy program.

To remain in the guaranteed program, the student must maintain an overall GPA of 3.0 while pursuing one of the pre-physical therapy curriculum ladders. In addition, the student must complete all of the specific courses required for admission to the graduate physical therapy program with a minimum grade of B- in each course. The student must meet periodically with a physical therapy faculty member designated as the professional education advisor. Students who fail to meet these requirements can still apply for admission to the graduate physical therapy program; see the section on *alternate admission* to the graduate physical therapy program.

By the fall of the student's junior year, he or she must complete all required volunteer work in physical therapy practice sites. The student must also submit by November 15 of the junior year a complete set of supplemental materials required by the graduate physical therapy program, including one letter of recommendation from a physical therapist, the transcript analysis form, and confirmation/documentation of at least 40 volunteer hours in physical therapy. The letter of recommendation and documentation of volunteer hours must meet the existing standards for all applicants to the physical therapy program.

The courses that the "3+3" students take during the first year of the physical therapy program count toward requirements for the baccalaureate degree and toward requirements for the graduate physical therapy degree. The baccalaureate degree in anthropology, biology, fine arts, psychology, or sociology is conferred upon completion of the first year of graduate study. Students pursuing these pre-physical therapy curriculum ladders should consult with the advisors in the physical therapy program in the School of Human Service Professions, in addition to their science or social science faculty advisor.

OPTION TWO

Applicants holding a bachelor's degree in any discipline from this or another university may apply to the program under the entry-level DPT track. Students entering under this option usually include recent graduates and students seeking a career change. Students are encouraged to contact the program early to assess the need for completion of prerequisite course work. Courses taken in preparation for entry may be completed at Widener University or at another university. Students holding the bachelor's degree from this or another university may apply to the program in the regular admissions cycle.

OPTION THREE

Students who have completed a course of study in a Physical Therapist Assistant (PTA) program, earning an associate's degree from an accredited university or college, may enter the Continuing Studies Division to complete a Bachelor of Science degree in Allied Health. Advanced standing will be offered for the professional courses from the PTA school (up to 30 credits).

Additional courses that fulfill the prerequisites for the physical therapy curriculum will also be counted in the student's advanced standing. Therefore, students may earn up to 60 credits in advanced standing prior to admission to University College. Students who have completed the equivalent of five semesters of undergraduate course work at University College are eligible to apply for admission to the physical therapy program if their plan for completion of prerequisites demonstrates an ability to complete all course work by the following September. Applicants are required to submit GRE scores as part of the application process and follow all application procedures.

Physical Therapist Assistant students accepted into the program will also be offered the opportunity to sit for challenge exams for specific course content. These areas of study are to be determined by the faculty. Written policies regarding specific challenge exams will be made available by the faculty to the student upon request. In addition, the PTA student may elect to have certain laboratory experiences waived. The labs available for waiver opportunities will be determined by the faculty and posted for students' information.

Students who have studied in health-related programs other than PTA programs may use the University College option for completion of prerequisites and to earn a bachelor's degree. Challenge exams may be open to these students based on faculty decision, but the waiver of laboratory experiences is closed.

ADMISSION GUIDELINES

Admission guidelines are established by the faculty in compliance with university standards for graduate programs. Admission to a graduate program of study will be restricted to students who demonstrate the capacity for graduate-level studies through performance on the Graduate Record Examination (GRE) and a satisfactory grade point average (GPA). A prerequisite GPA is recomputed for all applicants. The science portion of the recomputed GPA is expected to be at least 3.0 (on a 4.0 scale). GRE scores at or near the 50th percentile for each component are expected for admission to the program.

The following prerequisite courses are required for all domestic applicants:

Biology	3 semester hours
Anatomy	3 semester hours (science dept. course; human anatomy preferred)
Physiology	3 semester hours (science dept. course; human physiology preferred)
Chemistry	8 semester hours
Physics	6 semester hours (noncalculus based is acceptable; the course must include the physics of light, sound, heat, electricity)
Social Science	9 semester hours (6 semester hours of psychology and 3 semester hours of social science; sociology or anthropology preferred)
Statistics	3 semester hours (inferential & descriptive)

Pre-PT students from Widener and other institutions with articulation agreements should consult their undergraduate bulletin for prerequisites. In addition, students are expected to submit GRE scores and provide evidence of volunteer service in physical therapy. Three letters of recommendation are required. One of the letters must be from a physical therapist, and another must be from a professor. Successful completion of Professional Rescuer CPR

and First Aid will be required prior to the first clinical affiliation. Prior to matriculation, those admitted to the program must attest to their ability, with or without reasonable accommodation, to perform all essential functions described in the institute's *Essential Functions Document*.

Notice to Applicants: As of July 1, 2011, the program will only accept applications via the Physical Therapy Centralized Application Service (PTCAS), www.ptcas.org. This applies to all applicants with the exception of students in the 3+3 and 4+3 guaranteed programs. The soft deadline for completing applications via PTCAS is November 15 of each year, with a firm deadline of January 15 of each year. Applicants will receive notification of the receipt of application materials from PTCAS and will be kept apprised of the status of any outstanding materials. The review of applications takes place from November to April. Applicants will be notified when the decisions are made.

The program may require students to obtain criminal and child abuse clearances in each year of enrollment. A prior felony conviction may make a student ineligible for physical therapy licensure and, therefore, ineligible for admission to the program. Prospective students who have had felony convictions should consult the Pennsylvania State Board of Physical Therapy Examiners in Harrisburg for licensure specifics.

International Students

International students should consult the International Student Services web page at www.widener.edu for international graduate student guidelines or contact the Office of International Student Services at Widener University, One University Place, Chester, PA 19013; phone: 610-499-4499.

CURRICULUM OVERVIEW

Taking more than 18 credits in any semester will need the approval of the associate dean and faculty.

YEAR ONE		Credits
Summer Sessions		6
PT 708	Anatomy	6
Fall Semester		18
BIOL 505	Histology	3
HCM 601	Health Policy	3
PT 701	Foundation of PT Practice	2
PT 713	Lifespan I	2
PT 716	Global Health I	1
PT 725	Kinesiology	3
PT 730	Client Management I	3
PT 771	Community Health Practicum I	1
Spring Semester		18
PT 709	Neuromuscular System I	4
PT 724	Clinical Practice I	3
PT 726	Multisystem Exam., Eval., & Dx	4
PT 727	Musculoskeletal System I	4
PT 750	Evidence-Based Inquiry I	2
PT 772	Community Health Practicum II	1
YEAR TWO		Credits
Summer Sessions		11
PT 728	Cognitive Neuroscience	2
PT 732	Musculoskeletal System II	4
PT 737	Organ Systems	3
PT 818	Health Promotion & Wellness	2
Fall Semester		15
PT 718	Global Health II	1
PT 729	Cardio., Pulmonary, & Integ. Systems	4
PT 733	Client Management II	3
PT 736	Musculoskeletal System III	4
PT 751	Evidence-Based Inquiry II	2
PT 773	Community Health Practicum III	1
Spring Semester		17
PT 752	Evidence-Based Inquiry III	2
PT 774	Community Health Practicum IV	1
PT 805	Client Management III	2
PT 813	Lifespan II	4
PT 820	Client Management IV	4
PT 837	Neuromuscular System II	4
YEAR THREE		Credits
Summer Sessions		6
PT 780	Clinical Practice II	6
Fall Semester		15
PT 715	Teaching & Learning	2
PT 775	Community Health Practicum V	1
PT 810	Administration & Leadership	4
PT 840	Lifestyle & Disability	2
PT 880	Musculoskeletal System IV	2
PT 881	Client Management V	2
PT Elective	PT 887, 889, 890, 891, 892, 893	2
Spring Semester		14
PT 800	Comprehensive Exam	1
PT 865	Clinical Practice III	6
PT 866	Clinical Practice IV	7
Total Credits		120

CERTIFICATE OPTIONS

- Healthcare Management (HCM) Certificate
- Special Education/Assistive Technology (SPED) Certificate

Students in the entry-level DPT program can elect a healthcare management (HCM) certificate track or a special education/assistive technology (SPED) certificate track in addition to the requirements to achieve their DPT degree. Students should indicate their intention to pursue a certificate no later than the end of the fall semester of the first year in the program. To assist students in making this decision, various speakers may be invited to present information during professional seminars in the fall of the first year. Information on the specific courses that are required for each certificate can be obtained from the IPTE office. There are additional tuition fees for these certificates.

SPECIAL STATUS STUDENT

Occasionally, practicing licensed physical therapists are interested in completing courses offered by the graduate program but do not wish to pursue graduate degrees. The physical therapy program encourages physical therapists to increase or review their areas of knowledge and training. Therefore, students who are not matriculated in the DPT program are permitted to enroll in graduate courses at the 700 or 800 level. It is not necessary for a special status student to provide letters of recommendation or pay the required application fee for admission into the graduate division. Priority for enrollment for all courses goes to those students who are officially admitted into the graduate division. Students may enroll only with written permission of the associate dean.

DEGREE REQUIREMENTS

To qualify for the degree of Doctor of Physical Therapy, the candidate must:

- Comply with all general requirements of Widener University relating to the governance of graduate programs.
- Complete all the degree requirements within a total of three calendar years from the date of matriculation, unless otherwise given permission by the Academic Standards Review Committee to extend the time.
- Complete at least 120 credits of approved graduate course work (including transfer credit and advanced standing credit).
- Successfully complete all clinical practice courses.
- Have a cumulative GPA of B (3.0) or better.
- Pass all laboratory exercises and examinations.
- Pass the comprehensive examination upon completion of course work.

Please note that a waiver of any requirement for the degree must be approved in writing by the associate dean.

TRANSFER CREDIT

Students who are admitted to the DPT program may request to transfer a maximum of 12 semester hours of graduate course work completed in a related discipline for advanced standing in the program. Fifteen credits of equivalent work in another CAPTE accredited program may be transferable after review by the faculty and the associate dean. To be accepted for transfer credit, graduate courses must be recent (within two calendar years) and indicate a high degree of scholarship (grades of A or B). Students wishing to transfer credit must first apply in the usual cycle of admissions and must meet all other requirements for admission.

ACADEMIC POLICIES AND STANDARDS IN PHYSICAL THERAPY

In addition to those policies and standards noted previously, the following are required in Widener's physical therapy program:

- A maximum of three core courses may be waived without replacement for graduate courses of equivalent quality and content taken elsewhere. Additional courses may be waived with replacement by permission of the associate dean.
- Any student who earns a semester GPA below a 3.0 will automatically be put on academic probation. If a student has a second semester on probation at any time in the program, the student will be required to meet with the Academic Standards Review Committee. The committee will discuss performance issues and may dismiss the student from the program. This decision is made after careful consideration of the student's overall performance in the program. If a student has a third semester on probation in any subsequent semester, he or she will be required to again meet with the Academic Standards Review Committee, which will determine if the student can continue in the program.
- If a student fails a course, that course may be repeated only once with permission of the Academic Standards Review Committee. The student may also be prohibited from moving forward in the lock-step program until those courses in which the student received a failing grade are repeated successfully. Successful completion of any repeated course requires a grade of B or better. After the student successfully repeats a failed course, both grades are recorded on the transcript but only the most recent grade is used in calculating the GPA. However, when a student is convicted under Widener's academic fraud policies, that student is prohibited from exercising the repeat-of-course option to remove the F grade (given as a result of fraud) from the GPA calculation. To graduate, students must achieve an overall GPA of 3.0 on a standard 4.0 system. No student will graduate from the physical therapy program with an incomplete grade.
- If a student fails to meet the degree requirements in a timely manner, the school may dismiss the student. Notification of such a decision is provided by the Office of the Associate Provost for Graduate Studies. Once a student has been dismissed, he/she may no longer enroll in graduate programs of the university and may not apply for admission into another division of the university.
- If a student repeatedly fails courses, the school may dismiss the student. A student will be dismissed from the program when his/her cumulative average is below 3.0 and when a grade of C is received in a second course in the same semester. After not being in the program for one semester, the student may petition the Academic Standards Review Committee for readmission. The committee may require the student to repeat those courses. Successful completion of a repeated course will require the student to achieve a grade of no less than a B. Failure to achieve a grade of B will result in dismissal from the program.
- Conduct inconsistent with the ethical and professional standards of the discipline, whether it occurs before or after matriculation, is grounds for dismissal from the program.
- The code of responsible conduct for graduate students requires that each student maintain academic integrity and act according to this code in all academic matters. Students are asked to read and sign the program's policy on academic

integrity upon entering the program. They are also expected to abide by the code of ethics and uphold the standards of practice for physical therapists as published by the American Physical Therapy Association. Clinical integrity should model academic integrity. Students should refer to standards for clinical behavior published in the program's clinical education manual. Scientific misconduct is defined in the document *Honor in Science* published by Sigma Xi Research Society. Such misconduct during a student's research project may result in disciplinary action.

- After enrollment in the program, all students will receive the "Essential Functions Document" to review and sign. This document outlines the essential functions of a physical therapy student in the program at Widener University. Students will attest to their ability to perform these essential functions with or without reasonable accommodations. More information about reasonable accommodations can be obtained by contacting the university's Disabilities Services program or the ADA coordinator.
- Misconduct outside the program that results in a felony conviction may make a student ineligible for licensure as a physical therapist; hence, students who are convicted of a felony may be dismissed.

CLINICAL EDUCATION STANDARDS

- A student will be allowed to participate in clinical practice courses when all prerequisite course work has been successfully completed. A student whose prior semester GPA is less than a 3.0 in the physical therapy curriculum, including elective tracks, must meet with the Academic Standards Review Committee. The Academic Standards Review Committee will (1) determine if the student can participate in the clinical practice phase of the curriculum and (2) review the student's performance in the curriculum to determine if continuation in the program is possible. If a grade of I (Incomplete) has been issued for any prerequisite course(s), entry in clinical education experiences is at the discretion and mutual consensus of the associate dean and the academic coordinator of clinical education (ACCE). A plan for course completion and resolution of the Incomplete must be approved by the professor(s) of the course. The current grade in the course must also meet "Academic Policies and Standards in Physical Therapy," described above.
- At the midterm and final evaluation, the student will also rate his/her individual performance using a separate copy of the evaluation tool. This self-evaluation is also discussed during the formal feedback session as a way to enhance the student's ability to evaluate his or her own performance. Experience with self-evaluation is critical for students to assist them with their future development of professional goals.
- Once the final evaluation is completed and signed by the student and the CI, the CI or CCCE will mail the evaluation to the ACCE.
- Students will also be asked to evaluate the clinical education experience using a "Site Evaluation" form. These evaluations will provide helpful information regarding the site, the clinical instructor to the ACCE, and the clinical facility.
- Based upon the ratings and comments provided by the CI, and possibly the CCCE, the ACCE will assign a final grade for each affiliation completed by an individual student. The grades will be recorded as Pass or No Pass.

- If a No Pass grade is received, the ACCE will determine if a student is entitled to remediate by completing another affiliation, or, if, through the assistance of the respective clinical faculty, further time at that particular facility will meet the needs of the student. If the student is required to complete an additional affiliation, the ACCE will determine when and where the student will repeat the affiliation.
- If a student has a total of two No Pass grades in any of the clinical practice courses, including repeated attempts, that student will be dismissed from the program.
- If a student is unable to successfully complete a scheduled clinical practice course, progression in the curriculum will be allowed so long as the student is no more than one professional practice course behind the class. The reasons for such a situation may be, but are not limited to, an Incomplete or No Pass grade in a clinical practice course or personal reasons.

MATRICULATION

A matriculated student is one who meets all entrance requirements and is pursuing an approved program that leads to a graduate degree.

ATTENDANCE

Students enrolled in graduate courses are considered to be mature students. For this reason, there is no general policy for attendance in graduate courses. However, with certain courses, it is appropriate for the instructor to make regular class attendance mandatory. Such policies will be announced during the first class meeting and included in the course syllabus.

GRADING IN PHYSICAL THERAPY

Graduate students in the physical therapy program are expected to maintain satisfactory progress toward their graduate degree. The graduate record for a student begins with the first course in which he/she enrolls and includes all subsequent courses.

For specific information on grades, see “Grading System” in the “School of Human Professions Information” section.

Pass/No Pass—Almost all graduate courses in physical therapy will give standard letter grades. The special nature of some courses will require that they be graded on a Pass/No Pass basis.

Students who elect to withdraw from a required physical therapy course may not continue with the program unless permission is granted following review by the Academic Standards Review Committee.

GRADUATION

Students can officially graduate at the end of the fall, spring, and summer terms. Only one graduation ceremony is held each year. Commencement is in May following the spring semester. Students planning to graduate must file a petition. (For more information, see sections titled “Goals and Objectives” and “Degree Requirements.”)

ACCREDITATION

The Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association accredits physical therapy education programs in the United States. The program received its initial accreditation in May 1996, when it offered the Master of Science in Physical Therapy. In May 2000, the program was granted accreditation to offer the Doctor of Physical Therapy degree.

Courses

Taking more than 18 credits in any semester will need the approval of the associate dean.

BIOL 505 HISTOLOGY

This course includes a comprehensive study of the microscopic and submicroscopic structure of mammalian tissues. Emphasis is placed on the function of cellular structures and recent research findings in the area of cellular biology. 3 semester hours

HCM 601 HEALTH POLICY

This course covers the analysis of current arrangements for the financing, delivery, and organization of medical care services. Topics include health care costs and cost containment, ethics and values in health care, the supply, demand, and distribution of health care facilities and human resources, competition and regulation, quality of care, health insurance (both public and private), health care politics, and the role of government. 3 semester hours

PT 701 FOUNDATION OF PHYSICAL THERAPY PRACTICE

This course is an introduction to the multiple roles of the physical therapist and the responsibilities inherent in the relationships with clients, colleagues, families, and communities. An overview of the interdisciplinary nature of practice in rehabilitation and the basis of collaborative work is included as well as consideration of ethical and legal practice. 2 semester hours

PT 708 ANATOMY

This course covers the study of human anatomical structures as they relate to movement, physiological demands of activity, and exercise. Specimens, models, and videos aid a regional approach to the study of structures. The course consists of both lectures and laboratory experiences with pro-section and cadaver dissection. 6 semester hours

PT 709 NEUROMUSCULAR SYSTEM I

This course focuses on the normal and abnormal physiology of the neuromuscular system including concepts of neuroscience in the practice of physical therapy. It defines the relationship between structure, function, and control of the human nervous system in normal and pathological states. This course builds a foundation for courses later in the curriculum that will address the examination, evaluation, and intervention of patients with neurological conditions. 4 semester hours

PT 713 LIFESPAN I

This course provides a foundation for physical therapy practice with individuals throughout adulthood. It covers the typical aging process from early adulthood through older adulthood. Topics related to the psychosocial, motor, and cognitive impact of aging are addressed. Particular emphasis is placed on the relationship between the aging process and realistic goal-setting for physical therapy intervention of clients throughout adulthood. 2 semester hours

PT 715 TEACHING AND LEARNING

This course introduces formal educational and learning theory and their applications to the classroom and the client care settings. Students will have the opportunity to learn the process of evaluating learner needs, develop a plan to address those needs, and learn to evaluate the outcomes of the teaching session. Woven throughout this course are opportunities for students to develop self-assessment and conduct peer assessment. This

course possesses a service-learning component with which students complete and administer a community health teaching module within the community. The course culminates with a practical examination so students can apply new skills and demonstrate competence in the course content of teaching and learning. 2 semester hours

PT 716 GLOBAL HEALTH I

This course exposes students to the physical therapist's professional role in community health. The contents cover health disparities and social determinants of health, health literacy, and issues of healthcare access. Issues and history specific to the City of Chester are addressed. A required reading provides a framework for class discussion and reflection. 1 semester hour

PT 718 GLOBAL HEALTH II

This course explores the many facets of cultural considerations for the physical therapist. The content covers communication, health beliefs/practices, use of a translator, and conducting a cultural assessment. Emphasis is placed on practical considerations for the physical therapist. A required reading provides a framework for class discussion and reflection, and a required cultural interview helps students with self-assessment as well as practical application. 1 semester hour

PT 724 CLINICAL PRACTICE I

This course, with its emphasis on clinical practice, initiates an understanding of the full role of the physical therapist based on focused and directed clinical experiences. Topics include the development of professional behaviors, self-assessment/reflective practice, clinical reasoning and decision-making in physical therapy, and the development of expertise in physical therapy. Students spend 30 hours observing in various local clinics. 3 semester hours

PT 725 KINESIOLOGY

This course covers analysis of human posture and movement in normal and abnormal states. The course includes palpation of anatomical structures and study of the principles of biomechanics, including arthro-kinematics, osteokinematics, and kinetics. 3 semester hours

PT 726 MULTISYSTEM EXAMINATION, EVALUATION, DIAGNOSIS

This course covers the administration of test and measures to collect data pertaining to body system states, general health status, and functional capacity of clients for screening or the determination of a physical therapy diagnosis, planning of treatment interventions, evaluating outcomes of care, and referral to other practitioners. 4 semester hours

PT 727 MUSCULOSKELETAL SYSTEM I

This course focuses on the normal and abnormal physiology of the musculoskeletal system in the practice of physical therapy. A review of selected musculoskeletal conditions address the incidence/prevalence, etiology, clinical signs and symptoms, differential diagnosis, diagnostic imaging procedures, medical/surgical/pharmacologic management, as well as prognosis and potential for recovery for selected conditions. This course is used to build a foundation for courses later in the curriculum that will address the examination, evaluation, and intervention of patients with musculoskeletal conditions. 4 semester hours

PT 728 COGNITIVE NEUROSCIENCE

This course provides a basis for understanding the role of cognitive neuroscience in the practice of physical therapy. Topics that will be discussed in the context of normal and abnormal function

include attention, memory, language, executive function, and motor learning in typical and patient populations. 2 semester hours

PT 729 CARDIOVASCULAR, PULMONARY, AND INTEGUMENTARY SYSTEMS

This course focuses on the normal and abnormal physiology of the cardiovascular and pulmonary and integumentary systems in the practice of physical therapy. A review of selected conditions of the cardiovascular, pulmonary, and integumentary systems address the incidence/prevalence, etiology, clinical signs and symptoms, differential diagnosis, diagnostic imaging procedures, medical/surgical/pharmacologic management, as well as prognosis and potential for recovery for selected conditions. This course is used to build a foundation for courses later in the curriculum that will address the examination, evaluation, and intervention of patients with cardiovascular, pulmonary, and integumentary conditions. 4 semester hours

PT 730 CLIENT MANAGEMENT I

This course consists of basic interventions administered by a physical therapist in a clinical setting. The course includes basic gait training, physical modalities, transfers, safety procedures, massage, and documentation, including electronic documentation. Lecture and laboratory components prepare students for direct patient care. 3 semester hours

PT 732 MUSCULOSKELETAL II

This course includes a regional approach to the musculoskeletal examination, evaluation, diagnosis, and prognosis of the upper and lower extremities. Throughout the course, an emphasis is placed upon the process of clinical decision making for the client with a dysfunction in the musculoskeletal condition. Students utilize examination findings to establish a differential diagnosis that informs intervention. The intervention component includes the theory and practical application of therapeutic exercise and manual interventions, including range of motion, proprioceptive neuromuscular facilitation, mobilization, stretching, and progressive resistance activities, as well as adjunctive interventions. 4 semester hours

PT 733 CLIENT MANAGEMENT II

The course explores the process of examination, evaluation, diagnosis, prognosis, and intervention used in providing physical therapy to clients that are typically seen in rehabilitation settings, which includes spinal cord injury, amputation, cerebral vascular accident, traumatic brain injury, and joint replacement. Principles of evidence-based practice, the relationship between impairments and function, and the importance of family/client education are emphasized throughout the course. 3 semester hours

PT 736 MUSCULOSKELETAL III

This course includes a regional approach to the musculoskeletal examination, evaluation, diagnosis, and prognosis of the spine. Students utilize examination findings to establish a differential diagnosis that informs intervention. Throughout the course an emphasis is placed upon the process of clinical decision making for the client with an orthopedic dysfunction, disease, or injury and students review selected musculoskeletal diagnoses. The intervention component includes the theory and practical application of therapeutic exercise and manual interventions. The principles of range of motion, proprioceptive neuromuscular facilitation, mobilization, stretching, and progressive resistance activities are included, in addition to a review of adjunctive

interventions. Rationale and methods for intervention planning are emphasized as they relate to the solution of client problems. 4 semester hours

PT 737 ORGAN SYSTEMS

This course focuses on the normal and abnormal physiology of various organ systems related to the practice of physical therapy. A review of selected health conditions address the incidence/prevalence, etiology, clinical signs and symptoms, differential diagnosis, diagnostic imaging procedures, medical/surgical/pharmacologic management, as well as prognosis and potential for recovery for selected conditions. This course builds a foundation for medical screening by the physical therapist. 2 semester hours

PT 750 EVIDENCE-BASED INQUIRY I

This course explores concepts of qualitative and quantitative research as a broad frame in formulating and answering relevant clinical research questions and fostering an understanding of principles of evidence-based clinical practice. Students are encouraged to compose questions in the context of contemporary health care and physical therapy practice that address etiology, diagnosis and screening, intervention, prognosis, economic impact, or harm. The course focus is also on examining issues in health care related to health status, body function and structure, activity, and participation. 2 semester hours

PT 751 EVIDENCE-BASED INQUIRY II

The course focuses on the application of principles of clinical research to physical therapy practice. A primary objective is for students to acquire the knowledge, understanding, and skill necessary to critically read and research the literature in physical therapy. In addition, students analyze, interpret, and present data from standardized data sets and classroom initiated projects. Students are expected to become proficient in the interpretation of published research by demonstrating knowledge of the application of statistics and different methods of research. The course also focuses on critically examining the psychometric properties of tests and measures of health status, body function and structure, activity, and participation. 2 semester hours

PT 752 EVIDENCE-BASED INQUIRY III

This course is an introduction to qualitative research with an emphasis on the role that qualitative research fills in the evidence-based practice of physical therapy. The course covers the assumptions of the qualitative paradigm, includes a comparison to the quantitative paradigm, and considers how both approaches might be used together. Students have many opportunities to study the qualitative literature related to physical therapy to enhance their understandings of the concepts and expose them to practical applications. The course includes a fieldwork experience and culminates in a project in which student groups present an article critique. 2 semester hours

PT 771 COMMUNITY HEALTH PRACTICUM I

This practicum is a service-learning course designed to address the American Physical Therapy Association (APTA) code of ethics call to address the health needs of society and to also address the core value of social responsibility. The Widener University IPTE Community Health Practicum introduces physical therapist students to concepts related to the role of physical therapists in prevention and the promotion of health, wellness, and fitness. Physical therapist students have the opportunity to gain an understanding and appreciation of the relationship between health and wellness, physical therapist professionals,

and the culture and needs of local social groups. Students participate in ongoing programming at three sites (Freedom Baptist Church After School Physical Activity Program, Widener Child Development Center Physical Activity Program, Stinson Towers Physical Activity Program.) Students also participate in one bike helmet giveaway/brain safety fair. Throughout the entire Community Health Practicum sequence, students engage in at least 30 hours of direct service-learning within the community. 1 semester hour

PT 772 COMMUNITY HEALTH PRACTICUM II

This practicum is a continuation of PT 771. 1 semester hour

PT 773 COMMUNITY HEALTH PRACTICUM III

This practicum is a continuation of PT 772. 1 semester hour

PT 774 COMMUNITY HEALTH PRACTICUM IV

This practicum is a continuation of PT 773. 1 semester hour

PT 775 COMMUNITY HEALTH PRACTICUM V

This practicum is a continuation of PT 774. 1 semester hour

PT 780 CLINICAL PRACTICE II

This course entails full-time assignment to a clinical setting for 10 weeks of practice with a clinical instructor. A variety of settings are selected for internships, including hospitals, long-term care facilities, private practice settings, rehabilitation hospitals, home care agencies, and industrial health programs. Seminars are scheduled on campus prior to and following clinical affiliations. 6 semester hours

PT 800 COMPREHENSIVE EXAM

This course is composed of the preparation and administration of a comprehensive exam, a culminating experience that reflects mastery of the didactic component of the entry-level physical therapy curriculum. The examination is 3.5 hours in duration and is comprised of three sets of 50 multiple choice questions. 1 semester hour

PT 805 CLIENT MANAGEMENT III

This course focuses on the administration of therapeutic ultrasound and electrophysiologic modalities administered by a physical therapist in a clinical setting. Lecture and laboratory components prepare students for direct patient care. 2 semester hours

PT 810 ADMINISTRATION AND LEADERSHIP

This course is designed to expose students to the issues associated with administration and leadership in physical therapy practice. The administration portion focuses on practice management including human resources, financial issues, and legal/ethic practice. Leadership materials are framed in the construct of federal, state, and local regulation and the advancement of the profession. A variety of lecture, class activities, student-led discussions, and student projects are used to explore various topics. 4 semester hours

PT 813 LIFESPAN II

This course provides a foundation for physical therapy practice with individuals, infancy through adolescence. The course begins with a survey of normal growth and development in the areas of motor, cognitive, communication, and psychosocial development. Particular emphasis is placed on differentiating the typical from the atypical as a foundation for examination and evaluation of pediatric clients. Elements of standardized and developmental tests and measures as well strategies for physical therapy interventions for movement dysfunction in the pediatric population are explored. Students gain hands-on experiences through guided laboratory sessions and visits to pediatric clinical settings. 4 semester hours

PT 818 HEALTH PROMOTION AND WELLNESS

This course marks the transition toward a leadership role at the students' assigned community health practicum site. Students learn how to conduct a needs assessment; create program mission, goals, and objectives; design and implement a health promotion program; and plan and conduct an evaluation of this program. The students engage in formal writing and creation of a poster. 3 semester hours

PT 820 CLIENT MANAGEMENT IV

This course focuses on developing and refining examination and intervention skills in patients with acute pathologies. The course includes a didactic and lab component intended to develop the students' abilities in performing skills such as strength, ROM assessment, balance, coordination, proprioception, auscultation of the heart and lungs, chest wall excursion, and breathing pattern. In addition, students gain exposure to interventional skills, including not only functional mobility, but also airway clearance and chest wall mobility techniques. Cases encountered in this class encompass the musculoskeletal, neuromuscular, integumentary, and cardiopulmonary systems. 4 semester hours

PT 837 NEUROMUSCULAR SYSTEM II

The course explores the process of examination, evaluation, diagnosis, prognosis, and intervention used in providing physical therapy to clients with neurological dysfunction. The course is focused on common neuromuscular conditions including stroke, traumatic brain injury, Parkinson's disease, and spinal cord injury. Principles of evidence-based practice, the relationship between impairments and function, and the importance of family/client education are emphasized throughout the course. 4 semester hours

PT 840 LIFESTYLE AND DISABILITY

This course covers the impact of disability and health conditions on individuals, families, and society. Student group presentations explore the political and societal history of persons with disabilities, including a historical perspective of the media and assistive technology. Other student presentations explore the individual experience and challenges of a person with a disability. A required reading exposes students to family considerations, and two guest presenters share their personal accounts. The overall goal of the course is to challenge students to consider the contextual, environmental, and personal factors impacting a person with a disability. 2 semester hours

PT 865 CLINICAL PRACTICE III

This course entails a full-time assignment to a clinical setting for 10 weeks of practice with a clinical instructor. A variety of settings are selected for internships, including hospitals, long-term care facilities, private practice settings, rehabilitation hospitals, home care agencies, and industrial health programs. Seminars will be scheduled on campus prior to and following clinical internships. 6 semester hours

PT 866 CLINICAL PRACTICE IV

This course entails a full-time assignment to a clinical setting for 12 weeks of practice with a clinical instructor. A variety of settings are selected for internships, including hospitals, long-term care facilities, private practice settings, rehabilitation hospitals, home care agencies, and industrial health programs. Seminars will be scheduled on campus prior to and following clinical internships. 7 semester hours

PT 880 MUSCULOSKELETAL SYSTEM IV

This course facilitates the learner's ability to perform the holistic role of physical therapist while engaging in focused, higher-level practice skills and ill-structured (messy) cases. Learners are expected to perform competently with only minimal direction and guidance from faculty, particularly when novel content or situations arise in each given case. Specific areas addressed by the course include administration, consultation, and outcome assessment applied to patient cases requiring advanced practice knowledge and skills. 2 semester hours

PT 881 CLIENT MANAGEMENT V

The course is designed to explore special topics and issues with regard to the process of examination, evaluation, diagnosis, prognosis, and intervention used in providing physical therapy to clients with various diagnoses. Principles of evidence-based practice, the relationship between impairments and function, and the importance of family/client education are emphasized throughout the course. 2 semester hours

PT 887-893 ADVANCED PRACTICE IV

Elective courses of study. Topics are selected based on student and faculty interest.

PT 887 ADVANCED PRACTICE IV: SPORTS

This elective course explores physical therapy intervention that is specific to the athletic environment. Preseason screening, athletic injuries, conditioning, environmental and ergogenic agents, bracing/taping/wrapping, plyometrics, and isokinetic testing are examined. 2 semester hours

PT 889 ADVANCED PRACTICE IV: INDEPENDENT STUDY

This elective course stresses independent study in physical therapy. Students work out a plan for independent study in a particular area in conjunction with a faculty member or adjunct clinical expert. 2 semester hours

PT 890 ADVANCED PRACTICE IV: GERIATRICS

This elective course provides students who are interested in the field of geriatric physical therapy with an opportunity to explore current issues related to evidence-based practice. This course is comprised of two hours of lecture, laboratory, guided inquiry, and possible site visits. 2 semester hours

PT 891 ADVANCED PRACTICE IV: PEDIATRICS

This elective course provides students who are interested in the field of pediatric physical therapy with an opportunity to explore issues related to current practice. Students are exposed to the many settings that pediatric therapists function in through visits to an early intervention center, the school environment, a NICU, outpatient clinic, and long-term care setting (as available). This course is comprised of two hours of lecture, laboratory, and guided inquiry. 2 semester hours

PT 892 ADVANCED PRACTICE IV: REHABILITATION

This course focuses on providing opportunities for an advanced exploration of selected topical areas in rehabilitation practice. The course critically appraises the theoretical foundations that are pertinent to current clinical practice in each of the topical areas surveyed. Incorporated throughout the course are multiple opportunities for structured and guided interactions with selected patient populations to promote integration of didactic experiences with clinical practice. Course topics vary each year and are selected by the students participating in the course in consultation with primary course instructors. The course is comprised of

a total of six hours of lecture, independent student, and guided clinical observation per week (eight-week term). 2 semester hours

PT 893 ADVANCED PRACTICE IV: MANUAL THERAPY
This orthopaedic manual therapy elective provides students with an eclectic, entry-level knowledge of manual therapy strategies currently in use for the management of patients with musculoskeletal impairment. These strategies range from soft tissue mobilization techniques to direct and indirect joint mobilization techniques for the spine and extremities. Lab activities, which comprise the majority of the course, focus on developing entry-level proficiency in a variety of techniques that may be immediately translated into direct clinical practice. Lecture focuses on providing the theoretical framework and scientific evidence to substantiate the use of each methodology covered. An emphasis is placed on the integration of manual techniques into a comprehensive examination and intervention plan. 2 semester hours

Faculty

Sandra L. Campbell

Clinical Associate Professor & Academic Co-Coordinator of Clinical Education (ACCE)
BS, Thomas Jefferson Univ.; MBA, Widener Univ.; PhD, Univ. of the Sciences in Philadelphia
(*management, geriatrics, clinical education*)

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Associate Dean & Director, Associate Professor
BS, Ithaca College; MS, Univ. of Indianapolis; EdD, Nova Southeastern Univ.; Board Certified Clinical Specialist in Pediatrics; DPT, MGH Institute of Health Professions
(*pediatrics, professional issues*)

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(*modalities, sports medicine, orthopedics*)

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BS, MS, EdD, Univ. of Delaware; DPT, Widener Univ.
(*cultural competence, community engagement, service learning*)

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(*cardiopulmonary*)

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Assistant Professor & Community Engagement Coordinator
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(*health education promotion, geriatrics*)

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(*orthopedics, manual therapy*)

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(*neuromotor, research*)

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(orthopedics)

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(therapeutic exercise)

ADVISORY BOARD

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Dean, School of Human Service Professions, Widener University

Pat Thierlinger

Recreation Therapist, Magee Rehabilitation Hospital

Stephen C. Wilhite, DPhil

Provost & Senior Vice President for Academic Affairs, Widener University

Student Representation: Presidents of the current second- and third-year entry-level DPT classes