



Widener University

Institute for Physical Therapy Education
2011–2012 Graduate Catalog



Institute for Physical Therapy Education 2011–2012 Graduate Catalog

GRADUATE PROGRAM DIRECTORY

ASSOCIATE PROVOST FOR GRADUATE STUDIES

Michael Ledoux

610-499-4345 • mwledoux@widener.edu

ARTS AND SCIENCES

Stephanie Schechner

610-499-4346 • saschechner@widener.edu

BUSINESS

Penelope Sue Greenberg

610-499-4475 • psgreenberg@widener.edu

CRIMINAL JUSTICE

William E. Harver

610-499-4554 • weharver@widener.edu

EDUCATION

Michael Ledoux

610-499-4297 • mwledoux@widener.edu

ENGINEERING

Rudolph Treichel

610-499-1294 • rjtreichel@widener.edu

HOSPITALITY MANAGEMENT

John Mahoney

610-499-1114 • jfmahoney@widener.edu

LIBERAL STUDIES

Stephanie Schechner

610 499-4346 • saschechner@widener.edu

NURSING

Shirlee Drayton-Brooks

610-499-4213 • Smdrayton-brooks@widener.edu

PSYCHOLOGY

Sanjay R. Nath

610-499-1214 • snath@widener.edu

PHYSICAL THERAPY

Robin Dole

610-499-1277 • rdole@widener.edu

PUBLIC ADMINISTRATION

Gordon Henderson

610-499-4358 • gphenderson@widener.edu

SOCIAL WORK

John Poulin

610-499-1150 • jepoulin@widener.edu

GENERAL DIRECTORY

INFORMATION LINE

610-499-4600

BOOKSTORES

Main Campus, 610-876-7300

Delaware Campus, 302-478-0606

Harrisburg Campus, 717-541-3905

BUSINESS OFFICES

Main Campus, 610-499-4150

Delaware Campus, 302-477-2207

Harrisburg Campus, 717-541-3905

CAMPUS SAFETY

Main Campus, 610-499-4201

Delaware Campus, 302-477-2200

Harrisburg Campus, 717-541-3948

FINANCIAL AID

Main Campus, 610-499-4174

Delaware Campus, 302-478-2209

Harrisburg Campus, 717-541-3961

LIBRARIES

Main Campus, 610-499-4066

Delaware Campus, 302-477-2244

Harrisburg Campus, 717-541-3926

REGISTRAR

Main Campus, 610-499-4141

Delaware Campus, 302-477-2009

Harrisburg Campus, 717-541-3904

CONTENTS

University Information	2
School of Human Service Professions Information ..	3
Institute for Physical Therapy Education Information	
Doctor of Physical Therapy (DPT) Program	6
Doctor of Physical Therapy Courses	12
Center for Education Courses	15
School of Business Administration Courses	16
Faculty	17
DPT Advisory Board	18

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 Association of Colleges and Schools.

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 Bar Association (School of Law), American Psychological Association (Doctor of Psychology and Clinical Psychology Internship), Commission on Accreditation for Healthcare Management Education (Master of Business Administration 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 (Center for 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 (Center for Education), Pennsylvania Department of Welfare (Child Development Center), Pennsylvania Private School Board (Center for 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).

School of Human Service Professions Information

GRADUATE PROGRAMS

Center for Education

- Certification Programs
- Master of Education (MEd)
- Doctor of Education (EdD)
- 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.

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

Students taking a course in the Center for Education may withdraw from the course at any time prior to the final examination and receive the grade of W. If a course offered through these programs does not include a final examination, the deadline for withdrawing from the course with a grade of W is the final class meeting of the course. Students taking a course in the clinical psychology program, the social work program, or the physical therapy program may withdraw from the course up to four weeks prior to the last day of classes for the semester and receive the grade of W.

Graduate 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.

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."

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 either the master's or doctoral 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 at www.widener.edu/registrar 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 at www.widener.edu/registrar 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 at www.widener.edu/registrar 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. The first transcript offered on behalf of any student is provided without cost.

FINANCIAL AID

Widener University offers a wide range of financial aid programs. Financial information is available on the university's web site at www.widener.edu/about/administration/enrollmentservices/studentfinancialservices. The *Financial Aid Handbook* is located under "Forms and Publications" on this site.

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 by selecting "Quick Clicks" then "Campus Safety." 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 lifelong 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.

Students will be exposed to directed and carefully constructed clinical 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 practice

course, but will provide the link between “thinking like a physical therapist” and regular classroom activities. The faculty will provide well-developed, regular clinical exposures throughout the curriculum in addition to the four existing professional practice courses. IPTE faculty (core and adjunct) will serve as educators and master clinicians as they guide students in their efforts to gain critical thinking skills.

The DPT curriculum also contains important component focus tracks that address our graduates’ marketability in the changing health care climate while also increasing their ability to fulfill the role that we envision for physical therapy practitioners in the future. Students may select either the specialty focus track (which includes a clinical research project) or certificate programs in health care administration or special education. Graduates, with the additional knowledge from these elective tracks, will be able to provide health care with a more diverse knowledge base and greater understanding of the health care environment.

Integrated supervised clinical observations offer students an opportunity to devise an expanding base of solutions and plans based on realistic case models. The integration of clinical observation and extensive classroom experiential learning and discovery learning strengthens students’ analysis and understanding of information. Regularly scheduled clinical internships provide additional opportunities to gain insight, practice skills, and verify independently drawn conclusions.

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 fall of 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 prescribed 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 University College 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 March 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—SPECIALTY FOCUS TRACK (INCLUDING RESEARCH PROJECT)

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

YEAR ONE		Credits
Fall Semester		17
PT 750	Critical Inquiry I	2
BIOL 505*	Foundation Sciences I	3
PT 701	Admin./Commun./Educ. I	3
PT 730	Intervention I	3
HMSA 601*	Admin./Commun./Educ. II	3
PT 706	Foundation Sciences II	3
Spring Semester		18
PT 708	Foundation Sciences III	5
PT 709	Foundation Sciences IV	4
PT 712	Foundation Sciences V	3
PT 751	Critical Inquiry II	2
PT 724	EEDP** I	1
PT 953	Specialty Focus I	3
Summer Sessions		9
PT 725	EEDP** II	3
PT 722	Foundation Sciences VI	3
PT 954	Specialty Focus II	3
YEAR TWO		Credits
Fall Semester		17
PT 723	Foundation Sciences VII	3
PT 726	EEDP** III	4
PT 752	Critical Inquiry III	2
PT 732	Intervention II	3
PT 733	Intervention III	3
PT 731	EEDP** IV	2
Spring Semester		17
PT 710	Admin./Commun./Educ. III	3
PT 734	Intervention IV	3
PT 735	Intervention V	3
PT 714	Admin./Commun./Educ. IV	2
PT 736	EEDP** V	4
PT 760	Professional Practice I	2
Summer Sessions		9
PT 761	Professional Practice II	3
PT 715	Admin./Commun./Educ. V	3
PT 955	Specialty Focus III	3
YEAR THREE		Credits
Fall Semester		18
PT 815	Admin./Commun./Educ. VI	3
PT 837	EEDP** VI	4
PT 818	Admin./Commun./Educ. VII	3
PT 880	Advanced Practice I	2
PT 862	Advanced Professional Practice III	3
PT 956	Specialty Focus IV	3
Spring Semester		15
PT 800	Comprehensive Examination	1
PT 840	Admin./Commun./Educ. VIII	3
PT 881	Advanced Practice II	2
PT 883	Advanced Practice III	2
PT 863	Advanced Professional Practice IV	4
PT 885–893	Advanced Practice IV (elective)	3
Total Credits		120

*Dual-listed (see course description).

**EEDP is Examination/Evaluation/Diagnosis/Prognosis.

ELECTIVE TRACKS

Students in the Doctor of Physical Therapy program have a total of 12 credits that are used to pursue an area of interest. There are three elective options, which include two certificate programs and the specialty focus option. Each of the certificate programs enables the students to obtain 18 credits that can be transferred and applied to a master's degree if the students opt to do so as professional development beyond their physical therapy education. The specialty focus option preserves the traditional faculty-student mentoring process that is typical of the research experience in graduate education.

SPECIALTY FOCUS OPTION

The course sequence listed in the bulletin reflects the courses taken if a student selects the specialty focus option. This option involves small groups of students who work with a faculty member in their area of clinical specialty. The specialty focus option involves clinical observation and practical experiences, as well as participation in a clinical research project within the faculty member's research agenda. The outcome of this four-course sequence is a publishable article or national presentation of the group's work. Students decide, with their faculty mentor, when to take the four specialty focus courses. The sequence presented in here is an example of a common way of organizing the course sequence.

CERTIFICATE OPTIONS

As an alternative to the specialty focus option, students may choose to use their elective credits to pursue a certificate in an area related to physical therapy. Students who elect the Health Care Management (HCM), Special Education, or Health and Wellness Promotion Certificate options will not take the Specialty Focus I–IV as listed above. Instead, they will take courses from the School of Business, the Center for Education, or the School of Nursing. Students will receive a certificate in their area of study upon graduation. These courses may be taken in any semester. Typically students take one course in the spring of the first year, two courses in the summer between the first and second years, and one course in the fall of the second year.

HEALTH CARE MANAGEMENT (HCM) TRACK

*Required courses**

BUS 520	Accounting & Legal Environment of Business	3.0
	(spring or summer, year one)	
HCM 670	Intro. to Legal Issues in Health Care Management	1.5
	(spring, year one)	
MGT 622	Developing Management Skills	3.0
	(summer, year one)	
HCM 605	Organization & Administration of Health Care Institutions	3.0
	(fall, year two)	
HCM 673	Financial Management in the Health Care Industry	1.5
	(spring, year two)	

*Required core courses cannot generally be waived based on professional experiences, course work taken at another university, or participation in continuing education courses. Consult program coordinator for details.

SPECIAL EDUCATION/ SERVICES FOR CHILDREN TRACK

Required course*

ED 551 Introduction to Special Education 3

Electives (must take three)

ED 506 School Law & Child Rights 3

ED 517 Psychology of the School Age Child 3

ED 518 Adolescent Psychology 3

ED 519 Early Childhood Development 3

ED 555 Current Issues in Education 3

ED 588 Special Topics 3

ED 661, Education of Students with Learning

or ED 662, Disabilities / Developmental Disabilities /

or ED 663 Emotional or Behavior Disorders 3

ED 667 Effective Collaboration & Team Building . . . 3

TED 533 Assistive Technology 3

*Required core courses cannot generally be waived based on professional experiences, course work taken at another university, or participation in continuing education courses. Consult program coordinator for details.

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 education courses.
- Successfully complete a research project if applicable.
- 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 apply for admission to the DPT program may 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). Transfer students may apply only 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 professional 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 professional 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 professional practice courses, including repeated attempts, that student will be dismissed from the program.
- If a student is unable to successfully complete a scheduled professional 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 professional 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.

AUDITING

A student will be permitted to audit courses in graduate programs with the approval of the instructor and the associate dean. 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 those for other students.

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.

PHYSICAL THERAPY COURSES

BIOL 505 HISTOLOGY: FOUNDATION SCIENCES I (DUAL LISTED WITH PT 703)

A comprehensive study of the microscopic and submicroscopic structure of mammalian tissues. Emphasis is also placed on the function of cellular structures and recent research findings in the area of cell biology. *3 semester hours*

PT 701 ADMINISTRATION/COMMUNICATION/ EDUCATION I

An introduction to the multiple roles of the health professional 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. *3 semester hours*

PT 703 FOUNDATION SCIENCES I (DUAL LISTED WITH BIOL 505)

A comprehensive study of the microscopic and submicroscopic structure of mammalian tissues. Emphasis is also placed on the function of cellular structures and recent research findings in the area of cell biology. *3 semester hours*

PT 705 ADMINISTRATION/COMMUNICATION/ EDUCATION II (DUAL LISTED WITH HMSA 601)

See description at HMSA 601.

PT 706 FOUNDATION SCIENCES II

A clinical approach to physiological systems most relevant to the practice of physical therapy provides a foundation for later sequences in the curriculum. Content relates to normal and abnormal muscle and nerve physiological function, growth and repair of bone and soft tissue, cardiopulmonary system functions, nutrition and digestion, endocrine regulation of metabolism, homeostasis, and kidney function. Discussion of clinical applications and case studies in seminar format are included. The course is comprised of three hours of lecture and one hour of seminar. *3 semester hours*

PT 708 FOUNDATION SCIENCES III

The study of human anatomical structures as they relate to movement, physiological demands of activity, and exercise. Specimens, models, and videotapes aid a regional approach to the study of structures. Lectures and laboratory experiences with cadaver dissection. *5 semester hours*

PT 709 FOUNDATION SCIENCES IV

Studies of the relationship between structure, function, and control of the human nervous system in normal and diseased states. Laboratory experiences enhance students' understanding of normal and dysfunctional posture and movement. Lectures and laboratory experiences. *4 semester hours*

PT 710 ADMINISTRATION/COMMUNICATION/ EDUCATION III

Sociological and cultural perspectives on medicine and health care with special emphasis on the relationship of health care to society, the professions, and the process of professional socialization. The course is comprised of two hours of lecture, classroom discussion, and individual study. *2 semester hours*

PT 712 FOUNDATION SCIENCES V

Survey of normal growth and development through the lifespan. Course covers psychosocial, motor, and cognitive development. Particular emphasis is placed on the relationship between development and theories of recovery function, and realistic goal setting for physical therapy treatment of clients of all ages. The course is comprised of two hours of lecture, one hour of classroom discussion, and individual study. *3 semester hours*

PT 714 ADMINISTRATION/COMMUNICATION/ EDUCATION IV

The course is designed to expose students to the current issues being discussed in the national health care arena relating to reimbursement, entitlement, rationing, consent, professional development, and ethical concepts and principles. Students select small group discussion topics to creatively contribute to potential solutions. *2 semester hours*

PT 715 ADMINISTRATION/COMMUNICATION/ EDUCATION V

Students are introduced to formal educational and learning theory. The students then apply theory to classroom and patient care settings with structured guidance. The students will have the opportunity to learn the process of evaluating learner needs, developing a plan to address those needs, and evaluating the process and learner outcomes. Woven throughout this course are opportunities for the student to develop self-assessment and learner-assessment skills. Students will complete a teaching assistantship and conduct a teaching practicum as well as apply these skills to patient educational problems. *3 semester hours*

PT 722 FOUNDATION SCIENCES VI

The study of the nature of disease, the physiology of abnormal states, resultant effects on body tissue, and treatment effects. Course content covers incidence/prevalence, etiology, clinical signs and symptoms, differential diagnosis, medical management, and pharmacology, as well as prognosis and potential for recovery for selected conditions. *3 semester hours*

PT 723 FOUNDATION SCIENCES VII

The study of the nature of disease, the physiology of abnormal states, resultant effects on body tissue, and treatment effects. Course content covers incidence/prevalence, etiology, clinical signs and symptoms, differential diagnosis, medical management, and pharmacology, as well as prognosis and potential for recovery for selected conditions. *3 semester hours*

PT 724 EXAMINATION/EVALUATION/ DIAGNOSIS/PROGNOSIS I

Initiation of understanding the full role of a physical therapist based on focused and directed clinical experiences. *The Guide to*

Physical Therapist Practice is the main prototype of clinical practice applied to these clinical experiences. The course is designed to assist learners in framing their initial clinical practice schema. Class meets for 2 hours a week for 7 weeks. *1 semester hour*

**PT 725 EXAMINATION/EVALUATION/
DIAGNOSIS/PROGNOSIS II**

Analysis of human posture and movement in normal and abnormal states. Course includes palpation of anatomical structures and study of the principles of biomechanics, including arthro-kinemetics, osteokinematics, and kinetics. The course is comprised of two hours of lecture, three hours of laboratory, and individual study. *3 semester hours*

**PT 726 EXAMINATION/EVALUATION/
DIAGNOSIS/PROGNOSIS III**

The administration of test procedures 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. The course is comprised of two hours of lecture, five hours of laboratory, clinical exposure, and independent study. *4 semester hours*

PT 730 INTERVENTION I

Basic concepts and treatments administered by physical therapists in the clinical setting. Course includes gait, physical modalities, transfers and safety procedures, massage, and documentation. Lecture and laboratory components prepare students for direct patient care. The course is comprised of three hours of lecture, three hours of laboratory, and clinical observation. *3 semester hours*

**PT 731 EXAMINATION/EVALUATION/
DIAGNOSIS/PROGNOSIS IV**

Continued engagement in understanding the role of a physical therapist with directed and focused clinical experiences that support the incorporation of curricular didactic material into a practice framework. Two-and-a-half hours of lecture and/or clinical experience. *2 semester hours*

PT 732 INTERVENTION II

The study of the physiological basis for human movement and function. A systems approach is presented in the study of the effects of exercise and inactivity on the body. The second half of the course includes therapeutic exercise applied to a variety of patient populations and normals through the lifespan. The course is comprised of three hours of lecture and three hours of laboratory. *3 semester hours*

PT 733 INTERVENTION III

The course focuses on the management of specific disabilities (spinal cord injury; stroke and vascular impairments). Evaluation of patient problems, functional deficits, and treatment planning principles using the team approach. The course is comprised of two hours of lecture, two hours of lab, and one hour of clinical observation. *3 semester hours*

PT 734 INTERVENTION IV

The study of physiologic adaptations to stress, disease, and external stimuli. Cardiopulmonary physical therapy is emphasized in half of the semester. During the other half, electrotherapy and electrodiagnosis are presented with case applications. Three hours of lecture and three hours of lab. *4 semester hours*

PT 735 INTERVENTION V

A contemporary approach to the management of the physical therapy patient in the acute care phase of treatment. Interdisciplinary management of the cardiopulmonary, cardiovascular, orthopedic,

trauma, acute infection, and acute conditions superimposed on long-term chronic conditions. Specific treatment plans are developed for case models using the critical path concept. Two hours of lecture, two hours of lab, and one hour of clinical observation. *3 semester hours*

**PT 736 EXAMINATION/EVALUATION/
DIAGNOSIS/PROGNOSIS V**

The course focuses on evaluation and treatment interventions for the client with an orthopedic dysfunction, disease, or injury. Rationale and method for treatment planning are emphasized as they relate to the solution of client problems. Lecture and laboratory components prepare students for direct patient care. The course is comprised of two hours of lecture, three hours of laboratory and discussion, and some clinical observation. *4 semester hours*

PT 750 CRITICAL INQUIRY I

The course explores quality of life research as a broad frame in the development of researchable questions. Students are encouraged to compose questions in the context of contemporary health care and physical therapy. The course focuses on measures of health status, functional ability, and social networks. *2 semester hours*

PT 751 CRITICAL INQUIRY II

This course examines principles of clinical research in physical therapy. Topics include the generation of a research question, discussion of reliability and validity, development of a research design, and development of a plan for the analysis of data. A primary objective is for students to acquire the knowledge, understanding, and skill necessary to critically read and research the literature in physical therapy. The course is comprised of lecture, discussion, and project work. *2 semester hours*

PT 752 CRITICAL INQUIRY III

Research using field and survey methods to explore clinical problems and environments. The value of stories, case studies, and social histories are used to enhance patient care. Sampling, design of questionnaires, and data analysis and interpretation are covered. Comparisons between clinical interview methods and research methods are used to illustrate ethical concepts and rights of human subjects. The course is comprised of lecture, discussion, and fieldwork. *2 semester hours*

PT 760 PROFESSIONAL PRACTICE I

Full-time assignment to a clinical setting for six weeks of practice with a clinical preceptor. A variety of settings are selected for affiliations, including hospitals, long-term care facilities, private practice settings, rehabilitation hospitals, home care agencies, and industrial health programs. Seminar will be scheduled on campus prior to and following clinical affiliations. Prerequisite: Satisfactory progress in the course of study. *2 semester hours*

PT 761 PROFESSIONAL PRACTICE II

Full-time assignment to a clinical setting for eight weeks of practice with a clinical preceptor. A variety of settings are selected for affiliations including hospitals, long-term care facilities, private practice settings, rehabilitation hospitals, home care agencies and industrial health programs. Seminar will be scheduled on campus prior to and following clinical affiliations. Prerequisite: Satisfactory progress in the course of study. *3 semester hours*

PT 800 COMPREHENSIVE EXAMINATION

This course is composed of the preparation and administration of a comprehensive examination. This examination is 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 815 ADMINISTRATION /COMMUNICATION/
EDUCATION VI**

The course orients students to the principles of management and supervision of staff in the clinical setting including planning processes, organization of work, control, development and evaluation. Consulting strategies are discussed and used in course projects. The course is comprised of two hours of lecture, two hours of seminar, and a course project. *3 semester hours*

**PT 818 ADMINISTRATION/COMMUNICATION/
EDUCATION VII**

Students are exposed to classical learning theory, behavioral health interventions, and client education programs in community and clinical settings. They evaluate the effect of education strategies for change on health behaviors and develop health promotion programs. They develop and implement educational strategies for patient learning in a clinical environment. Additionally, students implement evaluation strategies for the learning process and outcome. *3 semester hours*

**PT 837 EXAMINATION/EVALUATION/
DIAGNOSIS/PROGNOSIS VI**

The course focuses on the management of disabilities involving the central and peripheral nervous system through the life span. Evaluation of patient problems, movement disorders, and treatment-planning principles are emphasized. The course is comprised of two hours of lecture, three hours of laboratory, and one hour of clinical observation. *4 semester hours*

**PT 840 ADMINISTRATION/COMMUNICATION/
EDUCATION VIII**

The course offers the student an opportunity to discuss the impact of disability and disease states on individuals, families, and society. Explorations into the leisure, work, educational, and social life of disabled persons provide a framework for students to develop an understanding of the profession beyond the treatment of disabilities. Developmental disabilities, life-long physical and mental disabilities, chronic disease, and families with disabled children. The course is comprised of one hour of lecture, two hours of discussion, and independent study. *3 semester hours*

PT 862 ADVANCED PROFESSIONAL PRACTICE III

Full-time assignment to a clinical setting for eight weeks of practice with a clinical preceptor. A variety of settings are selected for affiliations including hospitals, long term care facilities, private practice settings, rehabilitation hospitals, home care agencies, and industrial health programs. Seminar will be scheduled on campus prior to and following clinical affiliations. Prerequisite: Satisfactory progress in the course of study. *3 semester hours*

PT 863 ADVANCED PROFESSIONAL PRACTICE IV

Full-time assignment to a clinical setting for nine weeks of practice with a clinical preceptor. A variety of settings are selected for affiliations including hospitals, long-term care facilities, private practice settings, rehabilitation hospitals, home care agencies, and industrial health programs. Seminar will be scheduled on campus prior to and following clinical affiliations. Prerequisite: Satisfactory progress in the course of study. *4 semester hours*

PT 880 ADVANCED PRACTICE I

Facilitates 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 ADVANCED PRACTICE II

Facilitates 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 883 ADVANCED PRACTICE III

Explorations into the management of specific disabilities which impact life choices in our culture. Topics include developmental disabilities, life-long chronic diseases and age-related disorders, home health, work rehabilitation, and occupational injury management. Topics are selected based on student and faculty interest. *2 semester hours*

PT 885-892 ADVANCED PRACTICE IV

Elective course of study (see current list below). Topics are selected based on student and faculty interest. *3 semester hours*

PT 885 ADVANCED PRACTICE IV: AQUATICS

This elective course focuses on aquatic physical therapy as a lifespan rehabilitation medium for clients with cardiovascular, neurological, and/or orthopedic involvement. The scope of the course moves from basic hydrodynamics principles, hands-on treatment techniques to program development. Water participation is required for this course. The course is comprised of three hours of lecture, laboratory, and guided inquiry. *3 semester hours*

PT 887 ADVANCED PRACTICE IV: ATHLETICS

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. *3 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. *3 semester hours*

PT 891 ADVANCED PRACTICE IV: PEDIATRICS

This elective course is designed to allow students, with special interest in the field of pediatric physical therapy, 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 three hours of lecture, laboratory, and guided inquiry. *3 semester hours*

PT 892 ADVANCED PRACTICE IV: REHABILITATION

The course focus is on providing opportunities for an advanced exploration of selected topical areas in rehabilitation practice. The course will critically appraise 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. Topics to be included in this course will vary each year and will be 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 study, and guided clinical observation per week (eight-week term). *3 semester hours*

PT 893 ADVANCED PRACTICE IV: MANUAL THERAPY
This orthopaedic manual therapy elective is designed to provide the student 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 will 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. *3 semester hours*

PT 953 SPECIALTY FOCUS I
Students initiate a research project in small groups under faculty supervision and within the faculty members' research agenda. This course is designed to assist students in the generation of clinically relevant research questions and proposed development. Preparation for submissions and approval of the IRB is also initiated. Regularly scheduled meetings with the faculty mentor are required. An HMSA elective or special education elective may be substituted. *3 semester hours*

PT 954 SPECIALTY FOCUS II
Students initiate the experimental protocols described in the research proposal. This involves recruiting subjects, carrying out experimental interventions and doing data collection. Regularly scheduled meetings with the faculty mentor are required. An HMSA elective or special education elective may be substituted. *3 semester hours*

PT 955 SPECIALTY FOCUS III
Seminar to assist students in data reduction, interpretation, and presentation of research findings. The analysis and oral and written presentation of findings are discussed. Students are expected to submit the final results of research projects in written form as the culminating project. Students will also develop a presentation to be presented at the student research symposium. An HMSA elective or special education elective may be substituted. *3 semester hours*

PT 956 SPECIALTY FOCUS IV
Seminar to assist students in data reduction, interpretation, and presentation of research findings. The analysis and oral and written presentation of findings are discussed. Students are expected to submit the final results of research projects in written form as the culminating project. An HMSA elective or special education elective may be substituted. *3 semester hours*

CENTER FOR EDUCATION COURSES

ED 506 SCHOOL LAW AND CHILD RIGHTS
Provides public school personnel with a basic working knowledge of the legal structure of public education. The course also acquaints educators and nonteaching educational professionals with information on the current state of pressing legal issues affecting education. Where possible, particular attention is paid to school systems within Pennsylvania. A special concern of this course is the rights of children within the legal system. *3 semester hours*

ED 517 PSYCHOLOGY OF THE SCHOOL-AGE CHILD
An examination of psychomotor, cognitive, emotional, and social development. Theories of behavior and functioning during middle childhood are examined with respect to their descriptive accuracy, integrative ability, and underlying assumptions. Emphasis is placed upon an understanding of the interaction and integration of developmental themes. Prerequisite or corequisite: ED 511. *3 semester hours*

ED 518 ADOLESCENT PSYCHOLOGY
This course explores the issues of socialization and social development, deviate and delinquent behavior, cognition and intellectual development, and the evolving self-understanding of adolescent children. Special topics include moral development, physiological changes and physical growth, and psycho-sexual development. Students review major theoretical approaches to understanding the development of the adolescent. *3 semester hours*

**ED 519 EARLY CHILDHOOD DEVELOPMENT:
FROM BIRTH TO THE EARLY SCHOOL YEARS**
An inquiry into psychomotor, cognitive, emotional, physical, and social development during early childhood (i.e., from birth to eight years of age). Students critically review major theoretical approaches and social policy issues germane to early childhood development. There is an emphasis on the impact of family and school contexts on children's development. *3 semester hours*

ED 551 INTRODUCTION TO SPECIAL EDUCATION
This course provides students with a critical overview of special education including its history, the classification and description of exceptionalities, and its legal regulation. Major issues related to identification, assessment, educational and therapeutic interventions, social/psychological aspects, and inclusion are examined. Prerequisite or corequisite: ED 511. *3 semester hours*

**ED 555 CURRENT ISSUES IN ELEMENTARY
AND SECONDARY EDUCATION**
The purpose of this course is to examine the major issues that are having an impact on public education. A wide range of problems will be identified and proposals for improving the quality of public education will be presented. Students have the opportunity in the form of a research project to develop an action plan related to an issue of importance to their educational community. *3 semester hours*

ED 588 SPECIAL TOPICS
Topics which have special appeal to instructors and students because of their timely quality are periodically offered in the form of newly developed courses. Newly developed courses may be offered in this category prior to their formal approval and assignment of course numbers. *3 semester hours*

ED 661 EDUCATION OF STUDENTS WITH LEARNING DISABILITIES OR NEUROLOGICAL IMPAIRMENTS

This course provides a historical perspective and a critical overview of definitions, identification procedures, educational strategies, and service delivery options for students with learning disabilities and for those with neurological impairments. Current trends in assessment and educational interventions will be emphasized. This course includes a fieldwork component in a setting for students with learning disabilities. Prerequisite: ED 551. *4 semester hours*

ED 662 EDUCATION OF STUDENTS WITH DEVELOPMENTAL DISABILITIES

This course will provide students with an understanding of the theoretical and conceptual issues currently under debate in the field of developmental disabilities. We will examine the identification criteria, instructional strategies, and program development for children with moderate to severe disabilities including mental retardation and autism/pervasive developmental disorder. Objectives will stress adapting environments, materials, and instruction to facilitate inclusion and teaching functional life skills within a special education curriculum. This course includes a fieldwork component in a setting for students with developmental disabilities. Prerequisite: ED 551. *4 semester hours*

ED 663 EDUCATION OF STUDENTS WITH EMOTIONAL OR BEHAVIORAL DISABILITIES

This course emphasizes assessment and educational interventions for teaching and remediating the emotional and behavioral disorders of students with and without developmental disabilities. Support services available within the community to families of children with emotional/behavioral disabilities will be examined. This course includes a fieldwork component in a setting for students with emotional/behavioral disabilities. Prerequisite: ED 551. *4 semester hours*

ED 667 EFFECTIVE COLLABORATION AND TEAM BUILDING

The purpose of this course is to help students develop an understanding of the major issues involved in working as a member of a team and in helping others understand the perspective of a special education teacher. This course focuses on effective strategies for collaborating with families, regular and special educators, paraprofessionals, and other service providers in the school and community. This course is for advanced special education majors or students who are currently teaching in a special education setting. Corequisite: ED 599, 611, or 612. *3 semester hours*

TED 533 ASSISTIVE TECHNOLOGY

In this introductory course, students explore the use of assistive technologies in a classroom environment. The course focuses on the various applications, activities, and hardware devices used for special needs students. *3 semester hours*

SCHOOL OF BUSINESS ADMINISTRATION COURSES

BUS 520 ACCOUNTING AND LEGAL ENVIRONMENT OF BUSINESS

This course is designed for graduate students with little or no prior experience in accounting. The course familiarizes students with the fundamentals of external financial reporting for business enterprises and not-for-profit entities. The financial

accounting segment of the course focuses on the preparation, analysis, and limitations of financial statements in accordance with generally accepted accounting principles (GAAP). The conceptual framework that serves as the basis on which financial reporting standards are developed is also discussed. The managerial accounting segment of the course covers such internal reporting issues as break-even analysis, capital budgeting, cost behavior patterns, and cost allocation. The legal component of the course addresses the formation of different types of business entities (e.g., corporation and partnership) and the regulatory role that the SEC, PCAOB, and Sarbanes-Oxley Act of 2002 play in financial reporting. Prerequisite: None. *3 semester hours*

HCM 605 ORGANIZATION AND ADMINISTRATION OF HEALTH CARE INSTITUTIONS

This course examines organizational behavior and management issues in health care institutions. Rising costs, staffing constraints, and a host of external pressures are transforming health care organizations. They are organizing as interdependent networks, employing culturally diverse workforces, adopting flexible work practices, and replacing command-and-control supervision with self-leading teams. To be effective, health care managers must rely more on empowerment and negotiation than authority, their leadership must be inspirational rather than autocratic, and they must be competent in team-building, organizational design, diversity management, and creating high-performance cultures. This course promotes an understanding of the behavior, structure, and process-related challenges posed by the contemporary health care workplace. Students develop in-depth knowledge of theoretical concepts and learn to apply them through cases and simulations. They also have the opportunity to engage in an assessment of their leadership style and receive one-on-one feedback and coaching from experts in the field. Credit cannot be granted for both HCM 605 and MGT 604. Prerequisite: HCM 601 or permission of the instructor. *3 semester hours*

HCM 670 INTRODUCTION TO LEGAL ISSUES IN HEALTH CARE MANAGEMENT

The American health care delivery system has and continues to undergo extensive modification to accommodate a societal desire to conduct a system that provides quality care at an affordable cost. These competing objectives have markedly altered the traditional roles of patients, providers, and payers with the promise of further changes to occur. Managers of health care organizations require an understanding of all aspects of the "business" of health care in order to be effective.

This course is intended to provide an overview of the major legal relationships and issues relevant to health care administration. It is designed to provide an administrator with the ability to recognize legal problems that can, and will, arise in the operation of a health care facility, and to enable the administrator to interact effectively with legal counsel with regard to such problems. Prerequisite: None. *1.5 semester hours*

HCM 673 FINANCIAL MANAGEMENT IN THE HEALTH CARE INDUSTRY

This course applies concepts in managerial accounting and finance to the financial management of health care organizations. It emphasizes the identification of appropriate data for planning and control functions and the use of analytical techniques for decision-making in a health care setting. Prerequisites: HCM 601, undergraduate financial accounting, and a working knowledge of EXCEL or permission of instructor. *1.5 semester hours*

MGT 622 DEVELOPING MANAGEMENT SKILLS

Businesses whose managers have superior interpersonal skills have significantly higher profits and lower turnover than businesses without such skills. In fact, people management skills are three times more powerful in influencing financial success than market share, capital intensity, size, and industry return on sales combined. Yet, industry leaders say that business graduates are lacking in management and interpersonal skills. Managers are still struggling with questions like “How do I motivate my people to commit to a new idea?” “How do I communicate with poor performers without creating a defensive reaction?” and “How do I negotiate for resources in a hostile environment?”

This course takes a hands-on “learning by doing” approach to provide students with the people management skills needed in a dynamic work environment. Interactive exercises, role-plays, simulations, and video-based cases are used to build personal, interpersonal, and group skills. Personalized feedback and a focus on behavioral change enables students to become more aware of their strengths and weaknesses, and to acquire skills in areas such as communication, motivation, conflict management, negotiation, teamwork, and leadership. Students also learn how to institutionalize the skill set by “hardwiring” it into the organizational system. There is a materials fee. Prerequisite: BUS 601 and 602, MGT 604, HCM 605, or permission of the instructor. 3 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)

Robin L. Dole

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, adult neurology)

Dawn T. Gulick

Professor
BS, Lock Haven Univ.; MPT, Emory Univ.; PhD, Temple Univ.
(modalities, sports medicine, orthopedics)

Jill Black Lattanzi

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

Kristin Lefebvre

Assistant Professor
BA, MPT, Univ. of Delaware; PhD, Univ. of the Sciences in Philadelphia; Board Certified Clinical Specialist in Cardiopulmonary & Respiratory Physical Therapy
(cardiopulmonary)

Kerstin Palombaro

Assistant Professor & Community Engagement Coordinator
BS, St. Joseph's Univ.; MSPT, Columbia Univ.; PhD, Temple Univ.
(health education promotion, geriatrics)

Samuel Pierce

Associate Professor
BA, MSPT, Beaver College; PhD, Temple Univ.; Board Certified Clinical Specialist in Neurologic Physical Therapy
(neuromotor, research)

Pamela K. Szczerba

Clinical Assistant Professor & Academic Co-Coordinator of Clinical Education (ACCE)
BS, MPT, Univ. of Delaware
(clinical interventions)

Robert H. Wellmon

Associate Professor
BS, St. Joseph's Univ.; BS, Thomas Jefferson Univ.; MS, PhD, Temple Univ.; Board Certified Clinical Specialist in Neurologic Physical Therapy
(neurology, cardiopulmonary, research)

Christopher H. Wise

Clinical Assistant Professor
BA, Messiah College; MSPT, Beaver College; DPT, Widener Univ.; Board Certified Clinical Specialist in Orthopedics
(sports medicine, orthopedics, manual therapy)

ADJUNCT FACULTY

Dana Abel

Adjunct Instructor
BA, DPT, Widener Univ.
(adult neurology, rehabilitation)

Alessandro Antonini

Adjunct Instructor
BS, MPT, Univ. of the Sciences in Philadelphia; DPT, Drexel Univ.
(orthopedics)

James E. Arnone

Adjunct Clinical Laboratory Instructor
BA, Univ. of Delaware; MPT, Widener Univ.
(orthopedics)

Marc A. Brodtkin

Adjunct Associate Professor
BS, Ohio Univ.; MA, Univ. of South Dakota; PhD, State Univ. of New York at Stony Brook
(histology)

Caryl E. Carpenter

Adjunct Associate Professor
AB, Brown Univ.; MPH, Univ. of Michigan; PhD, Univ. of Minnesota
(health & medical services administration)

Renee L. Crossman

Adjunct Instructor
BS, Quinnipiac College; MA, DPT, Drexel Univ.
(orthopedics)

Antoinette Crumby-Patterson

Adjunct Clinical Laboratory Instructor
BS, Howard Univ.; DPT, Widener Univ.
(cancer in acute care)

Jason B. Frank

Adjunct Instructor
BS, MS, DPT, Ithaca College
(clinical interventions)

Darren S. Heffer

Adjunct Clinical Laboratory Instructor
BA, DPT, Widener Univ.
(adult neurology, rehabilitation)

Jason Heyduk

Adjunct Clinical Laboratory Instructor
BS, Indiana Univ. of Pennsylvania; DPT, Widener Univ.
(adult neurology, rehabilitation)

Angela Meyers Jancosko

Adjunct Instructor
BS, MPT, Duquesne Univ.
(spinal cord injury, adult neurology, rehabilitation)

Laura M. Krych

Adjunct Clinical Laboratory Instructor
BS, MPT, Univ. of the Sciences
(clinical assessment)

Tage Kvist

Adjunct Professor
BS, MS, Univ. of British Columbia; PhD, Univ. of Pennsylvania
(anatomy)

Margaret I. Linn

Adjunct Associate Professor
BS, MS, Univ. of Pittsburgh; PhD, Univ. of Pennsylvania
(special education)

Sean P. Loughlin

Adjunct Clinical Laboratory Instructor
BS, Pennsylvania State Univ.; MSPT, Beaver College
(orthopedics)

Christine L. Malecka

Adjunct Instructor
BA, Colgate Univ.; MPT, DPT, Northwestern Univ.
(clinical interventions)

Laura Prosser

Adjunct Instructor
MPT, Univ. of Scranton; PhD, Temple Univ.
(neuro rehabilitation, pediatrics)

Lauren B. Reitano

Adjunct Instructor
BS, Elizabethtown College; MSPT, Medical College of Virginia
(clinical interventions)

Kay A. Scanlon

Adjunct Instructor
BS, Ferris State Univ.; DPT, Arcadia Univ.
(administration)

Tonia Mastrocolo Virnelson

Adjunct Clinical Instructor
BS, DPT, Widener Univ.
(acute rehabilitation)

Scott Voshell

Adjunct Clinical Laboratory Instructor
BS, Univ. of Pittsburgh
(orthopedic physical therapy, clinical examination & diagnosis)

Kristen Wilson

Adjunct Clinical Laboratory Instructor
BS, MPT, Ithaca College; DPT, Temple Univ.
(neuro rehabilitation)

Michael A. Wilson

Adjunct Clinical Laboratory Instructor
BS, MSPT, Ithaca College; DPT, Temple Univ.
(orthopedics)

Penny A. Zimmerman

Adjunct Clinical Laboratory Instructor
BS, Univ. of Maryland; MSPT, Univ. of Miami; ATC, CSCS
(therapeutic exercise)

ADVISORY BOARD

Caryl Carpenter, PhD

Associate Professor & Program Director of HMSA, School of Business Administration, Widener University

Antoinette Crumby-Patterson, DPT

Physical Therapist

Lynn Kelly, PhD

Associate Professor, School of Nursing, Widener University

Margaret Linn, PhD

Associate Professor, Center for Education, School of Human Service Professions, Widener University

Paula Silver, PhD

Associate Dean & Program Director, Center for Social Work Education, School of Human Service Professions, Widener University

Pat Thierlinger

Recreation Therapist, Magee Rehabilitation Hospital

Stephen C. Wilhite, DPhil

Dean of the School of Human Service Professions & Associate Provost for Graduate Studies, Widener University

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