

June 2012



Dear Prospective Applicant:

Thank you for your interest in the **Post Professional Doctor of Physical Therapy degree program** at Drexel University. Included in this document is detailed information that directly applies to your request for program information.

Fall 2012 will be our final start term. This means we will no longer be admitting new students into the program. **If you feel Drexel's PPDPT program is for you, the application process must be completed by August 1, 2012.** The program is offered online infused with the latest technology for interactive learning. Onsite weekend sessions are used primarily to conduct laboratory activities in the hand rehabilitation and orthopaedic concentration courses. Typically there is one weekend session in each hand or orthopaedic concentration course.

The online application process is fast and secure. Applicants may avoid paying the \$75 application fee when they apply online. Both the paper application and the online application are located at <http://www.drexel.edu/grad/programs/cnhp/apply>. There is also a link from the admissions website. Additional information about the application requirements appears later in this document. For assistance with the application process or general administrative questions, please contact **Allison Schukar at 215-762-8852** or ptadmissions@drexel.edu. For additional questions regarding the course of study please contact Jane Fedorczyk, PT, PhD, CHT, ATC, Program Director at 215.762.4680 or jane.fedorczyk@drexel.edu.

Sincerely,

A handwritten signature in cursive script that reads "Jane Fedorczyk".

Jane Fedorczyk, PT, PhD, CHT, ATC
Director, Post-Professional Clinical Programs
Clinical Professor

Drexel University
Physical Therapy and Rehabilitation Sciences Department
Post Professional Doctor of Physical Therapy Program



The mission of the Post Professional Doctor of Physical Therapy Program (PPDPT) is to enable therapists to meet changing healthcare needs through a supported distance learning environment that recognizes the diversity of professional experiences. We strive to promote academic excellence, evidence based practice, expertise, and life-long learning.

Program Description: The PPDPT program is a clinical doctorate designed for practicing clinicians. The program consists of 8 courses (27 quarter credits) for therapists entering with a master's degree, and 9 courses (33 quarter credits) for therapists entering with a bachelor's degree. The program is primarily offered online, supplemented by integrated weekend laboratory sessions for some concentration courses. The program can be reasonably completed in 2 years.

Supported Distance Learning

Classes are provided primarily through distance learning venues, supported by regular faculty contact. Learning materials are available via computer and through online live classroom interaction in the evening.

Support for distance learning students is vital to ensure that students learn effectively. Faculty support is available through email, telephone, fax, discussion boards, and face-to-face meetings. The faculty has designed the learning materials to be as interactive as possible and is committed to ensuring that students are well supported in their studies.

Program Orientation

Prior to the start of the term, new students attend an online orientation session, designed to:

- familiarize participants with university resources and policies
- provide information on distance learning technology
- provide an overview of the Post Professional DPT program
- provide an introduction to the courses

Clinical Laboratory Sessions

Attendance is required at times in some courses. Specifically, this applies to concentration courses that develop and enhance psychomotor skills and competencies, where the faculty has a professional responsibility to ensure that students are able to safely practice new examinations and procedural interventions. On-site sessions for concentration courses occur one- to two times per course and are scheduled on a weekend to ensure that students gain maximum benefit from the experience.

Curriculum: The Post Professional DPT program utilizes distance education technology and an innovative curriculum. The curriculum emphasizes current approaches to examination, evaluation, diagnosis, prognosis, and intervention; clinical competence consistent with evidence-based practice; and the role of physical therapy in prevention, wellness, and health promotion. The program is intended to

- augment knowledge, skills, and behaviors attained in initial professional education to the standards required for the professional (entry-level) DPT; and
- develop competencies associated with the expert practitioner including critical thinking, problem-solving, decision-making, and evidence-based practice in one of the following concentration areas:

Orthopedics: The orthopedic concentration focuses on understanding the anatomy, physiology, and biomechanics of the musculoskeletal system as relates to human movement and physical therapy practice. This includes impairments of muscle, connective tissue, and bone; relationships between the musculoskeletal and neuromuscular systems in the control of movement; and movement dysfunction.

Pediatrics: The pediatric concentration focuses on understanding factors that affect the motor function and participation of children with developmental disabilities. These include implications of health care policy and federal laws on service delivery, models of service delivery, measuring outcomes, and evaluating interventions for children with disabilities and their families.

Hand and Upper Quarter Rehabilitation: The hand and upper quarter rehabilitation concentration focuses on understanding the clinical and basic sciences related to examinations and interventions for patients who have impairments and functional limitations of the cervical spine, shoulder, elbow, wrist and hand.

Course Distribution Requirements:

Two Critical Inquiry Process Courses

PTRS 604	Induction Inquiry Integration*	3	
PTRS 758	Evidence-Based Rehabilitation	<u>4</u>	
			7

One Applied Basic Science Course

PTRS 612	Pharmacotherapeutics*	<u>3</u>	
			3

Two Clinical Science Courses

PTRS 651	Applied Tissues Biomechanics	3	
PTRS 650	Motor Control & Learning Rehab	<u>3</u>	
			6

*final course offering

One Elective

PTRS 721	Teaching Concepts in Rehab	3
	<i>Or</i>	
PTRS 720	Rehabilitation Management [#]	<u>3</u>
		3

[#] *Rehabilitation Management is no longer offered as an elective. It remains as part of the curriculum so that MPT graduates with similar course work on their transcripts may be able to transfer these credits into their PPDPT program.*

Two of the Following Clinical Practice Concentration Courses (must complete 8 credits)

PTRS 740	Issues in Pediatric Health & Rehab	4
PTRS 760	Pediatric Decision Making	4
PTRS 761	Pediatric Clinical Application	4
PTRS 780	Foundations of School Based Practice	2
PTRS 781	Advanced Competencies in School-Based Practice	2
PTRS 766	Spinal Rehabilitation	4
PTRS 765	Extremity Rehabilitation	4
PTRS 767	Foundations in Hand Therapy	4
PTRS 768	Upper Quarter Joint Pathology	4
PTRS 769	Nerve Injuries of Upper QTR	4

8

27

Prior to completing the standard program, bachelor's prepared therapists are required to complete a portfolio (PTRS 609 Experiential Accreditation, equivalent to 6 quarter credits) reflecting on their professional development and experience. Total quarter credits for Bachelor's prepared therapists is 33. PTRS 609 students pay a flat fee of \$600 (estimated; no additional tuition).

The curriculum is based on the belief that adult learning formats, interaction among physical therapists, and faculty mentorship are integral to the success of post-professional education. Emphasis is on critical thinking and methods of learning that promote the transfer of knowledge into practice. As part of the learning process, physical therapists are encouraged to share and expand on their professional experiences and skills.

Courses are offered in the fall, winter, spring and summer quarters. Students must complete the program in four years, thus taking at least two courses each year. Therapists may be able to waive up to two courses if they submit substantial documentation to indicate that they have achieved the course objectives by other means. **Recent alumni of our entry level physical therapy program (MPT graduates from 1997 to 2001) are only required to complete six courses.**

The curriculum follows a preferred sequence, with master's prepared students typically enrolling in the fall and bachelor's prepared students enrolling in the summer. However, **students may enroll during any term.**

Specialty concentration courses include information on differential diagnosis and diagnostic imaging as appropriate. The concentration courses include student assessments that reflect integration of curriculum and application to your practice setting. Therapists with a broad-based practice may select their two specialty courses from different areas of concentration.

Course Descriptions:

PTRS 604 Induction Inquiry Integration (3 credits)

This course provides an introduction to the learning philosophy of the program, introducing models of adult learning, learning styles and experiential learning. Different forms of knowledge will be explored. Methods of creating knowledge from experimentation, observation and experience will be studied.

PTRS 609 Experiential Accreditation (3 credits – equivalent to 6 credits, flat fee of \$550)

Provides an opportunity for bachelor's-prepared students to gain credit for their professional experiential learning. With guidance from the course director, students compile a portfolio, reflecting on evidence that demonstrates their ability to perform higher-level academic functions in a clinical context: analysis and decision making.

PTRS 612 Pharmacotherapeutics (3 credits)

Pharmacotherapeutics is a lecture-format course that focuses on providing foundational information about pharmacotherapeutics, pharmacology, pharmacokinetics, and pharmacodynamics that is applicable in physical therapy. Drug classifications are described. Examples are provided of various drug categories.

PTRS 650 Motor Control and Learning Rehab (3 credits)

Students examine topics in movement science in motor control and motor learning throughout the lifespan and the application of these principles to varied patient populations. This course also allows students to review the movement science literature as it applies to select patient populations.

PTRS 651 Applied Tissue Biomechanics (3 credits)

This course is designed to provide the information necessary for the understanding and evaluation of the effects of immobilization, increased stress and strain, injury, disease, healing and aging on biological tissues. Emphasis is placed upon the integration of tissue biomechanics into the rationale and basis for therapeutic interventions.

PTRS 720 Rehabilitation Management[#] (3 credits)

This course focuses the student on the organization and administrative aspects of health care delivery. Students' knowledge of managerial and service-related business concepts will be enhanced in order to increase the efficiency and effectiveness of their and others' practice in today's health care environment.

PTRS 721 Teaching Concepts in Rehab (3 credits)

The course provides information on the means of teaching/learning theory, teaching and learning styles, planning of learning experiences, clinical teaching tools and strategies, teaching objectives, effective feedback, and performance

evaluation, all within the context of adult education and with the acknowledgment of the clinical experience of the participants.

PTRS 740 Issues in Pediatric Health and Rehab (4 credits)

The course addresses issues within health, prevention and rehabilitation, services and outcomes for children, youth and families. Key themes are participation, self-determination and advocacy. Materials addressing intervention, service delivery models and care across the lifespan, leadership, innovation and knowledge translation will be integrated.

PTRS 758 Evidence-Based Rehabilitation (4 credits)

The focus of this web-based course is on analysis of the evidence for physical (occupational) therapy practice including models and guidelines for practice. Participants will development competencies in transfer of knowledge and research into practice, clinical reasoning, and evidence based decision making.

PTRS 760 Pediatric Decision Making (4 credits)

The course focuses on evidence-based examination and intervention of children with disabilities within the context of child, family, and environmental factors. The course highlights the role of physical therapists in promoting the status of the neuromuscular and musculoskeletal systems. The importance of family-centered care, parent-child interactions, and play are explored.

PTRS 761 Pediatric Clinical Application (4 credits)

This course emphasizes clinical decision making related to the components of physical therapy management. The course uses a problem-based format with complex patient cases serving as the basis for the development of student learning issues. Students explore community and professional resources and apply course material to pediatric physical therapy practice.

PTRS 766 Spinal Rehabilitation (4 credits)

This course applies an evidence-based approach to answering clinical questions about examination, diagnosis, prevention, and management of spinal and pelvic disorders. Goals are to foster independent, critical thinking based on interpretation of scientific literature and its integration into PT theory and practice and to enhance clinical examination and intervention skills.

PTRS 765 Extremity Rehabilitation (4 credits)

This elective, on-line course explores advanced examination and intervention strategies for the upper and lower extremities. Clinical examination procedures (including clinical imaging), outcome measures, prevention and treatment interventions will be critically analyzed using an evidence-based approach.

PTRS 767 Foundations in Hand Therapy (4 credits)

This course introduces the student to the specialized field of hand therapy. The principles of hand therapy included are musculoskeletal tissues and pathology, clinical reasoning, hand examination, splinting principles, physical agents, and

therapeutic exercise. Common elbow, wrist, and hand disorders are discussed to integrate the foundation topics into clinical practice. *This course serves as a prerequisite course for PTRS 768 and PTRS 769.*

PTRS 768 Upper Quarter Joint Pathology (4 credits)

This course reviews the common pathologies that effect the articulations and surrounding soft tissues, especially tendons and ligaments. Anatomy, biomechanics, and examination principles for each region, shoulder, elbow, wrist, and hand are discussed. Conservative and post-operative therapeutic management for fractures, dislocations, tendon repairs, ligament injuries, and degenerative disorders are presented.

PTRS 769 Nerve Injuries of Upper Qtr (4 credits)

This course emphasizes the anatomy and basic science principles for the cervical spine and major peripheral nerves of the upper quarter. Age-related changes and pathophysiology of nerve lacerations and entrapment neuropathies are discussed. Advanced examination skills and interventions, conservative and post-operative, for the peripheral nervous system are presented.

PTRS 780 Foundations of School Based Practice (2 credits)*

The focus of *Foundations in School Based Practice* is on roles, responsibilities, and practice competencies. Participants self-assess their practice competencies and develop a learning plan. This course begins after the start of the school year so that therapists will have time to complete “new school year” tasks. Participants discuss and explore issues specific to the unique context of school-based practice including: Educationally Relevant PT Evaluations, Federal & State Laws Directing Practice, Building Collaborative Partnerships, and Pediatric Tests & Measures

PTRS 781 Advanced Competencies in School-Based Practice (2 credits)*

The focus of this course is on advanced practice competencies, innovation, and leadership roles. Topics include students in poverty and low achieving schools, and the role of the physical therapist in school health initiatives and as a liaison to a student’s health care providers. Participants discuss and explore issues specific to the unique context of school-based practice including: Documentation, Data Collection & Outcome Measures, Frequency, Duration, & Intensity, Development of IEP Goals , Case Report Writing, and Administrative Roles & Responsibilities.

Faculty

The faculty in Physical Therapy and Rehabilitation Sciences are committed to supporting and providing practicing therapists with opportunities for continued quality professional development. We strongly believe that life-long learning is essential to being able to provide quality physical therapy care to the community we serve. The faculty have diverse clinical, professional, and research expertise and hold clinical board specialty certifications in orthopedics, pediatrics, and hand therapy. The faculty include:

Maria Benedetto, PT, DPT, MA, Associate Clinical Professor
Lisa Ann Chiarello, PT, PhD, PCS, Associate Professor
Charles Ciccone PT, PhD, FAPTA, Adjunct Professor
Jane Fedorczyk, PT, PhD, CHT, ATC, Clinical Professor
Noel Goodstadt, PT, DPT, OCS, CSCS, Assistant Clinical Professor
Maggie O'Neil, PT, PhD, MPH, Associate Professor
Margo Orlin, PT, PhD, Associate Professor, Interim Chair
Robert Palisano, PT, ScD, Professor
Deb Rose, PT, DPT, PCS, Adjunct Professor
Patty Rubertone, MPT, MSW, Assistant Clinical Professor
Mark Walsh, PT, DPT, MS, CHT, ATC, Adjunct Assistant Clinical Professor

Outcomes

Graduates of the Post-Professional DPT Program will be prepared to:

1. serve effectively as clinical educators and consultants to consumers and colleagues.
2. apply enablement models to patient / client management and support the coordination of services.
3. improve their practice through clinical decision-making that is consistent with concepts of health promotion, client-centered care and current best evidence.
4. document outcomes and evaluate methods of service delivery and intervention.
5. engage in professional life long learning and contribute to the field of physical therapy.

Admission Requirements

Applicants must be graduates of an accredited degree physical therapy education program and hold a current license to practice. An evaluation of the applicant's ability to do graduate work is based on previous academic performance as revealed by college transcripts which should show a minimum overall GPA of 3.0 and submission and review of the following items:

- 2 letters of recommendation (see below)
- Official transcripts from all colleges/universities attended
- One-page essay in which the student discusses professional goals related to obtaining the post-professional DPT degree and also which concentration is preferred (Peds, Ortho, HUQR)
- Copy of current US or Canada PT license
- Resume highlighting continued professional development and involvement
- \$75.00 application fee (check made payable to Drexel University) which is waived application is completed online
- GREs are not required for admission
- Applicants with education outside the US may need to complete additional requirements listed below

For letters of recommendation: You are not required to use a specific form. A free form letter that outlines your personal qualities as a clinician and insight into your academic abilities would be the most helpful. You may submit letters from co-workers including PTs, surgeons, or other healthcare professionals. Letters of recommendation from supervisors or academic faculty are encouraged. Recommenders may complete the online recommendation process associated with the online

application form or they may submit letters of recommendation on letterhead of place of affiliation to the address below.

Paper applications (along with \$75 fee) and all supporting materials (if apply online) should be submitted to:

Domestic Mail

Drexel University
Application Processing
PO Box 34789
Philadelphia, PA 19101

International Mail

Drexel University
Application Processing
3141 Chestnut Street
Philadelphia, PA 19104-2876

Application Deadlines

Applications are reviewed on a rolling basis. To complete an application visit the *Office of Enrollment* (<http://www.drexel.edu/em/grad/apply/>).

Students must start in Fall 2012 and complete application process by August 1st.

Matriculation Term	Application Process Must Be Completed by
Fall	August 1

Requirements for Applicants that Attended School Outside the US

Please review the Admission Application Checklist to see what applies to your situation using the link below.

<http://www.drexel.edu/em/apply/cnbp/checklist.html>

Transcripts for students that attended school outside the United States:

Applicants must have their transcripts evaluated by an approved agency. Official copies must be submitted. Photocopies will not be accepted. Therefore, if you have had this done to get your US license, you will need to repeat the process if the transcript evaluation company no longer has your official records (usually they hold for 3 years). One of the companies listed below must be used and WES is preferred.

International Consultants of Delaware, Inc.
PO Box 8629
Philadelphia, PA 19101-8629
215-222-8454, ext. 603

Commission on Graduates of Foreign Nursing Schools
3600 Market St., Suite 400
Philadelphia, PA 19104-2651
215-349-8767

Educational Credential Evaluators
PO Box 51470

Milwaukee, WI, 53203-3470
414-289-3400

World Education Services, Inc. (WES)
Bowling Green Station, P.O. Box 5087
New York, NY 10274-5087
212-966-6311

TOEFL OR IELTS Scores: Applicants who have not received a degree in the United States are required to take the Test of English as a Foreign Language (TOEFL). An official score report must be sent directly from the Educational Testing Service (ETS); photocopies will not be accepted. If the applicant attended school in a country where English is considered the primary language such as the UK, Australia, and Canada TOEFL scores may be waived. Waiver of this requirement will be handled on a case by case basis. **International English Language Testing System (IELTS) scores may be used in place of TOEFL scores.**

Tuition: Our tuition rates for 2012-2013 is \$705 per quarter credit hour and part-time student fees are \$135 per term.

Additional Resources: The PPDPT program, as part of the College of Nursing and Health Professions at Drexel University, offers exceptional support for distance learners. The university library has a vast array of electronic resources, including required journal articles, and provides incomparable informatics' support. Our students are also supported by our University's *Informational Resources and Technology* department. Computing services include access to all necessary software updates.

For More Information: Please contact:

Jane Fedorczyk, PT, PhD, CHT, ATC
Clinical Professor and Director
Clinical Post-Professional Programs
Drexel University
245 N. 15th Street, Mail Stop 502
Philadelphia, PA 19102
215-762-4680
Jf35@drexel.edu

Allison Schukar
Program Admissions Coordinator
215-762-8852
ptadmissions@drexel.edu

Updated: June 2012