

highly effective veteran educator. The student will gain an understanding of the authentic, day-to-day interactions in a real-world setting. Students will develop and evaluate their own professional skills through the opportunity to engage in a PBL situation. This experience will allow students to engage in the reflective practitioner process as a result of immersion in the field experience.

MEL 580 Residency II (3 crs)

This is a continuation of Residency I. Students are placed with an instructional coach for a minimum of 200 hours to gain more in-depth experience in a host K-12 school, as well as opportunities to practice and reflect on leadership theory as applied to authentic school-related experiences. The student will gain insight and construct meaning regarding the work of leadership in the school setting.

MEL 590 Professional Development Design (3 crs)

In this course, students will research current trends in instructional design. They will work collaboratively in a PBL exercise of producing and planning the delivery of a professional development program. The result will be a course portfolio containing workshop materials, instructional strategies research, needs assessment, application skill steps, motivational strategies, workshop proposal, workshop matrix, trainer's manual, coaching worksheets, and training summary with evaluation.

MEL 600 Systems Thinking for Education Leaders (3 crs)

This course examines the interconnectedness among the elements that comprise the whole system to determine how a change in one area of the system may impact other areas of the system and how that influences the work to be done. Participants will navigate in an online environment, assess prior knowledge of systems thinking, review research and synthesize the commonalities among these works, examine individual systems, analyze and evaluate system components, understand the impact of change, and analyze issues through the lens of systems. They will apply knowledge to improve and solve problems at the school district or building level.

MEL 620 Custom-Tailored, Constructivist Workshop (Variable 1-3 crs)

Elective curricula designed to meet the specific needs of professionals, schools, and/or systems using best practices, constructivist theory, and information technology. Involves the integration of research to practice. Time offered determined by department.

Doctor of Physical Therapy

Contact:

wju.edu/academics/dpt

The Profession

Physical therapists are health care professionals who provide services, such as direct patient care, supervision, management, research, teaching and consultation. Physical therapists may engage in independent practice or may be employed by hospitals, rehabilitation centers, extended care facilities, outpatient clinics, schools, and home health agencies. Employment opportunities are readily available in most regions of the country. The vision statement of the American Physical Therapy Association is “transforming society by optimizing movement to improve the human experience.”

Professional Education Program

The professional curriculum uses a Problem-Based Learning (PBL) model rather than the traditional lecture method of presentation. Students are assigned to tutorial groups of five to eight students and guided by a faculty tutor toward self-directed learning. Supervised laboratory sessions and clinical education experiences in a variety of settings are used for the practice of clinical skills. Due to the unique curriculum design, transfer of professional course work is unlikely. The Doctor of Physical Therapy degree is awarded upon successful completion of the program. The graduates are also prepared to take the physical therapy licensure examination. Our graduates excel on this examination with a pass rate above the national average.

The professional curriculum consists of two and one half years of intensive course work and clinical assignments spanning six consecutive terms in residence plus one online term at the beginning of their studies. Class, laboratory and clinical education assignment times include both daytime and evening hours. Enrollment in additional course work is not possible and employment is not recommended. Clinical education assignments often require travel and housing outside the Wheeling area.

Accreditation

The program is accredited by the Commission on Accreditation in Physical Therapy Education. Initial accreditation was granted in 1996, and the program is currently accredited through 2021.

Admission Requirements

Applicants must have a 3.0 GPA and have completed all required courses with a “C” or better in order to receive an interview for the professional program. Competition will be based on prerequisite and cumulative grade point averages, GRE scores, interview, and references.

In addition, candidates must earn at least an overall 3.0 GPA in the courses listed below. At the time of application, applicants must be able to report grades from a minimum of 25 credits from these courses:**

Biological Studies

General Biology I with Lab

Human Anatomy & Physiology I with Lab

Human Anatomy & Physiology II

OR

One full semester of Anatomy AND

One full semester of Physiology

(One of the two courses must have a lab component)

Physical Sciences

General Chemistry I with Lab

General Chemistry II with Lab

General Physics I with Lab

General Physics II with Lab

Statistics

Statistics*

**This requirement may be fulfilled by any discipline specific statistics course.*

Psychology

General Psychology

Developmental Psychology

Psychology or Social Science Elective

***Refer to PTCAS website for complete details and listing of accepted courses. www.PTCAS.org*

An interview is a required, scored admissions activity used to evaluate the verbal/nonverbal communication, the understanding of the profession of physical therapy, and group interaction skill of the student. These are important abilities in the Problem-Based Learning professional program. A writing sample is done during the interview process, which is used to evaluate writing ability. References are another method used to determine a student’s preparation for the graduate physical therapy program.

Direct observation of physical therapists working in a variety of settings is recommended. A minimum of 80 documented hours is required for application.

Graduate Record Exam (GRE) scores will be considered in the admission process.

Students whose native language is not English are required to submit a TOEFL paper-based score of at least 600, TOEFL computer-based score of at least 250, or a TOEFL web-based score of at least 100.

Application Procedure

The Wheeling Jesuit University Doctor of Physical Therapy (DPT) program participates in the Physical Therapist Centralized Application Service (PTCAS). Applicants applying to the entry-level Doctor of Physical Therapy program will apply online using the PTCAS application.

To learn more about the PTCAS application process or to submit your application, please visit the PTCAS Web site at www.ptcas.org. If you have any questions about the application process, please contact PTCAS.

You will be asked by PTCAS to submit the following information:

- Essay
- Resume
- Graduate school test scores (GRE)
- Three letters of recommendation. Please follow the instructions on PTCAS regarding required references
- Verification letter(s) attesting to completion of 80 observation/ volunteer hours in a clinic or hospital

Admission Process

Students who are completing their degrees at WJU (or at any other university) must have a prerequisite and cumulative GPA of 3.0 or higher and have completed all required courses with a “C” or better in order to be considered for an interview for the professional program. The prerequisites are described in the “Programs and Courses of Instruction” section of the undergraduate catalog.

Selection of applicants will be based on prerequisite and overall grade point averages, GRE scores, interview scores, and references.

Online Term I courses begin in May. On-campus courses begin in late August. The soft deadline for submission of all application documents is December 1st for the following year. Early application submission is strongly recommended. Applicants will be notified in writing of full or conditional acceptance to the program, placement on an alternate list, or rejection.

Curriculum Objectives

The graduate will be able to:

1. Practice as a physical therapist in a variety of settings with populations diverse in age, gender, marital status, culture, ethnicity language, and psychological, educational and economic status;
2. Practice collaboratively with other members of the health care team to maximize the potential of the persons and communities which they serve;
3. Communicate nonverbally, orally, and in writing with others in a language and style that is adapted to the audience;
4. Teach health care consumers, providers, and students the essentials of health care including prevention;
5. Participate in the advancement of the profession through service, research, and other scholarly activity in collaboration with peers and colleagues;

6. Apply the principles of administration and consultation in a practice environment;
7. Participate in the creation of systematic change in health care and other areas that benefit the public welfare by working cooperatively with professional, community, and governmental agencies, colleagues and the public; and
8. Participate in a planned program for personal and professional growth.

Description of Curriculum

All courses are centered around the clinical case/ problem which is introduced in Clinical Science. This is a tutorial group session and meets for two-and-a-half hours, two times per week. The group determines what needs to be known in order to diagnose and treat this clinical case with the facilitation of the faculty tutor. Students discuss what they currently know that applies to this case and what new material must be discovered following a list of case objectives and establishing an application to the patient-client management model. In the second session, they discuss what they have learned in their independent study time. During the Basic Science courses that meet for two-and-a-half to five hours per week, the faculty guide the students to refine their learning in the foundation sciences of anatomy, neuroanatomy, kinesiology, pathology, histology, embryology, and pharmacology. This information is then processed in the Physical Therapy Science course that meets two times per week for two-and-a-half hours with hands-on, practical experiences guided by the faculty. The Physical Therapy Science course is the laboratory equivalent in traditional learning. Additional material involved in the case is discussed in the Integrated Seminars. In the Professional Issues courses, students investigate their roles as professionals, with each term emphasizing a different aspect of professional conduct. The Clinical Education Stream courses prepare students for clinical education experiences.

As the terms progress, more complex and advanced material is added. Different clinical cases assist the students in learning the breadth of information needed to be a competent entry-level physical therapy professional.

Term I is online preparatory program of four courses lasting six weeks.

During terms II and III, students participate in service learning courses in the local community with the faculty. The seven additional terms consist of didactic coursework and clinical education experiences.

The completion of a research project is required from each student. The process begins in Terms II and III during Professional Issues. In Terms IV through VI, students progress from proposal approval to data collection and analysis. The final project is completed and presented during Capstone Week.

Course Descriptions

Term I (*Summer Online Course*)

DPT 601	Basic Science I (2 crs)
DPT 602	Clinical Science I (1 cr)
DPT 603	Physical Therapy Science I (2 crs)
DPT 604	Professional Issues I (1 cr)

Term II (*Fall*)

DPT 611 Basic Science II (5 crs)

Guided independent study of structures and functions of the body in healthy and impaired states, and the impact of health care evaluations and interventions on structures and functions. This includes the study of bones, joints, muscles, peripheral nerves, and energy management. Topics are integrated closely with client cases in Clinical Science II.

DPT 612 Clinical Science II (5 crs)

Problem-based tutorial includes foundations of normal movement, categories of interference with normal movement, and application of principles of Clinical Science in evaluation and treatment of specific conditions resulting in movement dysfunction.

DPT 613 Physical Therapy Science II (5 crs)

Laboratory experiences analyze human posture, movement, and therapeutic interventions for selected impairments of the spine and extremities. Evaluation and intervention strategies are integrated with client cases presented in Clinical Science II.

DPT 614 Professional Issues II (2 crs)

Orientation to the research process with discussion, small group projects, and written and oral presentations on the projects. Learning activities are related closely to client cases presented in Clinical Science II.

DPT 615 Integrated Seminar I (1 cr)

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 617 Service Learning I (1 cr)

Students will accompany faculty to community organizations which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication, screening, treatment, and documentation skills. Pass/Fail.

DPT 619 Clinical Education Stream I (1 cr)

The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

Term III (*Spring*)

DPT 621 Basic Science III (5 crs)

Guided independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study 73 | of basic neuroscience. Topics are integrated closely to client cases in Clinical Science III.

DPT 622 Clinical Science III (5 crs)

Problem-based tutorial includes study of client cases illustrating a variety of causes and manifestations of movement dysfunction.

DPT 623 Physical Therapy Science III (5 crs)

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science III.

DPT 624 Professional Issues III (2 crs)

Orientation to the education role of the physical therapist with discussion, small group projects and written and oral presentations on the projects. Learning activities are related closely to client cases presented in Clinical Science III.

DPT 625 Integrated Seminar II (1 cr)

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 627 Service Learning II (1 cr)

Students will accompany faculty to community organizations, which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills. Pass/Fail.

DPT 629 Clinical Education Stream II (1 cr)

The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

Term IV (Summer)**DPT 636 Research Training Seminar I (1 cr)**

Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

DPT 637 Service Learning III (1 cr)

Students will accompany faculty to community organizations, which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills. Pass/Fail.

DPT 638 Clinical Education I (6 crs)

Supervised clinical practice of physical therapy skills learned in the first three terms. Pass/Fail. (320 hours)

Term V (Fall)**DPT 631 Basic Science IV (5 crs)**

Guided independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study of basic physiology and neuroscience. Topics are integrated closely with client cases in Clinical Science IV.

DPT 632 Clinical Science IV (5 crs)

Problem-based tutorial includes the study of client cases illustrating an increasingly complex variety of causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication and economic issues.

DPT 633 Physical Therapy Science IV (5 crs)

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science IV.

DPT 634 Professional Issues IV (3 crs)

Orientation to the health care system and the role of the physical therapist in health care delivery. Includes discussion, small group projects, and poster presentations on the projects. Learning activities are related closely to client cases presented in Clinical Science IV.

DPT 635 Integrated Seminar III (1 cr)

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 646 Research Training Seminar II (1 cr)

Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

DPT 639 Clinical Education Stream III (1 cr)

The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

Term VI (Spring)**DPT 641 Basic Science V (1.5 crs)**

Guided independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. This includes the study of basic physiology and pathology of the nervous system. Topics are integrated closely with client cases in Clinical Science V.

DPT 642 Clinical Science V (3 crs)

Problem-based tutorial includes the study of client cases illustrating an increasingly complex variety of causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication, and economic issues.

DPT 643 Physical Therapy Science V (3 crs)

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science V.

DPT 644 Professional Issues V (3 crs)

Emphasis on the profession of physical therapy. Includes discussions, small group projects, formal debates, an exercise in parliamentary procedure, and a mock trial. Learning activities are related closely to client cases presented in Clinical Science V.

DPT 645 Integrated Seminar IV (1 cr)

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 656 Research Training Seminar III (1 cr)

Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

DPT 649 Clinical Education Stream IV (1 cr)

The Clinical Education Stream course prepares students for clinical education experiences. Pass/Fail.

DPT 658 Clinical Education II (6 cr)

Supervised clinical practice of physical therapy skills learned in the first three terms. (320 hours)

Term VII (Summer)**DPT 651 Basic Science VI (1.5 crs)**

Guided independent study of structures and functions of the body in healthy and impaired states and the impact of health care evaluations and interventions on structures and functions. Includes study of complex pathologic conditions. Topics are integrated closely with client cases in Clinical Science VI.

DPT 652 Clinical Science VI (3 crs)

Problem-based tutorial includes the study of client cases illustrating multiple simultaneous and sequential causes and manifestations of movement dysfunction. Cases incorporate an array of ethical, social, psychological, communication and economic issues.

DPT 653 Physical Therapy Science VI (3 crs)

Laboratory experiences in evaluation and intervention strategies for selected impairments in movement. Topics are related closely to client cases presented in Clinical Science VI.

DPT 654 Professional Issues VI (3 crs)

Orientation to health care organizations including the personnel function, management of physical facilities, quality assurance and risk management, budgeting, marketing and planning. Discussion, small group projects and presentations of projects are used to promote learning. Independent individual projects completed during the term are presented in written format and in an oral defense.

DPT 655 Integrated Seminar V (1 cr)

Material is presented to integrate and clarify information for each case during the term. The material is presented by faculty or by guest speakers to assist the students in comprehension of specific concepts. Pass/Fail.

DPT 666 Research Training Seminar IV (1 cr)

Students will participate in presentations and discussions of the research process. The objective for this course will be the completion of specific segments in the research project.

DPT 657 Service Learning IV (2 cr)

Students will accompany faculty to community organizations, which have need for services from our department. These arrangements are mutually beneficial to the community and to the educational goals of our academic program. Students will gain basic communication screening, treatment and documentation skills. Pass/Fail.

DPT 668a Clinical Education III (8 crs)

Supervised clinical practice of physical therapy skills learned during the preceding terms. (400 hours)

Term VIII (Fall)**DTP 668b Clinical Education IV (8 crs)**

Supervised clinical practice of physical therapy skills learned during the preceding terms. (400 hours)

DPT 669 Pediatric Elective (3 cr)

This course explores the provision of physical therapy to children in a variety of settings (NICU, acute care, rehabilitation, out patient, school, hospice, work) and will highlight the role of the physical therapist in promoting skill acquisition, function, and independence as the child grows into adulthood. The information presented will broaden the knowledge of the student beyond what is taught in the core cases of pediatrics, reinforcing the development of the child in the five classic domains of development (motor, language, cognitive, social-emotional and self help), present common pediatric pathologies and their treatment, and prepare the student for autonomous practice with children. In addition, a review of child development the unique influences on physical therapy practice encountered in each unique setting will be explored.

DPT 670 Orthopedic Elective (Apendicular) (3 cr)

This course is designed to enhance the student's knowledge and application ability in the realm of orthopedic physical therapy practice. The modules contained in this course provide the most current synopses available for skills such as clinical reasoning and the evaluation and treatment of musculoskeletal pathologies, integrating higher level metacognitive thinking with current best evidence and previous clinical experience. The student will utilize current clinical prediction rules and treatment based classification systems in real time patient care.

DPT 671 Orthopedic Elective (Axial) (3 cr)

This course is designed to enhance the student's knowledge and application ability in the realm of orthopedic physical therapy practice as they relate to

areas on the axial skeleton. The modules contained in this course provide the most current synopses available for skills such as clinical reasoning and the evaluation and treatment of musculoskeletal pathologies, integrating higher level metacognitive thinking with current best evidence and previous clinical experience. The student will utilize current clinical prediction rules and treatment based classification systems in real time patient care.

DPT 672 Neurology Elective (Apendicular) (3 cr)

This course explores topics above and beyond the entry-level core curriculum related to the management of patients with neurologic injury. Understanding of the information in this course will enhance the entry-level graduate's ability to perform examination, evaluation, and treatment of the adult client with neurologic dysfunction. Topics covered in this course are applicable to a variety of neurologic impairments thus broadening the entry-level graduate's ability to comprehensively and independently treat a variety of neurologic diagnoses.

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