



**UNIVERSITY OF
NEW ENGLAND**

Westbrook College of Health Professions

**PHYSICAL THERAPY
DEPARTMENT**

**STUDENT
HANDBOOK**

FOR THE

**TRANSITIONAL
DOCTOR OF PHYSICAL THERAPY
(tDPT)
PROGRAM**

(Effective August 26, 2016 to September 1, 2017)

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INTRODUCTION

This Handbook outlines the objectives of the transitional Doctor of Physical Therapy (tDPT) program at the University of New England (UNE). It also contains those policies and procedures of the Department of Physical Therapy that affect you. Members of any community have rules and regulations that insure that certain rights and responsibilities are explicit and protected for all. These policies are not intended to be unduly restrictive, but rather insure the program operation is consistent with its obligations as a professional physical therapist education program.

Please read the Handbook; it is your responsibility to be familiar with the contents and to seek verification of any questions regarding the contents.

All policies herein are in effect from August 26, 2016 to September 1, 2017.

Non-Discrimination Policy

The University operates in accordance with Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 as amended, the Maine Human Rights Act, and all other appropriate civil rights laws and regulations. The University of New England does not discriminate on the basis of race, religion, color, sex, age, marital status, ancestry, national or ethnic origin, physical or mental handicap, sexual orientation, or veteran's status in the administration of its employment practices or in educational programs or activities. The University is committed to its Equal Opportunity Policy.

http://www.une.edu/sites/default/files/TITLE%20IX%20POLICY_1-26-2016.pdf

MISSION, PHILOSOPHY, AND GOALS

Mission and Vision

The mission of the Department of Physical Therapy supports the missions of its administrative unit, the Westbrook College of Health Professions, and the University. By preparing students to be physical therapists and contributing members of society, the tDPT program fosters achievement of the University mission.

University Mission Statement

The University of New England *provides students with a highly integrated learning experience that promotes excellence through interdisciplinary collaboration and innovation in education, research, and service.*

Westbrook College of Health Professions Mission Statement

The Westbrook College of Health Professions *improves the health of communities by graduating students who are passionate and well equipped to lead, excel, and act as agents of change in a complex health care system, by developing and disseminating new knowledge, and through the delivery the highest quality relationship-centered clinical and community care.*

Department of Physical Therapy Mission Statement

The Department of Physical Therapy believes that optimal 21st century, person-centered health care is best delivered by well-educated, compassionate leaders who think critically, reason intelligently, collaborate inter-professionally, and who promote health and wellness. In this spirit, the department is dedicated to preparing students for contemporary physical therapy and advances the profession through its steadfast commitment to excellence in academics, clinical education, scholarship, research, and service.

Department of Physical Therapy Vision Statement 2017

The Department of Physical Therapy will be highly regarded for its excellence and innovation in physical therapy education, its vibrant research and scholarship program, its collaborative, inter-professional partnerships, and its strong service-oriented commitment to improving the health and well being of individuals, communities, and the profession of physical therapy.

tDPT EDUCATION PROGRAM

Description

The tDPT program offers physical therapists with a previously obtained baccalaureate or master's degree the opportunity to update their knowledge base in areas within the profession that have been augmented over approximately the past fifteen years as reflected in the current DPT degree curriculum.¹ Moreover, the tDPT degree allows physical therapists to better position themselves as collaborative providers in the health care system by enhancing their current knowledge base and clinical skills in a variety of areas, including foundational sciences, evidenced based practice, clinical decision-making, management sciences, prevention and wellness, and health care policy.

The tDPT program culminates in the DPT degree and is “conferred upon completion of a structured transitional educational experience that results in the augmentation of knowledge, skills, and behaviors to a level consistent with the current professional (entry-level) DPT standards. The tDPT program enables the US-licensed physical therapist to attain degree parity with therapists who hold the professional DPT by ‘filling in’ any gaps between their professional baccalaureate or master's degree PT education and the current professional DPT degree education.”¹

Curriculum

The tDPT program is an on-line educational experience, requiring the successful completion of six courses totaling 18 credit hours. Courses may be completed in any sequence with the exception of the capstone course, which must be taken after successful completion of all other courses. Please note that all courses are not offered each semester. Each course is typically offered once per year in either the fall, spring or summer semester.

Curriculum subject areas and credit hours are listed below:

PTH 730: Pharmacology	3 credits
PTH 732: Management Sciences	3 credits

PTH 734: Clinical Reasoning and Evidenced-Based Practice	3 credits
PTH 736: Prevention, Health Promotion and Wellness	3 credits
PTH 738: Legislation and Policy	3 credits
PTH 740: Capstone in Clinical Practice	3 credits

Graduation Requirements

To be awarded the degree of Doctor of Physical Therapy, the students in the transitional program must complete each required academic course with a grade of B- or higher and complete the degree requirements within three years of matriculation.

Course Equivalency

Students may request a review of ONE course for course equivalency. Course equivalency will **ONLY** be granted if the student has successfully completed (B or higher grade) an equivalent graduate-level course that addresses the educational outcomes in the respective course in the tDPT program. Work experience may also be considered in the request for equivalency, but work experience alone does not meet the criteria for consideration of course equivalency. All requests for course equivalency **MUST be submitted at the time of matriculation to the program.**

Philosophy of Education

The faculty is committed to excellence in teaching. We believe our responsibility is to facilitate learning by actively involving the student in the teaching-learning process. We strive to create a secure and open environment for learning and assist students to develop critical thinking and problem-solving skills. We believe that education and learning occur inside and outside the educational program.

By participating in clinical, educational, research, professional, and community activities, the faculty engages in a model of lifelong learning and professional growth. We expect our graduates to continue to participate in professional and community activities that prepare them to meet the physical therapy needs of society in the future.

Student Educational Outcomes

The tDPT program educational outcomes are based on many of the competencies for the tDPT graduate published by the APTA.² The specific educational outcomes are stated below by content area:

Foundational Sciences

Pharmacology

1. Describe the primary pharmacokinetic factors involved in drug therapy (drug administration, absorption, distribution, metabolism and elimination). Explain how altered pharmacokinetics may alter intended drug effects.
2. List and discuss the factors that can alter normal pharmacokinetics, e.g. age, gender, disease, nutrition, body composition.

3. Draw a dose response curve for drugs, and indicate the threshold dose and ceiling dose.
4. Describe the primary methods of enteral drug administration (oral, buccal/sublingual, rectal) and the primary methods of parenteral drug administration (injection, inhalation, topical, transdermal, others).
5. Identify factors that may affect drug absorption and distribution, including physical modalities, electrical modalities, and massage.
6. List the primary tissues and organs responsible for drug metabolism and elimination.
7. Differentiate between local versus systemic effects of various drugs commonly encountered in physical therapy practice.
8. Identify the common drugs in classes of drugs in the nervous, musculoskeletal, cardiovascular and gastrointestinal system. Discuss their mechanisms of action, side effects and impact on physical therapies.
9. Discuss the regulation of herbal medicines and dietary supplements. Discuss the need to understand the interactions of herbal medicines and supplements with other pharmaceuticals.
10. Explain how intended or altered drug effects are recognized in patients/clients receiving physical therapy, including life-threatening interactions.

Management Sciences

1. Differentiate between the different management and organizational theories.
2. Determine the organizational structure at a given place of employment.
3. Discuss how the given organizational structure and culture impact on delivery of physical therapy services at a given place of employment.
4. Identify actual and potential sources of conflict in the work setting.
5. Identify and discuss various conflict resolution strategies to address actual and potential sources of conflict in the work setting.
6. Develop a budget reflecting anticipated costs, revenues, and profit for a given business activity.
7. Analyze and interpret financial statements.
8. Differentiate between management and leadership.

9. Self-assess one's leadership style and discuss implications for supervision of personnel and leadership roles.
10. Develop a strategic plan for a given organization or organizational unit.
11. Participate in the development of a marketing plan for a given service or activity.

Legislation and Policy

1. Synthesize how a bill becomes a law and the administrative process of rulemaking in the student's state.
2. Implement the student's knowledge of statute and rulemaking into developing an effective advocacy strategy.
3. Synthesize and apply advocacy skills to a current legislative or regulatory issue.
4. Identify the appropriate legislative body responsible for making changes to laws and rules that affect physical therapy and health care services.
5. Identify stakeholders in different advocacy issues and opportunities for coalition building.
6. Learn how to draft a compelling advocacy letter and/or testimony addressing a current piece of relevant health care legislation.
7. Analyze scope of practice issues within the framework of statutory and regulatory language and identify the best options for resolving the issues, i.e. identifying whether new legislation is needed versus a change in regulations or an interpretation of existing laws and rules.
8. Analyze laws that have an impact on physical therapy services, including but not limited to the Affordable Care Act, the Americans' with Disabilities Act, Medicare, Medicaid, and state workers' compensation laws.

Clinical Sciences

Clinical Reasoning and Evidence-Based Practice

1. Compare and contrast various theoretical frameworks and conceptual decision-making models.
2. Appreciate the design and implementation of decision-making guidelines or patient/client management and administrative responsibilities.
3. Understand and apply globally accepted frameworks for decision-making including the International Classification of Function (ICF), disablement model, and the APTA patient/client management model to physical therapy practice.
4. Compare and contrast different models of levels of evidence used in assessing the strength of published information.

5. Use current technology resources to access relevant scientific literature.
6. Critically evaluate published literature relevant to physical therapy practice.
7. Discuss the integration and application of evidence-based practice (knowledge translation) for patients with disorders of the musculoskeletal, neuromuscular, cardiovascular-pulmonary and/or integumentary systems.

Outcomes Measurement

1. Implement methods to assess individual and collective outcomes of patients/clients with disorders of the musculoskeletal, neuromuscular, cardiovascular-pulmonary and integumentary systems using valid and reliable measures that take into account the setting in which patients/clients receive services, the variables of cultural competence, and the effect of societal factors, e.g. reimbursement.

Prevention, Health Promotion, Fitness and Wellness

1. **Analyze** local, state and national initiatives as related to the public health agenda.
2. **Utilize** morbidity and mortality statistics as a basis for physical therapy prevention intervention.
3. Interpret population statistics in terms of supply and demand for physical therapy services, including emerging scope of practice in the areas of prevention, health promotion, fitness and wellness.
4. Estimate **the** occurrence and risk of common medical diagnoses encountered in physical therapy practice.
5. **Analyze** the impact of health disparities among different racial, **ethnic** and socioeconomic groups in the U.S.
6. **Analyze** population screening tools relevant to physical therapy practice.
7. Develop individual and population-based interventions to address identified risk factors associated with a given physical therapy-related problem.
8. **Synthesize the** potential effects of a prevention, health promotion, fitness or wellness programs **for the general population.**
9. Demonstrate the ability to find and integrate recent literature into the lifestyle management plan.
10. **Compare and contrast** various mechanisms for increasing public awareness of wellness and lifestyle management in a physical therapy practice.

Policies and Procedures

The following policies and procedures are intended to augment those policies and procedures governing all students at the University of New England described in the [UNE Student Handbook](#)

Academic Advising

Students are responsible for contacting their advisor to discuss their academic progress. Telephone appointments with your advisor can be scheduled through Elena Lippolis, Staff Assistant, Department of Physical Therapy at elippolis@une.edu or 207-221-4590. The faculty advisor will maintain a record for each advisee that includes information related to academic progress, copies of email communication, and summary notes of telephone conversations. Your academic advisor is Michael Sheldon, PT, PhD, Associate Professor and Director, Department of Physical Therapy. His contact information is: msheldon@une.edu and 207-221-4591 (direct line).

Academic Policies and Procedures

Students must complete, with a grade of “B-” or higher all courses that meet the requirements for graduation. Students are permitted to re-take a maximum of two courses in the curriculum. If a student earns a grade lower than a B- in a third course, he or she will automatically be dismissed from the program. Students enrolled in the tDPT Program will adhere to the [WCHP Graduate Program Progression Policies](#). Please note that the cumulative GPA standard for the College is 3.0.

Students will be expected to abide by additional course policies established by individual faculty members. Failure to abide by course policies or department policies may also result in disciplinary action.

Conduct Code

Students enrolled in the DPT program are expected to conduct themselves according to the UNE Student Handbook and Conduct Expectations in the WCHP Graduate Program Progression Policies well as the following policies. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions, especially in the event of receiving notice of conduct concerns.

1. The American Physical Therapy Association’s (APTA) *Guide for Professional Conduct* and the APTA’s *Code of Ethics*.
 - Content: Governing principles for physical therapy professionals. Many policies are congruent with the UNE *Student Handbook*.
 - Coverage: Applies to all aspects of the student’s life, including but not limited to DPT clinical observations, DPT clinical practica, and community service.
 - Access: [APTA Core Ethics Document](#); [APTA Guide for Professional Conduct](#)
2. Behaviors, postings or discussions in any form, inclusive of, but not limited to social media, email, newspaper, etc. may result in disciplinary action if determined unprofessional by the faculty.

Conduct Violations:

The tDPT faculty considers professional conduct to be one of the most important requirements for recommending any student for graduation from UNE. Just as professional conduct standards extend to

physical therapists' public and private lives, the requirements for students to adhere to professional conduct standards is not limited to tDPT program activities. The requirement extends to all aspects of the student's life, including, for example, oral, written, pictorial, or video communication, postings or discussions in any form, inclusive of, but not limited to, on-line social media, email, newspapers, etc.

Allegations of professional misconduct may be brought forward by faculty, students, staff, other UNE constituents or stakeholders, or members of the general public. Students themselves are ethically obligated to report to the program director their own involvement in any (1) allegations of illegal activity, arrest, criminal conviction, or other legal action, or (2) allegations of unethical behavior or misconduct.

Students should expect that all allegations of improper, unethical, or unprofessional conduct will be treated very seriously. All documentation related to conduct violations will become part of the student's permanent record within the department. Conduct violations allegations may also result in referral to the UNE Judicial Process (see page 54 of the [UNE Student Handbook](#)).

Leave of Absence

Students who are not enrolled during any fall or spring semester need to complete a [Leave of Absence Form](#). This is for Registrar tracking purposes and must be completed during open enrollment for courses.

Withdrawal

Students wishing to withdraw from the tDPT program for any circumstance must complete the required [University Withdrawal Form](#). Withdrawal requires approval by the Program Director.

GENERAL INFORMATION

Technology

The University of New England has three important online services that you will use as a distance education student. All three services may be accessed from <http://www.une.edu/students>

U-ONLINE: Provides self-service access to your student and administrative records. Here you may update your personal information, register for classes (after initial new student registration), view your grades, pay your bill, etc. Your UserID is your PRN (Personal Reference Number) and your initial PIN is your date of birth MMDDYY.

myUNE: Provides Internet and Intranet services including e-mail, personal calendars, events calendars, groups, etc. Your myUNE e-mail account is the official communication tool between you and the university. It is your responsibility to check your e-mail for information from your program and from the university. Your LOGIN is your UNE username (in general your first initial and last name with a sequence number attached if there are similar names.) You can look up your username from the myUNE homepage. Your PASSWORD is your date of birth MMDDYY.

Blackboard Learning System: This is the course management system that will be used to deliver your courses online. Your LOGIN and PASSWORD is the same as myUNE.

For complete information, tutorials, system requirements, and help for these services as well as other technology related services please click on [Information Technology Services](#).

Membership in the American Physical Therapy Association

All students are expected to be members of the American Physical Therapy Association (APTA) and are encouraged to participate at the state and national level. Note: Many courses in the tDPT curriculum require access to various resources on the APTA website, several of which are restricted to members.

Evaluation of Courses, Instructors, and Program

The students evaluate all instructors and courses. The purpose of the evaluation is to provide constructive feedback to an instructor in areas in which a person does particularly well or in areas in which improvement is possible. These evaluations are used as part of an instructor's annual performance appraisal and/or the University's reappointment, promotion, and tenure process.

At the completion of the program, students will be asked to complete a Comprehensive Program Survey, which evaluates all aspects of the tDPT program.

Financial Aid

Students who need information concerning grants, loans, and scholarships should consult the Financial Aid Office. All correspondence should be sent to:

Financial Aid Office
University of New England
11 Hills Beach Road
Biddeford, ME 04005
Tel: (207)602-2342
Fax: (207)602-5946
finaid@une.edu

REFERENCES

1. FAQs: Transition Doctor of Physical Therapy (t-DPT) Degree. Accessed August 12, 2015 at <http://www.apta.org/PostprofessionalDegree/TransitionDPTFAQs/>
2. "Competencies of the Transition DPT Graduate" at: <http://www.apta.org/PostprofessionalDegree/GraduateCompetencies/>