

Physical Therapy, DPT—Postbaccalaureate Entry

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Our Postbaccalaureate Doctor of Physical Therapy (DPT) (<http://www.northeastern.edu/bouve/pt/programs/pbdpt.html>) program is designed for individuals who hold a minimum of a baccalaureate degree in any major other than physical therapy and have satisfied the prerequisite requirements. Over the course of three years, this rigorous curriculum provides didactic and experiential learning experiences, the cornerstone of our program. These experiences include cooperative education, simulated patient interactions, interprofessional education, human cadaver lab, engagement with consumer clients, service-learning, clinical research, and integrated and full-time clinical education experiences.

The DPT program recognizes that becoming a physical therapist is a developmental process that allows students the opportunity to take risks, reflect, learn from mistakes, and continue to grow to promote lifelong learning. We are committed to a process of actively engaged learning that occurs in the classroom, the research laboratory, the community, and clinical settings regionally and internationally. We strive to provide challenging and leading-edge academic content in an environment supportive of professional development. Our educational philosophy is based upon a strong foundation of biological, psychological, social, and clinical sciences; experiential learning; evidence-based practice; cultural agility and humanistic values; and ethical and professional expectations. This is supported by a commitment of promoting and improving the health of clients and society locally, nationally, and globally. Academic content is student-centered and delivered using both traditional and innovative teaching methods including, but not limited to, lectures, small group projects and discussions, multimedia presentations, expert panel discussions, human cadaver lab, problem-based approaches, case studies, faculty-led research, patient simulation, interprofessional education opportunities, virtual and online learning activities, and self-reflection. Experiential learning, a cornerstone of our curriculum, is embedded in academic course requirements including clinical education, cooperative education, service-learning, and capstone research projects. These experiences are intentional and align with the Bouvé College and Northeastern University.

We offer a direct guaranteed acceptance* for Northeastern undergraduate students interested in continuing their studies in the DPT program. Undergraduate students interested in this pathway can work with their academic advisor to complete the required prerequisite coursework (<https://bouve.northeastern.edu/physical-therapy/programs/pbdpt/>). Students may also be able to participate in physical-therapy-related experiential **cooperative education** to gain experience prior to enrolling. Northeastern graduates are eligible for the Double Husky Scholarship when enrolling in the DPT program, which offers a 25% tuition discount.

Please visit our website (<https://bouve.northeastern.edu/physical-therapy/programs/pbdpt/>) to learn more or email PB_DPT_INQUIRIES@northeastern.edu for more information.

*For guaranteed acceptance, students must maintain a 3.200 cumulative and prerequisite science GPA; complete the required prerequisite coursework (<https://bouve.northeastern.edu/physical-therapy/programs/pbdpt/>); and submit a resumé, transcript, letter of reference, and personal statement.

The DPT program offers two concentrations with application process.

- A pediatric physical therapy concentration designed to enhance the entry-level physical therapy graduate's ability to engage in interprofessional, family centered services with children from infancy through young adulthood in a variety of settings.
- A sports performance concentration designed to prepare the physical therapist student to confidently pursue a sports physical therapy position working with athletes of all ages in a variety of settings. Students take additional coursework, focused on research and clinical rotations that expand upon the entry-level physical therapy curriculum.
- Both concentrations are beneficial for students who may wish to pursue clinical residency programs in the area of sports or pediatric physical therapy including the Massachusetts General Hospital/Northeastern University Sports Physical Therapy Residency Program.

Emphasis on Experiential Learning

COOPERATIVE EDUCATION

Our DPT program provides students with six months of full-time experiential learning in addition to the required clinical education experiences necessary for licensure. Through cooperative education, the hallmark of Northeastern, students are able to integrate semesters of academic study with semesters of cooperative education experiences in hospitals and clinics throughout the country. Students may be employed as physical therapy co-ops or perform other health-related duties.

As a part of cooperative education experiences, students will be completing an Integrated Clinical Experience (ICE) during Co-op Work Experience (PT 6964). This experience will provide clinical experience integrated within the didactic portion of the DPT curriculum. Students will observe and/or

participate in patient interview, examination, evaluation, intervention, communication, and documentation skills previously learned in the classroom and cooperative educational experiences. Students will have the opportunity to increase their exposure and familiarity in a clinical setting and develop emerging competency in physical therapy skills. Students will demonstrate personal and professional growth and be able to identify learning needs for success on their future first full-time clinical experience.

CLINICAL EDUCATION

The curriculum also includes three rotations for a total of 36 weeks of full-time clinical education under the direct supervision of a licensed physical therapist. We are affiliated with world-class medical centers and clinical sites throughout the United States, providing students with access to master clinicians and clinical scholars. Every effort is made to accommodate individual circumstances, but students should be prepared to travel out of state for two of the three clinical placements. Availability of a car may be required, as most sites are not accessible by public transportation. All expenses associated with clinical education, including travel and housing, are the responsibility of the student.

GLOBAL OUTREACH

Students may participate in short cultural immersion experiences abroad whereby they engage in community service projects under the direction of a physical therapy faculty member or on physical therapy academic exchanges with partner academic institutions.

SERVICE-LEARNING

During the curriculum, students participate in service-learning opportunities in the local community in which they learn and apply skills and knowledge related to program objectives. These opportunities start during the first academic year and continue throughout the program in a variety of settings.

STUDENT RESEARCH

The Department of Physical Therapy, Movement, and Rehabilitation Sciences' research mission is to build the evidence for best practices to maintain and improve the health and well-being of local, national, and global community members. Students have the opportunity to work with faculty to conduct ongoing research in world-renowned medical centers and in one of the eight Department of Physical Therapy, Movement, and Rehabilitation Sciences' labs and centers, including Neuromotor Systems Lab, Laboratory for Locomotion Research, Movement Neuroscience Laboratory, Musculoskeletal Epidemiology and Biomechanics Laboratory, Occupational Biomechanics and Ergonomics Laboratory, Teaching and Learning Innovation Lab, Neuroscience Wet Lab, and the Center for Cognitive and Brain Health Program.

Progression in the DPT Program

To progress in the program, students must maintain acceptable standards of academic performance as stated in the program requirements section, including successful completion of all didactic, integrated clinical education cooperative education and full-time clinical education experiences. Students must demonstrate appropriate skills and professional behaviors to progress in the program. Students must develop appropriate motor skills, professional behaviors, and emotional maturity as outlined in the essential functions. The program in physical therapy is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association.

Graduates of the DPT program are eligible to sit for the National Physical Therapy Examination in pursuit of licensure.

PROFESSIONAL BEHAVIORS REQUIREMENT

In order to promote professionalism in the classroom, local and global communities, and clinical settings, the physical therapy program requires the demonstration of professional behaviors in accordance with the professional behaviors policy. The purpose of professional behaviors procedures is to help remediate students who have been identified as having professional behavior issues in an academic, cooperative, or clinical education setting. Professional standards are outlined in the student manual and may include but are not limited to the APTA Code of Ethics for the Physical Therapist (https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf) and/or the APTA Guide for Professional Conduct (http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforProfessionalConduct.pdf).

Any faculty member who has a concern about a student's professional behavior will arrange to meet with the student to discuss the issue. If the faculty member has met with the student and there is satisfactory resolution of the unprofessional conduct, only a form for tracking purposes is needed.

The tracking form shall be kept on record in order to track these students while they are in the program. A request for committee reviews as indicated on the tracking form must occur under the following conditions:

- a. A faculty member has attempted to correct the behavior and it has not been corrected after meeting with the student and taking initial steps to improve the identified professional behavior issues.
- b. The incident is egregious.
- c. A second breach of professional standards has occurred.

Full Professional Behaviors Violation Review Process

- a. The chairperson of the PTMRS Academic Affairs Committee will send a letter to students about whom concerns have been raised and instruct each student to complete a Self-Assessment of Professional Behaviors. A meeting date will be set to discuss the concern. If the committee finds there is sufficient evidence to support a violation of the professional standards previously defined, one will be noted in the student's record.
- b. The AAC will develop an appropriate remediation plan in collaboration with the student and appropriate faculty.
- c. Depending on the situation, students may have the opportunity to improve professional behaviors.

d. Any of the following may result in a dismissal from the program:

i. A third breach of professional standards

ii. A second offense of the same professional standard

iii. An egregious breach of a professional standard as outlined in the student manual and/or behaviors that may include but are not limited to violation of the APTA Code of Ethics for the Physical Therapist and/or the APTA Guide for Professional Conduct

If a student believes they have been erroneously, capriciously, or otherwise unfairly treated in the process or decision, they may appeal decisions made by the PTMRS AAC to the chair of PTMRS.

If the student has been suspected of cheating or in any way violating the Academic Code of Conduct, the student will be referred to the AAC as well as Office of Student Conduct and Conflict Resolution. Any concern regarding the student's professional behavior will be brought to the attention of the faculty as appropriate.

Doctor of Physical Therapy Program Goals

STUDENT:

1. Demonstrate effective written, verbal, technological, and nonverbal communication skills in all professional settings.
2. Demonstrate leadership and advocacy skills.
3. Demonstrate professional and social responsibility by participating in local, national, and/or global initiatives.

GRADUATE:

1. Be clinically competent and culturally sensitive doctors of physical therapy who, guided by the APTA Core Values, excel in patient/client management.
2. Exhibit professionalism, commitment to lifelong learning, and use of evidence-based practice.

Please visit Bouvé College Learning Outcomes (<http://bouve.northeastern.edu/learning-outcomes/>) for the specific student learning outcomes for this program.

Program Requirements

- Concentrations and course offerings may vary by campus and/or by program modality. Please consult with your advisor or admissions coach for the course availability each term at your campus or within your program modality.
- Certain options within the program may be *required* at certain campuses or for certain program modalities. Please consult with your advisor or admissions coach for requirements at your campus or for your program modality.

Complete all courses and requirements listed below unless otherwise indicated.

Core Requirements

A grade of C or higher is required in all courses.

Code	Title	Hours
Foundations		
PT 6330 and PT 6331	Functional Anatomy 1 and Lab for PT 6330	3
PT 6340 and PT 6341	Functional Anatomy 2 and Lab for PT 6340	5
PT 5101 and PT 5102	Foundations of Physical Therapy and Lab for PT 5101	4
PT 6350 and PT 6351	Foundations of PT Examination and Therapeutic Activities and Lab for PT 6350	5
Core		
PT 5160	Psychosocial Aspects of Healthcare	3
PT 6243	Health Education, Promotion, and Wellness	3
PT 6245	Seminar for PT 6243	1
PT 5140	Pathology	4
PT 5500	Pharmacology for Physical Therapy	2
PT 5503 and PT 5504	Cardiovascular and Pulmonary Management and Lab for PT 5503	5

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PT 5515 and PT 5516	Integumentary Systems and Lab for PT 5515	3
PT 5138 and PT 5139	Neuroscience and Lab for PT 5138	5
PT 5150 and PT 5151	Motor Control, Development, and Learning and Lab for PT 5150	5
PT 5209 and PT 5210	Neurological Rehabilitation 1 and Lab for PT 5209	5
PT 6221 and PT 6222	Neurological Rehabilitation 2 and Lab for PT 6221	5
PT 6550	Pediatric Aspects of Life Span Management	3
PT 6555	Geriatric Aspects of Life Span Management	2
PT 6305 and PT 6306	Musculoskeletal Management I and Lab for PT 6305	5
PT 6405 and PT 6406	Musculoskeletal Management II and Lab for PT 6405	5
PT 6505 and PT 6506	Musculoskeletal Management 3 and Lab for PT 6505	4
PT 6600	Special Topics	2
PT 6520 and PT 6521	Prosthetic Management and Lab for PT 6520	2
PT 6251	Diagnostic Imaging	3
PT 6420	PT Administration and Management within the U.S. Healthcare System	4
PT 5226	Physical Therapy Professional Seminar 2	2
PT 5540	Clinical Integration 1: Evidence and Practice	2
PT 6250	Clinical Integration 2: Evidence and Practice	2
Clinical		
PT 6441	Clinical Education 1	6
PT 6442	Clinical Education 2	6
PT 6450	Clinical Education 3	8
Research		
PT 6510	Evidence-Based Practice and Research Design	3
PT 6511	Research Methods and Statistics in PT	2
PT 6512	DPT Capstone 1	1
PT 6513	DPT Capstone 2	2
Co-op		
PT 5111	Professional Development for Bouvé Graduate Co-op	1
PT 6964	Co-op Work Experience (taken two semesters)	0

Optional Concentration

- Pediatric Physical Therapy (p. 4)
- Sports Performance (p. 5)

Program Credit/GPA Requirements

123 total semester hours required (138–143 semester hours with optional concentration)
Minimum 3.000 GPA required

Concentration in Pediatric Physical Therapy

Code	Title	Hours
Required		
CAEP 5150	Early Intervention: Family Systems	3
CAEP 5151	Early Intervention: Infant and Toddler Development, Risk, and Disability	3
PT 6512	DPT Capstone 1 ¹	1
PT 6513	DPT Capstone 2 ¹	2
PT 6550	Pediatric Aspects of Life Span Management	3

Complete one of the following:

6-8

PT 6442	Clinical Education 2
PT 6450	Clinical Education 3

Concentration in Sports Performance

Code	Title	Hours
Required		
PT 5165	Sports Medicine: Managing the Injured Athlete	4
PT 6237	Advanced Special Topics in Physical Therapy ²	2
PT 6512	DPT Capstone 1	1
PT 6513	DPT Capstone 2	2
Complete one of the following:		6-8
PT 6442	Clinical Education 2	
PT 6450	Clinical Education 3	

¹ Pediatric physical therapy concentration students will be assigned a faculty with expertise in pediatric physical therapy. Pediatric-focused PT project proposals will be reviewed and approved by the director of the pediatric physical therapy concentration in line with current course requirements.

² Sports performance concentration students will be assigned a faculty project in sports, orthopedic, and/or anatomy. PT project proposals will be reviewed and approved by the director of the sports performance concentration in line with current course requirements.

Academic Progression Policies

ACADEMIC STANDING

Students must maintain an overall grade-point average of #3.000 #or higher and successfully complete all professional courses (including cooperative education, integrated clinical education, and full time clinical education experiences) with a grade of C or better (or Satisfactory for experiential education experiences) to progress into the subsequent semester of professional courses.

PROBATION IN THE PROFESSIONAL PHASE

Students in the professional phase of the program who fail any professional course or whose overall GPA drops below a 3.000 must request to the department's Academic Affairs Committee to be granted a semester of academic probation to remediate the deficiency by the semester deadline set by the PTMRS Academic Standing Committee in order to remain in the Doctor of Physical Therapy program. Failure to request probation in a timely manner will result in a student being dismissed from the program.

A DPT student may only be placed on academic probation for one semester at a time or until the failed course is offered again. A DPT student may only be placed on academic probation a maximum of twice during the entire professional phase of the program.

During probation, students must correct all deficiencies as specified in their respective signed probation plan during the applicable probationary period. Failure to remediate the deficiencies within the agreed-upon time will result in dismissal from the program. During the period of probation, the student must earn a semester GPA of 3.000 or better, or the student will be dismissed from the DPT program. Once the student has successfully completed their probation action plan, they should work with their academic advisor to be removed from probation.

The chair of the department's Academic Affairs Committee may grant a DPT student's request for probation without a formal meeting under the following circumstances:

- The student has not already reached their maximum two semesters of probation.
- The student is in good professional standing with the Professional Behaviors Committee in accordance with the professional behaviors policy.

PROFESSIONAL BEHAVIORS REQUIREMENT

See Progression in the DPT Program located in the overview text.

Academic Dismissal from Major

Students in the DPT program will be dismissed from their major effective the following academic semester for any of the reasons noted below:

- Failure to earn a grade of C or better in a total of three professional courses, regardless of remediation. Within the physical therapy program, each specific professional course (with separate registration number) will be counted as a separate failure even if content is related.
- Failure to remediate a prior deficiency outlined within the probation contract within the agreed-upon time frame.
- Failure to earn the minimum required grade in the same course twice.
- Failure to maintain an overall GPA of 3.000 or higher during the professional phase of the DPT program. Students will be dismissed if they are not eligible for a probationary status.
- Physical therapy students will be permitted only two changes in year of DPT graduation. Any additional changes to year of graduation will result in the student being dismissed from the program.

- Students who do not adhere to the professional standards of the program are violating academic policy and will be dismissed if any of the following occurs:
 - A third breach of professional standards
 - A second offense of the same professional standard
 - Any egregious breach of a professional standard as outlined in the student manual and/or behaviors that may include but are not limited to violation of the APTA Code of Ethics for the Physical Therapist and/or the APTA Guide for Professional Conduct

Appeal of Academic Standing

Students may request, through their academic advisor, to appeal to the chair of the department's Academic Standing Committee to meet with the committee for an exception to the Academic Progression and Probation Policy for DPT program for extenuating or capricious circumstances as provided in the student's respective handbook.

Essential Functions for Physical Therapy Students

The DPT program at Northeastern University is a challenging and intense program, which places specific demands on a student enrolled in the program. The academic rigor of the program closely corresponds to intellectual and physical demands that a graduate will encounter as a practicing physical therapist. Northeastern's DPT program is designed to prepare students to enter the physical therapy profession as a generalist with the skills, knowledge, and ability to successfully perform all the required functions of an entry-level physical therapist. Essential functions are the aptitudes and abilities required of physical therapist students to successfully complete the curriculum of the DPT program and to perform the clinical skills of a physical therapist consistent with patient/client management as detailed in the Guide to Physical Therapy Practice.

The purpose of this document is to delineate the essential functions that are fundamental to the DPT program. Upon admission, students must be able to perform each of the essential functions outlined below during classroom, laboratory, and experiential education learning activities (including, but not limited to, participation in one-on-one interactions, small group discussion and presentation, large group lectures, service-learning, and patient encounters) in both academic, community, and clinical settings.

Students are also required to demonstrate good judgment, responsibility, integrity, sensitivity, and compassion, while simultaneously being able to accurately synthesize and apply knowledge in a timely and safe manner.

Students are required to perform the following essential functions of the DPT program:

Communication Functions

1. Read, understand, and communicate information in written and spoken formats using the English language.
2. Interpret and respond to the verbal, nonverbal, and written communications of others in an appropriate, professional manner.

Affective Functions

1. Establish, value, and continue to develop professional, respectful, empathetic relationships with individuals from all lifestyles, cultures, ages, socioeconomic backgrounds, and abilities.
2. Develop, value, and maintain effective working relationships with faculty, students, professional colleagues, peers, patients/clients, families, and the general public.
3. Meet externally imposed deadlines and time requirements.
4. React effectively in challenging situations with use of appropriate resources.
5. Demonstrate an ability to function effectively in complex, highly stimulating environments.
6. Demonstrate responsibility for self-directed assessment, reflection, and professional growth.
7. Demonstrate core values of honesty, integrity, and accountability for the consequences of one's own actions.
8. Demonstrate ethical behavior, proper judgement, and decision-making skills.

Cognitive Functions

1. Demonstrate self-management skills including planning, organizing, time management, and adhering to legal/regulatory requirements.
2. Use a variety of sources, including reading material, lecture, discussion, observation, and physical examinations to:
 - a. Recall, interpret, extrapolate, and apply information
 - b. Measure, analyze, synthesize, and evaluate information
 - c. Gather and prioritize information needed to solve a problem
3. Respond appropriately to emerging problems and potentially hazardous situations by making timely judgments to react effectively and seek assistance when necessary.
4. Accept and apply constructive feedback.

Psychomotor Functions

1. Possess physical strength, stamina, balance, movement, hand-eye coordination, and dexterity required to perform patient care tasks in a manner that does not compromise the safety of self or others.
2. Perform intermittent physical activity of the whole body throughout an 8- to 12-hour period.
3. Engage in complex, coordinated movements needed during a variety of activities including skills lab practice, manual techniques, patient examination, intervention, and guarding.

4. Utilize auditory, visual, and tactile senses to receive information from written, spoken, and nonverbal communication mechanisms; observation of human structures; postures and movements; and equipment and or technology.
5. Quickly and appropriately react to sudden or unexpected events or movements of others.

For further information and clarification please refer to the Post Baccalaureate Doctor of Physical Therapy (PBDPT) Student Handbook (<https://northeastern.sharepoint.com/sites/BouveCurrentStudentResources/SitePages/Handbooks.aspx>) and Clinical Education Student Manual (<https://northeastern.sharepoint.com/sites/BouveCurrentStudentResources/SitePages/Handbooks.aspx>).