The physical therapy program has a long and rich history as one of the oldest accredited programs in the United States, with origins dating back to World War I reconstruction aides. Our mission is to impact the health and well-being of the global community by developing leaders in physical therapy, movement, and rehabilitation sciences through interprofessional experiential education, translational research, and excellence in clinical practice. The cornerstone of our program is experiential learning, which includes cooperative education, simulated patient interactions, engagement with consumer clients, service-learning, clinical research, and international humanitarian opportunities. Through this unique, multifaceted approach to learning we:

- Educate skilled, autonomous doctors of physical therapy who embrace evidence-based practice, are culturally competent, and are equipped to work in a complex global healthcare environment
- Promote professionalism, humanistic values, resourcefulness and innovation, and a commitment to lifelong learning
- Advance scholarship in areas related to physical therapist education and clinical practice to meet the changing needs of a global and technologically advancing world

Features of the Doctor of Physical Therapy Program

The program in physical therapy has three admission points: freshman, change of major, or as a graduate student with a baccalaureate degree in any field. The duration of the program is six years for freshman entry and three and one-half years for transfer or postbaccalaureate entry. The terminal degree is the Doctor of Physical Therapy (DPT). Our entry-level Doctor of Physical Therapy program is one of the few freshman entry programs in the country. Undergraduate students earn a BS in rehabilitation science and progress into the Doctor of Physical Therapy phase of the program. Students do not need to reapply to the DPT phase of the program, provided they meet the academic standards.

Emphasis on Experiential Learning

Our DPT program provides freshman-entry students with one year of cooperative education (six months for graduate-entry students) in addition to the required clinical affiliations necessary for licensure. Through cooperative education, the hallmark of Northeastern University, students are able to integrate semesters of academic study with semesters of cooperative education experiences in hospitals and clinics throughout the country and around the globe. Students may be employed as physical therapy co-ops with increasing responsibilities commensurate with their academic studies or perform other health-related duties.

The curriculum also includes 36 weeks of 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 is 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.

Student Research

Physical therapy students participate in research that is integrated into the curriculum. Students have the opportunity to work with faculty to conduct ongoing research in world-renowned medical centers, in one of the 11 Department of Physical Therapy, Movement, and Rehabilitation Science’s labs and centers (e.g., Neuromotor Systems Lab, Lab for Locomotion Research, The ReGameVR Lab, Movement Neuroscience Lab, Rehabilitation and Epidemiology Trainee Program, Occupational Biomechanics and Ergonomics Lab, Neuropsychology Lab, Teaching and Learning Innovation Lab, Musculoskeletal Epidemiology and Biomechanics Lab, Cadaver Lab, and Neuroscience Wet Lab). The outcome is the ability to conduct and present quality research at local- and/or national-level conferences.

Global Outreach

Students have multiple opportunities to enrich their education through global outreach and education. Physical therapy students can elect to do a traditional semester-long study abroad, a one-month Dialogue of Civilization, or to go abroad for a cooperative education experience. To date, physical therapy students have worked in Nepal, Peru, Costa Rica, Uganda, and South Africa for their cooperative education experience. In the latter portion of the curriculum, students can 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.

Ability to Minor in Another Field

Physical therapy undergraduate students work with their academic advisor to develop a schedule to complete a minor in another field such as psychology, exercise science, or a foreign language.

Ability to Concentrate

Once in the program, students may have the ability to acquire additional information in two areas of concentration. The Certificate in Early Intervention (http://catalog.northeastern.edu/graduate/health-sciences/applied-psychology/early-intervention-graduate-certificate/#programrequirementstext) is an interprofessional program that meets the state and national requirements for personnel to work with families, infants, and toddlers with disabilities or who are at risk for developmental delays. The concentration in sports performance prepares the physical therapy student to confidently pursue a sports physical therapy position working with athletes of all ages in a variety of settings. In both areas, students take additional course work, focused on research and clinical rotations that expand upon the entry-level physical therapy curriculum.

Progression in the Program

To progress in the program, students must maintain acceptable standards of scholarship and academic performance as stated in the academic requirements section of this catalog. Students must develop appropriate motor skills, professional behaviors, and emotional maturity. The program in physical therapy is accredited by the Commission on

Graduates of the Doctor of Physical Therapy program are eligible to sit for the Physical Therapy Licensure Examination.

**Programs**

**Bachelor of Science**
- Rehabilitation Studies (http://catalog.northeastern.edu/undergraduate/health-sciences/physical-therapy-movement-rehabilitation/rehabilitation-studies-bs)

**Doctor of Physical Therapy, DPT**
- Physical Therapy (http://catalog.northeastern.edu/undergraduate/health-sciences/physical-therapy-movement-rehabilitation/dpt)

**Courses**

**Physical Therapy Courses**

**PT 1000. College: An Introduction.** 1 Hour.
Provides an introduction to the University, college, and health professions to enhance students' understanding of self and the decisions they make academically and socially as members of the University's diverse, multicultural community. Group activities and individual assignments along with active participation in a learning community help students adjust to life on an urban campus, develop a better understanding of the learning process, acquire essential academic skills, and make connections with the faculty and students in the college.

**PT 1880. Introduction to Sports Medicine.** 4 Hours.
Offers an introductory course intended for students interested in sports, coaching, medicine, and exercise. Exposes students to the field of sports medicine. Emphasizes orthopedic anatomy, exercise principles, and a basic introduction to prevention of injury and illness related to athletes. Includes a cadaveric lab and lectures.

**PT 1990. Elective.** 1-4 Hours.
Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

**PT 2000. Professional Development Co-op.** 1 Hour.
Introduces the Bouvé Cooperative Education Program. Offers students an opportunity to develop job-search and career-management skills. Students perform assessments of their workplace skills, interests, and values and discuss how they impact personal career decisions. Offers students an opportunity to prepare a professional-style résumé, learn proper interviewing techniques, and gain an understanding of the opportunities available to them for co-op. Introduces career paths, choices, and career decision making. Seeks to familiarize students with workplace issues relative to their field of study and to teach them to use myNEU COOL database in the job-search and referral process. Presents and discusses co-op policies, procedures, and expectations of the Bouvé Cooperative Education Program and co-op employers.

**PT 3990. Elective.** 1-4 Hours.
Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

**PT 4990. Elective.** 1-4 Hours.
Offers elective credit for courses taken at other academic institutions. May be repeated without limit.

**PT 4992. Directed Study.** 1-4 Hours.
Offers independent work under the direction of members of the department on a chosen topic. Course content depends on instructor. May be repeated without limit.

**PT 4996. Experiential Education Directed Study.** 1-4 Hours.
Draws upon the student's approved experiential activity and integrates it with study in the academic major. Restricted to those students who are using it to fulfill their experiential education requirement. May be repeated without limit.

**PT 5101. Foundations of Physical Therapy.** 3 Hours.
Introduces basic patient-care procedures and professional behaviors used in physical therapy practice. Prepares students for co-op education experiences and discusses implications for career planning.

**PT 5102. Lab for PT 5101.** 1 Hour.
Accompanies PT 5101. Covers topics from the course through various experiments.

**PT 5111. Professional Development for Bouvé Graduate Co-op.** 1 Hour.
Introduces graduate students to the Bouvé Cooperative Education Program and offers an opportunity to develop job-search and career-management skills. Students perform assessments of their workplace skills, interests, and values and discuss how they impact personal career decisions. Offers students an opportunity to prepare a professional-style résumé, learn proper interviewing techniques, and gain an understanding of the opportunities available to them for co-op. Introduces career paths, choices, and career decision making. Seeks to familiarize students with workplace issues relative to their field of study and to teach them to use myNEU COOL database in the job-search and referral process. Presents and discusses co-op policies, procedures, and expectations of the Bouvé Cooperative Education Program and co-op employers.

**PT 5131. Gross Anatomy.** 4 Hours.
Covers the structure and function of the human body with particular emphasis on the skeletal, muscular, nervous, and cardiovascular systems and clinical application to these systems. Considers basic abnormalities of structure and function. Involves lectures, cadaver prosection, osteology, and surface anatomy labs.

**PT 5132. Lab for PT 5131.** 1 Hour.
Accompanies PT 5131. Covers topics from the course through various activities.

**PT 5133. Kinesiology.** 3 Hours.
Studies normal movement through the analysis of muscle and joint function. Introduces fundamental examples of pathokinesiology, aberrant motions, and postures. Emphasizes analysis of the major joints and regions of the body as related to the field of physical therapy, including aspects of gait analysis. Encourages critical thinking and integrates material learned in prior course work, including, but not limited to, anatomy and physiology.

**PT 5134. Lab for PT 5133.** 1 Hour.
Offers students an opportunity to measure skills of goniometry and manual muscle testing to assess joint mobility and muscle performance. Also covers assessment of posture and gait. Integrated with PT 5133 and builds upon the foundation of gross anatomy.

**PT 5138. Neuroscience.** 4 Hours.
Covers the structure and physiological function of the human nervous system with emphasis on the clinical aspects of motor and somatosensory systems. Studies the anatomy of the brain, brain stem, and spinal cord in specimens and on slides and integrated with the basic physiology of motor and sensory systems. The application of neuroscience to clinical neurological cases is a foundation of this course.
subsequently been treated and rehabilitated.

return-to-play criteria for an athlete once an injury has occurred and has current common pathologies within the athletic population. Discusses assess concussions with various current protocols. Exposes students to medicine. Covers taping and bracing procedures and techniques to

PT 5165. Sports Medicine: Managing the Injured Athlete. 4 Hours. Offers students an opportunity to obtain in-depth knowledge in sports medicine. Covers taping and bracing procedures and techniques to assess concussions with various current protocols. Exposes students to current common pathologies within the athletic population. Discusses return-to-play criteria for an athlete once an injury has occurred and has subsequently been treated and rehabilitated.

PT 5160. Psychosocial Aspects of Healthcare. 3 Hours. Examines interpersonal relationships among patients, families, health professionals, and society, with reference to the impact of and reaction to illness and disability. Identifies personal and societal beliefs, values, and attitudes that affect the role of people with illness or disabilities in our culture and the healthcare system; how patients' beliefs, values, and experiences affect their expectations and interactions with healthcare professionals; and how beliefs, values, and experiences shape professional development and affect relationships with patients.

PT 5161. Psychosocial Aspects of Healthcare Seminar. 1 Hour. Offers students an opportunity to engage in hands-on service roles and address the needs/interests of community partners. Students also have an opportunity to reflect on their learning through service during on-campus and online activities/assignments.

PT 5165. Sports Medicine: Managing the Injured Athlete. 4 Hours. Covers foundational knowledge of pathological processes of major body systems. Addresses general medicine, laboratory medicine, and pathophysiology as related to patient conditions that impact physical therapy management. Case-based discussion allows for integration of pathology and pharmacology content.

PT 5141. Recitation for PT 5140. 0 Hours. Provides small-group discussion format to cover material in PT 5140.

PT 5145. Introduction to the Healthcare System. 2 Hours. Offers students an opportunity to obtain the foundation to understand and appreciate the framework of the U.S. healthcare system. Compares other selected global healthcare systems. Examines historical policies, policy changes, and current issues that impact the delivery of healthcare services.

PT 5150. Motor Control, Development, and Learning. 4 Hours. Covers three broad areas—motor control, motor development, and motor learning. Examines neural, behavioral, and physical mechanisms that contribute to the control of movement in humans. Focuses on motor control in healthy persons, with some discussion of alterations associated with musculoskeletal and neural impairment. Addresses motor development and maturation from intrauterine life through old age (senescence). Considers the interaction of body-system development and growth on acquisition of and changes in typical skill development. Examines factors that influence the learning of new motor skills (motor learning) as a result of practice.

PT 5151. Lab for PT 5150. 1 Hour. Offers students an opportunity to apply knowledge gained in PT 5150 to activities designed to illustrate various principles and concepts related to motor control, motor development, and motor learning. Uses a series of guiding questions/activities in each laboratory and analyzes associated literature to offer students an opportunity to apply class concepts to healthy individuals and to those with clinical problems related to motor control, motor development, or motor learning.

PT 5160. Psychosocial Aspects of Healthcare. 3 Hours. Examines interpersonal relationships among patients, families, health professionals, and society, with reference to the impact of and reaction to illness and disability. Identifies personal and societal beliefs, values, and attitudes that affect the role of people with illness or disabilities in our culture and the healthcare system; how patients' beliefs, values, and experiences affect their expectations and interactions with healthcare professionals; and how beliefs, values, and experiences shape professional development and affect relationships with patients.

PT 5161. Psychosocial Aspects of Healthcare Seminar. 1 Hour. Offers students an opportunity to engage in hands-on service roles and address the needs/interests of community partners. Students also have an opportunity to reflect on their learning through service during on-campus and online activities/assignments.

PT 5165. Sports Medicine: Managing the Injured Athlete. 4 Hours. Covers three broad areas—motor control, motor development, and motor learning. Examines neural, behavioral, and physical mechanisms that contribute to the control of movement in humans. Focuses on motor control in healthy persons, with some discussion of alterations associated with musculoskeletal and neural impairment. Addresses motor development and maturation from intrauterine life through old age (senescence). Considers the interaction of body-system development and growth on acquisition of and changes in typical skill development. Examines factors that influence the learning of new motor skills (motor learning) as a result of practice.

PT 5151. Lab for PT 5150. 1 Hour. Offers students an opportunity to apply knowledge gained in PT 5150 to activities designed to illustrate various principles and concepts related to motor control, motor development, and motor learning. Uses a series of guiding questions/activities in each laboratory and analyzes associated literature to offer students an opportunity to apply class concepts to healthy individuals and to those with clinical problems related to motor control, motor development, or motor learning.

PT 5160. Psychosocial Aspects of Healthcare. 3 Hours. Examines interpersonal relationships among patients, families, health professionals, and society, with reference to the impact of and reaction to illness and disability. Identifies personal and societal beliefs, values, and attitudes that affect the role of people with illness or disabilities in our culture and the healthcare system; how patients' beliefs, values, and experiences affect their expectations and interactions with healthcare professionals; and how beliefs, values, and experiences shape professional development and affect relationships with patients.

PT 5161. Psychosocial Aspects of Healthcare Seminar. 1 Hour. Offers students an opportunity to engage in hands-on service roles and address the needs/interests of community partners. Students also have an opportunity to reflect on their learning through service during on-campus and online activities/assignments.

PT 5165. Sports Medicine: Managing the Injured Athlete. 4 Hours. Covers three broad areas—motor control, motor development, and motor learning. Examines neural, behavioral, and physical mechanisms that contribute to the control of movement in humans. Focuses on motor control in healthy persons, with some discussion of alterations associated with musculoskeletal and neural impairment. Addresses motor development and maturation from intrauterine life through old age (senescence). Considers the interaction of body-system development and growth on acquisition of and changes in typical skill development. Examines factors that influence the learning of new motor skills (motor learning) as a result of practice.

PT 5151. Lab for PT 5150. 1 Hour. Offers students an opportunity to apply knowledge gained in PT 5150 to activities designed to illustrate various principles and concepts related to motor control, motor development, and motor learning. Uses a series of guiding questions/activities in each laboratory and analyzes associated literature to offer students an opportunity to apply class concepts to healthy individuals and to those with clinical problems related to motor control, motor development, or motor learning.

PT 5160. Psychosocial Aspects of Healthcare. 3 Hours. Examines interpersonal relationships among patients, families, health professionals, and society, with reference to the impact of and reaction to illness and disability. Identifies personal and societal beliefs, values, and attitudes that affect the role of people with illness or disabilities in our culture and the healthcare system; how patients' beliefs, values, and experiences affect their expectations and interactions with healthcare professionals; and how beliefs, values, and experiences shape professional development and affect relationships with patients.

PT 5161. Psychosocial Aspects of Healthcare Seminar. 1 Hour. Offers students an opportunity to engage in hands-on service roles and address the needs/interests of community partners. Students also have an opportunity to reflect on their learning through service during on-campus and online activities/assignments.

PT 5165. Sports Medicine: Managing the Injured Athlete. 4 Hours. Covers foundational knowledge of pathological processes of major body systems. Addresses general medicine, laboratory medicine, and pathophysiology as related to patient conditions that impact physical therapy management. Case-based discussion allows for integration of pathology and pharmacology content.

PT 5141. Recitation for PT 5140. 0 Hours. Provides small-group discussion format to cover material in PT 5140.
PT 5450. Introduction to Therapeutic Activities. 2 Hours.
Offers students an opportunity for exposure to the biologic underpinnings of therapeutic activities, as well as to increase their skill in the application of such activities, including exercise prescription, therapeutic handling skills, and functional activity design. Skills taught in this course shape interventions used in the physical therapy treatment of people across the life span with a variety of impairments of body structure, function, and functional activity limitations.

PT 5500. Pharmacology for Physical Therapy. 2 Hours.
Offers a clinically oriented course covering knowledge of clinical pharmacology in the physical therapy profession. Discusses prescription and over-the-counter drugs and common herbal supplements. Drug classification, pharmacokinetics, pharmacodynamics, mechanism of action, drug interactions, and common side effects are brought into the clinical perspective of patient management. Explores recognition of expected drug effects, side effects, idiosyncratic reactions, and signs of abuse or nonadherence. Along with PT 5140, emphasizes the therapist's proper incorporation of pharmacotherapeutic knowledge into patient assessment, differential diagnosis, and design of treatment regimens.

PT 5503. Cardiovascular and Pulmonary Management. 4 Hours.
Discusses physical therapy examination evaluation, interventions, and outcome assessment of common cardiac and pulmonary dysfunctions. Discusses etiology and pathology of common cardiac and pulmonary disorders. Uses case-based learning to promote synthesis of the material.

PT 5504. Lab for PT 5503. 1 Hour.
Accompanies PT 5503. Covers topics from the course through various experiments.

PT 5505. Musculoskeletal Management 1. 4 Hours.
Discusses physical therapy examination evaluation, interventions, and outcome assessment of common musculoskeletal dysfunctions. Uses case-based learning to promote synthesis of the material.

PT 5506. Lab for PT 5505. 1 Hour.
Accompanies PT 5505. Covers topics from the course through various experiments.

PT 5515. Integumentary Systems and Advanced Modalities. 2 Hours.
Applies anatomy, physiology, epidemiology, and pathology to explore the issues of medical, surgical, pharmacological, and psychological and physical therapy management of individuals throughout the life span with integumentary system impairments. Provides students with the opportunity to develop examination skills to derive diagnoses, prognoses, evaluations, and effective physical therapy interventions based on relevant evidence. Builds on information from PT 5104 to include electrophysiological testing and interpretation. Uses case studies to integrate the information learned in class.

PT 5516. Lab for PT 5515. 1 Hour.
Accompanies PT 5515. Covers topics from the course through various experiments.

PT 5540. Clinical Integration 1: Evidence and Practice. 2 Hours.
Designed to prepare physical therapy students to integrate previous courses taught in the curriculum to safely manage patients in the acute-care setting, including the intensive-care unit, the critical-care unit, and step-down settings. Uses a combination of lecture, instruction in the simulation center, and standardized patient interactions. Follows the "Guide to Physical Therapy Practice for Evaluation and Intervention” in these settings. Offers students an opportunity to learn to perform an examination; to evaluate examination data to formulate a plan of care; to provide interventions; to determine a discharge plan for individuals in the acute-care environment; and to demonstrate core professional values in classroom, recitation, and standardized patient interactions.

PT 5600. Ergonomics and the Work Environment. 3 Hours.
Builds upon the public health definition that ergonomics is the applied science that optimizes overall human-systems performance and well-being within the work environment. Emphasizes a public health approach suited for healthcare professionals building on their strengths and training in analytical diagnostic skills and interventions, ranging from primary to tertiary approaches. Covers topics including epidemiology, job hazard analysis, and intervention methods and research. Offers students an opportunity to obtain the knowledge and skills to improve the physical ergonomic factors in a workplace in order to increase the health and well-being of workers.

PT 5601. Project for PT 5600. 1 Hour.
Focuses on a project to accompany PT 5600.

PT 5610. Workplace Wellness and Health Promotion. 3 Hours.
Focuses on the skills needed to create, implement, and evaluate workplace health promotion and injury prevention programs. Studies the National Institute of Occupational Safety and Health's (NIOSH) essential elements of workplace health programs, utilizing and reviewing the literature in support of these essential elements throughout the semester. Workplace factors have strong associations with the health and health behaviors of workers. Builds upon basic wellness and organizational ergonomic principles to offer students an opportunity to develop the skills needed to and obtain the knowledge of the work environment and health promotion.

PT 5611. Project for PT 5610. 1 Hour.
Builds on PT 5610. Focuses on understanding the development of workplace health promotion and injury prevention programs and delves deeper into material covered in PT 5610 with additional readings and a final project.

PT 5710. Psychosocial Aspects of Disability. 4 Hours.
Explores the psychological, social, and cultural factors that underlie responses and adaptations to chronic illness and disability by individuals and families. Offers a foundation for nonjudgmentally ascertaining and supporting clients' needs. Includes coping needs and strategies that are used by those without complicating factors, as well as those that may be used by individuals who have comorbid conditions such as psychiatric disorders; substance abuse; or cultural, gender, or age differences. Presents best practices on interviewing skills, assessment, and interventions to support the needs of people affected by chronic illness or disability.

PT 5976. Directed Study. 1-4 Hours.
Offers independent work under the direction of members of the department on a chosen topic. Course content depends on instructor. May be repeated without limit.