
Mission Statement
Sargent College of Health and Rehabilitation Sciences

The mission of Sargent College is to advance, preserve, disseminate, and apply knowledge in the health and rehabilitation sciences. Sargent College strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society.

Physical Therapy Program

The Physical Therapy Program prepares its students to function as critical thinkers in a changing society. Faculty and graduates will be visionaries, leaders in their profession, life-long learners, and will recognize the criticality of ethical behavior. Graduates will have an appreciation for the roles of clinical practice, education, research, and community service.

As educators, we will develop the roles of the profession in response to the changes in the health care system. Education in prevention and health care will be accessible to actively involved, informed consumers receiving accessible quality care in a cost-effective system.

Faculty and students will generate new knowledge in the areas of typical and atypical human movement and restoration of functional movement. New knowledge will be effectively communicated.

The educational process will provide an accredited curriculum that will prepare students to meet the challenges of the evolving health care system. Students will develop supervisory, management, communication, and critical thinking skills to become effective team members, life-long learners, and advocates for patients, the public and our profession.

The APTA Vision Statement

“Physical Therapy, by 2020 will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical Therapists will be practitioners of choice in clients’ health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist-directed and –supervised components of interventions.

Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidence-based service throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct patient/client care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves”.

Mission Statement Transitional Doctor of Physical Therapy (tDPT) Program

The mission of the tDPT program at Boston University is to prepare graduates to function as independent practitioners and critical thinkers in a changing society and health care environment.

The transitional DPT curriculum is an individualized learning plan designed to augment an applicant’s current knowledge (gained through professional and continuing education, as well as experiential learning) to a level consistent with the current entry-level DPT academic standards. Graduates of the tDPT program at Boston University will be generalists physical therapists.

1.1 EDUCATIONAL PHILOSOPHY OF THE PHYSICAL THERAPY PROGRAM

The conceptual basis for the curriculum is changing in concert with the changes in the health care system, changing roles for physical therapists and developing models of impairment, functional limitation and disability. The current curriculum reflects the conceptual notion that patterns of human movement are best understood using a

systems approach. Movement patterns are influenced by the capabilities of the organism to perform certain tasks within a specific type of environment. To fully understand movement it is necessary to consider task, organismic and environmental constraints. The department has adopted the conceptual framework of Nagi for teaching how constraints related to pathophysiology of the organism influence the development of impairments. The framework also provides a basis for understanding how impairments interact with the type of task and the environment. Basic science courses and some foundation courses introduce the knowledge base necessary for the exploration of the relationship between functional limitations and disability.

The nature of clinical practice suggests that a logical way to study impairment, functional limitation and disability is to divide the approach into the musculoskeletal, neuromuscular, and cardiopulmonary systems. Clinically based courses are organized accordingly. The effects of development and aging on motor behavior are highlighted within the program.

The role of the physical therapist in the health care system is constantly changing. Current models in physical therapist education are directed toward problem solving and evidence based practice. In addition, the physical therapist is now expected to take on a greater role as a manager. This trend has influenced the conceptual basis for the curriculum plan. Themes in clinical decision-making, professional issues, and evidence-based practice are core elements in our program.

The educational principles that guide the design of the overall curriculum emphasize 1) the progression from the acquisition of knowledge in basic sciences to application in evidence based practice, 2) the usage of similar thought processes in problem solving across the curriculum, 3) professional behavior as an intrinsic element of the curriculum, and 4) the usage of a variety teaching and testing methods strengthens the educational process.

In sum, the essential components of the curriculum plan include a strong foundation in the basic life sciences, synthesis of a body of applied scientific knowledge, adoption of a professional code of ethics, demonstration of a commitment to professional values, possession of the ability to communicate effectively, solve problems creatively, and to administer and evaluate treatment effectively and efficiently. The expected student outcomes are derived from these essential components.

Using input from program faculty, graduates, and employers of our graduates, we have developed a contemporary curriculum that prepares students to be critical thinkers in a changing society. The curriculum design and content reflect our commitment to that goal.

1.2 Transitional DPT CURRICULA

The educational philosophy described above as well as a thorough review of the existing MSPT curriculum, the *Guide to Physical Therapist Practice* and *A Normative Model of Physical Therapist Professional Education, Version 2000* were used to identify the content of the transitional DPT program.

A. Core Curriculum

PT 561	Evidence Based Practice	3 credits
PT 610	Health Promotion & Wellness	3 credits
PT 634	Diagnostic Procedures for Rehabilitation Professionals	3 credits
PT 650	Health Care Management I	3 credits
PT 720	Educational Theory & Practice	3 credits
PT 770	Health Care Management II	3 credits
PT 780	Academic Practicum	2 credits
PT 773	Comprehensive Clinical Reasoning	2 credits

Total 22 credits

B. PT 773 Comprehensive Clinical Reasoning

- Successful completion of this case based course requires advance knowledge of the musculoskeletal, neurological, integumentary and cardiopulmonary systems as well as a functional knowledge of the *Guide to Clinical Practice* and differential diagnosis and screening.

C. PT 780 Academic Practicum Experiences

- The purpose of the academic practicum experience in the tDPT program is to provide students with the opportunity to apply, refine and enhance their knowledge and skill in one of three areas: 1) education; 2) clinical research; or 3) health care management.
- Faculty in the Program in PT, from affiliated programs within the College or University, or from an outside agency will mentor the student in his/her self-directed study.
- Prior to meeting with a prospective mentor, the student should have considered:
 - i. The nature of the project they are interested in pursuing
 - ii. The faculty advisory role in the project
 - iii. The scope of the project and concomitant credit allocation
 - iv. Anticipated outcomes

- Preliminary discussion with the mentor should revolve around these considerations and help to focus the proposed practicum experience.
- A detailed outline of the work to be done and procedures to be followed must be completed using the modified *Application for Independent or Directed Study* found in Appendix A. The outline must be approved by the project mentor and the student's academic advisor, in conjunction with the student.

D. Course Waivers

- Students may request to waive a maximum of 2 courses based on previously completed coursework.
- Completed coursework must be verified by submission of a formal transcript and should be accompanied by a detailed course description or course syllabus.
- Requests to waive coursework should be submitted to the program manager.

1.3 REGISTRATION PROCEDURES

A. Pass/Fail Policy

Professional courses may not be taken as pass/fail with the exception of PT 773 Comprehensive Clinical Reasoning. PT 773 is graded pass/fail and is not used in the final program GPA.

1.4 LEAVE OF ABSENCE/WITHDRAWAL POLICIES

Any student who withdraws from a course in the tDPT or who requests a withdrawal or leave of absence (LOA) from the Program must first discuss the request with the program director. A withdrawal from the program or an LOA must be approved by the PT Committee on Policies and Procedures (PTCPP).

To obtain approval, a student must:

1. Complete the petition application for a Leave of Absence
2. Attach a written statement, detailing the reasons for which the student is seeking a Leave of Absence
3. Submit the petition and statement to the program manager. The program manager will then submit all documents to the program director for a decision.

Any matriculated student who is not registered for a semester and has not filed a LOA form is automatically withdrawn from the university.

It is specifically noted that a student may not apply for a Leave of Absence to avoid either probation or dismissal for academic reasons.

1.5 ACADEMIC POLICIES AND STANDARDS

A. Professional Course and Professional GPA Definitions

Degree candidates in the tDPT program must attain an overall professional GPA of B (3.0) or higher. No grade below a C is acceptable for credit.

The professional grade point average (GPA) is defined as the cumulative GPA of those courses that are applied to the DPT degree. All courses indicated in the Core Curricula of the tDPT program are considered professional courses.

When a student is required by academic policy to repeat a professional course, only the grade obtained on the retake is computed in the professional GPA although both grades will be on the university transcript and both grades will be part of the university's cumulative grade point calculation.

The professional GPA is a calculation used by the Program in Physical Therapy. It may be different from the university's cumulative GPA.

B. Graduation Requirements

Transitional Doctorate of Physical Therapy (tDPT)

1. A minimum grade of C in all courses must be achieved. Courses may be retaken only once to meet the requirements (for additional information see section **C. Course Failure**, below).
2. A maximum of 2 Core Courses may be waived. PT 773 and PT 780 can not be waived.
3. A cumulative GPA of 3.0 must be achieved (for additional information see **Section D. Academic Probation**, below).
4. All applicants must complete the degree requirements within 3 years.
5. Boston University confers degrees three times per year: May, September and January. Students will be officially listed by the University as having been awarded the DPT degree at the first applicable date following completion of all academic requirements. Those DPT students who complete all coursework by May are eligible to participate in the May graduation ceremonies. DPT students who have completed all coursework except the practicum, who are enrolled in the practicum and anticipate being eligible for September graduation, may elect to attend the previous May graduation ceremonies. Those DPT students anticipating the completion of degree requirements in January may attend graduation ceremonies the following May.

C. Course Failure

A grade of C or better in all courses is required. A grade of C- or below in a course is a failure. If a student fails a course (grade below C) the student's academic record is reviewed. If the student is otherwise in good academic standing (has a GPA of 3.0 including the failed course) the student is placed on academic probation. The course must be repeated the next time it is offered. A student is permitted to repeat a given course only once. The student will be terminated from the DPT program if a student fails to achieve a grade of C or better the second time a course is taken. Enrolling in a course and receiving a "W" for that course constitutes having taken the course once (unsatisfactory completion). The student may continue to take courses in the program until the semester in which the failed course is to be repeated with the exception of PT 773 Comprehensive Clinical Reasoning and PT 780 Academic Practicum. All courses must be successfully completed before these final two courses may be taken. Once a student is on academic probation, failure to achieve a 3.0 GPA in each future semester results in termination from the program.

If a student fails a course and the student's GPA is below a 3.0, then the student will be terminated from the program.

D. Academic Probation

The first GPA calculation in the program occurs after two courses are completed. Students are placed on academic probation if they are below a 3.0 GPA after two courses. Students remain on academic probation until the next course is completed and academic records are reviewed. If a GPA of greater than or equal to a 3.0 is achieved, the student is removed from academic probation. If the GPA is < 3.0 the student is terminated from the program.

GPA is then calculated after every course until program completion. Each time the student's GPA is below a 3.0 the student is placed on academic probation. Students remain on academic probation until the next course is completed and academic records are reviewed. If a GPA of greater than or equal to a 3.0 is achieved, the student is removed from academic probation. If the GPA is < 3.0, the student is terminated from the program.

Only one grade below B- will be accepted in the program. More than one grade below B- results in the student's termination from the program. Grades below C are failures.

E. Termination from the Program in Physical Therapy for Academic Reasons

Unsatisfactory completion (a grade of C- or below) in two or more courses will result in termination from the program. If a student fails a course and the student's GPA is below a 3.0, then the student will be terminated from the program. If a student is on academic probation and the student's GPA is below a 3.0 the student is terminated from the program.

1.6 GRADING POLICIES

A. Grading

The following is an outline of the grading scale used in the physical therapy program:

92.5 or above	A	4.0
89.5 - 92.4	A-	3.7
86.5 - 89.4	B+	3.3
82.5 - 86.4	B	3.0
79.5 - 82.4	B-	2.7
76.5 - 79.4	C+	2.3
72.5 - 76.4	C	2.0
69.5 - 72.4	C-	1.7
59.5 - 69.4	D	1.0
59.4 or below	F	0

B. Grade Changes

Once officially recorded, grades may be changed only by the instructor through the filing of an official grade change form. Students should assume responsibility for checking with the instructor and with the University Registrar to be certain the grade change has been recorded.

No grades can be changed once the student officially graduates.

1.7 PETITION AND APPEALS PROCESS

A. Disputing a Grade

A student who questions the final grade in Physical Therapy Program course must bring his/her concerns to the course instructor within *one semester* of issuance of grade reports. Faculty are responsible for maintaining student course materials only for that length of time.

Boston University Sargent College Doctor of Physical Therapy Academic Integrity Statement

Academic honesty is an expectation in the Doctor of Physical Therapy program at Boston University. We expect that students in our program submit work that is truly independent unless the requirement specifies a group product. Independent work requires you to use your own words and thoughts. When sources such as published research, books and websites are consulted, full credit must be given to the source. This attribution includes referencing the sources in text. In those rare examples when direct quotes or exact text are used for emphasis, the text must be identified with quotation marks and set apart from the students' text and with full references. Students should consult an AMA or APA style guide if there is any question as to how one should reference these sources.

Academic dishonesty occurs anytime you represent another person's thoughts and ideas as your own. Examples of academic dishonesty include: (1) representing another student's work as your own, (2) allowing students to use your work as their own, and (3) cutting and pasting verbatim from a website and representing the work as your own.

For guidance on avoiding plagiarism a good resource is the University of Wisconsin Writing Center at:

<http://www.wisc.edu/writing/Handbook/QuotingSources.html>

For some courses, you may also be expected to submit work to a program, Turnitin.com (www.turnitin.com). This program electronically reviews submitted papers and gives feedback on content that is identical or similar to articles or other work available through the internet. This is an educational tool that will help you with your writing skills. Writing thoughts in one's own words can be difficult and one can inadvertently take material without proper citation of the source. Once you submit a paper to Turnitin.com and get feedback, you may then revise and resubmit. You will be given instructions within specific courses about using this software tool.

Each faculty member decides the sanction for academic dishonesty within his or her course. The sanctions typically range from failing the assignment to failing the course. Faculty members can also recommend that the Sargent College Committee on Academic Policy and Procedure (SAR/CAPP) review the allegations and impose additional sanctions. These sanctions can include dismissal from the DPT program.

SIGNATURES OF APPROVAL:

COURSE INSTRUCTOR _____ **DATE** _____

FACULTY ADVISOR _____ **DATE** _____

tDPT PRACTICUM COMMITTEE _____ **DATE** _____

**Appendix B
BOSTON UNIVERSITY
SARGENT COLLEGE OF HEALTH AND REHABILITATION SCIENCES**

Self Assessment: Academic Practicum

At the completion of the practicum experience, complete this form and discuss it with your mentor.

Student Name _____ **Date** _____

Practicum Location _____ **Name of Mentor** _____

Brief description of experience: _____

1. What knowledge and/or experience did you bring to this practicum? How did you expand on this?

2. What key ideas/concepts in this practicum most inspired your thinking and imagination relative to your role as a health professional?

3. Discuss the most meaningful evidence based theoretical construct that you were able to professionally apply in this experience. How will you change your professional practice as a result of this practicum?

4. Briefly describe the most important health care research, management, or education issue addressed in your practicum.

Comments:

Student signature _____ **Date** _____

Mentor signature _____ **Date** _____