Physical Therapist Job Outlook

Employment of physical therapists is expected to increase 39% from 2010 to 2020, much faster than the average for all occupations.

Demand for physical therapy services will come, in large part, from the aging baby boomers, who are staying more active later in life than previous generations.

www.bls.gov
Who are we?

University of Maryland Baltimore
(Research Intensive University)

School of Medicine
(Focus on Medical Education)

Graduate School
(Focus on Research Training)

Department of Physical Therapy and Rehabilitation Science (PTRS)

Training of Clinical Practitioners (Physical Therapy: DPT)
Training Researchers/ Academics (Rehabilitation Science: PhD)

PTRS Mission

The Department of Physical Therapy and Rehabilitation Science (PTRS) advocates for and advances societal health by optimizing wellness and human performance through excellence in education, research, clinical practice and service.
**Department of Physical Therapy and Rehabilitation Science**

**PTRS Vision**

- Graduating culturally competent professionals capable of delivering excellent client-centered clinical care through critical thinking, evidence based practice, and lifelong learning (EDUCATION)

- Providing new knowledge and evidence that enhances rehabilitation science and supports clinical practice through expertise, innovation, technology, and science (RESEARCH, CLINICAL PRACTICE)

- Guiding and promoting the physical therapy profession and rehabilitation science through engagement with scientific and professional organizations as well as local, national, and international communities (SERVICE)

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**Degree Options**

**School of Medicine**

- Doctor of Physical Therapy (DPT)
  - Clinical practice as an independent practitioner
  - Possibly eligible for academic position
  - 3 years
  - Lock-step curriculum

**Graduate School**

- PhD in Rehabilitation Science
  - Independence as a researcher
  - Eligible for academic position
  - Average 5+ years
  - Diverse curricular offerings - multi-campus

**SOM and Grad School**

- Dual Degree Options
  - DPT / Masters of Public Health
  - DPT-PhD
  - Available ONLY after acceptance into the DPT
  - Competitive application process
DPT PROGRAM GOALS

DPT Student Outcomes

- Function as an entry-level independent point of entry provider of physical rehabilitation and rehabilitation services
- Effectively manage care for persons in medically-complex, rehabilitation, and community-based settings
- Autonomously practice in a variety of healthcare environments
- Provide guidance and interventions to promote wellness and prevention and to enhance the physical performance of persons in the community
DPT Student Outcomes

- Effectively communicate orally and in writing with patient/families, colleagues, other health care professionals and the general public
- Contribute to the management of physical therapy services, administration and marketing strategies, and fiscal responsibilities within a practice setting
- Initiate a plan of lifelong learning and continuing competence
- Participate in service and/or professional activities that advance the profession of physical therapy
- Use evidence as a basis for critical thinking, decision-making and independent practice

DPT CURRICULUM
Hybrid Curricular Design

Blend “traditional” with “block” instruction

- Immersion in subject area(s)
- Incorporate strengths of multiple faculty
- Integration of topics
- Improved efficiency of student’s time

Department of Physical Therapy and Rehabilitation Science

Curriculum Calendar

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Department of Physical Therapy and Rehabilitation Science
Interprofessional Education

Campus-wide Interprofessional Education Course integrated into the DPT Curriculum

IPE Day with Interprofessional Simulated Case Practice
(DPT, MD, Nursing, Pharmacy, Dentistry, Social Work, Law, Public Health)

Multiple IPE Experiences available throughout the three years in the program

Testing

A variety of methods are used to test your knowledge and skills throughout the curriculum:

- Written exams/ Quizzes
- Assignments
  - (documentation notes, research reviews, evidence-based medicine projects)
- Performance Based Exams (PBAs)
- Modules
- Standardized patients
- Clinical performance
YEAR I

Basic Sciences I

- Gross anatomy dissection
- Osteology
- Embryology
- Functional anatomy
Basic Sciences II

- Cell / muscle biology
- Physiology
- Pathology
- Neurology
- Neuroanatomy
- Development
- Pharmacology
- Introduction to tests and measures

Basic Sciences III

- Biomechanics
- Therapeutic technologies
- Tests and measurements
- Basic rehabilitation
- Basic therapeutic exercise
- Massage / soft tissue
- Graded exercise testing
Professional Issues I

- Code of Ethics
- Evidence-based practice
- Guide to Physical Therapy Practice
- Foundational psychomotor skills
- Medical terminology

Professional Issues II

- Professional roles: (clinician, researcher, advocate)
- Autonomous practice
- Documentation
- Cultural diversity
- Finding and utilizing evidence
- Disability awareness
- Pinning ceremony
YEAR 2

Management of Medical Issues

- Acute illness
- Cardiovascular and Pulmonary disease
- Vascular and integumentary disorders
- Amputation and Limb prosthetics
- Orthotics
Musculoskeletal Issues I & II

Differential orthopedic diagnosis and intervention
- sport injuries, orthopedic surgical cases, general orthopedic conditions
- MS1: Peripheral
  - Shoulder, elbow, wrist, hand, hip knee ankle, foot
- MS2: Spine / Pelvis

Neuromuscular Issues I & II

Neuromuscular injury and disease – examination and intervention
- NM1: Cortical / Subcortical Diagnoses
  - Stroke, Head injury, Tumors, Developmental Delay, Cerebral Palsy, Vestibular and Cerebellar Disorders, Autism
- NM2: Subcortical, Spinal and Peripheral Diagnoses
  - Basal Ganglia Disorders, Spinal cord injury, Neuromuscular disorders, Chronic pain, Peripheral neuropathies
All Clinical Blocks (MI, MS and NM)

Integrate and build upon material prior material:
- Psychology of disability
- Movement control and retraining
- Tests and measures
- Therapeutic technologies
- Research and evidence-based medicine
- Rehabilitation techniques / therapeutic exercise
- Documentation

Integrated Clinical Experiences (ICE)

- ICE I and ICE II Concomitant with year 2 clinical courses
- 2 experiences
  - Fall and spring
  - Professional Practice Opportunities
Clinical Qualifying Measures

Preparation

- Guided student review to assist with integration, clinical decision-making and time management in preparation for full time clinical internships

Clinical matriculation assessment

- Standardized patient encounter

Professional Issues III

- Landing a job
- Communication and leadership
- Managing personnel
- Legal and statutory oversight
- Financial and risk management
- Coding and reimbursement
Department of Physical Therapy and Rehabilitation Science

Educational Space Within PTRS
One dedicated lecture hall
5 large spaces for laboratory sessions
(one of these convertible to lecture space)
1 acute care lab (hospital beds, vents, IV)
2 Conference rooms
4 Dedicated rooms for student computers

Department of Physical Therapy and Rehabilitation Science

YEAR 3
Clinical Education

Full-time internships (Current model)

- 3 separate experiences, 11 weeks each
- Required settings:
  - medically complex
  - community-based
  - elective rehabilitation specialty
- One non-local setting required

Department of Physical Therapy and Rehabilitation Science

- We have access to >1000 clinical sites - Country-wide
- Transportation and lodging are the responsibility of the student
- Background check and drug screen are required

Results not shared with UMB, PTRS


PTRS reserves the right to alter the Clinical Education placement, to adapt to the fluid nature of the clinical environment
DPT COMMUNITY

Community Cohesion

- Combined Sections Meeting
- Burn Camp Visitor’s Day
- Ropes Course
- Intramural Sports Champions 2014
Community Philanthropy

Swim Across America
Phonathon
Wheel Chair Basketball Challenge
Habitat for the Humanity
Golf Tournament

Community Wellness

Community Health Fair
Campus Wellness Fair
Balance Project
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<tr>
<td>Chair</td>
<td>Dr. Mark Rogers</td>
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<td>Director of Faculty and</td>
<td>Dr. Karen Gordes</td>
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Faculty Overview

- 18 core faculty members all with Doctoral degree training; Associated faculty (PTs with clinical expertise to augment core faculty)
- 15 core faculty licensed physical therapists with diverse clinical backgrounds
- Representation of Clinical Specialist Certification in Orthopedics, Neurology, Pediatrics, Cardiovascular and Pulmonary, Geriatrics, Sports
- Faculty actively engaged in research with > 1 million dollars in annual funding (cutting-edge research in falls in the elderly, post stroke rehabilitation and mechanism of brain plasticity, rehabilitation robotics)
- Faculty active and hold offices in the American Physical Therapy Association and other professional organizations (international, national and state level)

EDUCATION  RESEARCH  CLINICAL PRACTICE  SERVICE

DPT STANDARDS
Student Essential Functions

- **Observation:** The functional use of the sense of vision and other sensory modalities
- **Communication:** Professional written, verbal and non-verbal forms
- **Physical Performance Skills, Coordination, and Function:** Mobility, gross and fine motor, and coordination skills
- **Cognition:** Timely problem solving, safety judgment and reasoning
- **Behavioral and Social:** Maturity and emotional health

http://pt.umaryland.edu/dpt_student_handbook.asp

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Accreditation

The Entry-Level Doctor of Physical Therapy program at the University of Maryland School of Medicine is accredited by the Commission of Accreditation in Physical Therapy Education (CAPTE)

Address: 111 North Fairfax Street, Alexandria, Virginia, 22314
Telephone: 703-706-3245
Email: accreditation@apta.org
Website: http://www.capteonline.org

Next accreditation visit: 2026
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<th>2014</th>
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<td>Enrolled in original cohort</td>
<td>58 No withdrawal</td>
<td>64 after 3 withdrawal</td>
<td>55 After 1 withdrawal</td>
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<td>96.4% to date</td>
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We are happy to answer questions at this time.