The University of Maryland (UMB) is the state’s public academic health, human services, and law center. Seven professional and graduate schools train the majority of the state's physicians, nurses, dentists, lawyers, social workers, pharmacists and physical therapists.

**DPT Program 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.

**DPT Program Vision**

- Graduating culturally competent professionals capable of delivering excellent client-centered clinical care through critical thinking, evidence-based practice, and lifelong learning
- Providing new knowledge and evidence that enhances rehabilitation science and supports clinical practice through expertise, innovation, technology and science
- 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

**DPT Program Goals and Objectives for our Graduates**

- Function as an entry-level independent point of entry provider of physical habilitation and rehabilitation service
- 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
- 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

**Accreditation**

The Entry-Level Doctor of Physical Therapy program at the University of Maryland School of Medicine is accredited by:

Commission of Accreditation in Physical Therapy Education (CAPTE)

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

The DPT curriculum is integrated through the use of “blocked” courses, multidisciplinary team teaching, and integrated patient content. Blocks are integrated by a series of “threads” that focus on the development of professional skills.

Threads in the curricular plan are incorporated into each block and are evident in the behavioral objectives. The PTRS curricular threads are:

<table>
<thead>
<tr>
<th>Clinical/Patient Relevance</th>
<th>A focus on clinical practice application.</th>
</tr>
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<tbody>
<tr>
<td>Clinical Decision Making and Application</td>
<td>ICF Model</td>
</tr>
<tr>
<td>Patient Values/ Family and Person Centered Care</td>
<td>Ethical and Legal Practice</td>
</tr>
</tbody>
</table>

- **Communication** (written, electronic, oral, etc.) Combines documentation, professional interactions and giving and receiving feedback.
  - Health Informatics (clinical practice documentation, rules for use of electronic media (Social Networking))
  - HIPAA considerations
  - Professional Interactions (written, electronic and oral)
  - Feedback (giving, receiving, and self-assessment)

- **Cultural Competence and Individual Differences.** Culturally competent practice & interactions. Attention to individual differences.
  - Ethnicity
  - Socioeconomic status
  - Learning differences
  - Gender ID
  - Sexual orientation
  - Health Disparities
  - Religion
  - Disability status
  - Other Personal and Environmental Factors

- **Evidence Based Practice.** Didactic and practical content that develop student skills in evidence-based clinical practice.
  - Search, find, analyze/interpret and apply current best evidence from the literature for clinical practice decisions.
  - Apply Clinical Experience as evidence for clinical practice decisions.
  - Incorporate patient/family values in consideration of current best evidence in clinical practice decisions.
  - Contribute to the existing evidence.

- **Lifespan Orientation:** focus on considerations of developmental changes across the lifespan that impact clinical practice.
  - Infancy
  - Childhood
  - Adolescence
  - Adult
  - Older Adult

- **Prevention, Health Promotion, Fitness, and Wellness:**
  - Individual
  - Group
  - Community/Society

- **Technology:** The emergence and use of technology not only related to clinical practice but in the educational setting as well.
  - Diagnostic
  - Educational
  - Therapeutic
  - Application (knowing appropriateness for application)

DPT Program Goals and Objectives for our Students

- Integrate evidence and demonstrate critical thinking to support clinical decision making.
- Screen, examine, evaluate, diagnose, and provide appropriate interventions for client/patient management across the lifespan.
- Demonstrate clinical competence in a minimum of three practice settings, which include medically complex, rehabilitation, and community-based settings.
- Communicate effectively, orally and in writing, with patients’ families and health care providers.
- Participate in service and other professional activities that promote the advancement of the physical therapy profession.
- Demonstrate the ability to design a professional portfolio to guide lifelong learning and development.
YEAR I

Basic Science I (9 credits)
A nine week course in the study of the morphology of the human body focused on the macro-anatomy (gross anatomy). Includes human cadaver dissections.

Professional Issues I (3 credits)
An orientation to the Department of Physical Therapy and Rehabilitation Science and the American Physical Therapy Association policies and procedures.

Basic Sciences II (15 credits)
An integrated “systems -oriented” approach to the function and dysfunction of the human body. The interdependence of structure and function of tissues and organs is emphasized throughout the lifespan.

Basic Sciences III (12 credits)
This block will integrate and consolidate the foundations of movement sciences and bio-physical sciences pertaining to human and function across the life span. The student will learn to describe, operate and apply skillfully various therapeutic technologies used in habilitation and rehabilitation of patients with musculoskeletal, neuromuscular, cardio-pulmonary, vascular and integumentary deficits.

Professional Issues II (2 credits)
The second Professional Issues block will prepare the student to communicate and appropriately interact with other health care providers, third party payers, patients, clients, and their families. Extensive exercises in documentation and ethics will provide the student with a foundation to communicate clinical decisions and conduct themselves professionally to other health care professionals, patients, clients, and their caregivers.

YEAR II

Medical Issues (12 credits)
This block will provide the student with knowledge of common medical and surgical conditions that present throughout the lifespan. The hospital clinical practice setting will serve as the introductory benchmark for instruction and will highlight, compare and contrast the variety of settings reflective of patient acuity – emergency room, intensive care unit, transitional care unit and general medical/surgical units. Additionally, the student will be provided with an integrated framework of the interplay of vascular function/integrity upon integumentary hygiene and the maintenance of a viable limb. A portion of this block will be dedicated to the comprehensive understanding of the etiology and management of congenital, traumatic and acquired pathological amputations. Clinical wound management practices will be outlined for multiple types of open wounds, burns and common dermatologic disorders.

Musculoskeletal I (7 credits)
Orthopedic injuries and diseases of the upper and lower extremities. Upon completing this block, the student should be able to critically examine, communicate, and effectively document the information gathered during the initial examination, as well as, appropriately manage persons with orthopedic injuries and diseases.

YEAR III

Neuromuscular I (7 credits)
The study of neurological disorders of the central, sympathetic, and peripheral nervous systems across the lifespan. Emphasis on problem-solving and the examination skills and intervention skills covered in previous courses to help students further develop their skills in establishing and executing a comprehensive plan of care for the neurological population.

Neuromuscular II (7 credits)
The advanced study of neurological disorders of the central, sympathetic and peripheral nervous system across the lifespan. Emphasis on problem-solving and integrating the examination skills and intervention skills covered in previous blocks to facilitate the development of competency in establishing and executing a comprehensive plan of care for the neurological population.

Clinical Qualifying Measures. (1 credit)
CQM is a multifaceted process wherein student professional growth, development and skill is assessed in a triangulated fashion. This evaluation is conducted in the Clinical Evaluation and Education Labs at the UMB School of Nursing. Students, peers, faculty and simulated patients provide data that is reviewed in composite to ascertain student readiness to proceed to the full-time clinical internship phase of the curriculum.

CQM components include, but are not limited to: basic skills checks, portfolio reviews, simulated patient encounters and clinical documentation. Prior to the simulated patient encounter, students engage in active learning techniques to help synthesize and integrate information gained throughout the didactic phase of the curriculum. Emphasis is on clinical problem-solving, prioritization and use of evidence-based strategies.

Professional Issues III (4 credits)
Students will focus on how to manage, market, and act as a supervisor in a physical therapy practice. By the end of this block students should be able to understand topics including billing and reimbursement, applying and interviewing for a job, staff development, productivity, quality improvement, legal issues of physical therapy practice, and practice and program marketing.
<table>
<thead>
<tr>
<th>Description</th>
<th>Year 2 / Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integrated Clinical Experience (ICE)</strong></td>
<td>The main purpose is to introduce students to the clinical environment and the development of clinical and professional skills. This will be the students' first experience to the clinical environment where they can practice their clinical skills under direct supervision of a clinical instructor. The students will be afforded the opportunity to apply didactic knowledge, develop professional behaviors, and practice hands-on skills.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Dates of Clinical Affiliation</th>
<th>Year 2 / Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 – Fall Semester</td>
<td>Aligned with Neuromuscular I and Musculoskeletal I.</td>
</tr>
<tr>
<td>#2 – Spring Semester</td>
<td>Aligned with Neuromuscular II and Musculoskeletal II.</td>
</tr>
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<table>
<thead>
<tr>
<th>Credits</th>
<th>Year 2 / Part-time</th>
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</thead>
<tbody>
<tr>
<td>1 credit per experience</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Types of Rotation</th>
<th>Year 2 / Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primarily outpatient sites.</td>
<td></td>
</tr>
<tr>
<td>Some acute care sites.</td>
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</table>

<table>
<thead>
<tr>
<th>Selection of Sites</th>
<th>Year 2 / Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned based upon student choice of location.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Location of Sites</th>
<th>Year 2 / Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>All sites are within a one hour drive of campus.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Timing of the Experience</th>
<th>Year 2 / Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience hours are performed on Wednesdays.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Description</th>
<th>Year 3 / Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time internships</strong></td>
<td>These experiences provide students the opportunity to apply didactic knowledge, develop professional behaviors, and practice Patient/Client Management in the clinic setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates of Clinical Affiliation</th>
<th>Year 3 / Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 – August through Mid-October</td>
<td></td>
</tr>
<tr>
<td>#2 - Mid-October through Mid-December</td>
<td></td>
</tr>
<tr>
<td>#3 - Mid-January through April</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
<th>Year 3 / Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 credits per internship</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Rotation</th>
<th>Year 3 / Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one rotation for each of the following areas:</td>
<td></td>
</tr>
<tr>
<td>● Medically Complex</td>
<td></td>
</tr>
<tr>
<td>● Rehabilitation Elective</td>
<td></td>
</tr>
<tr>
<td>● Community-Based</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selection of Sites</th>
<th>Year 3 / Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned based upon student request, random selection and clinic availability.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location of Sites</th>
<th>Year 3 / Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 250 sites across the country.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Timing of the Experience</th>
<th>Year 3 / Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 weeks per experience 36 to 40 hours per week.</td>
<td></td>
</tr>
</tbody>
</table>
**Service Learning Center (SLC)**

The SLC was created to provide physical therapy evaluation and treatment to medically indigent and disadvantaged patients.

In addition to providing a valuable service to the community by treating patients who are not able to financially afford therapy, the center allows students enrolled in the 1st year of the DPT program to observe, and 2nd year students to gain hands-on clinical experience.

Clinic hours are held on Tuesday and Thursday evenings.

Read about the Service Learning Center in the September 2005 clinical education newsletter:

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

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**Student Outcomes**

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students admitted to original cohort.</td>
<td>57</td>
<td>58</td>
<td>67</td>
</tr>
<tr>
<td>Students who graduated on time.</td>
<td>53</td>
<td>52</td>
<td>57</td>
</tr>
<tr>
<td>Students who postponed graduation:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...to address academic performance deficits</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>...to address clinical performance deficits</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>...for personal reasons (health, family, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who graduated the following year. (Required 101-150% of normal expected time to complete the program.)</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Number of students in the cohort still enrolled in the program</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Number of students who did not complete the program because:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...they did not meet academic standards</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>...they did not meet clinical standards</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>...personal reasons (health, family, etc.)</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Graduation Rate:</strong></td>
<td>96.5%</td>
<td>96.5%</td>
<td>95.3% anticipated</td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
</tr>
<tr>
<td><strong>Licensure Pass Rate:</strong></td>
<td>100%</td>
<td>100%</td>
<td>98.4%</td>
</tr>
<tr>
<td><strong>Employment Rate:</strong> % of graduates employed as a PT six months after passing the licensing exam.</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
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**Professional Practice Opportunity (PPO)**

As a requirement for Integrated Clinical Experience (ICE) I and II, each 2nd-year student performs a self-selected "Professional Practice Opportunity".

This project is to complement Direct Patient Care experiences that they also perform during this semester.

Students can work individually or in groups of 2-3, if the project is large. Several organized opportunities are made available to students to facilitate completion of these experiences.

This project can include patient care related and non-patient care related experiences (all patient care experiences require a physical therapist to supervise) for at least 20 hours.

If non-patient-related tasks are performed (or if they are typically performed by a non-PT and clinical judgment is not the focus, i.e. testing by research assistants or working on research projects), the student's mentor is not required to be a PT.
Doctor of Philosophy in Physical Rehabilitation Science - PhD

The PhD program trains researchers capable of advancing the field of physical rehabilitation to improve the lives of people with functional impairments.

Drawing on the resources of key departments with the School of Medicine and two sister universities (UMBC and UMCP), the program offers a comprehensive interdisciplinary learning experience leading to a doctorate in Physical Rehabilitation Science.

Graduate assistantships are available for select PhD students. Each assistantship includes a stipend, tuition remission for up to 10 credits per semester and benefits. NIH Training Grants provide additional financial support for students.

Faculty Research

The Department is committed to fostering research and scholarship in a broad array of topics pertinent to physical therapy. The interests of the faculty represent basic, applied and clinical research applicable in a variety of practice areas related to physical therapy.

A complete biography and curriculum vita for all full-time and part-time faculty can be viewed on our website: [http://pt.umaryland.edu](http://pt.umaryland.edu)

Full-time Core Faculty – 11
Part-time Core Faculty – 6
Associated Faculty - 78

Gad Alon, PT, PhD - Emeritus Associate Professor: Electrotherapy; management of pathological movements.

Vincent Conroy, PT, DScPT - Assistant Professor: Human anatomy with specific interest in the role anatomical variations has on differential diagnosis; service learning; performing arts; geriatric rehabilitation.

Robert Creath, PhD - Assistant Professor: Characterizing standing axial turns with stepping in persons with Parkinson’s disease; training with a wearable device that senses head accelerations and provides a facilitatory stimulus to improve eye-head coordination; preventing falls in the elderly.

Cara Felter DPT, NCS, PCS—Assistant Professor: Spinal cord injury management and pediatric physical therapy

Roy Film, MPT, DPT, OCS, CEAS, FAAOMPT - Assistant Professor: Validation of clinical prediction rules, spinal manipulation and peripheral joint manipulation and exercise in conjunction with cognitive behavioral therapy for chronic low-back pain.

Karen Gordes, MPT, DScPT, PhD - Assistant Professor, Director of Faculty and Student Affairs: Distance education; interdisciplinary education, role of physical therapy in public health issues (obesity)

Linda Horn, PT, DScPT, MHS ,GCS, NCS - Assistant Professor, Director of Academic Affairs: Balance and vestibular rehabilitation in adults, and fall prevention in older adults.

Tonas Kalil, PT, MS, DPT - Assistant Professor: Rehabilitation after burns. Dr. Kalil is the co-founder of, the Mid-Atlantic Burn Camp Fund, a non-profit organization that provides programs for burn-injured youth and their families.
Alumni Association Welcome - Each year the PTRS Alumni Association sponsors a Pizza Party for the 1st year students upon completion of the 1st anatomy exam. The event provides an opportunity for the new class to celebrate the first challenge along their transition into graduate school.

Anatomy Study Guide (For Basic Sciences I) - Each year the 1st year class compiles resources to assist the new incoming class with making a smooth and successful transition into the program. The guide includes class notes, charts, muscle cards and recommendations for how to study.

Anatomy TA’s - Each year, 10 - 15 3rd year students are selected to serve as Teaching Assistants in Basic Sciences I (summer anatomy). The TA’s work side by side with the new class in cadaver dissection.

APTA Membership (American Physical Therapy Association) Students enrolled in the DPT program must maintain active APTA Student Membership.

Your student membership demonstrates your commitment to the profession. Members are eligible for discounts on registration for conferences and seminars, and can access the APTA's online career center.

Big Siblings - New students entering the DPT program are assigned a “Big Sibling”, a second year student who will serve as a mentor and provide guidance, support and friendship.

Students are randomly matched, but requests for a specific match can be accommodated.

Career Day - Prospective employers from area hospitals and clinics actively recruit our graduating students. Career Day provides the perfect venue for students to explore various employment opportunities.

Florence Kendall Symposium - In 1947, Florence Kendall was instrumental in drafting a bill that legalized the practice of physical therapy in the state of Maryland. The PTRS department sponsors the Florence Kendall Symposium during PT Month, to honor Dr. Kendall and acknowledge her incalculable contributions to the practice of physical therapy and the growth of the Department of Physical Therapy and Rehabilitation Science.

Each year, a person nationally known in the field of physical therapy is invited as the symposium speaker. Invitations are extended to the campus community, alumni and clinical instructors. Students are welcome to attend.

Follies - Graduating students parody and poke fun at department faculty, students and staff. Thank goodness follies are held after all graduation requirements are completed!

Interdisciplinary Patient Management Competition (IPMC) Team up with students representing other health professions across the UMB campus. Review, evaluate and present a medical case scenario representing complex diagnostic and therapeutic problems.

PT Month - October is PT month. The department sponsors speakers, continuing education seminars, and provides health tips in recognition of this national occasion.

Pre-commencement - Pre-commencement is traditionally held the day before the campus graduation. PhD graduates are recognized, DPT students receive department certificates. Academic and service awards are also announced. The department sponsors a reception for visiting family and friends immediately following the ceremony.

Pinning Ceremony - Pinning celebrates completion of the first year of the DPT program. Name badges, lab coats and department pins are given to students. Family and friends are invited to attend and refreshments are served following the ceremony. https://youtu.be/ULOMoDVkQz8

Race for the Cure - Students, faculty, staff and alumni participate as a team in the annual Susan G. Komen Breast Cancer Foundation Race for the Cure. You too can join “Team PTRS” and raise funds in support of breast cancer research.

Research Day - Research Day has been a department tradition for over a decade. Each year a nationally known keynote speaker is invited to present their research to the PTRS community. The program also includes oral presentations by the department’s PhD students and case study posters presented by 3rd year DPT students. The posters are part of a competition for the Mary M. Rodgers Student Research Award that is announced at the Pre-commencement Ceremony.

2nd Year Send-off Soiree - A new PTRS tradition. The 2nd year class, faculty and staff gathered for one final celebration before the students depart for their first full-time clinical internship.

Significant Other Panel Discussion - This event provides the significant others for the first year class (parents, spouse, partner and family) to ask questions and receive information regarding the academic and personal demands on the life of a DPT new student. All are welcome to attend.

Thanksgiving Pot Luck Lunch — This event was initially held to expose our international PhD students to the American tradition. Now all faculty, students and staff gather together to share their favorite dish.

Wheelchair Basketball - Each year our DPT students go wheel-to-wheel in an exciting full-court game with the MD Ravens Wheelchair Basketball Team: www.mdravens.org. The purpose of this event is to promote disability awareness within the general community and to raise funds for physical therapy research.
The Department of Physical Therapy and Rehabilitation Science offers continuing education courses throughout the year to assist licensed physical therapists in implementing a plan of lifelong learning. Recent continuing education courses have included:

- **Biomechanical Evaluation and Treatment of the Upper Extremity**: An evidence-based biomechanical approach for evaluation and treatment in the upper limb.

- **Soft Tissue Contracture: Physiology and Management for Rehabilitation Specialists**: From treatment for clubfoot, to advanced limb lengthening surgery, this course provided an introduction to the physiology of soft tissue contracture for rehabilitation professionals.

- **Fundamentals of Orthopaedic Radiology: Understanding the theory and technology of radiology**: Distinguishing normal and abnormal anatomy, definitive pathology, arthritic changes in vertebral joints, and common disease processes on x-ray film.

- **Treating the Injured Runner: A Balance of Art & Science**: An overview of lower extremity anatomy, normal walking and running gait patterns, and instruction on several paradigms.

- **Differential Diagnosis Across the Lifespan**: A focus on the most essential responsibility of PTs: the recognition of co-morbid medical conditions.

- **Biomechanical Evaluation & Treatment of the Lumbar Spine and Pelvis**: Evidence-based biomechanical approach to evaluation and treatment in the lumbar spine and pelvis. Develop skills needed to accurately diagnose movement restrictions in the lumbar spine and pelvic joints and provide treatment of those restrictions by manual techniques. Identify the most appropriate steps to manage patients with lumbar spine dysfunctions to maximize the effects of physical therapy.

- **Clinical Anatomy of the Lower Extremities**: Review of normal and atypical anatomy for clinical anatomy topics; discussion of the literature (Evidence Based Medicine, EBM) for clinical anatomy topics; evaluation techniques appropriate for clinical anatomy topics.

- **What every orthopedic practitioner needs to know about the pelvic floor muscles**: Integrating knowledge of pelvic floor dysfunction to enhance outcomes. This course is designed for the general physical therapy practitioner. The goal is to provide instruction in simple external pelvic floor muscle examination and intervention techniques to compliment current practice.

- **Communication: The Key to Successful Patient and Practice Management**: Communication is crucial to ensuring effective professional relationships and successful patient and practice management. Discuss communication-building skills that can be used to enhance relationships at the personal, professional, and business levels.

- **Manual Therapy Meets Technology: A Course for the Advanced Group**: Hamstring Strain – Differential Diagnosis: the pathophysiology, incidence, grading, and differential diagnosis of hamstring strain. Clinical Prediction Rules: Hope or Hype? Participants will be better able to decide how to make use of CPR studies after gaining an understanding of the types of CPRs, the level of evidence they provide, and their clinical utility.

- **Physical Activity and Physical Therapy: Assessing Cardiovascular Risk**: This session will provide PTs with tools for identifying and classifying cardiovascular risk in PT clients. PTs will be able to use these tools to safely monitor physical activity in PT clients, evaluate patient outcomes and communicate with other health professionals to improve cardiovascular health in all patients.

- **Strategies for Effective Documentation and Reimbursement**: Relevance of accurate coding, billing and documentation to PT practice, with potential impact of health care reform. Guided experience for applying CPT Coding to clinical scenarios.

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**Contact Us**

University of Maryland School of Medicine  
Physical Therapy and Rehabilitation Science  
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Baltimore, MD 21201

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Joyce Johnson, Admissions Coordinator; jjohnson@som.umaryland.edu - (410) 706-7721