



UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE

**DEPARTMENT OF PHYSICAL THERAPY
AND REHABILITATION SCIENCE**

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Physical Therapist Job Outlook

Employment of physical therapists is expected to increase 28% from 2016 to 2026, 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.





**Department of Physical Therapy
and Rehabilitation Science**



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)



**Department of Physical Therapy
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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.





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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)





Degree Options

School of Medicine

Doctor of Physical
Therapy (DPT)

- ❖ Clinical practice as an independent practitioner
- ❖ Possibly eligible for academic position
- ❖ Three 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/Master of Public Health
- DPT-PhD
- ONLY after acceptance in DPT program
- Competitive application process



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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 people in the community





DPT Student Outcomes

Effectively communicate orally and in writing with patients/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 professional activities that advance the profession of physical therapy

Use evidence as a basis for critical thinking, decision-making, and independent practice





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DPT CURRICULUM



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Hybrid Curricular Design

Blend “traditional” with “block” instruction

- ❖ Immersion in subject areas
- ❖ Incorporate strengths of multiple faculty
- ❖ Integration of topics
- ❖ Improved efficiency of students’ time





Curriculum Calendar

| May/Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
|----------------------|-----|---------------------------------|----------------------------------|-----|---------------------------------|-----|----------------------------------|---------------------------------|-----|-----------------------|-----|
| Basic Science 1 | | Basic Science 2 | | | | | Basic Science 3 | | | Professional Issues 2 | |
| Professional Issues1 | | | | | | | | | | | |
| Medical Issues | | | Musculoskeletal Issues 1 | | | | Musculoskeletal Issue 2 | | | | |
| | | | Neuromuscular Issues 1 | | | | Neuromuscular Issues 2 | | | | |
| | | | Integrated Clinical Experience 1 | | | | Integrated Clinical Experience 2 | | | | |
| | | Full Time Clinical Experience 1 | | | Full Time Clinical Experience 2 | | | Full Time Clinical Experience 3 | | | |

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



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Educational Space Within PTRS

One dedicated lecture hall

Five large spaces for laboratory sessions (one of these is convertible to lecture space)

One acute care lab (hospital beds, ventilators, IVs, mechanical lifts)

Conference room

Dedicated rooms for student computers





Testing

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

Written exams/quizzes

Assignments:

Documentation (notes, essays, professional letters), research reviews, evidence-based medicine projects)

Performance based exams (PBAs)

Modules

Standardized patients

Clinical performance



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YEAR ONE



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Basic Sciences I

- ❖ Gross anatomy dissection
- ❖ Osteology
- ❖ Embryology
- ❖ Functional anatomy





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Professional Issues I

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





Basic Sciences II

- ❖ Cell/Muscle Biology
- ❖ Physiology
- ❖ Pathology
- ❖ Neurology
- ❖ Neuroanatomy
- ❖ Human 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





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Professional Issues II

- ❖ Professional roles: (clinician, researcher, advocate)
- ❖ Autonomous practice
- ❖ Documentation
- ❖ Cultural awareness
- ❖ Finding and utilizing evidence
- ❖ Disability awareness
- ❖ Pinning ceremony
- ❖ Begin scholarship project process





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YEAR TWO



All Clinical Blocks

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
- ❖ Scholarship





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Management of Medical Issues

- ❖ Acute illness
- ❖ Cardiovascular and pulmonary disease
- ❖ Vascular and integumentary disorders
- ❖ Amputation and limb prosthetics
- ❖ Orthotics





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Musculoskeletal Issues I & II

Orthopedic examination, differential diagnosis and intervention

Athletic/sport injuries, orthopedic surgery, general orthopedic conditions

- MSK1: Lumbar spine and pelvis, lower extremities
- MSK2: Cervical and thoracic spine, upper extremities, temporomandibular joint





Neuromuscular Issues I & II

Neuromuscular examination, differential diagnosis, and intervention

- NM1: Cortical/subcortical diagnoses
 - Stroke, brain injury, developmental delay, cerebral palsy, vestibular and cerebellar disorders, autism
- NM2: Subcortical, spinal, and peripheral diagnoses
 - Basal ganglia disorders, spinal cord injury, neurodegenerative conditions, chronic pain, peripheral neuropathies



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Integrated Clinical Experiences

- ❖ Integrated Clinical Experiences I and II run concurrently with year two clinical courses
- ❖ Two experiences
 - Fall and spring
 - Professional practice opportunities





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YEAR THREE



Clinical Education

Full-time Clinical Experiences

- ❖ Three separate experiences, 11 weeks each
- ❖ Required settings:
 - Medically complex
 - Community-based
 - Elective rehabilitation specialty
- ❖ At least one non-local setting may be required to accommodate all students and requirements for the program





Clinical Education

- ❖ We have access to > 600 clinical sites nationwide
- ❖ Transportation and lodging are the responsibility of the student
- ❖ Background checks and drug screens are required
 - Students are required to upload results for clinic in a secure database management software program
- Clinical Education Handbook for all ClinEd Policies: <https://pt.umaryland.edu/Clinical-Education/PTRS-DPT-Clinical-Education-Handbook/>

**PTRS reserves the right to alter the clinical education placement,
to adapt to the fluid nature of the clinical environment**



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DPT COMMUNITY



Community Cohesion



Burn Camp Visitors' Day



Ropes Course



Intramural Sports



Combined Sections Meeting



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Community Philanthropy



Swim Across America



Phonathon



Golf Tournament



Wheelchair Basketball Challenge



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Community Wellness



Wellness Screenings



George Washington
Elementary Afterschool



Community Health Fair



Balance Project



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DPT FACULTY



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Faculty Overview



- ❖ Eighteen core faculty members all with Doctoral degree training
- ❖ Associated faculty (PTs with clinical expertise to augment core faculty)
- ❖ Sixteen core faculty: licensed physical therapists with diverse clinical backgrounds
- ❖ Representation of Clinical Specialist Certifications in Orthopedics, Neurology, Pediatrics, Geriatrics, and 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 mechanisms of brain plasticity, rehabilitation robotics)
- ❖ Faculty are active and hold offices in the American Physical Therapy Association and other professional organizations (international, national, and state level)

EDUCATION RESEARCH CLINICAL PRACTICE SERVICE



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DPT STANDARDS



Student Essential Functions

- ❖ **Observation:** 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

<https://pt.umaryland.edu/Other/Doctor-of-Physical-Therapy-Student-Handbook/>



**Department of Physical Therapy
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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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CAMPUS HIGHLIGHTS



Student Union



Shock Trauma



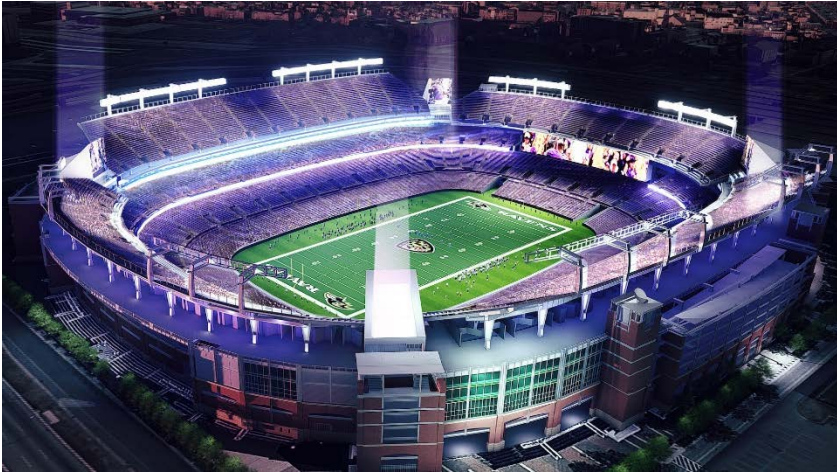
Baltimore VA Medical Center



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Health Sciences Library



Thank You

Questions