

# PHYSICAL THERAPY (DPT)

## PCOM Georgia

Department website: <https://www.pcom.edu/academics/programs-and-degrees/physical-therapy/>

### Introduction to Physical Therapy

The mission of the physical therapy program at PCOM Georgia is to prepare individuals who demonstrate excellence in the practice of physical therapy, emphasize a “whole person” approach to patient management, commit to the advancement of knowledge and intellectual growth, and engage in the wellbeing of the community.

The PCOM Department of Physical Therapy will be recognized for its:

- Commitment to cultivating an inclusive learning environment that is diverse, inquisitive, dignified, and respectful and that will inspire caring graduates who advocate for all individuals in our changing healthcare environment.
- State-of-the-art learning environment that offers the opportunity for students to learn “whole person” patient management through inter-professional collaboration, development and intellectual growth, as well as hands-on experiences.
- Educational advancement for faculty, students and clinicians to promote development of exceptional healthcare professionals who are committed to life-long learning and engagement in the profession of physical therapy.

## Physical Therapy Philosophy

The International Classification of Functioning, Disability, and Health (ICF) provides the basic framework for organizing the curriculum. This framework was chosen because of its emphasis on the individual client as the focus of health care and its consistency with osteopathic philosophy, which emphasizes management of the “whole person” and recognizes the unity of body systems. This is consistent with the program’s belief that physical therapists are experts in movement and use their skills to restore, maintain, and promote optimal movement and function. As such, physical therapists function interdependently in a variety of settings and use theory and established scientific evidence as the foundation upon which they address the needs of the “whole person” (physical, psychological, spiritual, and socio-economic). The curriculum is also founded on the belief that optimal physical therapy is provided in a client-focused environment in which the therapist assumes various roles, including educator, consultant, and advocate.

The organization of the curriculum is based on the assumption that understanding and responding to the effects of health conditions begins with knowledge of good health. The implication is that practitioners need a firm foundation in “typical or usual” human development in order to recognize and assist clients in managing impairments and deficits in activities and participation.

The curriculum model is best described as hybrid, incorporating elements of traditional methods, case-based and systems-based approaches. The curriculum model is “wrapped” in an envelope made up of four themes that is emphasized throughout the program: Critical Thinking, Evidence-Based Practice, Professional Engagement, and Lifespan Development.

In the early stages, the instruction focuses on building foundational knowledge of human body structure and function across the lifespan and includes content from both the Basic/Foundational sciences and

the Clinical/Physical Therapy sciences. As the student develops an understanding of “typical” structure and function, the emphasis begins to shift to health conditions commonly seen in physical therapy across the lifespan, focusing on addressing impairments and activity and participation limitations/restrictions. All components of the patient/client practice management model are addressed in courses that are case-based and systems-based.

Each course is assigned to one of five content areas: Basic/Foundational Sciences, Clinical/Physical Therapy Sciences, Evidence-Based Practice, Professional Engagement, and Clinical Experiences. The following provides course information on course sequencing and course descriptions as related to assigned content areas.

## Educational Goals

1. Provide a professional education that will prepare individuals for entry into the practice of physical therapy.
2. Promote the development of professional core values and behaviors.
3. Promote participation in and appreciation for scholarship that will contribute to the evidence supporting physical therapy practice.
4. Promote participation in activities designed to advocate for the profession, community, and individuals.
5. Engage in service to the college, community, and profession.
6. Provide opportunities for post-professional education and professional development.

### First Year

Term 1		Hours
Fall		
PT 601	Clinical Anatomy for Physical Therapists	8
PT 606	Medical Terminology	1
PT 621A	Principles of Evidenced-Based Practice	2
PT 631	Professional Engagement I: Introduction	2
INDP 100A	Inter Professional Education	0.5
PT 614	Intro to Pharmacology, Diagnostic Tests and Imaging	3
<b>Hours</b>		<b>16.5</b>

### Term 2

Spring		
PT 602	Clinical Kinesiology	4
PT 603	Differential Diagnosis for PT	4
PT 611A	Physical Therapy Exam I	5
INDP 100B	Inter Professional Education	0.5
PT 605A	Foundations of Clinical Interventions I: Therex	3
<b>Hours</b>		<b>16.5</b>

### Second Year

Term 1		
Summer		
PT 604A	Clinical Neuroscience I	3
PT 605B	Foundations of Clinical Interventions II: Modalities	3
PT 611B	Physical Therapy Exam II	5
PT 711A	Musculoskeletal Management I	6
<b>Hours</b>		<b>17</b>

### Term 2

Fall		
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PT 604B	Clinical Neuroscience II	3
PT 621B	Components of Evidenced-Based Practice: Design & Statistics	3
PT 711B	Musculoskeletal Management II	6
PT 713	Assistive Technology: P&O	3
<b>Hours</b>		<b>15</b>

**Term 3**

<b>Spring</b>		
PT 612	Cardio and Pulmonary Management	5
PT 613	Integumentary Management	3
PT 717A	NeuroRehabilitation I	6
PT 731	Professional Engagement II, Healthcare and Practice Management	3
<b>Hours</b>		<b>17</b>

**Third Year****Term 1**

<b>Summer</b>		
PT 716	Complex Multi System Disorders	4-5
PT 717B	NeuroRehabilitation II	5
<b>Hours</b>		<b>9-10</b>

**Term 2**

<b>Fall</b>		
PT 841	Clinical Experience I	7
PT 842	Clinical Experience II	8
<b>Hours</b>		<b>15</b>

**Term 3**

<b>Spring</b>		
PT 831	Professional Engagement III, Lifelong Learning	1
PT 843	Clinical Experience III	15
<b>Hours</b>		<b>16</b>
<b>Total Hours</b>		<b>122-123</b>