

# PROGRAMS IN PHYSICAL THERAPY

Students who have earned a baccalaureate degree and who have satisfactorily completed all pre-requisite courses may apply to enter the Doctorate of Physical Therapy (DPT) program as graduate students. This entry-level clinical doctorate allows graduates to apply for physical therapy licensure; hence this program is not appropriate for individuals who have already earned a physical therapy degree either in the U.S. or in other countries.

## Vision Statement

The vision of Husson University's School of Physical Therapy is to be a recognized leader in physical therapy education by cultivating a collaborative academic environment that prepares graduates to enhance patient outcomes, drive innovation, and contribute to the advancement of the profession. Grounded in the principles of cultural humility, experiential learning, and lifelong professional development, students are empowered to make meaningful and lasting contributions to healthcare and society.

## Mission Statement

The mission of Husson University's School of Physical Therapy is to prepare skilled, ethical, and compassionate professionals through a student-centered education grounded in experiential learning, evidence-based practices, and interprofessional collaboration. The program is committed to developing physical therapists who exemplify clinical excellence and leadership that advances human movement, well-being, and the physical therapy profession.

## Philosophy of Physical Therapy Education

Husson is committed to providing individuals with a personalized, cost-effective educational experience leading to successful performance in productive and satisfying careers. In keeping with the Husson philosophy, the Physical Therapy faculty are dedicated to providing excellent student-centered learning in secure and open learning environments. The faculty incorporate active teaching and learning strategies that support the learner in assuming responsibility for his or her behavior, self-directed learning, evidence-based clinical knowledge and skills, critical and reflective thinking, and strong clinical experiences.

The Physical Therapy program emphasizes the preparation of the generalist practitioner who provides a continuum of care responsive to the individualized needs and well-being of clients and patients from diverse backgrounds.

In believing that each member of society has the right to receive quality healthcare, the Physical Therapy faculty emphasize an educational preparation consistent with society's expectations of a physical therapist as an autonomous practitioner, educator, evaluator, therapy provider, family and community consultant, health and wellness advocate, clinical researcher, and an effective member of the healthcare community.

## Goals

### PROGRAM GOALS

1. The program will support faculty and student scholarship.
2. The program will provide pro bono services to promote health and wellness in the local community.
3. The program will continuously assess healthcare and educational environments, adjusting the curriculum to ensure physical therapist education aligns with both current and emerging needs.
4. The program will meet or exceed CAPTE standards for program performance including:
  - a. Ultimate pass rate
  - b. Employment rate
  - c. Academic retention rate

### FACULTY GOALS

1. Faculty members will demonstrate service to the University, program, community, and the profession.
2. Faculty members will participate in scholarly activities.
3. Faculty members will demonstrate participation in professional development activities to maintain currency in their areas of expertise, teaching, and advising.

### STUDENT GOALS

1. Students will demonstrate entry-level competence in physical therapy examination, assessment, and interventions focused on the human movement system.
2. All students will exhibit entry-level behaviors in cultural competence, ethics, and legal responsibilities of physical therapist practice.
3. Students will participate in community or professional service activities.

### GRADUATE GOALS

1. Graduates will demonstrate service to the profession.
2. Graduates will demonstrate a commitment to lifelong learning.

## Graduate Admissions Criteria for the Three-year DPT Program

Husson University has adopted a rolling admissions process. Completed PTCAS applications will be reviewed starting in September and will continue until the class is full. Official transcripts showing evidence of completion of a Bachelor's Degree must be sent to the Graduate Admissions Office by the program's start date in July.

Graduate student applicants applying for entry into the three-year DPT program must apply online through PTCAS, the Central Application Service for Physical Therapy programs. PTCAS applications will be accepted at [www.ptcas.org](http://www.ptcas.org). *Please apply early as it is time-consuming to collect your supporting application materials.*

Applicants must meet the following criteria:

- Have an undergraduate degree with a cumulative GPA of 3.0 or greater
- Have successfully completed the following pre-requisite courses with a minimum grade of C:
  - Introductory Statistics (3 credits)
  - General Psychology (3 credits)
  - Anatomy with lab (4 credits)
  - Physiology with lab (4 credits)
    - May take Anatomy and Physiology I and II with labs to meet anatomy and physiology requirements (8 credits)
  - Chemistry I and II with labs (8 credits)
  - Physics I (4 credits)
  - Two Biology courses (6 credits)
  - Upper level Psychology (3 credits), such as Abnormal, Developmental, or Child Psychology

Applicants must submit the following items to PTCAS:

- Application with the application fee
- Official transcripts of all previous college or university work
- Two letters of recommendation, one from a physical therapist or employer, and one from a past instructor
- Physical Therapy observation hours verification
- One essay responding to PTCAS prompt
- One supplemental essay on the follow topic:
  - What personal qualities and experience can you bring to the profession of physical therapy? Please comment on any leadership, community engagement, research, or experience with the profession, and reflect on how those experiences would inform your PT education.

Limit your essay to no more than two typed pages, double-spaced. The essay will be evaluated on organization, clarity, grammar, and punctuation, as well as the content.

Due to the serial nature of courses in the Professional Phase of the DPT Program, transfer credits are not accepted.

Please review program-specific admission requirements and deadlines on the [PTCAS Husson University program profile page](#).

## Accreditation

The School of Physical Therapy at Husson University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave. Suite 100, Alexandria, VA 22305; telephone: 703.706.3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.captionline.org> If needing to contact the program/institution directly, please call 207-941-7101 or email [pt@husson.edu](mailto:pt@husson.edu)

## Financial Aid

The student who holds a Baccalaureate degree is classified as a graduate student for the three years of the DPT program.

## Tuition

Students enrolled in doctorate DPT program pay a higher per-credit hour fee that is specific to the physical therapy program.

## Clinical Education

Students in the Doctorate of Physical Therapy program are required to participate in unpaid full-time clinical experiences as part of their professional education. It is recommended that students budget an additional \$2,000-\$2,500 for travel, accommodations, etc. There are three clinical placement periods shown below:

Clinical Education 1: DPT2 - one eight week placement generally mid-May to early July

Clinical Education II: DPT3 - one twelve week placement generally end of August to end of November

Clinical Education III: DPT3 - one twelve week placement beginning of December to mid-March

The program currently has contracts with approximately 200 clinical sites throughout the United States.

## Community Service

The DPT program will require students to complete 10 hours of community service per year in years DPT1 and DPT2 in the program. Thus, they will complete 20 hours of community service over a period of 2 years. Community service performed in years prior to DPT1, while extremely valuable, will not be included in these 20 hours. The DPT program provides ample opportunity for community service activities (Pro bono clinic, Fighting Eagles Boxing, Special Olympics, Organization for Physical Therapy Students community service activities) though students may choose to be involved in service activities outside of the program if they prefer. Students will submit documentation of their hours to their academic advisor.

## Technical Standards of Physical Therapy Education

Physical therapy education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of technical skills, professional attitudes, and professional behaviors. The Doctor of Physical Therapy degree awarded by Husson University, School of Physical Therapy certifies that the graduating individual has acquired a broad base of knowledge and skills requisite for the safe and competent practice of physical therapy. In order to acquire the foundation of knowledge, skills, attitudes, and behaviors needed throughout the physical therapist's professional career, the student must demonstrate essential abilities in five areas: observation; communication; motor function; conceptual abilities and behavioral/social attributes. The following essential requirements have been adopted by the Husson University School of Physical Therapy as requirements for admission to, promotion within, and graduation from its entry-level professional program. A candidate must be able to perform these essential requirements in a reasonably independent manner. When requested, Husson University will provide reasonable accommodations to otherwise qualified students with disabilities.

### Observation

Observation requires the functional use of vision, audition, olfaction, and somatic sensations. The candidate must be able to observe demonstrations and experiments in basic and applied sciences, in physical therapy theory, and in therapeutic practice. The candidate must be able to observe a patient accurately at a distance for posture and functional performance and close at hand for palpation and the

inspection of skin, muscles, and joints. The candidate must be able to observe digital and waveform readings, and other graphic images to determine a patient's condition.

### **Communication**

A candidate must be able to provide, receive, and interpret feedback from faculty and clinical supervisors in an appropriate manner. A candidate must be able to elicit information from patients, describe changes in mood, activity, and posture, and perceive and accurately report nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients and their families. The candidate must be able to communicate effectively and efficiently with all members of the health care team in both immediate and recorded modes. Beyond interpersonal exchanges, effective communication includes reading, writing, and computer literacy.

### **Motor Function**

Candidates must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, manual positioning of body segments and other evaluative procedures. A candidate must be able to physically perform basic screening and examination (physiologic measures such as heart rate and respiration), diagnostic procedures (palpation, manual muscle testing, goniometry, sensory evaluation, gait analysis, balance assessment), and evaluation of EKGs and X-rays. A candidate must be able to execute movements required in the provision of general care, emergency treatment and therapeutic treatment, including cardiopulmonary resuscitation, wound care, positioning and transferring, gait training, and performing manual therapy techniques.

Each student must be willing to submit to screening, examination and therapeutic treatment, allowing student partners, of either gender, to practice therapeutic techniques.

### **Conceptual - Integrative and Quantitative Abilities**

To effectively solve problems required of physical therapist practitioners, the candidate must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

### **Behavioral/Social Attributes**

A candidate must possess the psychological ability required for full use of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physical and mentally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and learn to behave appropriately and professionally in the face of uncertainties inherent in the clinical problems of many patients. In summary, a candidate must be able to collect information, analyze and synthesize it, and effectively perform clinical reasoning in the limited time demanded by a given clinical setting, while under stress, and in an environment in which other distractions may be present.

Compassion, integrity, tolerance, concern for others, interpersonal skills, interest, motivation and ethical behavior are all personal qualities that are assessed during the admissions and education process.

### **Reasonable Accommodation**

It is the policy of Husson University and the School of Physical Therapy to provide reasonable accommodation to qualified students with disabilities so they can meet these essential requirements. In addition, students may request academic or clinical adjustments based upon creed and religious restrictions and under Title IX. Whether or not a requested accommodation is reasonable will be determined on an individual basis. Requesting and determining reasonable accommodations under the Americans with Disabilities Act, its Amendments, and Section 504 of the Rehabilitation Act requires an interactive process, which the candidate must initiate with the Director of Accessibility Services in the Center for Student Success at (207) 992-1934 or [accessibility@husson.edu](mailto:accessibility@husson.edu).