

January 31, 2010



State University of New York  
**Upstate Medical University**

College of Health Professions  
Department of Physical Therapy

Portfolio and Transfer Credit Instructions

**Post-professional (Transitional) Doctor of Physical Therapy (T-DPT) degree requirements**

Credit hours required for the T-DPT degree range from 16 to 50, depending on your entry-level physical therapist academic degree (Certificate, Bachelor's, Master's) AND the portfolio review. Up **to 50% of the required credits** may be transferred with appropriate documentation for students with Bachelor's degrees or Master's degrees from institutions other than SUNY Upstate Medical University.

**All T-DPT students are required to take the following 13 credit core curriculum (newly revised):**

PHYT 689	Evolving Theoretical Foundations of PT Practice (1 credit)
PHYT 682	Evidence-Based Practice and Decision Making (3 credits)
PHYT 655	Applied Clinical Decision Making – Case Report Methodology (1 credit)
PHYT 665	Differential Diagnosis and Imaging, Part I (3 credits)
PHYT 666	Differential Diagnosis and Imaging, Part II (2 credits)
PHYT 692	Case Analysis Seminar (3 credits)

**TOTAL: 13 credits**

**Required elective credits range from 2-12 and are dependent upon your portfolio review and entry-level PT degree.**

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**Applicants with MPT or MPS degrees from SUNY Upstate Medical University** are required to take the 13 credit core plus 3 additional elective credits for a total of 16 credit hours. Applicants may transfer up to three academic, course equivalency, or competency credits (see transfer credit section) into the program with justification contained in the portfolio.

**Applicants with Master's degrees in physical therapy from other institutions OR applicants with post-professional Master's degrees** may transfer *up to 15 credits* (see transfer credit section), with justification contained in the portfolio. Up to 12 of the 15 credits may be transferred through currency or enhanced professional development. Some required credits may be Director's Choice credits\*. A total of 30 credits (including transfer credits) is required for MS applicants.

**Applicants with Bachelor's or Certificate degrees in physical therapy who do not have a post-professional Master's degree** may transfer *up to 25 credits* of academic, course equivalency, or competency credits (see transfer credit section) with justification contained in the portfolio. Some required credits may be Director's Choice credits\*. A total of 50 credits (including transfer credits) is required for BS applicants.

\* "Director's Choice" credits will be determined after portfolio review. The portfolio review is designed to bridge the gap between the competency expectations of the DPT and the applicant's demonstrated knowledge. This review identifies specific content areas the applicant must pursue as part of his/her program of study. Other courses the applicant must take to fulfill the degree requirements are determined jointly between the applicant and the T-DPT Director.

### **Portfolio**

ALL prospective applicants applying for transfer credit must submit a portfolio and a \$250 portfolio review fee. MPS and MPT graduates of SUNY Upstate Medical University (formerly SUNY Health Science Center at Syracuse) who do not wish to apply for transfer credit are not required to submit a portfolio or fee. The portfolio may be submitted anytime during the first 9 months of the program. The number of required credits for the DPT degree will be adjusted based on the admission committee's review.

The purpose of the portfolio is to provide justification for transfer credit and evidence of the applicant's professional development since earning the entry-level physical therapist degree. The portfolio should be professional in appearance and must contain a minimum of three items:

#### **1. Curriculum Vitae (detailed resume)**

The curriculum vitae should include the following:

- Name and current address
- A summary of academic educational experiences
- A summary of work experience in physical therapy (include dates, settings and brief description)
- All professional certifications and licenses
- Continuing education activity since physical therapy licensure (limit to 1990-present)
- Scientific and professional presentations
- Teaching experience/activities
- Consultative and advisory positions held
- Membership/positions in professional organizations
- Honors/Awards
- Publications (include whether peer reviewed, invited or non-peer reviewed)

#### **2. Proof of Licensure:**

- A copy of your current U.S. physical therapist license

#### **3. Request for Transfer Credit:**

The portfolio drives the transfer credit process. Request for transfer credit must be carefully documented in the portfolio. T-DPT applicants may transfer credit in partial fulfillment of the DPT degree requirements by: (1) transferring graduate level academic courses, (2) receiving course equivalency credit for work that fulfills a SUNY DPT course listed at the end of this document, (3) receiving competency credit, or (4) receiving enhanced professional development and/or currency transfer credit or a combination of the above up to the maximum number of transfer credits allowed. The fourth option is permitted only for applicants with Bachelor's degrees or Masters degrees from institutions other than SUNY Upstate Medical University.

### **1. Academic Course Credit**

A graduate-level, academic course may be eligible for transfer credit. The course must be from an accredited school, be of a grade of B or higher, and be of graduate level. You should provide the transfer course number, name, description of the course, institution, and grade.

Note: Since a student is transferring his/her entry-level physical therapist degree and, in some cases, a post-professional degree, courses taken as part of these degrees or work done as part of those courses cannot be considered for credit transfer.

### **2. Course Equivalency Transfer Credit**

Course equivalency transfer credit can be granted for professional experience(s) that closely resembles an eligible SUNY DPT course. To qualify experience for course equivalency credit, the experience must be similar in content to a course in the DPT curriculum (listed below). An example of how professional experience can qualify for course equivalency follows:

You may have teaching experience that demonstrates personal reflection and modification of the course based on the feedback, reflection, and professional input you received following the teaching experience. This type of experience may qualify for the PHYT 641 Teaching and Learning course (2 credit hours).

Applicants must provide a detailed explanation of how the experience they are submitting for course equivalency transfer credit meets the description of an eligible SUNY Upstate Medical University DPT course. This description should include the course number and name for which you are petitioning credit, description of the professional experience, and evidence of compatibility.

Evidence of the course's compatibility could be certifications, documentation of the process of completion of the course, course objectives, evidence of projects completed, etc.

### **3. Competency Transfer Credit**

Competency transfer credit is granted for recognition of significant professional experiences that do not match a SUNY DPT course. Emphasis is placed on the consistency and extensiveness of the experience. Experiences could include:

- evidence of publishing
- scientific or professional presentations
- professional association or state board activities
- advocacy efforts
- clinical research
- editorial board work
- teaching
- clinical instruction\*\*
- clinical residency and/or fellowship

- clinical specialization or other certifications

Applicants must provide a **detailed** explanation and tangible evidence of these experiences in the portfolio. Evidence of the specific work may include a published paper, course materials, presentation brochures, actual clinical certifications, awards, projects, etc.

**\*\*To qualify for competency credit as a clinical instructor (CI), you must have taught clinical students at the masters level or higher. You should include a description of the number of students, length and types of affiliations, number of years you have served as a CI and your role (were you the primary instructor or did you coordinate the experience involving one or more CIs). Please include any creative activities that you used with students, professional development that you have completed that enhanced your skills as a CI (such as CI certification), and other distinguishing features. A short recommendation from the ACCE or copy of student evaluations is desirable.**

#### **4. Enhanced Professional Development/Currency Credit**

Enhanced professional development (EPD) includes continuous professional development activities that are concurrent with the applicant's area of practice. Currency credit is awarded for licensure since 1994, relative to the year of licensure. Ten credits are awarded for licensure from **1994-1998** and **15 credits are awarded for licensure from 1999 to present**. Applicants with master's degrees from institutions other than SUNY Upstate Medical University may transfer up to 12 EPD/currency credits and applicants with Bachelor's degrees may transfer up to 25 EPD/currency credits. **Note:** *The fourth option is permitted only for applicants entering with a Bachelor's degree or with a Master's degree from an institution other than SUNY Upstate Medical University.*

#### **Courses that Qualify for Course Equivalency Credit**

The following list of required courses is eligible for course equivalency credit:

PHYT 625	Movement Analysis & Patient/Client Management I (4 credits)
PHYT 626	Movement Analysis & Patient/Client Management II (4 credits)
PHYT 641	Teaching and Learning in Physical Therapy (2 credits)
PHYT 631	Patient/Client Management: Adult Neurological Disorders (3 credits)
PHYT 632	Patient/Client Management: The Spine (1 credit)
PHYT 633	Patient/Client Management: Acquired Conditions (3 credits)
PHYT 634	Patient/Client Management: Developmental Disabilities (3 credits)
PHYT 635	Patient/Client Management: Cardiovascular and Pulmonary Disorders (3 credits)
PHYT 642	Research Methods (2 credits)
PHYT 646	Special Topics in Orthopedics (2 credits)
PHYT 649	Personal and Professional Marketing (1)
PHYT 650	Integumentary Management (1 credit)
PHYT 652	Management Principles (3 credits)
PHYT 654	Gerontology for Physical Therapists (2 credits)
PHYT 657	Health Systems and Reimbursement (2 credits)
PHYT 673	Evidence-based Approach to Exercise Science (2-3 credits)
PHYT 683	Health Promotion/Marketing (3 credits)

**PHYT 688 Movement Science and Motor Learning (2 credits)****Course Descriptions**

**PHYT 625 Movement Analysis & Patient/Client Management I** (4 credit hours) - This course introduces and integrates basic kinesiological/biomechanical principles related to the normal function/movement of the cervical spine and upper quarter with the basic principles of patient/client management of common conditions of the cervical region and upper extremities across the life span. The use of tests and measures associated with abnormal movement/function of the cervical spine and upper extremities, particularly those for joint integrity and mobility, muscle performance, range of motion, and pain are covered. Principles of diagnosis and the determination of the associated anatomical structure or musculoskeletal pathology are also introduced, as is the medical management for selected upper extremity conditions. Intervention rationale includes evidence-based practice. Clinical experiences are integrated into this course.

**PHYT 626 Movement Analysis & Patient/Client Management II** (4 credit hours) - This course integrates kinesiological/biomechanical principles related to the normal function/movement of the spine and lower quarter, including posture and gait, with the basic principles of patient/client management of spinal and lower extremity conditions across the life span. The use of tests and measurements associated with abnormal movement/function of the lower extremity, particularly those for joint integrity and mobility, muscle performance, range of motion, pain, posture, gait and locomotion are covered. Diagnosis and the determination of the associated anatomical structure or musculoskeletal pathology of the lower quarter is also covered, as is the medical management of selected lower extremity conditions. Intervention rationale includes the use of evidence-based practice. Clinical experiences are integrated into this course.

**PHYT 631 Patient/Client Management: Adult Neurological Disorders** (3 credit hours) This course begins the development of skills in examination, evaluation and interventions with individuals with neurological impairments. Content focuses on the adult patient with central nervous system dysfunction, such as head trauma, cerebral vascular accident and other neurological disorders. A problem solving approach utilizing evidence-based practice is emphasized, integrating student's previous knowledge from Neuroscience regarding normal functioning of the nervous system, as well as disorders of the nervous system.

**PHYT 632 Patient/Client Management: The Spine** (2 credit hours) - This introductory course includes demographics, classification, examination, evaluation and physical therapy diagnosis of the spine.

**PHYT 633 Patient/Client Management: Acquired Conditions** (3 credit hours) - This course presents the theories and principles of examination, evaluation, and interventions for specific conditions across the life span. These conditions include amputation and spinal cord injury. Topics including orthotics, home and work barriers, and adaptive equipment management are reviewed. Intervention rationale includes evidence-based practice.

**PHYT 634 Patient/Client Management: Developmental Disabilities** (3 credit hours) - This course is a continuation of the skill development in examination, evaluation, and intervention that began in Patient/Client Management: Adults with Neurological Disorders as it applies to individuals with developmental disabilities. Theory and principles of development as they pertain to examination, evaluation, and intervention using evidence-based practice are examined. Topics for discussion include family-centered care, special concerns of various age groups and selected medical diagnoses, impact of public law on delivery of care, and clients with multiple disabilities.

**PHYT 635 Patient/Client Management - Cardiovascular and Pulmonary Disorders** (3 credit hours) – Using a problem based learning format, this course focuses on cardiovascular

fitness and the management of patient/clients with cardiovascular and pulmonary disorders across the life span. A review of normal structure and function of the cardiovascular and pulmonary systems including relevant laboratory and diagnostic tests is included. The pathophysiology of the disorders of respiratory system, heart and the circulatory system is discussed in detail as it applies to patients with a cardiovascular and/or pulmonary impairment. Exercise interventions and evidence-based practice are stressed.

**PHYT 641 Teaching & Learning in Physical Therapy** (2 credit hours) - This course emphasizes the knowledge, skills and behaviors needed by the physical therapist to educate patients/clients, caregivers, families, professional colleagues, students and community members across the life span. Content includes application of teaching and learning theories, motivational theory, curriculum design, lesson plan development, didactic and clinical teaching techniques, methods of instruction and evaluation, and an introduction to the use of technology in education. A requirement of this course is to participate in a videotaped microteach session.

**PHYT 642 Research Methods** (2 credit hours) - This course acquaints the student with the basic language, logic and methods of quantitative, qualitative and epidemiological research as they apply to the health sciences. Principles of research are introduced through lecture, readings and assignments. Students are also introduced to the statistical tools most commonly employed in health research and to the use of a computer software package to store, manipulate and analyze data. Prerequisite: Foundations of Scientific Inquiry.

**PHYT 646 Special Topics in Orthopedics** (2 credit hours) - This course encompasses medical lecture and physical therapy intervention for a variety of orthopedic disorders across the life span. A problem based learning format utilizing evidence-based practice is used to analyze case studies emphasizing spinal and TMJ intervention.

**PHYT 650 Integumentary Management** (1 credit hour) - This course presents physical therapy management of common pathological conditions of the skin across the life span encountered by physical therapists. The contributions of other health care professionals in the management of pathological conditions of the skin are identified, and strategies for prevention of skin conditions are discussed.

**PHYT 652 Management Principles** (3 credit hours) - This course allows the student to analyze the administrative process as it relates to the practice of physical therapy in a variety of health care systems. Content includes personnel management, legislation, strategic planning, marketing, budgeting, conflict resolution, negotiating, networking, and consulting and fiscal management. Learning formats consist of lectures, small group work and completion of an administrative project.

**PHYT 653 Medical Ethics for Physical Therapists** (2 credit hours) - This course involves an examination of ethical theories and principles as they inform contemporary health-care dilemmas. Students learn how philosophical principles - such as autonomy, confidentiality, veracity, justice, beneficence, non-maleficence, and informed consent - create a context for exploring particular ethical topics (i.e., suicide, reproductive rights, death and dying, abortion, testing and screening, biomedical research, and professional conduct). Though dealing with practical situations, this course emphasizes critical and theoretical thinking. An oral presentation and research paper are required.

**PHYT 654 Gerontology for Physical Therapists** (2 credit hours) - This course provides an in depth examination of aging as it relates to physical therapy. Concepts and principles of aging are examined in light of evidence-based practice, including the biological, psychological, social and cultural aspects of aging. Care is given to differentiate between normal biological age changes and those due to other factors such as physical inactivity, emotional responses, and disease processes.

**PHYT 657 Health Systems and Reimbursement (2 credit hours)**

The health care delivery and reimbursement system in the United States is complex, diverse and intertwined. This course is designed to assist physical therapists in understanding the micro level of their services and the macroeconomics of the health care expenditures in the country. It will examine healthcare from a systems and providers perspective. It will help therapists apprise their practice and organize and navigate the system in which they deliver care and get reimbursed for services.

**PHYT 683 Health Promotion/Marketing (3 credit hours)** -- This course involves identification and assessment of the health needs of individuals and groups through screening, risk assessment, health promotion and, if necessary referral of patients to other health professionals. The strategies of the consultant in marketing health promotion and risk reduction using evidence-based practice is analyzed. Motivation, public health and psychosocial theories are presented in relation to health promotion.

**PHYT 684 Rehabilitation Pharmacology (2 credit hours)**

This online course presents the pharmacology and pharmacokinetics of drugs commonly seen in rehabilitation. Emphasis is placed on the relevance of medications to the physiotherapeutic management of patients whose disease states affect one or more anatomical systems.

**PHYT 673 Evidence-based Approach to Exercise Science (2 credit hours)**

The purpose of this course is to explore the evidence for exercise interventions in chronic disease, health and wellness, and in specific pathologies and to design an effective exercise prescription based on physiological principles. The cardio-pulmonary, skeletal and muscular systems will be included.

**PHYT 688 Movement Science and Motor Learning (2 credit hours)**

Fundamentals of the development and maintenance of motor control and motor learning across the life span are explored in this course. Implications of current theories of motor control and motor learning are emphasized.

**PHYT 693 Critical Inquiry Project (3 credit hours)**

This project requires students to apply the principles of evidence-based practice to a teaching practicum, research project, administrative project or case report. Students carry out the project under the guidance of an advisor.