

Addendum III

Effective Date May 28, 2019

Publication Date November 1, 2020

Page 128-129

Doctor of Physical Therapy (DPT) Program Degree Plan

Year 1 (71QH)

HIPS 515 Foundations for Interprofessional Practice (2QH)
HPAS 551 Leadership in the Health Care Environment (2QH)
HPTH 618 Orientation to Physical Therapy (4QH)
HPTH 620 Clinical Skills I (5QH)
HPTH 622 Critical Inquiry I (3QH)
HPTH 623 Practice Issues I (1QH)
HPTH 630 Clinical Skills II (3QH)
HPTH 631 Clinical Skills III (3QH)
HPTH 634 Orthopedic Clinical Medicine (3QH)
HPTH 635 Kinesiology/Motor Control I (3QH)
HPTH 636 Kinesiology/Motor Control II (4QH)
HPTH 640 Clinical Skills IV (5QH)
HPTH 642 Critical Inquiry II (3QH)
HPTH 643 Practice Issues II (2QH)
HPTH 644 Neurological Clinical Medicine and Pharmacology (3QH)
HPTH 645 Clinical Physiology (6QH)
HPTH 646 Fundamentals of Physiology (4QH)
MCBA 501 Clinical Anatomy (10QH)
PBBS 504 Neuroscience (5QH)

Year 2 (49QH)

HPTH 720 Clinical Skills V (4QH)
HPTH 721 Clinical Skills VI (3QH)
HPTH 722 Critical Inquiry III (1QH)
HPTH 724 Advanced Clinical Medicine and Pharmacology (5QH)
HPTH 725 Advanced Regional Anatomy (2QH)
HPTH 715 Clerkship I (12QH)
HPTH 740 Clinical Skills VII (3QH)
HPTH 741 Pediatric Physical Therapy (4QH)
HPTH 742 Physical Therapy in the Critical Care Sector (2QH)

HPTH 743 Practice Issues III (1QH)
HPTH 744 Prosthetics/Orthotics (3QH)
HPTH 747 Cardiovascular and Pulmonary Physical Therapy Part I (3QH)
HPTH 748 Cardiovascular and Pulmonary Physical Therapy Part II (2QH)
HPTH 749 Critical Inquiry IV (1QH)
HPTH 823 Practice Issues IV (3QH)

Year 3 (37QH)

HPTH 815 Clerkship II (12QH)
HPTH 835 Clerkship III (12QH)
HPTH 843 Practice Issues V (1QH)
HPTH 848 Professional Practicum (12QH)

Page 129

Doctor of Physical Therapy (DPT) Graduation Requirements

- 157 quarter hours of required degree program coursework

Page 137-138

Interprofessional Healthcare Studies (PhD) Program Degree Plan

Year 1 (18QH)

HIPS 560 Research Design (4QH)
HIPS 563A Writing for Scholars I (1QH)
HIPS 563B Writing for Scholars II (2QH)
HIPS 570 Qualitative Research (2QH)
HIPS 600 Introduction to Doctoral Studies and Interprofessionalism (4QH)
HIPS 603 Interprofessional Theory Seminar (4QH)
HIPS 631 Foundations in Interprofessional Research I – Emerging Topics (1QH)

Year 2 (24QH)

HIPS 562 Measurement Principles (4QH)
HIPS 601 Interprofessional Education Seminar (4QH)
HIPS 602 Interprofessional Practice Seminar (3QH)
HIPS 632 Foundations in Interprofessional Research II – Methods (2QH)
HIPS 633 Foundations in Interprofessional Research III – Project Design (2QH)
HIPS 711 Building Effective Interprofessional Teams (3QH)
Electives (6QH)

Year 3 (22QH)

HIPS 731 Interprofessional Research Practice I – Institutional Review Boards (3QH)
HIPS 732 Interprofessional Research Practice II – Conducting Research (8QH)
HIPS 733 Interprofessional Research Practice III – Analyzing Data (2QH)
HIPS 734 Interprofessional Research Practice IV – Drawing Conclusions from Data (2QH)
HIPS 735 Interprofessional Research Practice V – Disseminating Research (3QH)
HIPS 736 Interprofessional Research Practice VI – Defending Research (1QH)
Electives (3QH)

Page 138-139

Interprofessional Healthcare Studies (DSc) Program Degree Plan

Year 1 (18QH)

HIPS 560 Research Design (4QH)
HIPS 563A Writing for Scholars I (1QH)
HIPS 563B Writing for Scholars II (2QH)
HIPS 570 Qualitative Research (2QH)
HIPS 631 Foundations in Interprofessional Research I – Emerging Topics (1QH)
HIPS 740 Foundations in Simulation Enhanced Health Professions Education (4QH)
HIPS 741 Application of Simulation Design for Clinical Educators (4QH)

Year 2 (24QH)

HIPS 562 Measurement Principles (4QH)
HIPS 601 Interprofessional Education Seminar (4QH)
HIPS 632 Foundations in Interprofessional Research II – Methods (2QH)
HIPS 633 Foundations in Interprofessional Research III – Project Design (2QH)
HIPS 711 Building Effective Interprofessional Teams (3QH)
HIPS 723 Leadership in Interprofessional Education (3QH)
HIPS 742 Leadership in Healthcare Simulation (3QH)
Electives (3QH)

Year 3 (19QH)

HIPS 731 Interprofessional Research Practice I – Institutional Review Boards (3QH)
HIPS 732 Interprofessional Research Practice II – Conducting Research (6QH)
HIPS 733 Interprofessional Research Practice III – Analyzing Data (2QH)
HIPS 734 Interprofessional Research Practice IV – Drawing Conclusions from Data (2QH)
HIPS 735 Interprofessional Research Practice V – Disseminating Research (2QH)
HIPS 736 Interprofessional Research Practice VI – Defending Research (1QH)
Electives (3QH)

Course Descriptions

Page 256-257

Remove course description for HIPS 563A & B

HIPS 563A Writing for Scholars I (1 QH)

This course emphasizes the components of scientific and scholarly writing including writing style, word choice and construction of works. Use of appropriate grammar and punctuation as well as APA style in scholarly works will be reviewed.

HIPS 563B Writing for Scholars II (2 QH)

Utilization of support systems such as writing groups, and resources such as electronic databases and research librarians will be covered. Editorial processes and review will also be introduced.

Page 288

HPTH 715 Clerkship I (12 QH)

This course is the first full-time clinical education experience. The student will engage for a minimum of 35 hours per week at an approved clinical education site for a total of 10 weeks. The student will apply and attain professional knowledge, skills, and behaviors in a structured clinical education environment under the supervision of one or more clinical instructors. The experience may take place within a variety of environments, provide a variety of learning opportunities, and include care of patients/clients across the lifespan and practice settings. While the emphasis is on patient-care skills, experiences may also include inter-professional experiences and non-patient care duties such as research, teaching, supervision, and administration. Formal student clinical performance assessment will occur midway through and at the end of the experience. Students will also complete a case report assignment as a component of this course.

Page 290

HPTH 815 Clerkship II (12 QH)

This intermediate full-time clinical education experience is the second of three Clerkship courses. The student will engage for a minimum of 35 hours per week at an approved clinical education site for a total of 12 weeks. The student will apply and attain professional knowledge, skills, and behaviors in a structured clinical education environment under the supervision of one or more clinical instructors. The experience may take place within a variety of environments, provide a variety of learning opportunities, and include care of patients/clients across the lifespan and practice settings. While the emphasis is on patient-care skills, experiences may also include inter-professional experiences and non-patient care duties such as research, teaching,

supervision, and administration. Formal student clinical performance assessment will occur midway through and at the end of the experience.

HPTH 835 Clerkship III (12 QH)

This terminal full-time clinical education experience occurs after the student has completed the didactic curriculum of the physical therapist professional education program. The student will engage for a minimum of 35 hours per week at an approved clinical education site for a total of 12 weeks. Students may return to the academic program for didactic instruction that does not require additional clinical education experiences. The student will apply and attain professional knowledge, skills, and behaviors in a structured clinical education environment under the supervision of one or more clinical instructors. The experience may take place within a variety of environments, provide a variety of learning opportunities, and include care of patients/clients across the lifespan and practice settings. While the emphasis is on patient-care skills, experiences may also include inter-professional experiences and non-patient care duties such as research, teaching, supervision, and administration. This course is designed so that students gain substantial, relevant clinical experience and skills, engage in contemporary practice, and demonstrate competence before beginning independent practice. Formal student clinical performance assessment will occur midway through and at the end of the experience. The expected outcome is entry-level performance at the end of the experience.