THE PREFERRED CURRICULAR MODEL FOR THE TRANSITION CLINICAL DOCTORAL (t-DPT) PROGRAM AND LEARNER

Education Division
American Physical Therapy Association
1111 North Fairfax Street
Alexandria VA  22314

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**PREFACE**

This document is a draft of the model curriculum entitled *The Preferred Curricular Model for the Transition Clinical Doctorate (DPT) Program and Learner*. Content experts in a consensus conference using a structured decision-making process developed this curriculum. A total of 33 modules were created representing content considered essential for the licensed physical therapist that may have graduated prior to academic programs awarding the professional clinical doctorate (DPT). The modules reflect content that has been augmented or enhanced during the past 5-10 years. All of the modules are fully congruent with the patient/client management model in the *Guide to Physical Therapist Practice* and the consensus-based educational outcomes and curricular content for professional education in *A Normative Model of Physical Therapist Professional Education: Version 2000*.

In the left column (Module) of the matrix, the specific module (ie, clinical pharmacology, research methods/design) is identified by name and number. The number indicates the order of the sample module within the overall 33 modules. A description of the module appears in the 2nd column (Module Description). The 3rd column (Primary Content) is intended to provide guidance for faculty in structuring learning objectives when teaching the module. The far right column (NMV2K Category) provides the educator and practitioner with a cross reference for the comparable primary content within the foundational sciences, behavioral sciences, clinical sciences, and practice expectations (1-19) in *A Normative Model of Physical Therapist Professional Education: Version 2000*.

**IMPORTANT DEFINITIONS**

**Transition clinical doctorate program**: a postprofessional physical therapist education program that allows the U.S. licensed physical therapist to obtain the clinical doctorate (DPT) by demonstrating knowledge commensurate with that of current professional (entry-level) DPT program outcomes and to do so in a way that takes into full account the learner’s knowledge, skills, behaviors, and experience.

**Module**: a subcategory of a traditional content area that allows for specific areas of knowledge and clinical practice to be defined and taught in sections of less than 15-week semesters.


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<thead>
<tr>
<th>MODULE</th>
<th>MODULE DESCRIPTION</th>
<th>PRIMARY CONTENT</th>
<th>NMV2K CATEGORY</th>
<th>NMV2K4 CATEGORY</th>
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</table>
| #1 Tissue Biology and Pathology in the Neuromuscular System | A study of normal and abnormal structure and function of the neuromuscular system throughout the lifespan. Pathological alterations of structure and function including relevant laboratory values and diagnostic tests are included. | • Development of Tissues  
• Anatomical Components  
• Cell Function and Response in Altered States  
• Pathophysiology | Foundational Sciences:  
Cellular Biology/Anatomy/Histology/Physiology  
Neuroscience  
Pathology  
Exercise  
Physiology | Foundational Sciences:  
Biology, Anatomy,  
Cellular Histology,  
Physiology  
Exercise  
Exercise Physiology  
Neuroscience  
Pathology |
| | | | Clinical Sciences:  
Neuromuscular | | Clinical Sciences:  
Neuromuscular  
PE: 12 Examination  
PE 13: Evaluation |
| #2 Tissue Biology and Pathology in the Musculoskeletal System | A study of normal and abnormal structure and function of the musculoskeletal system throughout the lifespan. Pathological alterations of structure and function including relevant laboratory values and diagnostic tests are included. | • Development of Tissues  
• Anatomical Components  
• Cell Function and Response in Altered States  
• Pathophysiology | Foundational Sciences:  
Cellular Biology/Anatomy/Histology/Physiology  
Neuroscience  
Pathology  
Exercise  
Exercise Physiology | Foundational Sciences:  
Biology, Anatomy,  
Cellular Histology,  
Physiology  
Exercise  
Exercise Physiology  
Neuroscience  
Pathology  
Pharmacology |
| | | | Clinical Sciences:  
Musculoskeletal | | Clinical Sciences:  
Musculoskeletal  
PE: 12 Examination  
PE 13: Evaluation  
PE 16: Plan of Care |
| #3 Tissue Biology and Pathology in the Cardiovascular Pulmonary and Lymphatic Systems | A study of normal and abnormal structure and function of the cardiovascular pulmonary and lymphatic system throughout the lifespan. Pathological alterations of structure and function including relevant laboratory values and diagnostic tests are included. | • Development of Tissues  
• Anatomical Components  
• Cell Function and Response in Altered States  
• Pathophysiology | Foundational Sciences:  
Cellular Biology/Anatomy/Histology/Physiology  
Neuroscience  
Pathology  
Exercise  
Exercise Physiology | Foundational Sciences:  
Biology, Anatomy,  
Cellular Histology,  
Physiology  
Exercise  
Exercise Physiology  
Neuroscience  
Pathology  
Pharmacology |
| | | | Clinical Sciences:  
Cardiovascular | | Clinical Sciences: |

Tasks: 43, 47, 64, 65, 70, 103, 104

Tasks: 43, 47, 64, 65, 72, 103, 104

Tasks: 43, 47, 64, 65, 71, 103, 104
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<tr>
<td>#3</td>
<td>Tissue Biology and Pathology in the Cardiovascular Pulmonary and Lymphatic Systems (continued)</td>
<td>A study of normal and abnormal structure and function of the integumentary system throughout the lifespan. Pathological alterations of structure and function including relevant laboratory values and diagnostic tests are included.</td>
<td>Pulmonary</td>
<td>Cardiovascular Pulmonary PE: 12 Examination PE 13: Evaluation PE 19: Prevention, Health Promotion, Fitness, and Wellness</td>
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<td>#4</td>
<td>Tissue Biology and Pathology in the Integumentary System</td>
<td>A study of normal and abnormal structure and function of the integumentary system throughout the lifespan. Pathological alterations of structure and function including relevant laboratory values and diagnostic tests are included.</td>
<td>Development of Tissues • Anatomical Components • Cell Function and Response in Altered States • Pathophysiology</td>
<td>Foundational Sciences: Cellular Biology/ Anatomy/Histology/ Physiology Neuroscience Pathology Exercise Physiology Clinical Sciences: Integumentary</td>
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<td>#5</td>
<td>Tissue Biology and Pathology in the Gastrointestinal-Hepatic, Genitourinary, Immunology, Hematological, Endocrine Systems</td>
<td>A study of normal and abnormal structure and function of the Gastrointestinal-Hepatic, Genitourinary, Immunology, Hematological, Endocrine Systems system throughout the lifespan. Pathological alterations of structure and function including relevant laboratory values and diagnostic tests are included.</td>
<td>Development of Tissues • Anatomical Components • Cell Function and Response in Altered States • Pathophysiology</td>
<td>Foundational Sciences: Cellular Biology/ Anatomy/Histology/ Physiology Neuroscience Pathology Exercise Physiology Clinical Sciences: Gastrointestinal, Genitourinary, Endocrine, and Metabolic</td>
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| #6     | Clinical Pharmacology | The administration, physiologic response, and adverse affects of drugs (eg, prescriptions, over-the-counter medications, nutrients, and herbal supplements) under normal and pathophysiologic conditions across the lifespan. Focus on the influence of drugs on physical therapy patient/client management. | • Pharmacokinetics  
➢ Administration  
➢ Absorption  
➢ Distribution  
• Pharmacodynamics  
➢ Interaction of drugs with receptors and the associated therapeutic response  
➢ Implications for physical therapy management  
• Toxicology  
➢ Adverse physiologic response to drugs | Foundational Sciences: Pharmacology | Foundational Sciences: Pharmacology |
| #7     | Application of Diagnostic Imaging to Physical Therapy Practice | Study of indications and implications of commonly used diagnostic imaging tests (eg, X-ray, MRI, ultrasonography, CT Scan, ultrasound, fluoroscopy, PET scan, endoscopy, etc) as they pertain to patient/client management. | • Indications for diagnostic imaging tests (eg, X-ray, MRI, ultrasonography, CT Scan, ultrasound, fluoroscopy, PET scan, endoscopy, etc)  
• Abnormal findings of diagnostic imaging tests  
• Understanding technology underlying the diagnostic imaging tests | Foundational Sciences: Exercise Physiology Pathology  
Patient/Client Management Model | Foundational Sciences: Neuroanatomy Pathology  
Clinical Sciences: Cardiovascular and Pulmonary  
Endocrine Metabolic, Gastrointestinal, Genitourinary Integumentary Musculoskeletal Neuromuscular  
Patient/Client Management PE 13: Evaluation |
| #8     | Research Methods/Design | Basic quantitative and qualitative and epidemiologic methods and designs, including basic biostatistics, concepts of reliability and validity, critical appraisal of literature, and the development of a research proposal and clinical guidelines. | • Biostatistics  
➢ Data management  
➢ Computerized statistics analysis  
➢ Interpretation of results of analysis  
➢ Assessment of appropriateness of test analyses | Foundational Sciences: Application of Scientific Principles to Practice  
PE 4: Critical Inquiry and Critical Decision-Making | Foundational Sciences: Evidenced-Based Practice  
Professional PE 9: Evidenced-Based Practice |
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| #8 Research Methods/Design (continued) | • Informed Consent  
   • Epidemiologic Designs  
     ➢ Types of designs, (eg, cohort and case/control)  
   • Quantitative Design  
     ➢ Experimental  
     ➢ Quasi-experimental  
     ➢ Descriptive  
     ➢ Case report  
   • Qualitative Designs  
     ➢ Phenomenology  
     ➢ Grounded theory  
     ➢ Ethnography  
     ➢ Case report  
   • Critical Appraisal of Literature  
     ➢ Conceptual framework  
     ➢ Development of argument and question/hypothesis  
     ➢ Internal validity as relates to articles related to diagnosis, prognosis, intervention and harm  
     ➢ Validity of conclusions and usefulness of study  
   • Measurement (reliability and validity)  
   • Proposal Development  
   • Clinical Guidelines | | | |
| #9 Evidence-Based Clinical Decision-Making | Evidence-based clinical decision-making, including locating and accessing sources of evidence, evaluating levels of evidence, applying evidence to clinical practice and integrating evidence, patient values and preferences and clinical experience.  
   • Sackett’s Model  
     ➢ Developing clinical question  
     ➢ Finding information  
       • access information using technology  
       • literacy competency  
     ➢ Evaluating and interpreting information  
       • levels of evidence | Foundational Sciences: Application of Scientific Principles to Practice  
PE 8: Clinical Reasoning  
PE 9: Evidenced Based-Practice  
PE 14: Diagnosis | Foundation Sciences: Clinical Reasoning  
PE 8: Clinical Reasoning  
PE 9: Evidenced Based-Practice  
PE 14: Diagnosis |
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| #9     | Evidence-Based Clinical Decision-Making (continued) | and weighing of evidence (eg clinical guidelines, RCT’s, and systematic reviews)  
- Applying information to practice  
- Integration of evidence, patient values and preferences, and clinical experience | Behavioral Sciences: Teaching and Learning | Foundation Sciences: Teaching and Learning |
|        |                    |                | PE 10: Education  
PE 23: Social Responsibility and Advocacy | |
| #10    | Teaching & Learning Theory | Teaching and learning theory, including discussion of teaching and learning theories, motivational theory, and social-motivational theory as they apply to practice across multiple environments.  
- Pedagogical (Juvenile)  
- Andragogical (Adult)  
- Learning Styles  
- Motor Learning Theory  
|        |                    |                | PE 1: Accountability  
PE 5: Professional Duty  
PE 19: Prevention, Health Promotion, Fitness, and Wellness  
PE 23: Social Responsibility and Advocacy | |
| #11    | Theories of Health and Wellness | Theories of health and wellness, including motivational theory, locus of control, public health initiatives, and psychosocial, spiritual, and cultural considerations.  
- Modeling  
- Motivational Theory  
- Behavior Modification  
- Locus of Control  
- Public Health Initiatives  
- Psychosocial and Spiritual Considerations | Behavioral Sciences: Social and Psychological Factors | Foundational Sciences: Social and Psychologic Factors |
|        |                    |                | PE 1: Accountability  
PE 5: Professional Duty  
PE 19: Prevention, Health Promotion, Fitness, and Wellness  
PE 23: Social Responsibility and Advocacy | |
| #12    | Health Risks Screening and Assessment | Health risks, screening, and assessment considering epidemiological principles.  
- Risk factors for general and special populations  
- Epidemiological principles  
- Cultural risks  
- Environmental risks | Foundational Sciences: Pathology/ Epidemiology  
Neuroscience  
Exercise Science | Foundational Sciences: Pathology  
Evidenced-Based Practice – Epidemiology |
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| 122, 125, 126 |  | • Lifestyle choice risks  
• Occupational risks  
• Avocation risks  
• Pharmacological and nutritional risks  
• Screen/assessment measures (e.g., flexibility, strength, cardiovascular, anthropometrics, balance, and coordination) | Pharmacology  
Exercise Physiology  
Clinical Sciences: All | Behavioral Sciences:  
Social and Psychologic Factors  
PE 5: Professional Duty  
PE 11: Screening  
PE 13: Evaluation  
PE 14: Diagnosis  
PE 15: Prognosis  
PE 19: Prevention, Health Promotion, Fitness, and Wellness  
PE 20: Management of Care Delivery  
PE 22: Consultation  
PE 23: Social Responsibility and Advocacy |
| **#13 Communication and Cultural Competencies** |  | Communication and cultural competencies, including principles of professional communication and cultural competencies, conflict resolution, negotiation skills, networking, and awareness of cultural differences. | Behavioral Sciences:  
Communication  
Social and Psychologic Factors  
PE 1: Communication  
PE 2: Individual and Cultural Differences | Behavioral Sciences:  
Communication  
Social and Psychologic Factors  
PE 1: Communication  
PE 2: Individual and Cultural Differences |
| **#14 Role, Responsibility, and Accountability I** |  | Role, responsibility, and accountability of the physical therapist, including application of ethical analysis and  
• Ethics  
• Concepts of Professional Duties, Rights, Obligations | Behavioral Sciences:  
Ethics and Values  
Sociology | Behavioral Sciences:  
Communication  
Social and Psychologic Factors  
PE 1: Communication  
PE 2: Altruism  
PE 4: Integrity  
PE 6: Communication  
PE 7: Cultural Competence  
PE 10: Education  
PE 12: Examination  
PE 23: Social Responsibility and Advocacy |
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| Tasks: 13, 15, 57, 68, 88, 89, 90, 94, 115, 124, 137 | decision-making in physical therapist practice. | • Tools of Ethical Analysis and Decision-Making  
• Values Clarification (Personal Core Values versus Professional Core Values)  
• Ethical Theory | PE 3: Professional Behaviors |  |
| **#15**  
**Role of an Educator**  
Tasks: 28, 29, 30, 31 | Role of the educator in the academic and clinical environment, including strategies for needs assessment, learning experiences, and evaluation of learning and outcomes assessment. Use of technology is emphasized. | • Didactic and Clinical Teaching Methods  
➢ Patients/Clients, Community, Students, Other Professionals  
• Educational Needs Assessment  
• Design of Learning Experiences  
• Learning and Outcomes Assessment  
• Educational Technology | Behavioral Sciences: Teaching and Learning  
PE 5: Education | Behavioral Sciences: Teaching and Learning  
PE 5: Professional Duty  
PE 10: Education  
PE 17: Intervention  
PE 23: Social Responsibility and Advocacy |
| **#16**  
**Clinical Reasoning and Diagnostic Decision-Making**  
Tasks: Tasks: 1, 13, 17, 26, 35, 36, 38, 39, 40, 49, 56, 59, 60, 61, 65, 66, 67, 69, 102, 125, 126, 129 | Theories and concepts of clinical decision-making and diagnosis. Clinical reasoning including hypothesis generation and refinement applied within the context of the physical therapist patient/client management model. Principles of evidence-based decision-making, primary and secondary prevention and management across the lifespan. | • Generating Hypothesis  
• Clustering Signs and Symptoms  
• Making Decision Using Clinical Algorithms  
• Making Clinical Judgments (Evaluation) Based on Examination Findings | Foundational Sciences: Application of Scientific Principles to Practice  
Clinical Sciences: All  
PE 4: Critical Inquiry and Critical Decision-Making | Foundation Sciences: Pathology  
Behavioral Sciences: Clinical Reasoning  
Evidenced-Based Practice  
Clinical Sciences: All  
PE 8: Clinical Reasoning  
PE 9: Evidenced-Based Practice  
PE 12: Examination  
PE 13: Evaluation  
PE 14: Diagnosis  
PE 15: Prognosis  
PE 18: Outcomes Assessment |
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| #17    | Examination: Health Systems Screening For Pathophysiology | Conduct a physical therapy interview to identify pertinent personal/family history, risk factors, and co-morbidities that guide the plan of care (eg, prevention, interventions, and referral). Evaluate information gathered from the patient/client interview to identify involvement of the body systems and to identify relevant test and measures. | • History  
• Systems Review  
• Identified Co-morbidities  
• Identified Risk Factors  
• Identified Threshold for Referral | Foundational Sciences: Pathology  
Application of Scientific Principles to Practice  
Clinical Sciences: All  
PE 7: Screening  
PE 8: Examination  
PE 9: Evaluation | Foundational Sciences: Pathology  
Behavioral Sciences: Communication  
Evidence-Based Practice  
Social and Psychologic Factors  
Clinical Sciences: All  
PE 1: Accountability  
PE 3: Compassion/Caring  
PE 6: Communication  
PE 11: Screening  
PE 12: Examination  
PE 13: Evaluation  
PE 14: Diagnosis  
PE 15: Prognosis  
PE 19: Prevention, Health Promotion, Fitness, and Wellness  
PE 20: Management of Care Delivery  
PE 21: Practice Management |
| #18    | Systems Review      | Conduct systems review to identify anatomical and physiological status of the musculoskeletal, neuromuscular, cardiovascular pulmonary and integumentary systems and communication, affect, cognition, and learning styles. Includes concepts of reliability and validity of the screening tests as they relate to physical therapy patient/client management. | • Healthy Screen  
• Normative Values Across The Lifespan  
• Identification of Signs and Symptoms or Health Risks That Require Further Examination or Referral | Foundational Sciences: Pathology  
Clinical Sciences: All  
PE 7: Screening  
PE 8: Examination  
PE 9: Evaluation | Foundational Sciences: Pathology  
Clinical Sciences: All  
PE 8: Clinical Reasoning  
PE 9: Evidenced-Based Practice  
PE 11: Screening  
PE 12: Examination  
PE 13: Evaluation  
PE 18: Outcomes Assessment |
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<tr>
<td>#18 Systems Review (continued)</td>
<td>Relevant test and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the instrument.</td>
<td>• Reliability and Validity (eg, Sensitivity and Specificity)</td>
<td>Foundational Sciences: Pathology</td>
<td>PE 23: Prevention, Wellness, Health Promotion, and Fitness</td>
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<tr>
<td>#19 Tests and Measures</td>
<td>Relevant test and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the instrument.</td>
<td>• Reliability and Validity (eg, Sensitivity and Specificity)</td>
<td>Foundational Sciences: Pathology</td>
<td>Behavioral Sciences: Evidenced-Based Practice</td>
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<td>Clinical Sciences: Neur muscular</td>
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<td>PE 9: Evidenced-Based Practice</td>
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<td>PE 18: Outcomes Assessment</td>
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<td>#20 Evidenced-Based Prognosis, Prevention, and Plan of Care</td>
<td>Concepts related to developing a prognosis including understanding of the natural history of disease and use of epidemiological data. Discussion of intrinsic, environmental, and social patient factors impacting outcomes and plan of care. Prevention of anticipated health problems based on modifiable risks factors</td>
<td>• Understand Natural History of Disease</td>
<td>Foundational Sciences: Pathology</td>
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<td>• Use Of Evidence To Project Outcome Of Intervention</td>
<td>Exercise Science</td>
<td>Exercise Science</td>
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<td>• Intrinsic Aspects That Impact Outcomes (eg, biopsychosocial, spiritual, gender, age, co-morbidities, familial risk factors, etc)</td>
<td>Behavioral Sciences: Evidenced-Based Practice</td>
<td>Behavioral Sciences: Evidenced-Based Practice</td>
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<td>• Extrinsic Aspects That Impact Outcomes (eg, environmental, epidemiologic, socioeconomic, life style factors, etc)</td>
<td>Social and Psychologic Factors</td>
<td>Social and Psychologic Factors</td>
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<td>• Modification of Prognosis Based on Patient/Client Response to Intervention or Anticipated Response to Intervention</td>
<td>Clinical Sciences: All</td>
<td>Clinical Sciences: All</td>
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<td>• Application of Prognosis to Preventive Care and</td>
<td>PE 7: Cultural Competence</td>
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<td>• Modification of Prognosis Based on</td>
<td>PE 9: Evidenced-based Practice</td>
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<td>PE 20: Assessment</td>
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<td>#22</td>
<td>Coordination and Provision Evidenced-Based Interventions Across the Lifespan Musculoskeletal System</td>
<td>Use of evidenced-based physical therapy interventions for musculoskeletal conditions. Focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology. • Pelvic Floor Dysfunction • Mobilization/Manipulation • Technological Advances in Medical/Surgical Procedures</td>
<td>Foundational Sciences: Pathology Application of Scientific Principles to Practice Biomechanics Kinesiology Pathology Clinical Sciences: Musculoskeletal</td>
<td>Behavioral Sciences: Evidenced-Based Practice Clinical Sciences: Musculoskeletal Cardiovascular Pulmonary Pathology PE 12: Examination PE 16: Plan of Care PE 17: Intervention</td>
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<tr>
<td>#23</td>
<td>Coordination and Provision Evidenced-Based Interventions Across the Lifespan Cardiovascular Pulmonary and Lymphatic Systems</td>
<td>Use of evidenced-based physical therapy interventions for cardiovascular pulmonary and lymphatic conditions. Focus on analyzing and comparing the application of exercise interventions to non-traditional populations. • Endurance conditioning • Lymphedema management • Technological Advances in Medical/Surgical Procedures</td>
<td>Foundational Sciences: Pathology Application of Scientific Principles to Practice Exercise Physiology Exercise Science Clinical Sciences: Cardiovascular and Pulmonary</td>
<td>Behavioral Sciences: Evidenced-Based Practice Clinical Sciences: Cardiovascular/ Pulmonary Pathology PE 12: Examination PE 16: Plan of Care PE 17: Intervention PE 19: Prevention, Health Promotion, Fitness, and Wellness</td>
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<td>#24</td>
<td>Coordination and Provision Evidenced-Based Interventions Across the Lifespan</td>
<td>Use of evidence-based physical therapy interventions to enhance, repair, and protect the integument.</td>
<td>Foundational Sciences: Pathology&lt;br&gt;Application of Scientific Principles to Practice&lt;br&gt;Clinical Sciences: Integumentary&lt;br&gt;PE 13: Intervention</td>
<td>Foundational Sciences: Biology/Anatomy, Cellular Histology, Physiology&lt;br&gt;Examination Science&lt;br&gt;Pathology&lt;br&gt;Clinical Sciences: Integumentary&lt;br&gt;PE 12: Examination&lt;br&gt;PE 16: Plan of Care&lt;br&gt;PE 17: Intervention</td>
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<td>Integumentary System</td>
<td></td>
<td>• Wound management&lt;br&gt;• Technological Advances in Medical/Surgical Procedures</td>
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<td>Tasks: 26, 36, 96, 97, 98, 99, 100, 106, 107, 109, 110, 127</td>
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<td>#25</td>
<td>Coordination and Provision Evidenced-Based Interventions Across the Lifespan</td>
<td>Use of evidenced-based physical therapy interventions for the Gastrointestinal-Hepatic, Genitourinary, Immunology, Hematological, Endocrine Systems (eg, diabetes, obesity, eating disorders, fibromyalgia, and renal disease). The impact of medical/surgical procedures on physical therapy interventions.</td>
<td>Foundational Sciences: Pathology&lt;br&gt;Application of Scientific Principles to Practice&lt;br&gt;Exercise Physiology&lt;br&gt;Clinical Sciences: Endocrine and Metabolic&lt;br&gt;Gastrointestinal&lt;br&gt;Genitourinary&lt;br&gt;PE 13: Intervention</td>
<td>Foundational Sciences: Pathology&lt;br&gt;Evidenced-Based&lt;br&gt;Practice&lt;br&gt;Exercise Physiology&lt;br&gt;Behavioral Sciences: Social and Psychologic&lt;br&gt;Factors&lt;br&gt;Clinical Sciences: Endocrine and Metabolic&lt;br&gt;Gastrointestinal&lt;br&gt;Genitourinary&lt;br&gt;PE: 12 Examination&lt;br&gt;PE 13: Plan of Care&lt;br&gt;PE 17: Intervention&lt;br&gt;PE 19: Prevention, Health Promotion, Fitness, and Wellness</td>
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<td>Other Systems</td>
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<td>• Diabetes management&lt;br&gt;• Obesity&lt;br&gt;• Eating disorders&lt;br&gt;• Fibromyalgia&lt;br&gt;• Renal disease&lt;br&gt;• Technological Advances in Medical/Surgical Procedures</td>
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<td>Tasks: 26, 36, 96, 97, 98, 99, 100, 106, 107, 109, 110, 127</td>
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| #26    | Use and Interpretation of Outcome Measures | Outcome measures relating to functional disability, general health status, and patient/client satisfaction used to assess and guide physical therapy management. Importance of key measurement properties (reliability, validity, and responsiveness) and strategies to assess and select between various scales for clinical practice. | • Psychometric Properties of Outcomes Measures  
• Functional Disability  
• Health Status Measures  
• Patient Satisfaction  
• Quality of Life | Foundational Sciences: Application of Scientific Principles to Practice  
Clinical Sciences: All  
PE 8: Examination  
PE 14: Outcomes Assessment and Evaluation | Behavioral Sciences: Evidence-Based Practice  
PE 7: Cultural Competence  
PE 9: Evidence-Based Practice  
PE 13: Evaluation  
PE 15: Prognosis  
PE 17: Intervention  
PE 18: Outcomes Assessment  
PE 19: Prevention, Health Promotion, Fitness, and Wellness |
| #27    | Risk Reduction | Risk reduction strategies for primary and secondary prevention, including programs for special populations. | • Primary And Secondary Prevention  
• Exercise Prescription  
• Special Population Programs (Fall Reduction, Weight Reduction, Accident Prevention, Performance Enhancement) | Foundational Sciences: Pathology  
Neuroscience  
Exercise Physiology  
Exercise Science  
Behavioral Sciences: Social and Psychologic Factors  
Clinical Sciences: All  
PE: 15: Prevention, Health Promotion, Fitness, and Wellness | Foundational Sciences: Exercise Physiology  
Exercise Science  
Behavioral Sciences Social and Psychologic Factors  
PE 11: Screening  
PE 19: Prevention, Health Promotion, Fitness, and Wellness |
| #28    | Delivery Systems Legislation, and Regulation | Delivery systems, legislation, and regulation, including measuring access to and outcomes of different healthcare delivery models, public health policy, political systems, reimbursement models, ethical issues, and advocacy to improve healthcare policy. | • Comparison of Models (American & Other)  
• Ethical/Legal Issues  
• Outcomes  
• Access  
• Public Health Policy (ADA, Oasis, Uninsured)  
• Political Systems  
• Reimbursement Models | Behavioral Sciences: Ethics and Values Law  
Management Science  
PE 16: Management of Care Delivery Systems | Behavioral Sciences: Ethics and Values Law  
PE 1: Accountability  
PE 2: Altruism  
PE 4: Integrity  
PE 5: Professional Duty  
PE 8: Clinical Reasoning |
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<td>• Strategic Planning</td>
<td>PE 17: Administration and Business Management</td>
<td>PE 2: Altruism</td>
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<td>• Analysis of Community Needs</td>
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<td>PE 14: Diagnosis</td>
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<td>• Principles of Strategic Planning</td>
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<td>• Principles of Accounting</td>
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<td>PE 23: Social Responsibility and Advocacy</td>
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<td>#30</td>
<td>Corporate/Legal &amp; Regulatory Factors</td>
<td>Corporate/Legal and Regulatory Factors, including liability, risk management, and regulation (eg, state practice acts and various accrediting agencies such as JCAHO and</td>
<td>Behavioral Sciences: Law</td>
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<td>• Liability</td>
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<td>Corporate/Legal &amp; Regulatory Factors (continued)</td>
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<td>#31</td>
<td>Communication Skills in Business Management</td>
<td>Communication skills in business management, including networking, advocacy, conflict management, negotiation, and consultation. Use of technology is emphasized.</td>
<td>Advocacy Skills, Conflict Management Skills, Negotiation Skills, Networking Skills, Consultation Skills, Technology</td>
<td>Behavioral Sciences: Management Science Communication Social and Psychologic Factors Ethics and Values</td>
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<td>#32</td>
<td>Marketing &amp; Public Relations</td>
<td>Marketing and public relations, including principles of marketing, marketing strategies, public relations, and methods to assess marketing effectiveness.</td>
<td>Principles of Marketing To Internal &amp; External Groups, Marketing Strategies for Different Practice Settings, Public Relations Approaches to External Groups, Methods of Assessing Effectiveness of Marketing Strategies</td>
<td>Behavioral Sciences: Communication</td>
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<td>#33</td>
<td>Role, Responsibility, and Accountability II</td>
<td>Role, responsibility, and accountability of the physical therapist in the current healthcare environment.</td>
<td>Professional Identity, Value System of the Profession, Autonomy, Comparison with Other Health Professions, Social/Political Context for Professions, Professional Virtues</td>
<td>Behavioral Sciences: Sociology Social and Psychologic Factors</td>
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<td>• Professional Development</td>
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<td>➢ Understanding of reflective practice (continued competency, lifelong learning)</td>
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<td>➢ Inter-Professional communication &amp; collaboration</td>
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<td>➢ Intra-Professional communication &amp; collaboration</td>
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<td>• Knowledge of Advocacy Systems and Strategies (Related to Professional, Community, and Patient/Client Needs)</td>
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