

# PHYSICAL THERAPY

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## **Type of program you would like to see: Describe.**

This would be a new program offered at the clinical doctorate level. The degree would be a doctorate in physical therapy (D.P.T).

## **Recommended enrollment: 30**

## **Evidence of student demand for the program both locally and regionally**

There is high student demand for physical therapy programs. For example, in 2008 there were 382 applicants for 32 spots in the DPT at the University of Washington and 255 applicants for 38 spots at Eastern Washington University. Another indication of student demand is the interest by current Western students in pursuing physical therapy as a career. Over 100 freshman students annually identify pre-physical therapy as an interest area and there are approximately 120-150 students who in the pre-physical therapy specialization of the Kinesiology major in PEHR.

## **Evidence for market demand for graduates of this type of program: e.g. how will it benefit the region and State?**

In the following table are the employment projections for physical therapists in the State of Washington over the next 7 years. The US Department of Labor predicts a 37% increase nationally in the need for physical therapists by 2014. There are currently three physical therapy programs in the State (UW, EWU, UPS) and they produce approximately 100 physical therapy graduates annually.

<b>Health Profession</b>	<b>2009 Employment</b>	<b>2016 Employment projection</b>	<b>% Change</b>	<b>Projected Average Annual Growth Rate (2011-16)</b>	<b>Projected Average Annual Openings (2011-16)</b>
Physical Therapy	4388	5189	18.3%	3.0%	179

<http://workforceexplorer.com>

## Legislative action needed if any

Legislation will be required to seek authorization to offer a clinical doctorate degree in physical therapy. This would be an identical request to Eastern Washington University's enabling legislation (See below).

### **RCW 28B.35.215**

***Doctorate level degrees in physical therapy authorized -- Review by higher education coordinating board.*** The board of trustees of Eastern Washington University may offer applied, but not research, doctorate level degrees in **physical therapy** subject to review and approval by the higher education coordinating board.

Additionally, HECBoard approval will be required. Accreditation and approval will also be required from the American Physical Therapy Association through the Commission on Accreditation in Physical Therapy Education (<http://www.apta.org>)

## List new courses (estimated) needed to achieve the program goals

The curriculum and will be representative of areas such as rehabilitation, musculoskeletal and orthopedics, neuromuscular, manual therapy, women's health, pediatrics, geriatrics, sports medicine, and metabolic diseases. A sample of course titles in the University of Washington and Eastern Washington University's PT curriculums is provided in the table below.

Institution	Sample course titles
<b>University of Washington</b>	<ul style="list-style-type: none"><li>▪ Clinical Pathology</li><li>▪ Exercise Patho-physiology</li><li>▪ Functional Anatomy</li><li>▪ Gross Anatomy Lab</li><li>▪ Assessment Procedures</li><li>▪ Modalities</li><li>▪ Medical Sciences</li><li>▪ Neuroanatomy</li><li>▪ Kinesiology</li><li>▪ Therapeutic Exercise Procedures</li><li>▪ Physical Restoration</li><li>▪ Management of Musculoskeletal Disorders</li><li>▪ Motor Control</li><li>▪ Neuro-rehabilitation</li><li>▪ Physical Therapy Administration</li><li>▪ Psychological Aspects of Rehabilitation</li><li>▪ Lifespan Issues</li><li>▪ Professional Practice Matters</li><li>▪ Differential Diagnosis</li><li>▪ Pharmacology</li><li>▪ Prosthetics &amp; Orthotics</li></ul>

<b>Eastern Washington University</b>	<ul style="list-style-type: none"> <li>• Ther Exercise &amp; Intervention</li> <li>• Educational Aspects of Physical Therapy</li> <li>• Applied Neuroscience</li> <li>• Pharmacology</li> <li>• Health Care Systems</li> <li>• Musculoskeletal Systems</li> <li>• Neuromuscular Systems</li> <li>• Exercise Physiology for Physical Therapy</li> <li>• PT Practice Seminar</li> <li>• Clinical Education Seminar</li> <li>• Principles of Evidence-Based Practice</li> <li>• Functional Anatomy</li> <li>• Integumentary Therapeutics</li> <li>• Clinical Anatomy/Physiology</li> <li>• Physical Therapy Administration</li> <li>• Cardiopulmonary Systems</li> <li>• Multiple Systems</li> <li>• Geriatrics</li> </ul>
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*What courses already exist*

We do teach courses at WWU on functional anatomy, gross anatomy, kinesiology/biomechanics, motor control, and aging/geriatrics. However, it is more typical for the physical therapy programs to teach their own courses since the application is particular to rehabilitation.

*Include impact and implications of your new curriculum for other Departments and programs (e.g. biology for anatomy, physiology)*

In some physical therapy programs, faculty from Kinesiology may sometimes teach courses in biomechanics or motor control, but typically, the FTEF for delivering the curriculum is exclusive to the physical therapy faculty.

*Are there courses that could be shared*

If we offer an occupational therapy program, some of the courses might be shared depending on location and access. Examples might include courses such as gross anatomy, neuromuscular systems, geriatrics, functional anatomy, and pharmacology.

## **Classroom & lab needs – do they exist now, is there sufficient availability or do we need new?**

Possible new labs might include:

- Gross anatomy lab
- Neuromuscular lab
- Rehabilitation lab
- Motion analysis and function lab
- Exercise physiology lab

## **Equipment needs**

Possible new equipment might include:

- **Rehabilitation equipment**
  - Body weight support treadmill or rehabilitation pool with underwater treadmill
  - Functional electrical stimulation gait retraining equipment
  - Parallel bars and other mobility rehabilitation support devices
  - Electrical stimulation, Ultrasound, heat, ice, hydrotherapy, & magnetic therapy equipment
  - Treatment tables, chairs, floor mats, pillows, cushions, foam rollers, body positioning wedges, and traction devices to accommodate all patient sizes and abilities
  - Massage equipment
  - Tilt tables
  - Bandages, splints, tape, compression systems, protective gear
  - Special rehabilitation equipment:
    - Pregnancy support equipment
    - Pelvic floor rehabilitation, incontinence
    - Pulmonary rehabilitation equipment
    - Pain management equipment/supplies
- **Exercise training rehabilitation equipment**
  - Cardiovascular: treadmills, stationary cycles, elliptical trainers, step trainers

- Strength training equipment (e.g. exercise machines, therabands, hand held weights, weight vests)
- Balance training equipment (e.g. wobble/rocker boards, balance beams)
- Stretching equipment
- **Research and measurement equipment**
  - Motion analysis camera system
  - Force platforms
  - Electromyography system
  - Metabolic cart, pulmonary measurement, pulse oximetry, body composition measurement (e.g. BodPod)
  - Strength testing equipment (dynamometry)
  - Portable strength testing equipment (manual dynamometry)
- **Safety equipment**
  - Assistive devices: to assist both therapists and patients with mobility assistance requirements (Wheelchairs, rolling walkers, canes, crutches), fitting all populations: pediatric, geriatric, bariatric
  - Transfer devices for use with transferring patients (bariatric or otherwise) to maintain the safety of the therapists
    - Rehab positioners, motorized lifts & slings, standard lifts, lift & gait belts
  - First aid kits, personal protection (masks, gloves, eye guards), disinfectants
- **Other equipment**
  - Scales, anatomical charts and figures, equipment carts, mirrors, timers/stopwatches
  - Computers, printers
  - Office supplies, patient database software for training on information systems
  - Storage
  - Laundry facilities (to allow proper hygiene while using shared devices)

## **Support/staff needs**

4 STEF: Admissions, Clinical site coordinators, Faculty/Program support

## **FTEF needed, both for your program and other service departments**

9 FTEF in physical therapy department

There is no FTEF required in service departments because all students will enter the DPT graduate degree with an undergraduate degree either from WWU or from another institution. The current capacity in the service departments can be maintained at the current level

### **Off-campus needs if any**

The physical therapy curriculum is typically a stand alone curriculum that can be located on or off-campus. The benefit of being located off-campus would be the opportunity to offer clinic services to the community, similar to what is currently offered in Psychology (counseling) and Communication, Sciences and Disorders (Speech & Hearing clinic). Many physical therapy programs run a clinic for the community and this provides students with valuable hands-on experience.

### **Possible timelines from a given start date:**

Proposed Timeline = four years

1. Year One: Hire the Program Director
2. Year Two: Hire the Faculty
3. Year Three: Develop the Curricula and Begin Accreditation Process
  - a. There is much in the PT curriculum that is going to be standard because of the accreditation and licensing knowledge competencies
4. Year Four: 1<sup>st</sup> class enters
  - a. The 1<sup>st</sup> class can be recruited while accreditation is pending. Because of the high student demand for PT education, the recruiting will be easier than with other new programs.

### **Challenges or obstacles to establishment of your proposed program**

*What are they?*

- Identification of space for the program (on-campus? off-campus? lab and research space?)
  - If on-campus, will space and equipment be shared creating an overlap of research equipment for kinesiology and rehabilitation applications
- New program implementation and coordination issues
  - HECBoard Approval
  - Procurement of state support for the program
  - DPT enabling legislation
  - Coordination with other PT Programs in the state
  - Timing of faculty recruitment and hiring
  - Development of curriculum and accreditation process

*What might be done to deal with them?*

- Coordinated campus effort involving multiple offices concurrently working on the challenges and obstacles listed above.
- There should be considerable effort put into the program development timeline so that when the program is launched, it has adequate space and staffing resources to offer an accredited curriculum.

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