PHYSICAL THERAPY, DPT

Fostering education and research to meet the physical therapy needs of the people in the State of Wisconsin and beyond.

At the University of Wisconsin–Madison Doctor of Physical Therapy Program, we prepare students to enter the workforce as generalist practitioners, equipped to provide interprofessional, evidence-based, quality care through the roles of clinician, educator, researcher, administrator, and consultant. Our program provides a welcoming, collaborative environment, which offers an integrative, team-taught curriculum bolstered by an emphasis on leadership, service, and professional behaviors.

Visit our webpage for more information about the Physical Therapy Program and admissions requirements. (https://www.med.wisc.edu/education/physical-therapy-program/)

LEARNING OUTCOMES

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1. Use appropriate verbal, nonverbal, and written communication with all individuals when engaged in physical therapy practice, research, and education, including patients, clients, families, caregivers, practitioners, consumers, payers, and policy-makers. This communication includes developing and delivering formal oral presentations in both clinical and classroom settings.
2. Choose and perform appropriate examination procedures including, but not limited to, those listed in the Guide to Physical Therapy Practice 3.0.
3. Perform a physical therapy evaluation and make appropriate clinical judgments based on examination findings. Within an evaluation, consideration is given to the level of current impairments; the probability of prolonged impairment, functional limitation, and disability; the living environment; potential discharge destinations; and social supports.
4. Develop appropriate diagnoses relevant to physical therapist practice by organizing information obtained from the examination into defined clusters, syndromes, or categories to help determine the most appropriate intervention strategies.
5. Determine a patient prognosis by stating the predicted optimal level of improvement in function that might be attained through intervention and the amount of time required to reach that level.
6. Develop and implement a plan of care by integrating examination data and incorporating prognostic indicators. Specific treatment interventions include, but are not limited to those listed in the Guide to Physical Therapy Practice 3.0.
7. Engage in outcomes data collection and analysis at each step of patient management as well as with discharge planning.
8. Demonstrate ability to apply universal precautions and basic life support.
9. Interact and practice in collaboration with a variety of professionals, including, but not limited to, physicians, physician assistants, pharmacists, dentists, nurses, educators, social workers, occupational therapists, speech-language pathologists, athletic trainers, chiropractors and audiologists.
10. Participate in student laboratory learning experiences, role-playing as both physical therapist and patient. Laboratory experiences may include, but are not limited to, palpation, modalities, manual therapy, such as massage, and other hands-on skills, and may involve exercise and other physical activities.
11. Participate in the process of scientific inquiry by applying the principles of scientific methods to read and interpret professional literature; participate in, plan, and/or conduct research; evaluate outcomes; and assess new concepts and technologies.
12. Educate by imparting information or skills, and instruct by precept, example, and experience so individuals acquire knowledge, master skills, and develop competence. Apply teaching/learning theories and methods in health care and community environments using a variety of instructional strategies that are commensurate with the needs and unique characteristics of the learner.
13. Provide prevention and wellness services, including screening, health promotion, and education, that are appropriate for physical therapy and promote healthy behaviors in the community.
14. Participate in administration activities consistent with entry-level physical therapy practice, including planning, directing, organizing, and managing resources.
15. Provide consultation to individuals, businesses, schools, government agencies, or other organizations by rendering professional or expert opinion or advice; applying highly specialized knowledge and skills to identify problems, recommend solutions, or produce a specified outcome or product in a given amount of time on behalf of a patient/client.
16. Formulate and implement a plan for personal and professional career development based on self-assessment and feedback from others.
17. Demonstrate social responsibility by becoming involved in professional organizations and activities, providing pro bono services, and participating in community and human service organizations.
18. Incorporate an understanding of the implication of individual and cultural differences when engaged in physical therapy practice, research, and education.
19. Assimilate large amounts of didactic materials under time constraints through a strong commitment to study. Professional programs possess unique demands that may require students to modify their lifestyle accordingly. Time management, prioritization of tasks, as well as the ability to multi-task are all necessary skills to meet these demands.

CERTIFICATION/LICENSURE

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PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

The United States Department of Education (via 34 CFR Part 668 (https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/?toc=1)) requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure. The expectation is that institutions will determine whether each applicable academic program meets state professional licensure requirements and provide a general disclosure of such on an official university website.

Professional licensure requirements vary from state-to-state and can change year-to-year; they are established in a variety of state statutes,

regulations, rules, and policies; and they center on a range of educational requirements, including degree type, specialized accreditation, total credits, specific courses, and examinations.

UW-Madison has taken reasonable efforts to determine whether this program satisfies the educational requirements for certification/licensure in states where prospective and enrolled students are located and is disclosing that information as follows.

Disclaimer: This information is based on the most recent annual review of state agency certification/licensure data and is subject to change. All students are strongly encouraged to consult with the individual/office listed in the Contact Information box on this page and with the applicable state agency for specific information.

The requirements of this program meet certification/licensure requirements in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, District of Columbia

The requirements of this program do not meet certification/licensure requirements in the following states:

Not applicable

Updated: 1 June 2024

ACCREDITATION

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Commission on Accreditation in Physical Therapy Education (http://www.capteonline.org/home.aspx)

Accreditation Status: Accredited. Next Accreditation Review: 2031.