

UNIVERSITY FACULTY SENATE

SUMMARY OF AGENDA

December 7, 1987

- I. ADOPTION OF THE AGENDA
- II. APPROVAL OF THE MINUTES: November 2, 1987
- III. REMARKS BY PRESIDENT JONES and/or PROVOST CAMPBELL
- IV. ANNOUNCEMENTS
 1. Senate President Toensmeyer
- V. NEW BUSINESS
 - A. Confirmation of Committee on Committees' appointments
 - *B. Recommendations altering the charges of various committees
 - C. Recommendation for provisional approval of the graduate major of Physical Therapy leading to the Master of Physical Therapy Degree
 - D. Introduction of new business

*Bylaw change; requires a 2/3 vote of those senators present and voting.





University of Delaware

UNIVERSITY FACULTY SENATE
301 HULLIHEN HALL
NEWARK, DELAWARE 19716

(302) 451-2921

November 23, 1987

TO: All Faculty Members

FROM: Carol Vukelich, Vice President *C. Vukelich*
University Faculty Senate

SUBJECT: Regular Faculty Senate Meeting, December 7, 1987

In accordance with Section IV, paragraph 6 of the Constitution, the regular meeting of the University Faculty Senate will be held on Monday, December 7, 1987 at 4:00 p.m. in room 110 Memorial Hall.

AGENDA

- I. Adoption of the agenda.
- II. Approval of the minutes of the Senate meeting of November 2, 1987.
- III. Remarks by President Jones and/or Provost Campbell.
- IV. Announcements
 1. Senate President Toensmeyer
- V. New Business
 - A. Request from the Committee on Committees (F. Dilley, Chairperson), for approval of faculty appointments to the Film Subcommittee and the Committee on Adjunct Academic Affairs.

RESOLVED, that the following appointments to Senate committees are hereby approved:

FILM SUBCOMMITTEE

Chairperson (one year) and member (two years):	Kevin Kerrane
Member (one year):	Larry Peterson
Member (two years):	Julio DaCunha

ADJUNCT ACADEMIC AFFAIRS

Chairperson (one year): Dewey Caron

Member (two years): John Anderson

- B. Recommendations from the Committee on Committees (F. Dilley, Chairperson), altering the charges of the Committee on Educational Innovation and Planning, the Library Committee, and the Committee on Physical Planning and Utilization.

1. RESOLVED, that the charge to the Committee on Educational Innovation and Planning as it appears in Section III, page I-18, paragraph 2, of the Faculty Handbook be changed to read:

This committee shall consist of an appointee of the Vice President for Academic Affairs; four¹ faculty members one of whom shall be chairperson¹; two undergraduate students; and one graduate student.

2. RESOLVED, that the charge to the Library Committee as it appears in Section III, page I-22, of the Faculty Handbook be changed to read:

This shall consist of the Director of Libraries; one faculty from each of the several colleges, of whom one shall be chairperson¹; one undergraduate student; and one graduate student. It shall serve as a focus for advising the Director and the faculty or its Senate as to policies and practices regarding the University libraries.

3. RESOLVED, that the charge to the Committee on Physical Planning and Utilization as it appears in Section III, pages I-22 and I-23, paragraph 3, of the Faculty Handbook be changed to read:

It shall consist of two members appointed by the President; four¹ faculty members of whom one shall be chairperson¹ and one undergraduate and one graduate student.

- C. Recommendation from the Committee on Graduate Studies (L. Lemay, Chairperson), with the concurrence of the Coordinating Committee on Education (H. Hall, Chairperson), for provisional approval of a graduate major of Physical Therapy leading to the Master of Physical Therapy Degree. (Attachment 1)

¹Formerly "chairman."

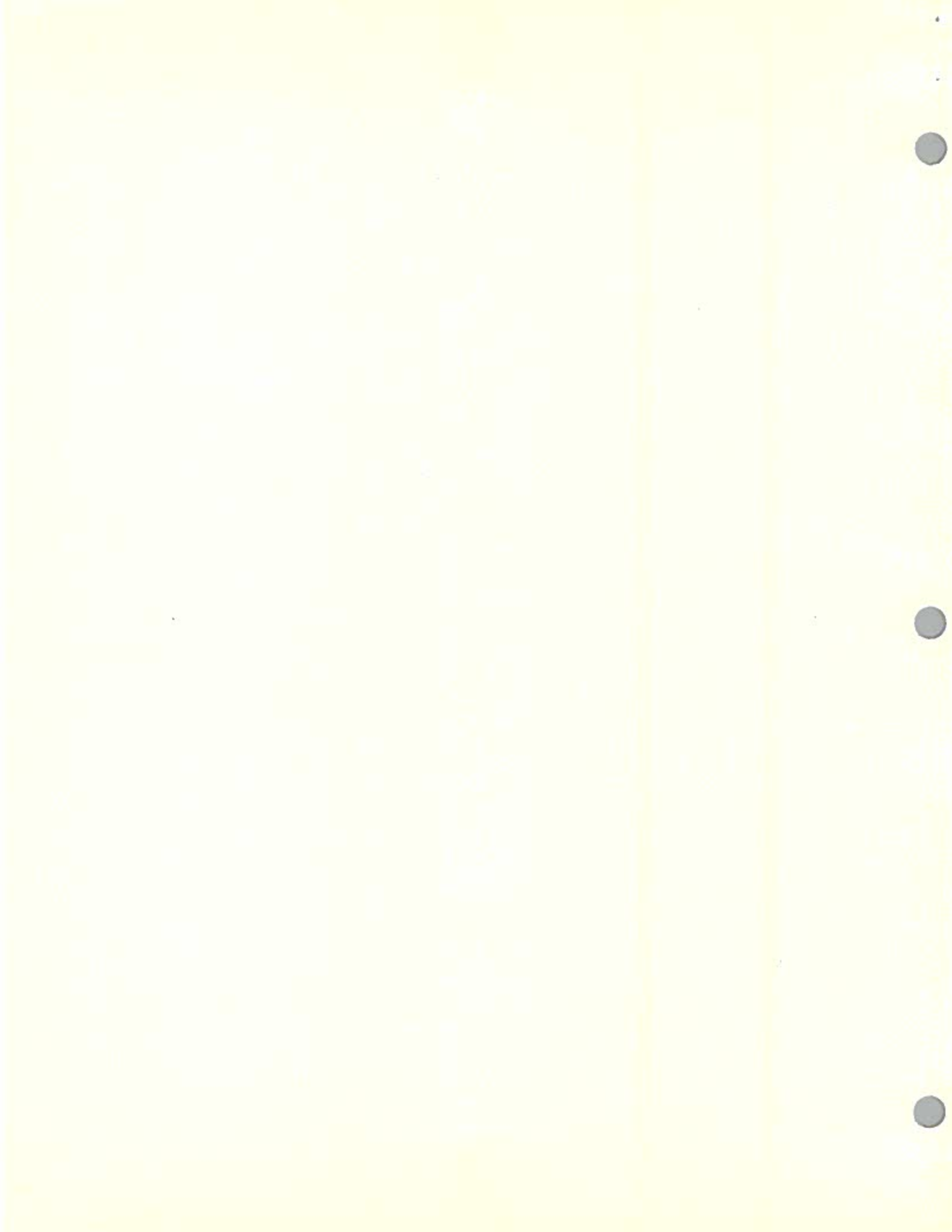
RESOLVED, that the Faculty Senate recommends approval of the graduate major of Physical Therapy leading to the Master of Physical Therapy Degree, on a provisional basis for four years commencing September, 1989, with review for permanent status to occur in academic year 1992-1993.

- D. Such items as may come before the Senate. (No motion introduced at this time may be acted upon until the next meeting of the Senate.)

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Attachment: Committee Activities Report

1. Proposal for Master of Physical Therapy



COMMITTEE ACTIVITIES REPORT

ACADEMIC APPEALS, COMMITTEE ON (Gordon DiRenzo)

Two cases pending hearings.

ACADEMIC CEREMONIES, COMMITTEE ON (C. Roy Rylander)

Nothing before the committee at the present time.

ACADEMIC COMPLAINTS, COMMITTEE ON (Jack Gelb)

No items before the committee.

BEVERAGE ALCOHOL, COMMITTEE TO REGULATE THE USE OF (James Fischer)

No items before the committee.

COMMITTEES, COMMITTEE ON (Frank Dilley)

1. Filling vacancies in committees.
2. Setting up membership for new Film Subcommittee of Committee on Cultural Activities and Public Events.

COMPUTER COMMITTEE (David Usher)

No items before the committee.

CULTURAL ACTIVITIES AND PUBLIC EVENTS, COMMITTEE ON (Frank Dilley)

Establishing budget for new Film Subcommittee.

EDUCATION, COORDINATING COMMITTEE ON EDUCATION (Harrison Hall)

1. Discussing Master of Physical Therapy Degree Program
2. Discussing C.O.P.E. evaluation.

EDUCATIONAL INNOVATION AND PLANNING, COMMITTEE ON (Gary Laverty)

No items before the committee.

FINE ARTS AND EXHIBITIONS, SUBCOMMITTEE ON (Robert Bethke)

1. Evaluation of artist-submitted applications for shows, Perkins Student Center Gallery, 88B.
2. Preliminary scheduling of latter shows; continued discussion and refinement of Subcommittee's procedures and members' roles.

LIBRARY COMMITTEE (Evelyn Hayes)

No items currently before the Committee.

NOMINATING COMMITTEE (Michael Pohlen)

None. In holding pattern until Spring.

PERFORMING ARTS SUBCOMMITTEE (Allen M. Granda)

No active business.

RESEARCH, COMMITTEE ON (Peter Weil)

Revision of "Instructional Television/Media Material Contracts" policy and handbook section.

RULES, COMMITTEE ON (James L. Morrison)

Reapportionment of Senate representation by college (continued).

STUDENT AND FACULTY HONORS, COMMITTEE ON (Michael Rewa)

1. Initiation of process to choose teaching award winners, 1988.
2. Approval of third readers for some DD theses; assignment of committee members as examiners at DD oral defense.

STUDENT LIFE, COMMITTEE ON (Brent Thompson)

1. Resolution on Student Grievance Procedure.
2. Venue of student judicial system policy changes.
3. Resolution on academic dishonesty sanctions.

VISITING SCHOLARS AND SPEAKERS SUBCOMMITTEE (John MacKenzie)

1. Application and cost reporting forms are being developed.
2. \$6,125 has been awarded to 13 units and to support a new Film Subcommittee.
3. Two applications under consideration.

/wc

UNIVERSITY OF DELAWARE
PHYSICAL THERAPY PROGRAM

Proposal For Master of Physical Therapy

Proposal Submitted by the
Faculty of the Physical Therapy Program
School of Life and Health Sciences
January, 1986

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INTRODUCTION

In 1979, the House of Delegates of the American Physical Therapy Association (APTA) overwhelmingly voted to recommend that by 1990 all physical therapy educational programs should graduate entry-level therapists at the post-baccalaureate level. Post-baccalaureate was defined as a professional master's degree. By 1979, several educational programs had already evolved to the master's degree entry-level with great success. This position was reaffirmed by that same body in 1981 and 1982. This recommendation was made in response to the changing practice environment of the physical therapist and the continuously expanding knowledge base of the profession. Proponents of this change observed that many of the traditional liberal arts courses were being sacrificed to make room for the professional components in an undergraduate physical therapy program. The change is perceived by the profession as a natural evolution of a growing and evolving profession.

Educational programs for the physical therapist are accredited by the Department of Accreditation of the APTA. They are the sole accrediting agency for the profession. In order to sit for the licensure examination in any of the 50 states, an individual must have graduated from an accredited program. Accreditation is based upon compliance with the Standards for Accreditation of Education Programs for the Physical Therapist. This document is updated on a periodic basis and final approval for its contents is granted by the APTA House of Delegates. The current update of the Standards reflect increased emphasis on the traditional liberal arts, research, quality and preparation of faculty, professional coursework, and clinical education. Input into the Standards comes from many sources and literally every physical therapist has the opportunity for input. The rigorous nature of the Standards is a tribute to the commitment of the profession to improve the quality of education.

Physical therapy educational programs throughout the country have been working to meet the challenge of moving to the master's degree entry-level. Some programs, because of the educational institutions in which they are located, cannot be elevated to the graduate level; those institutions do not grant graduate degrees of any kind. The APTA does not wish to be the cause of the elimination of successful, accredited programs and therefore has altered its stand on graduate entry-level degrees to the extent that the Standards for Accreditation will state that programs should grant the entry-level degree which is commensurate with its university's mission. It is clear that for programs to maintain accreditation at the baccalaureate level, they will have to increase their length to at least five, or more likely six years.

The University of Delaware's Physical Therapy Program has a strong history of attracting quality undergraduate students. This, despite the fact that the program is within close proximity to and is in competition for students with many other highly respected physical therapy programs (Beaver College, Hanemann University, Philadelphia College of Pharmacy and Science, Temple University, Thomas Jefferson University, University of Pittsburgh, and the University of Scranton in Pennsylvania; University of Maryland and University of Maryland Eastern Shore in Maryland; Kean College of New Jersey in New Jersey; Old Dominion University and Virginia Commonwealth University in Virginia; West Virginia University Medical Center in West Virginia; and Howard University in the District of Columbia in Washington, D.C.). At this time, all of these programs have either converted to a master's degree entry-level program or are in the conversion stages. Also, several master's degree programs are currently being developed within this geographical area. Should the University of Delaware's program remain at the baccalaureate level, our ability to attract high quality students will be severely compromised and the ability to attract Delaware quality faculty will be negated. There is a strong possibility that we will lose some of our high quality clinical affiliation (internship) sites. Furthermore, the ability of our graduates to compete in the job market with their peers who have earned a higher entry-level degree will be decreased significantly.

The proposed Master of Physical Therapy (MPT) is designed to replace in toto the present Bachelor of Science in Physical Therapy offered in the School of Life and Health Sciences. This proposal has been generated by the faculty of the physical therapy program in response to the more rigorous educational standards set forth by the Department of Accreditation as well as in response to changes in the health care delivery system and the very nature of the profession of physical therapy. Technological advances, emphasis on the development of comprehensive health care plans, increased consumer awareness and demands, spiraling costs of health care, governmental regulation of the health care industry, and the increased need for research and accountability have all had their affect on the health care system. Physical therapy has responded by moving to a broader, more comprehensive health care role in prevention, fitness, and rehabilitation as well as expanding its traditional role in correcting or alleviating existing handicapping conditions. It is viewed by the faculty as a natural evolution of the professional program as it moves forth to meet the needs of the profession, the public which our profession serves, the University of Delaware, and the citizens of the State of Delaware.

Following is a brief overview of the practice of physical therapy, a look at the history of physical therapy education, and a discussion of predicted effects of the new program on enrollment and resources.

Physical Therapy Education--A History of Change

Physical therapy education has a long record of growth and change. In the early days of physical therapy, from 1918 through the 1930s, preparation was at the certificate level. Students, in those early days, had received prior degrees or training, usually in nursing or physical education. The physical therapy training generally occurred in hospitals and lasted 16-36 weeks. Course work included anatomy, therapeutic procedures, and clinical education. Physical therapists were considered technicians from 1918 to 1930.

During the 1940s and 1950s, physical therapy achieved full status as a profession. The relocation of professional education from hospitals to institutions of higher education was well under way. In 1944, there were five physical therapy programs in colleges and universities. By 1984 there were 106 physical therapy programs in colleges and universities throughout the United States.

Through the years there has been a steady increase in program lengths and professional curriculum content to prepare the entry level physical therapist. The physical therapy baccalaureate programs follow the traditional four-year college model. The first years consist primarily of general education courses in basic sciences, social sciences, humanities, and the arts; the final years concentrate on the professional component.

The value to society of a professional with a solid general education as well as a sound professional education (including hands-on clinical experience) is undisputed. However, as requirements for that professional component increase, and if the length of the educational program must remain the same, two untenable choices face physical therapy educators. The professional curriculum could be tightened up by squeezing, skimming, or eliminating elements; or the general education component could be minimized. Either choice would dilute the total educational process and, inevitably, the final product--the entry level physical therapy graduate.

We decided to prevent any weakening of the educational process by generating this proposal to develop a graduate level physical therapy program. Students entering the program will already have achieved a baccalaureate degree. They will have the necessary prerequisite courses as well as a solid liberal education which will serve them well in the future. The added maturity of the student and their greater background in reasoning and problem solving skills will allow us to teach physical therapy courses at a much higher level. Students will have the opportunity to select concentrated exposure to different areas of physical therapy through didactic, clinical, and research seminars.

The profession of physical therapy has a vast potential for research. The physical therapy program can contribute to the profession's body of knowledge. To make an earnest, enduring, and on-going contribution, a qualified graduate faculty and high quality graduate students are needed. Both are attainable at the University of Delaware.

Overview of Practice of Physical Therapy

Once limited almost exclusively to hospitals, the practice of physical therapy now also provides services in settings such as nursing homes, extended care facilities, public health agencies, community health and health maintenance organizations, research centers, institutions for the mentally retarded, outpatient screening and treatment centers, sports medicine institutions, private offices, public schools, private homes, and industry. At the same time, physical therapists are taking on increasing responsibility within these diverse settings for planning, consultation, administration, teaching, research, and supervision. The role physical therapists take in educating patients, families, and communities--a reflection of the profession's growing involvement in health promotion, prevention, and early intervention has expanded greatly.

The primary purpose of entry level physical therapy education, therefore, is to produce graduates prepared to deliver patient care as effectively, as efficiently, and as competently as possible. Direct patient care in physical therapy is an integrated process that includes examination, planning, supervision, and performance of treatment programs; as well as instruction and guidance of patients and their families. Through the years, revolutionary changes in scientific technology and health care delivery have made each of these components more complex. Physical therapy methods and procedures have become, and continue to become, more sophisticated and more numerous as evidenced by the development of specialities in research, such areas as cardiopulmonary conditions, pediatrics, orthopedics, neurology, and sports physical therapy. In fact, the Bureau of Labor Statistics estimates a 58% increase in need for physical therapists in the next decade, twice the average increase calculated for over 165 job opportunities.

Meanwhile, physical therapists are becoming increasingly involved in settings and situations in which they are a patient's initial contact into the health care system. External factors such as the growing number of prepaid health care organizations and laws ensuring educational rights of handicapped children have contributed to this evolution. There also is a steady movement within the profession toward a more independent form of physical therapy practice.

Statistics published by the American Physical Therapy Association showed that in the 1950s, 86% of all physical therapists were employed in general hospitals; in the 1980s this figure has changed drastically so that only 44% of all physical therapists are working in general hospitals. The majority of therapists are now working in situations where they must function more independently such as home health agencies, public school systems and private practice.

Effects of Proposed Program on Present Enrollment and Resources

Faculty. Faculty with advanced degrees in the basic sciences, as well as recognized clinical specialists, must be hired. The American Physical Therapy Association has just developed mechanisms for specialty recognition (certification).

Pool of Students. As far as we know, there is a pool of available postbaccalaureate students who are seeking admission to physical therapy programs. In the 1982-1983 year, we received 45 letters; 1983-1984, 55 letters; 1984-1985, 142 letters; and this year we have received approximately 200 letters from postbaccalaureate students seeking admission to our program. Beaver College, which has a graduate program, had 800 requests for this year's class and had 250 applicants. Hahnemann University had 307 applicants. The pool is available.

Degree. The students will earn an MPT degree. This is defined as a practice-oriented, professional, postbaccalaureate degree.

In summary, the goals of the proposed graduate program in physical therapy are as follows:

1. To improve entry-level skills of graduate physical therapists to keep them in step with current trends of practice.
2. To establish, and maintain, a high quality graduate research program where none previously existed.

To these ends, the proposed program for a Master of Physical Therapy is offered to the Faculty of the University of Delaware for its approval.

University of Delaware
Master in Physical Therapy
CURRICULUM

GRADUATE YEAR I

<u>Summer</u>	<u>CR</u>
B 401 Human Anatomy	6
PT 600 Physical Therapy as a Profession	1
	<u>7</u>

<u>Fall</u>	<u>CR</u>
B 402 Neuroanatomy and Neurophysiology	4
PT 601 Exercise Physiology, Treatment and Research	3
PT 602 Clinical Procedures	1
PT 603 Physical Agents	2
PT 604 Functional Anatomy and Biomechanics	3
	<u>13</u>

<u>Winter</u>	<u>CR</u>
PT 605 Clinical Rotation	3

<u>Spring</u>	<u>CR</u>
PT 606 Research Methods	3
PT 607 Electrophysiological Approaches to Treatment	3
PT 608 Musculoskeletal Evaluation and Treatment	3
PT 609 Neurophysiological Evaluation and Treatment	3
PT 801 Medical Science	1
	<u>13</u>

GRADUATE YEAR II

<u>Summer</u>	<u>CR</u>
PT 605 Clinical Rotation	3
PT 801 Medical Science	1
	<u>4</u>

<u>Fall</u>	<u>CR</u>
PT 610 Psychosocial Aspects of Disabilities	3
PT 611 Clinical Management Practices	1
Electives (select two, one must be from PT)	6
PT 606 may also be repeated	9

GRADUATE YEAR II (continued)

WinterCRPT 801 Medical Science
Elective1
3
4SpringCR

PT 605 Clinical Rotation

12

GRADUATE YEAR III (Alternate, for thesis option individuals)

FallCR

PT 898 Research

1-9

Spring

PT 899 Thesis

1-6

Electives in Physical Therapy

PT 612 Clinical Management Practicum

3

PT 613 Advanced Orthopaedics

3

PT 614 Sports Physical Therapy

3

PT 615 Advanced Neurotherapeutics

3

PT 616 Pediatrics Seminar

3

PT 617 Clinical Teaching

3

PT 618 Gerontology

3

PT 619 Clinical Internship

3

PT 898 Research

1-9

PT 899 Thesis

1-6

UNIVERSITY OF DELAWARE
Master of Physical Therapy
COURSE DESCRIPTIONS

- PT 600 Physical Therapy as a Profession 1 cr.
An introduction to the ethics, licensure laws, and practice of physical therapy.
- PT 601 Exercise Physiology, Treatment, and Research 3 cr.
Research on the effects of exercise on various patient populations will be discussed. Muscle, bone and connective tissue remodeling is emphasized. Cardiopulmonary rehabilitation, isokinetic and isotonic theories and research are examined.
- PT 602 Clinical Procedures 1 cr.
Procedures such as patient safety, wheelchair management, ambulation, and primary therapeutic exercises are practiced.
- PT 603 Physical Agents 2 cr.
The physics, physiology, and clinical application of various physical agents will be introduced. Students will incorporate this new knowledge into patient care problems.
- PT 604 Functional Anatomy and Biomechanics 3 cr.
A description of normal and abnormal human movement is given. Surface anatomy and evaluation procedures such as EMG, and cinematography are emphasized. Prereq. B 401.
- PT 605 Clinical Rotation 1-15 cr.
(repeatable)
Full-time or part-time clinical experience at various health care facilities will be arranged.
- PT 606 Research Methods 3 cr.
(repeatable)
A research project will be planned, developed, and implemented in an area appropriate to physical therapy.
- PT 607 Electrophysiological Approaches to Treatment 3 cr.
The physics and physiology of electrical agents will be discussed. Recent research on the clinical effects of electricity will be introduced. Clinical electroneuromyography will be emphasized. Prereq. PT 603.

- PT 608 Musculoskeletal Evaluation and Treatment 3 cr.
 An indepth analysis of evaluation and treatment strategies of spinal and extremity joints, muscles and connective tissues is described. Research on the physiology of intervention including traction, mobilization and exercise is emphasized. Prereq. PT 604.
- PT 609 Neurophysiological Evaluation and Treatment 3 cr.
 An indepth analysis of evaluation and treatment strategies of neurologically involved patients is described. Research on the physiology of intervention by various neurodevelopmental approaches is emphasized. Prereq. PT 604 and B 402.
- PT 610 Psychosocial Aspects of Disabilities 2 cr.
 The psychosocial characteristics of patient populations and therapists that impact on the rehabilitative process are discussed. Time management, death and dying, sexuality, love and hate, and other topics are discussed.
- PT 611 Clinical Management Practices 1 cr.
 Concepts of administration and issues in the management of hospital clinics, private practice, and consultative ventures will be discussed.
- PT 612 Clinical Management Practicum 3 cr.
 Full or part-time practicum in a management setting. This course is designed for students possessing advanced skills and/or interest in management.
- PT 613 Advanced Orthopaedics 3 cr.
 Various schools of orthopedic intervention including Cyriax, Maitland, McKenzie, and Travell are discussed. Students will conduct an independent research project. Prereq. PT 608.
- PT 614 Sports Physical Therapy 3 cr.
 The various competencies required in the practice of sports physical therapy will be analyzed and clinical skill acquired. Prereq. PT 608.
- PT 615 Advanced Neurotherapeutics 3 cr.
 An integration of the various neurodevelopmental approaches to the treatment of the neurological patient are discussed. Students will conduct an independent research project. Prereq. PT 609.
- PT 616 Pediatrics Seminar 3 cr.
 Selected problems encountered by the pediatric population will be discussed. The evaluation, treatment, and research bases of these problems will also be studied.

- PT 617 Clinical Teaching 3 cr.
Strategies effective in teaching patient populations and clinical students will be emphasized. Students will be expected to plan, develop, and implement a teaching/learning experience.
- PT 618 Gerontology 3 cr.
Concepts and research that relate to the status and rehabilitation of the geriatric population will be discussed.
- PT 619 Clinical Internship 3 cr.
Fulltime clinical internship in a specialty clinic for those students possessing advanced clinical skills.
- PT 801 Medical Science 1 cr.
(repeatable)
Lectures in orthopedics, neurology, rheumatology, pharmacology, clinical medicine, and radiology will be given by health care professionals.
- PT 898 Research 1-9 cr.
- PT 899 Thesis 1-6 cr.

University of Delaware
Master in Physical Therapy
ENTRANCE REQUIREMENTS

The entrance requirements for the graduate entry-level physical therapy program are:

- 1) a bachelor's degree from an accredited institution of higher learning
- 2) GPA of 2.8 overall with 3.00 in the sciences
- 3) GRE (1050) verbal/quantitative combined
- 4) volunteer or paid clinical experience in physical therapy - 200 hours
- 5) three letters of recommendation

Required courses for admission to the physical therapy program:

	<u>Semesters</u>	<u>Semester Credits</u>
English	2	6
Psychology	2	6
Calculus	1	3
Chemistry with lab		
1 year inorganic	2	8
Organic	1	4
Physics with lab	2	8
Biology with lab		
1 year freshmen biology		
(at biology majors level)	2	8
physiology (general or human)	1	4

Recommended courses but not required for admission:

Public Speaking	1	3
Ethics	1	3
Intro to Computers	1	3
Biochemistry	1	3
Statistics	1	3
Comparative Anatomy	1	4

Graduation requirements include satisfactory completion of all required courses including a research project or thesis.

Two tracks will be available to graduate students in physical therapy; thesis and nonthesis.

Thesis Option: This track will require the successful completion of PT 606 Research Methods for 3 credits and PT 898 Thesis Research for 6 credits minimum. The thesis will consist of an independent research effort conducted under the supervision of a Thesis Advisory Committee and defended by the student. The student should select a thesis advisor who is a member of the School of Life and Health Sciences and who will assist in forming the

three-member committee. This track will be suitable for the physical therapist who wishes to acquire and develop additional skill in research and who is contemplating further graduate work in a doctoral program after completion of the MPT.

Nonthesis Option: Students deciding to take this option must enroll in PT 606 Research Methods for 3 credits. At the completion of this course students will be expected to have successfully completed an individual or group research project in an area germane to physical therapy. A two-person committee will serve in an advisory capacity; one member of this committee will serve as the research advisor. The research project will consist of a laboratory or clinical investigation that will be reported in written form using a thesis format and defended before the physical therapy and university communities. This track will be suitable for the student who is primarily interested in clinical practice. The depth of the research will be less than that expected of the thesis research.

UNIVERSITY OF DELAWARE
Master of Physical Therapy
TRACK FOR PHYSICAL THERAPISTS

Those individuals that have received an undergraduate degree in physical therapy and are or have been licensed as a physical therapist may seek admission to the program. Courses of study will be tailored to the interests of the individual.

Part-time study is an option for those physical therapists desiring to maintain a clinical practice and those who have constraints that prevent a full-time student status.

UNIVERSITY OF DELAWARE
Master of Physical Therapy
PHASING-IN SCHEDULE

Year	86/87	87/88	88/89	89/90	90/91
	U ₁	U ₂	U ₃	U ₄ G ₁	G ₂

U₁...U₄ are undergraduate students enrolled in our current undergraduate physical therapy program. The last undergraduate class will be admitted as freshmen in 1986/87. They will graduate in the Spring of 1990. The first graduate physical therapy students will be admitted in the Fall of 1989.

Additional Faculty and Staff Needs
and Their Proposed Teaching Duties

Year	Number Needed	Description
1987-88	1	Professional: Fulltime professional to team teach laboratories and serve as coordinator of faculty practice clinic
	1.0	Faculty: Fulltime faculty to teach psychosocial aspects of disabilities, burns, prosthetics, gerontology
1988-89	2.0	Faculty: Two fulltime faculty are needed; one will be responsible for exercise physiology and the other will teach orthopaedics and soft tissue treatment

 Additional Support Personnel

Year	Number Needed	Description
1987-88	1	Secretary: fulltime individual to serve as general secretary, to assist students with their needs, to maintain records, ordering of supplies.
1987-88	1	Laboratory Assistant: fulltime individual to serve as person responsible for maintaining equipment, setting up laboratories, categorizing and maintaining audiovisuals, etc.

 Total Faculty and Staff Needs by 1990

Faculty	7 (3 new)
Professional	2 (1 new)
Staff	2 (new)

 Faculty and Staff Responsibilities For Proposed Program

Faculty 1	Program Director, teach Clinical Management Practices PT 611 ^c and supervise Clinical Management Practicum PT 612 ^c .
Faculty 2	Teach Exercise Physiology PT 601 ^a ; Research Methods PT 606 ^a .
Faculty 3	Teach Clinical Procedures PT 602 ^{a,c} ; Gerontology PT 618 ^c ; Psychosocial Aspects of Disability PT 610 ^b .
Faculty 4	Teach Functional Anatomy and Biomechanics PT 604 ^a , Exercise Physiology PT 601; Clinical Teaching PT 617 ^c .
Faculty 5	Teach Musculoskeletal Evaluation and Treatment PT 608 ^c , Electrophysiological Approaches to Treatment PT 607 ^a ; Physical Agents PT 603 ^b .
Faculty 6	Teach Neurophysiological Evaluation and Treatment PT 609 ^b ; Advanced Neurotherapeutics PT 615 ^c .
Faculty 7	Teach Medical Science PT 608 ^b ; Sports Physical Therapy PT 614 ^c ; Advanced Orthopaedics PT 613 ^c .
Professional Staff 1	Academic Coordinator of Clinical Education; teach laboratories; Clinical Procedures PT 602 ^c .
Professional Staff 2	Team teach laboratories Exercise Physiology PT 601 ^c ; Physical Agents PT 603 ^c ; Coordinate Faculty Practice Clinic.
Secretary	General secretarial duties
Laboratory Assistant	Responsible for teaching laboratory set up and maintenance; assist with research laboratories.

- a Taught by current faculty
 b Taught by part-time faculty
 c New course

 Additional Space Needs

Type of Space	Amount	Square Feet	Rationale
Office Space	7	700	4 faculty, 1 professional, 1 secretary, 1 laboratory assistant need offices
Classroom	1	1000	Should accommodate 40 persons. There will be two classes ongoing at the same time
Laboratory	1	1200	A therapeutic exercise laboratory and a musculoskeletal laboratory are needed
Clinic	1	1000	Space for on-going physical therapy clinic is needed
Research Space	4	3200	Additional 600-800 foot ² spaces are needed for new and existing faculty

 Total Space Needs

Type of Space	Amount	Square Feet
Office Space	11	1100
Classroom	2	2000
Laboratory	2	2400
Clinic	1	1000
Research Space	5	4000

 Faculty and Staff Responsibilities For Proposed Program

Faculty 1	Program Director, teach Clinical Management Practices PT 611 ^c and supervise Clinical Management Practicum PT 612 ^c .
Faculty 2	Teach Exercise Physiology PT 601 ^a ; Research Methods PT 606 ^a .
Faculty 3	Teach Clinical Procedures PT 602 ^{a,c} ; Gerontology PT 618 ^c ; Psychosocial Aspects of Disability PT 610 ^b .
Faculty 4	Teach Functional Anatomy and Biomechanics PT 604 ^a , Exercise Physiology PT 601; Clinical Teaching PT 617 ^c .
Faculty 5	Teach Musculoskeletal Evaluation and Treatment PT 608 ^c , Electrophysiological Approaches to Treatment PT 607 ^a ; Physical Agents PT 603 ^b .
Faculty 6	Teach Neurophysiological Evaluation and Treatment PT 609 ^b ; Advanced Neurotherapeutics PT 615 ^c .
Faculty 7	Teach Medical Science PT 608 ^b ; Sports Physical Therapy PT 614 ^c ; Advanced Orthopaedics PT 613 ^c .
Professional Staff 1	Academic Coordinator of Clinical Education; teach laboratories; Clinical Procedures PT 602 ^c .
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Office Space	11	1100
Classroom	2	2000
Laboratory	2	2400
Clinic	1	1000
Research Space	5	4000



