Program Description

Rocky Mountain University of Health Professions offers the only transitional Doctor of Physical Therapy (DPT) program in the US created for the Pediatric Physical Therapist clinician. The program provides a specialization in pediatrics while meeting academic requirements focused on evidence-based practice analysis and application.

This program highlights aspects of pediatric science such as pediatric pharmacology and imaging, pediatric medical screening and differential diagnosis, pediatric gait, early intervention and school-based practice issues, leadership and consultation in pediatric settings, and inter-professional collaboration in pediatric global health. An individually designed pediatric science capstone project allows students to develop a clinical, teaching, or administrative project related to pediatrics.

The transitional DPT program model is designed for pediatric physical therapist practitioners with a bachelor’s or master’s degree to pursue a post-professional clinical doctorate without relocating. Students complete three semesters in a blended learning model of onsite face-to-face seminars and online learning activities. An additional fourth semester (online) is offered as needed to complete the pediatric science capstone project.

In the transitional DPT program, physical therapist professionals will:

The transitional Doctor of Physical Therapy – Pediatric Science program is committed to the development of the healthcare professional who can:

- Develop knowledge and demonstrate application of evidence-based practice principles and processes
- Conduct evidence-based, reflective analyses of pediatric physical therapy procedures including screening, examination, evaluation, diagnosis, prognosis, care plans, intervention, and outcomes assessment

Content and dates are subject to change
• Analyze inter-professional collaboration processes in local clinical and global health settings
• Expand technical writing and professional presentation competencies
• Explore leadership and consultation principles, models, and dynamics in preparation for future professional service contributions.
• Analyze and expand understanding of pediatric science literature with clinical application for varied pediatric practice roles, procedures, and settings in preparation for later Pediatric Clinical Specialist certification by the American Board of Physical Therapy Specialties.

Admission Requirements
1. A bachelor’s degree or master’s degree from an accredited institution (or foreign equivalent) with a minimum 3.0 cumulative GPA.
2. Preference is given for applicants who have a minimum of one year of clinical experience in pediatric physical therapy prior to submitting an application for submission.
# Program Calendars

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
<th>On-site Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Fall 2020</strong></td>
<td></td>
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<tr>
<td><em>Aug.31-Dec. 18</em></td>
<td>P 544 Pediatric Differential Diagnosis &amp; Medical Screening for Practitioner Referral</td>
<td>2</td>
<td>1 day</td>
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<tr>
<td></td>
<td>P 564 Evidence-based Analysis of Interventions in Pediatric Physical Therapy Practice</td>
<td>1</td>
<td>1 day</td>
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<td></td>
<td>P 735 Topics in Pediatric Gait: Seminar &amp; Lab</td>
<td>1</td>
<td>1 day</td>
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<tr>
<td></td>
<td>P 721.3 Scientific Writing &amp; Professional Presentations</td>
<td>1</td>
<td>1 day</td>
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<tr>
<td></td>
<td><strong>Semester Total:</strong></td>
<td><strong>5</strong></td>
<td><strong>Oct. 5-9</strong></td>
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<td></td>
<td><em>(Oct. 5-orientation)</em></td>
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<tr>
<td><strong>Semester 2</strong></td>
<td><strong>Winter 2021</strong></td>
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<tr>
<td><em>Jan. 4-Apr. 23</em></td>
<td>CC 507.2 Critical Inquiry I: Quantitative Issues in Published Research</td>
<td>1</td>
<td>1 day</td>
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<td></td>
<td>CC 527 Critical Inquiry II: Evidence-Based Practice</td>
<td>2</td>
<td>1 day</td>
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<td></td>
<td>P 510 Pediatric Pharmacology &amp; Imaging</td>
<td>1</td>
<td>1 day</td>
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<td>P 705 Interprofessional Global Health in Pediatrics</td>
<td>2</td>
<td>1 day</td>
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<td>TDPT 508 Pediatric Practice Analysis: Directed Independent Study</td>
<td>3</td>
<td>Online</td>
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<td></td>
<td><strong>Semester Total:</strong></td>
<td><strong>9</strong></td>
<td><strong>Jan. 26-29</strong></td>
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<tr>
<td><strong>Semester 3</strong></td>
<td><strong>Summer 2021</strong></td>
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<tr>
<td><em>May 3-Aug. 20</em></td>
<td>P 702 Leadership in Pediatric Physical Therapy</td>
<td>3</td>
<td>1.75 days</td>
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<td>P 703 Seminar on Children &amp; Youth in Early Intervention &amp; Education Environments</td>
<td>2</td>
<td>1 day</td>
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<td></td>
<td>P 528 Pediatric Science Capstone Seminar</td>
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<td>1 day</td>
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<td></td>
<td>P 529.2 Pediatric Science Capstone <em>(course may also be taken in Semester 4, see below)</em></td>
<td>4</td>
<td>Online</td>
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<td><strong>Semester Total:</strong></td>
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<td><strong>May 24-27</strong></td>
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<tr>
<td><strong>Semester 4</strong></td>
<td><strong>Fall 2021</strong></td>
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<td><em>Aug.30-Dec.17</em></td>
<td>OPTIONAL SEMESTER: Students may elect to complete P 529.2 during this semester, rather than during Semester 3. Must be approved by Program Director.</td>
<td><em>(4)</em></td>
<td>Online</td>
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<td></td>
<td><strong>Semester Total:</strong></td>
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**Total Program Required Credits:** 24

*Four-year deadline for program completion from start of program is August 31, 2024*

**Course includes pre-requisite and/or co-requisite requirement(s). Refer to course description below.

**NOTE:** On-site components and dates are subject to change.
Course Descriptions

CC 507.2   Critical Inquiry I: Quantitative Issues in Published Research
(1 credit; 1 day On-site)

This course involves the study of basic statistics, data analysis methods, and results commonly reported by authors in physical therapy literature. Students will interpret statistics reported in journal articles, and make judgments about the appropriateness of reported methods, interpretations, and conclusions based on research designs, data, and assumptions underlying applied statistical methods. Examples from current physical therapy literature will be cited throughout the course to illustrate concepts and improve students’ abilities to interpret and critique the work of others. An overview of survey research methods, data analysis, and data display is provided as background for potential use in Pediatric Science Capstone projects and in clinical practice (client / parent satisfaction surveys).

CC 527   Critical Inquiry II: Evidence-Based Practice
(2 credits; 1 day On-site)

This course is designed to prepare healthcare professionals with the knowledge and skills to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice. This course focuses on the concepts of evidence-based practice with emphasis on forming answerable clinical questions and effective literature search strategies. The evaluative approach to appraising the research literature prepares students to judge the evidence on the: 1) accuracy and validity of diagnostic tests and application of important diagnostic tests in the care of a specific patient; 2) effectiveness of clinical interventions; 3) natural history of health-related conditions; and 4) risk of harm from select preventive and therapeutic interventions. Based on presentation of case scenarios, students are required to formulate the key question(s), rapidly search medical and health-related databases, appraise the evidence with a critical analysis, and describe application of the evidence in a clinical context.

P 510   Pediatric Pharmacology & Imaging
(1 credit; 1 day On-site)

In this course, pharmacodynamics and pharmacokinetics of commonly prescribed medications and over-the-counter drugs are addressed for children receiving physical therapy. Potential drug complications of adverse effects and interactions are reviewed. An overview of brain and musculoskeletal imaging procedures occurs with emphasis on the neonatal brain and common musculoskeletal pathology in children. Students present pediatric cases and describe imaging and pharmacological components.

P 528   Pediatric Science Capstone Seminar
(1 credit; 1 day on-site)

In this seminar course, students have the opportunity to develop and present proposed pediatric science capstone topics, purpose and scope, feasibility issues, literature support, and potential obstacles. A method for determining effectiveness of each capstone project will be presented and discussed. A formal presentation with slides and facilitated discussion with peers will occur. Written peer and instructor feedback are provided to enhance the proposed capstone project presentation and analysis.
P 529.2  **Pediatric Science Capstone**  (4 credits; Online)
The pediatric science capstone involves an individualized experience to expand knowledge, competency, and teaching in pediatrics. The project topic and design are negotiated with the faculty member and can be achieved in a variety of settings (clinical, education, administration). The capstone project may focus on 1) developing and evaluating a new clinical program, 2) designing and presenting a series of teaching modules, 3) writing and evaluating practice guidelines or policy and procedure manual for a new practice setting, 4) preparing a journal article for publication, 5) expanding the semester 2 directed independent study project from a single case into a case series analysis, or 6) other individualized pediatrics-related options. A soft-bound technical report of the project is submitted in addition to an electronic version. All capstone project methods and results are presented verbally to colleagues and other related professionals in practice settings where the project was conducted. *(This online course may be taken in an additional 4th semester, on permission of the Program Director.)*

P 544  **Pediatric Differential Diagnosis & Medical Screening for Practitioner Referral**  (2 credits; 1 day On-site)
This course is designed to enhance the skill level of physical therapists working with children in conducting selected portions of an examination. This examination process includes taking a history for the pediatric client, reviewing systems beyond the system(s) typically of concern to therapists, addressing health promotion with children and families, and recognizing signs and symptoms that indicate the need for a referral to another health practitioner. The student is expected to bring knowledge of tests and measures and examination procedures unique to pediatric physical therapy.

P 564  **Evidence-Based Analysis of Interventions in Pediatric Physical Therapy Practice**  (1 credit; 1 day On-site)
This course empowers students to develop focused clinical questions pertinent to their individual clinical practices and use the most effective online search strategies of relevant medical databases. Students will learn to quickly and efficiently identify articles most likely to answer their clinical questions while implementing a practical and systematic process for critically evaluating professional journal articles. Students will develop competency in selecting and rating evidence-based interventions for children.

P 702  **Leadership in Pediatric Physical Therapy**  (3 credits; 1.75 days On-site)
Models and perspectives are analyzed for administrating, leading, and consulting in pediatric therapy settings with strategies included for managing challenging work dynamics and ethical dilemmas. Self-reflection is conducted on personal leadership style and approaches within the combined framework of Goleman’s Emotional Intelligence model and Hagberg’s Real Power model. Cultural Intelligence models are analyzed across a range of intercultural contexts involving children, families, and professional team members. A strategic planning format for future consultation opportunities is reviewed, and future consultation projects are analyzed.
P 703   Seminar on Children & Youth in Early Intervention & Education Environments  (2 credits; 1 day On-Site)

This course includes discussion and application of laws, practice guidelines, and service delivery models for early intervention and school-based practice settings. Development and use of individualized family service plans and individualized education programs are addressed. Clinical decision-making frameworks are used with peer-reviewed literature to analyze and support selected interventions through case-based presentations.

P 721.3  Scientific Writing & Professional Presentations  & Ethical Context  (1 credit; 1 day On-site)

An overview is provided on structure and process of scientific writing for the medical literature including mechanics and common challenges in technical writing, steps in preparing for publication, and processes for research grant applications. Obstacles of writer’s block, procrastination, and plagiarism are explored. Strategies are reviewed and evaluated for professional presentations (poster and platform), international presentations with an interpreter, and media interviews.

P 705   Interprofessional Global Health in Pediatrics  (2 credits; 1 day On-Site)

This course blends interprofessional education with global health perspectives for pediatric practitioners. Discussion and application of competencies and principles are prioritized to define and guide pediatric practice when caring for children in resource-limited settings both locally and internationally. A framework is addressed for interprofessional training in cross-cultural competency, ethics, health equity, human rights, advocacy, capacity development, and partnership engagement. Using this framework, each student will analyze and present a pediatric case from the perspective of a globally-minded, globally competent practitioner.

P 735   Topics in Pediatric Gait: Seminar & Lab & Ethical Context  (1 credit; 1 day On-site)

This course focuses on pre-and-early ambulation in a population predisposed to rapid and dramatic changes: birth to three year old children. Typical and atypical preparation for and development of ambulation are examined in the infant and toddler. The effects of biomechanics, neuromuscular and sensory systems, orthotics, and tone management are integrated as participants learn to build intervention strategies to address ambulation early and effectively in infants and toddlers. Clinical application involves children with diagnoses of cerebral palsy, developmental delay, prematurity, or Down Syndrome. Lab sessions involve group work with developing a clinical algorithm (process map) and practicing techniques with a class member.

TDPT 508  Pediatric Practice Analysis: Directed Independent Study  (3 credits; Online)

This directed independent study project provides each student with an individually tailored opportunity for an evidence-based, reflective analysis of pediatric physical therapy practices. With evidence-based competencies gained from courses in the first semester, this project allows the pediatric physical therapist to analyze care processes implemented for a selected infant, child, or youth related to current best evidence.
Faculty

Program Leadership

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