Columbia University Bulletin

The Faculty of Medicine

Program in Physical Therapy

2015-2018

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COLUMBIA UNIVERSITY MEDICAL CENTER

ADMINISTRATION

UNIVERSITY/CUMC ADMINISTRATION

Lee C. Bollinger	President of the University
John H. Coatsworth, PhD	Provost of the University
Lee Goldman, MD	Executive Vice President for Health and Biomedical Sciences & Dean of the Faculties of Health Sciences and Medicine
Ronald E. Drusin, MD	Associate Dean for Education, CUMC
Martha Hooven	Vice Dean of Administration, CUMC
Anne Taylor, MD	Vice Dean of Academic Affairs, CUMC
Tonya Anderson	Director of Student Administrative Services, CUMC
Tania Kent-James	Director of Housing, CUMC

DEPARTMENT OF REHABILITATION AND REGENERATIVE MEDICINE

Joel Stein, MD	Chair, Department of Rehabilitation & Regenerative Medicine
Debra Krasinski, PT, PhD	Director, Program in Physical Therapy
Christopher Kevin Wong, PT, PhD	Associate Director, Program in Physical Therapy

STUDENT FINANCIAL PLANNING

Ellen Spilker, BS	Executive Director

FACULTY

Core Full-Time Faculty

*Program Graduate

Laurel Daniels Abbruzzese, PT, EdD*
Assistant Professor of Rehabilitation & Regenerative Medicine @ CUMC
Director of Clinical Education
B.A. Columbia University
M.S. Columbia University
Ed.M., Ed.D. Teachers College/Columbia University

Clare C. Bassile, PT, EdD
Assistant Professor of Rehabilitation & Regenerative Medicine @CUMC
B.S. SUNY Downstate
M.A., Ed.M., Ed.D. Teachers College/ Columbia University

Colleen Brough, PT, DPT, MS, OCS
Assistant Professor of Rehabilitation & Regenerative Medicine @ CUMC
B.S. Boston University
M.S. University of Medicine & Dentistry of NJ
DPT MGH Institute of Health Professions
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist

Cynthia M. Chiarello, PT, PhD, MS
Assistant Professor of Rehabilitation & Regenerative Medicine @CUMC
B.S. SUNY Fredonia
M.S. Duke University
Ph.D. New York University

Stacy Kinirons, PT, PhD, MPH
Assistant Professor of Rehabilitation & Regenerative Medicine @CUMC
B.S. Ithaca College
M.P.H. New York University
Ph.D. Virginia Commonwealth University

Susan Klepper, PT, PhD
Assistant Professor of Rehabilitation & Regenerative Medicine @CUMC
B.S. St. Louis University
M.S., Ph.D. Hahnemann University

Randy B. Kolodny, PT, DPT, MA
Assistant Professor of Rehabilitation & Regenerative Medicine @CUMC
B.A. SUNY Binghamton
B.S. SUNY Stony Brook
M.A. Columbia University
DPT MGH Institute of Health Professions

Debra C. Krasinski, PT, PhD, MS
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Director, Program in Physical Therapy
B.S. University of Texas Health Science Center, Southwestern Medical School
M.S.Texas Women's University
Ph.D. New York University

Ashwini Rao, EdD, OTR/L, FAOTA
Associate Professor of Rehabilitation & Regenerative Medicine @CUMC (in the G.H. Sergievsky Center)
Fellow of the American Occupational Therapy Association
B.O.T., I.P.H. India
M.A. New York University
Ed.D. Teachers College/Columbia University

Martha Sliwinski, PT, MA, PhD
Associate Professor of Rehabilitation & Regenerative Medicine @ CUMC
B.S. Temple University
M.A., Ph.D. New York University

Jean Fitzpatrick Timmerberg, PT, PhD, MHS, OCS
Assistant Professor of Rehabilitation & Regenerative Medicine @ CUMC
Director of Clinical Education
B.S. Stony Brook University
M.H.S. University of Indianapolis-Krannert School of Physical Therapy
Ph.D. Touro University International
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist

Christopher Kevin Wong, PT, PhD, OCS*
Associate Professor of Rehabilitation & Regenerative Medicine @CUMC
Associate Director, Program in Physical Therapy
B.A. University of California, Berkeley
M.S. Columbia University
Ph.D. Touro College International
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist

Adjunct Faculty
New York Presbyterian Hospital-Columbia University Medical Center Staff
Serve as Lab Instructors and/or Guest Lecturers
(Subject to Change)

Tania Alarcon-Montalvo, PT, DPT
Staff Therapist

Lauri Bishop, PT, DPT
Research Therapist

Edward Calem, PT, MS, DPT, OCS*
Staff Therapist
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist

Lorenzo Casertano, PT, DPT, CSCS*
Staff Therapist
Certified Strength & Conditioning Specialist

Manroop (Manu) Chawla, PT, DPT
Senior Therapist

Shelagh Ferguson, PT, MS
Senior Therapist

Brian Gugliuzza, PT, MS, OCS, GCFP
Assistant Supervisor-Out Patient PT
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist
Guild Certified Feldenkrais Practitioner

Evan Johnson, PT, MS, DPT, OCS, COMT*
Administrative Director, Spine Center
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist
Certified Orthopedic Manual Therapist

Naya Lyons, PT, DPT
Senior Therapist

LaRae Mitchell, PT, DPT
Assistant Supervisor-Outpatient PT

Jacqueline Montes, PT, EdD, NCS
Assistant Professor of Clinical Rehabilitation & Regenerative Medicine
SMA Clinical Research Center, Columbia University

Eric Schaum, PT, DPT, GCS
Advanced Clinician-Acute Care
American Board of Physical Therapy Specialties, Geriatric Clinical Specialist

Kim Shankman, PT, DPT, LANA
Lymphedema Specialist

Rami Said, PT, DPT, M. Eng., OCS*
Senior Therapist, Spine Center
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist

Andrea Smith, PT, DPT
Senior Therapist

Kim Stavrolakes, PT, MS, CCS
Supervisor, Outpatient Cardiopulmonary Rehabilitation
American Board of Physical Therapy Specialties, Cardiopulmonary Clinical Specialist

Sally Young, PT, DPT
Lecturer in Clinical Rehabilitation & Regenerative Medicine
Department of Neurology, Columbia University

ADJUNCT FACULTY *Program Graduate
External to CUMC Who Serve as Primary Course Instructors and/or Lab Instructors (Subject to Change)

Lila Abbate, PT, DPT, MS, OCS, WCS
Director & Owner, New Dimensions Physical Therapy, Manhasset, NY
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist & Women's Health Clinical Specialist

William Boissonnault, PT, DPT, DHSc, FAAPTMPT, FAPTA
Professor, Department of Orthopedics & Rehabilitation & Director of Curriculum Orthopedic Residency Program, University of Wisconsin, Madison, WI,
Senior PT, Spine Center, PT Clinic, University of Wisconsin Hospital & Clinic, Madison, WI
Fellow of the American Physical Therapy Association
Fellow of the American Academy of Orthopaedic Manual Physical Therapists.

Ashley Cox, PT
Staff Therapist, Wound Care Services, North Shore University Hospital, Manhasset, NY

Joan Edelstein, PT, MA, FISPO, CPed
Special Lecturer & former Associate Professor & Program Director, Columbia University Program in Physical Therapy

Robert Evander, PHD
Senior Principal Preparator II
Museum of Natural History, NY, NY

John Ficuello PT, MS
Lead Physical Therapist, Spinal Cord Injury/Amputee Unit, Helen Hayes Hospital, West Haverstraw, NY

Shantel Firpi, PT, MS
Senior Therapist, Spinal Cord Injury Unit, Mount Sinai Medical Center, NY, NY

Bill Gallagher, PT, CMT, CYT*
Director, East West Rehabilitation Institute
Master Clinician in Integrative Rehabilitation, Mount Sinai Medical Center, NY, NY
Certified Massage Therapist
Certified Yoga Instructor

Jennifer Gallinaro, PT, DPT, OCS
Clinical Specialist, Center for Musculoskeletal Care New York University, Langone Medical Center

Carl Garguilo, PT, DPT, OCS
Owner & Director, Strulowitz & Garguilo Physical Therapy Rehabilitation, Jersey City, NJ
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist

Barbara Gladson, PT, PhD*
Associate Professor of Physiology & Pharmacology,
Professor of Physical Therapy, Director, UMDNJ Biopharma Educational Initiative, Newark, NJ

Cameron Gomez, PT, DPT*
Staff Therapist, West Side Dance Physical Therapy, NY, NY

Tom Guimond, PT, MS, OCS
Owner, Free Motion Physical Therapy, NY, NY
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist

Jonathan Jezequel, PT, DPT, OCS*
Staff Therapist, New York Sports Medicine, NY, NY
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist

Iris Kimberg, PT, MS, OTR*
Health Professional Consultant, NY, NY

Tora Lehmann, PT, DPT, MS, OCS, MTC
Owner & Founder, Elan Physical Therapy & Wellness Center, Nyack, NY
American Board of Physical Therapy Specialties, Orthopedic Clinical Specialist
Certified Manual Therapist

Jaime Madden, PT, DPT
Owner & Founder, Dynamic Care Physical Therapy, Lawrence, NY

David Malamut, PT, MA
Clinical Specialist and Manager, Vestibular Rehabilitation Unit, RUSK, New York University Medical Center, NY, NY

Jeffrey Mannheimer, PT, PHD, CCTT, CODN
Partner, Delaware Valley Physical Therapy Associates, Lawrenceville, NJ
Certified Cervical & Temporomandibular Therapist
Certified in Orofascial Dry Needling

Susan Michlovitz, PT, PhD, CHT
Private Practitioner, Cayuga Hand Therapy, Ithaca, NY
Certified Hand Therapist

Aija Paegle, PT, CFMT, CPI
Staff Therapist, Department of Rehabilitation, Hospital for Special Surgery, NY, NY
Certified Pilates Instructor.
Certified Functional Manual Therapist

Melissa Ramirez, PT, DPT, NCS*
Staff Therapist, Mount Sinai Medical Center, NY, NY
American Board of Physical Therapy Specialties, Neurologic Clinical Specialist

Sheila Reed, PT, DPT
Pediatric PT, Cornwall Central School District, Orange County, NY

Richard Sabel, OTR, GCFP, MA, MPH
Educational Director East West Rehabilitation Institute
Clinical Assistant Professor, Occupational Therapy Program, SUNY Downstate, Brooklyn, NY
Guild Certified Feldenkrais Practitioner

Susan Schneider, PT, DPT*
Private Practitioner, Strulowitz & Gargiulo Physical Therapy Rehabilitation, Jersey City, NJ

Suzanne Semanson, PT, DPT, OCS
Staff Therapist, NYU Hospital for Joint Diseases & Harkness Center for Dance Injuries, NY, NY

Michael Shane, MA
Private consultant, NY, NY in promoting Medical Spanish and Cultural Awareness for Health Professions

Rufino Singson, PT, WCC
Manager of Rehabilitation Services, North Shore University Hospital, Manhasset, NY
Certified Wound Care Specialist

Giselle Tadros, DPT
Staff Therapist, Strulowitz & Gargiulo Physical Therapy Rehabilitation, Jersey City, NJ

Nicholas Taweel, PT, DPT, DPM
Doctor of Podiatric Medicine, Rothman Institute, Thomas Jefferson Medical College, Phila., PA

Michael Turcinovic, PT
Senior Therapist, Wound Care Services, North Shore University Hospital, Manhasset, NY

Richard Westrick, PT, DPT, DSc, OCS, SCS
Captain, US Army Medical Specialist Corps,
Assistant Professor, US Military-Baylor University Physical Therapy Program, Waco, TX
Doctoral Residency in Sports Physical Therapy, US Military Academy, West Point, NY
American Board of Physical Therapy Specialties, Orthopedic and Sports Clinical Specialist

Loretta Verma, PT, DPT*
Staff Therapist, Greenwich Hospital, Outpatient PT, Stamford, CT

Kerry Werner, PT, DPT*
Staff Therapist, Albin Rehabilitation Center at Bridgeport Hospital, Bridgeport, CT

ADMINISTRATIVE STAFF, PROGRAM IN PHYSICAL THERAPY

Gina Frassetto, MPA	Administrative and Business Manager
Cynthia Worthington, BS,MS	Administrative Coordinator, Admissions & Program Initiatives
Vanessa Corwin, BA	Administrative Assistant
Stephanie Henkin, BS	Administrative Assistant, Clinical Education
Terri Wells, BA	Senior Secretary

ACCREDITATION

The DPT program at Columbia University, College of Physicians and Surgeons, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314, telephone 703-706-3245, email accreditation@apta.org; website http://www.capteonline.org. The College of Physicians & Surgeons is accredited by the Liaison Committee on Medical Education (LCME). The program recently received reaffirmation of accreditation for the maximum 10 year period. Next onsite visit for accreditation is scheduled for 2024.

COLUMBIA UNIVERSITY MEDICAL CENTER (CUMC)

The Program in Physical Therapy is part of the College of Physicians and Surgeons, one of the nation's oldest medical schools, founded in 1767. The College is located in northern Manhattan, in the world's first academic Medical Center. The Medical Center comprises about twenty acres, extending from West 165th Street to West 173rd Street, and from Audubon Avenue to Riverside Drive; it encompasses the Columbia University campus of the New York Presbyterian Hospital and its subdivisions, and the New York State Psychiatric Institute. The Medical Center includes the College of Physicians and Surgeons, the School of Dental and Oral Surgery, the School of Nursing, the Mailman School of Public Health, and the Centers for Arteriosclerosis Research, Geriatrics and Gerontology, Medical Informatics, Neurobiology and Behavior, Alternative/Complementary Medicine, and the Study of Society and Medicine, among many others.

The Medical Center has been praised consistently for the quality, innovation, and academic rigor of its educational programs and for the unsurpassed excellence and international prominence of its faculty. Graduate degrees offered by the College of Physicians and Surgeons in addition to the DPT include; MD, PhD, MD/PhD, MD/MBA, MD/MPH, MS in Occupational Therapy and MS in Nutrition. But education does not end once the degree is earned. A CUMC education fosters a commitment to life-long inquiry, as Columbia students learn to anticipate future health care needs and integrate their newfound knowledge and the latest technology into patient care, research, and public health.

HISTORY OF THE PROGRAM IN PHYSICAL THERAPY

Physical therapy education has had a long and illustrious history at Columbia University, graduating approximately 2800 students since its establishment in 1942. From 1942 - 1960 the program offered a Certificate of Proficiency in Physical Therapy at a time when few people knew about physical therapy, much less understood the potential of the profession. A pioneering faculty recognized the need to initially prepare physical therapists in rehabilitation of those injured during the time of war.
In 1960, the program evolved to offer the Bachelor of Science degree as well as continuing to offer the professional certificate. During these early years the program was housed on Columbia's Morningside Campus; in 1946 it moved to the Medical Center campus as part of the Faculty of Medicine.

In 1979, when the House of Delegates of the American Physical Therapy Association adopted a resolution calling for entry-level education at the post-baccalaureate level, Columbia University was one of the first programs to respond. The professional level Master of Science degree was established in 1980 making it the second oldest MS program in the United States. In 2003, changing trends in practice resulted in the creation of the present Doctor of Physical Therapy degree.

Additional information on the program and faculty, not contained within this Bulletin, can be obtained by going to the program's web site at www.columbiaphysicaltherapy.org.

Physical Therapy is a dynamic profession which incorporates a well established theoretical base and widespread clinical application in the preservation, development and restoration of physical function. As essential practitioners in the health delivery system, physical therapists assume roles in rehabilitation services, prevention, health maintenance programs and professional and community programs. Physical therapists also advocate for the development of health policy and appropriate standards of care to assure patient/client availability, accessibility and excellence. Physical therapists supervise support personnel and serve as consultants to other health care personnel, families and caregivers, participate in the administration of services, conduct clinical research and often participate in academic teaching. As a science, physical therapy examines human motion at the tissue, organ and systems levels. It brings together theories of the basic and behavioral sciences, which help to explain normal and dysfunctional motor behavior. Physical therapy offers a unique synthesis of biological and behavioral theories and examines the interplay of physical and psychological factors on human motion.

The provision of physical therapy services includes clinical decision-making and evidence-based practice that underlie the individualized evaluation and treatment process to achieve desired goals and outcomes. The role of the physical therapist includes, but is not limited to patient/client:

- Problem identification
- Examination
- Evaluation
- Diagnosis
- Prognosis

Physical therapists enter the profession as generalist practitioners but often work with specialized patient populations such as orthopedic/sports, pediatric, adult neurological and geriatric. Today, some physical therapists immediately upon receipt of licensure go into residency programs that allow entry-level clinicians to expand their expertise within defined areas of practice.

Depending on the setting and each patient's/client's needs, physical therapists work in consultation with physicians, dentists, nurses, occupational therapists, speech-language pathologists, psychologists, social workers, vocational counselors and teachers. Practice settings include; hospitals, rehabilitation centers, pediatric centers, school systems, hospices, nursing homes, private practice settings, high school, collegiate and professional sport teams and industry.

Today, 48 State Board Practice Acts and the District of Columbia, which guide the roles and responsibilities of a physical therapist, allow clinicians to practice under direct access that is the ability of patients to be evaluated and treated by a physical therapist without being referred by a doctor or other healthcare practitioner. With clinical experience, advanced academic and continuing education and specialty certification, physical therapists progress to specialist status, administrators, educators and researchers.

Based on the above, Columbia's curriculum recognizes that physical therapy is a complex profession in which answers are context dependent. The philosophy of the curriculum is designed to develop competent clinicians who can embrace this complexity. Physical therapists practicing in today's clinical arena need to exhibit multifaceted reasoning skills and be committed to lifelong learning in order to apply appropriate knowledge and skills in an ever-changing environment. To this end, the curriculum is

based upon a dynamic framework that defines the profession of physical therapy and graduate education. The elements of this framework include; clinical decision-making, service expectations, societal obligations and principles related to professional education at the graduate level.

MISSION AND PHILOSOPHY OF THE PROGRAM

The Program's mission is to provide a deep, broad, challenging education, beyond the acquisition of information and marketable skills, encouraging the desire for understanding and the quest for enduring values.

The mission of the Faculty of Medicine, Columbia University, in the 21st century is to provide a deep, broad, challenging education, beyond the acquisition of information and marketable skills, encouraging the desire for understanding and the quest for enduring values. Columbia's Program in Physical Therapy adheres to this mission by offering diversity and breadth of educational opportunity to enable faculty, students and graduates to meet the needs of society in an ever-changing health care environment. Faculty is devoted to academic excellence, through imparting knowledge and directing research, which provides evidence in support of physical therapy practice. Students are guided to become compassionate, responsible practitioners who are critical thinkers and lifelong learners capable of integrating knowledge and skill with the art and ethics that a skilled physical therapy practitioner demonstrates.

As an integral part of the College of Physicians and Surgeons, the physical therapy curriculum emphasizes the relationship of the *health care provider* and *patient/client* in the context of family, community and society. In addition to foundational and clinical sciences, the faculty focuses on critical exploration, practice issues and health care systems and management. The physical therapy curriculum provides a climate for learning that reduces memorization, enhances and rewards problem-solving, thus developing the skills for life-long learning. Students are prepared to promote and maintain development across the life span, promote and maintain health, foster adaptation, prevent dysfunction and promote wellness. The Program in Physical Therapy accomplishes these outcomes through implementation of learning principles that promote intellectual curiosity, critical thinking skills, an appreciation for evidence-based practice and the importance of research skills.

Upon completion of the program, graduates are eligible to sit for the national licensure examination under the auspices of the Federation of State Boards of Physical Therapy Educators. All states and the District of Columbia require licensure to practice. The exam is given at testing centers throughout the country 4 times a year; January, April, July and October. Columbia graduates are eligible to sit for the exam in July. Information related to the exam and fixed testing dates can be obtained from the Federation website at www.fsbpt.org.

It should be noted that a felony conviction may affect a graduate's ability to sit for the examination and obtain state licensure. This is an individual decision made directly by the State Board in the state in which a graduate is seeking a license to practice. Any applicant to whom this restriction may apply is encouraged to check directly with the State Board prior to making application. A listing of all State Boards can be found on the Federation website, as above, under Licensing Authorities.

DOCTOR OF PHYSICAL THERAPY DEGREE

The purpose of Columbia's DPT program is the preparation of competent physical therapists who, by virtue, of their graduate education, can enter the health care arena primarily as clinicians with beginning skills in research, administration and education.

Students come into the program with a strong foundation in the sciences as well as in the liberal arts. Columbia program builds on and refines this knowledge base and develops skills in the learner related to concept formation, analysis, synthesis, problem-solving and evidence-based practice.
The program is built on a curriculum which grounds the students in the following domains of learning necessary for entry-level practice:

1. Scientific Foundations
2. Clinical Sciences
3. Critical Inquiry
4. Professional Practice
5. Health Care Systems and Management
6. Electives
7. Clinical Experiences

Upon graduation from the program, students will be able to affirm the following four broad performance outcomes that define a competent entry-level physical therapy clinician in today's health care system.

1. Conceptual Competence: Understanding the theoretical foundations of the profession
2. Technical Competence: Ability to perform skills required by the profession
3. Integrative Competence: Ability to merge theory and skills in the practice setting
4. Career Marketability

ADMISSION REQUIREMENTS AND PROCEDURES TO FOLLOW

Full-time students are admitted to the program, which starts in the fall semester of each year. The program invites applications from individuals who have or will have received by the time of enrollment a baccalaureate degree granted by a college or university of recognized standing.

The minimum prerequisites for admission include the following undergraduate coursework.

Basic Sciences General Biology (8 credits)	2 courses with laboratory Applicants whose institution is on a quarter system must take a 3-part course sequence or 3 distinct courses.
Anatomy & Physiology (6-8 credits)	2 separate and distinct courses or 2 semesters of combined Anatomy & Physiology I and II. Lab is not required but preferred.
Upper Divisional Biology (3-4 credits)	300-400 level course designated for junior-senior standing. **Kinesiology and Exercise Science majors only** can use a course offered from their major to fulfill this prerequisite. Acceptable courses include exercise physiology or motor control, motor learning
General Chemistry (8 credits)	2 courses with laboratory
General Physics (8 credits)	2 courses with laboratory
Behavioral Sciences Psychology (6 credits)	No preference as to psychology courses taken
Mathematical or Social Sciences (3 credits)	Statistics Business or Economics statistics does not fulfill this requirement
Humanities & Social Sciences	5 courses that have been taken to fulfill graduation requirements
General Guidelines: At least 14 of the 17 prerequisite courses outlined above should be completed at the time of application **It is strongly recommended that all the biological science courses be completed by the December application deadline date.** • Courses should be no more than 10 years old • Courses should be taken within the appropriate science department (e.g. General Biology in Biology Department) • On-line science courses must receive approval from the Program Director • For science courses, a letter grade is preferable to Pass/Fail • When 2 or more science courses are taken simultaneously in a University or College, grades must be B or better **Advanced placement credits cannot** be used to fulfill prerequisite course work. The courses do not need to be repeated but supplemental courses in lieu of the advanced placement credits need to be taken. For example; advanced placement credit for Biology I and II can be fulfilled by taking any 2 biology courses such as Microbiology, Genetics, etc.	
Standardized Test* GRE	General Aptitude portion which includes verbal reasoning, quantitative reasoning and analytical writing

TOEFL CU English Placement Test	Required for international students who have graduated from a college or university where English was not the language of instruction Can be substituted for the TOEFL
Columbia University Code 7745 GRE Code for PT 0619	
Volunteer or Work Related Experience	Minimum 75 hours, which can be completed at one facility or a combination of practice environments.
Letters of Recommendation	2 from academic sources; 1 from a physical therapist It is recommended that an applicant still in school to earn a baccalaureate degree use a professor in his/her major as one of the academic references.
Certification in Cardiopulmonary Resuscitation (CPR) and First Aid	Copies of the certificates can be scanned and sent directly to the program c/o Mrs. Cynthia Worthington, Admissions Coordinator, at cw75@columbia.edu
Resume	Sent directly to the program as an email attachment to Mrs. Worthington .
Interview	Required if found to be competitive for admissions consideration

INSTRUCTIONS FOR FILING AN APPLICATION

Columbia University participates in the **Physical Therapy Centralized Application Service (PTCAS)** sponsored by the American Physical Therapy Association. Participation in this service helps simplify your application process. By using, a single web-based application and one set of supporting documentation, you can apply to multiple physical therapy programs. Please review all the information on the PTCAS website at www.ptcas.org as well as the information in this Bulletin and on our website at www.coumbiaphsicaltherapy.org under Prospective Applicants to be sure that all admission criteria for Columbia have been met. If you encounter difficulty with the PTCAS, please do not contact the program. Inquires should be made directly to Customer Service at www.ptcas.org/Contact.html.
There are 2 ways to file an application.

Early Acceptance: Complete an application between July 1 and August 15, 2014. The program will advise PTCAS of its decision on your application by September 24. Early decision is binding. Candidates applying for early decision consideration must meet the following criteria:

1. Completion of 14 of the 17 prerequisites for admission, as outlined, which must include all course work in the biological sciences including the upper divisional biology requirement.

2. Completion of the minimum of 75 hours of volunteer or work-related experience in physical therapy.

3. Have undergraduate and science prerequisite grade point averages of 3.650 or higher.

4. Have minimum GRE scores of 160 (600) verbal, 148 (600) quantitative, 4.5 analytical writing.

5. Submit 2 academic references and 1 physical therapy reference.

6. Submit a resume.

7. Have an interview.

Regular Application Process: File your application by the Program's Deadline Date of December 1, 2015. It is strongly recommended that applications be filed and completed prior to the deadline date.

Note: Under either application filing process, Canadian and international applicants can file directly with PTCAS. Canadian applicants need to forward an official transcript to the program in addition to filing with PTCAS. International applicants need to have their transcripts evaluated through the World Education Service (www.wes.org) and a copy of this evaluation needs to be sent directly to the program. In determining the equivalency of a Canadian or international applicant's educational background in fulfilling the program's prerequisites for admission, the program is guided by the evaluation of educational credentials provided by the International Students and Scholars Office of Columbia University. The office can be reached at 212-854-3587 or Email: www.columbia.edu/cu/isso .

Additional information on the admissions process can be found on the program's website www.columbiaphysicaltherapy.org under "Frequently Asked Questions". Enrollment per class, ethnicity information, admissions statistics, graduation rates, licensure pass rates and employment rates can be found on the website under "Facts and Figures".

STUDENT SELECTION

The primary requirement for admission into the DPT program is the applicant's ability, as judged by the program's Admissions Committee, to successfully complete the 3-year curriculum. Applicants who are admitted into the program have strong academic records as evidenced by their cumulative and science grade point averages, their breadth and depth of science background and their demonstrated consistency of undergraduate academic performance. A firm and clear commitment to physical therapy is another criterion for admission as manifested by work or volunteer experience. Qualities such as maturity and effective interpersonal relationships and leadership, as ascertained from the letters of recommendation and the personal interview are important admissions criteria.

An applicant who receives a provisional acceptance on the basis of course work still in progress must satisfactorily complete all outstanding courses prior to matriculation. All students must submit a final transcript that indicates the receipt of the baccalaureate degree.

The Program in Physical Therapy reserves the right to rescind an acceptance offer if the above are not completed by the start of program classes.

Columbia University is a private university. No preference is given to in-state versus out-of-state residents. Every applicant is considered individually with regard to suitability for graduate study and expectation of scholarly attainment.

INTERVIEWS

All applicants who meet the minimal prerequisites will be considered on an individual basis. Applicants found to be competitive are invited for a day-long interview, which lasts an entire day. The interview process serves a dual purpose:

1. It provides a realistic evaluation of eligibility for admission into the program as it assesses personality, clarity of thought, strength of academic background, quality of related clinical and/or work experience, and knowledge of the profession.

2. It gives the applicant an opportunity to learn more about the program's teaching and learning philosophy and to spend time with faculty and enrolled students to appraise the program in terms of meeting personal and professional growth.

During the regular admission process, **the program uses a rolling admissions format** and applicants can be notified of their acceptance status within two weeks post-interview. Interviews run from November to January and February. A full class is accepted by early March.

ACCEPTANCE

Applicants accepted into the program must notify the program of their intent by the date indicated on the acceptance letter by completing an *Acceptance Acknowledgement Form* and submitting a non-refundable $1000 acceptance deposit. The deposit is applied to tuition upon registration only in the class to which the applicant has been accepted.

A criminal background check is not required upon acceptance but may be required by a clinical affiliation site. See below.

HEALTH EXAMINATION, DRUG TESTING, CRIMINAL BACKGROUND CHECK AND LIABILITY

To comply with federal and state regulations, Columbia University requires all students on the Medical Center Campus enrolled in a clinical program to meet specific health requirements. **A Pre-Registration Brochure and required forms can be found on the Student Health Service website at** http://www.cumc.columbia.edu/student/health/, **under New Student Information**. The requisite health information must be provided in order to register.

All students on the Medical Center Campus are required to have a drug test prior to the start of any clinical education experience. For students enrolled in the DPT program, the drug test administered by Student Health will occur in the latter part of the first year of study prior to the first clinical education experience (Clinical Education I). A completed description of the Pre-Clinical Drug Testing policy and procedures can be found on the Student Health Services website http://www.cumc.columbia.edu/student/health/DrugTesting.htm.

Repeated drug testing may be required by certain clinical education sites as students move through Clinical Education II and the Clinical Internship. These latter drug tests will be performed by Student Health Services but at a fee to the student.

Clinical placement sites may require a criminal background check. Students are required to complete this check process independently, with its associated cost, and submit results directly to the clinical site.

Professional liability insurance is provided by the program, which covers all students during the clinical education portion of the curriculum.

DEGREE REQUIREMENTS

1. The curriculum is sequential and courses are only taught once in any given academic semester. Hence, continuous registration is required within the full-time, 3-year prescribed length of study. A leave of absence may be granted for an adequate reason such as sustained ill health or military service and must be taken for one year.

2. Satisfactory achievement must be earned in all courses by maintaining a minimum grade point average of 3.000. All clinical education experiences must be successfully completed with a pass grade. Please refer to the academic standards section of this Bulletin.

3. Continual development of appropriate professional behaviors as required for advancement throughout the program.

4. Maintaining valid CPR and First Aid certification.

5. Meeting and maintaining all medical and legal requirements of the University and those of the clinical affiliation sites are the responsibility of the student. Failure to meet or comply with these requirements may result in delay or termination of academic and/or clinical progression.

The program's Academic Standards Committee must be assured that students have acquired the essential knowledge and skills necessary for entry-level practice as competent clinicians. The Committee reserves the right to withdraw, deny readmission or graduation to any student who in the judgment of the Committee is determined to be unsuited for the study or practice of physical therapy.

PROGRAM OF STUDY

The DPT program encompasses 3 years of full-time study. There are 10 academic and clinical sessions occurring over 31 consecutive months. Clinical education is 8, 10 and 18 (or 9 x 2) weeks respectively (Clinical Education I, II and the Clinical Internship). Students are in class an average of 4½ days per week to allow for assimilation and application of new knowledge as well as provide the time for self-directed learning activities. Following Columbia's medical curriculum model, courses were designed to reflect hours of instruction rather than point credits to afford a more independent learning environment that facilitates the attainment of knowledge and skills. Contact hours per week for the semesters in which clinical education occurs are a minimum of 35 and a maximum of 45 hours per week and mirror the clinical workweek of the assigned affiliation site.

The DPT program prepares graduates for entry into physical therapy in the domains of clinical practice, research, education, consultation and administration. The curriculum includes academic preparation and clinical experiences in health care facilities nation-wide and abroad. Academic instruction is comprised of didactic courses in basic and clinical sciences, patient management, evidence-based practice, professional issues, administration and education. Areas of concentration within physical therapy are explored in the advanced topic courses, electives and the clinical internship. Learning is viewed as a dynamic and interactive process requiring active student participation in a variety of educational experiences. The program facilitates the development of appropriate professional behaviors and students are expected to internalize and demonstrate professional values and ethical behavior.

Clinical experiences, including integrated clinical experiences tied to a variety of didactic courses, are interspersed throughout the curriculum to facilitate integration of academic information with clinical practice. Full-time clinical experiences begin in the second half of Fall II, continue in Summer II and

culminate with the internship experience in Spring III. All affiliations are full-time in health care institutions throughout the country and abroad, comprising a total of 36 weeks of practice.

A *Systematic Review,* the investigational component of the DPT, is required of all students for graduation and is incorporated into the *Evidence-Based Practice* series of courses in year one. This project enables the student to learn how to develop and implement inquiry into a narrowly defined topic of relevance to physical therapy. The project is intended to serve as a vehicle to integrate new information with that existing in the field. The *Clinical Case Management Seminar*, in year three, culminates with a reflective case study that integrates consideration of all systems with hands-on clinical experience, review of evidence-based literature and clinical consultation. For students wanting a more intensive research experience, they can apply to work with a faculty member or CUMC clinician on an on-going research project or take the *Research Practicum* elective, a 3-part series for credit.

The program reserves the right to withdraw or modify the courses listed below, change the curriculum sequence or change instructors as may be necessary.

All program DPT courses are designated 800 and 900 level courses. Each course number consists of capital letters, which for the DPT program is designated PHYT, followed by the letter M indicating its offering under the College of Physicians and Surgeons. The 4-digit number designates the subject area of the course.

8000	Clinical Education Seminars
8100	Scientific Foundations
8200	Professional Practice and Development
8300	Clinical Sciences (Procedures, Modalities, Exercise)
8500	Health Care Systems and Management
8600	Clinical Sciences (PT Management Discipline Specific)
8700	Critical Exploration (Evidence-Based Practice)
8800	General Electives, Specialized Electives, Research and Teaching Practicums
8900	Clinical Education I & II
9000	Clinical Sciences (Advanced Topics)
9200	Clinical Internship
1-8	Indicates semester 1, 2, 3, 4, 5, 6, 7, 8
x, y, z	Indicates, under the course description, whether the course meets in the fall (x), spring (y), z (summer)

Credits listed for each course in parenthesis reflects hours of instruction related to lecture, laboratory, seminar, out-of-class assignments and research associated with the course and is used for the purpose of computing a cumulative grade point average. Hours of instruction are determined based on the Columbia formula that equate 1 hour of lecture or 2 hours of laboratory, seminar, out-of-class assignments, and research to 1 credit. Courses that run a half semester in length have adjusted hours to compare to standard instructional hours. All courses in each subsequent semester serve as prerequisites for the next semester. No credits are given for the Clinical Education experiences as hours vary depending on type of facility assignment. Successful completion of every clinical education experience is required to move sequentially through the curriculum.

YEAR I FALL I	Credit	YEAR I SPRING I	Credit	YEAR I SUMMER I	Credit
PHYT M8100 Gross Anatomy	7	PHYT M8003 Clinical Education Seminar I	0	PHYT M8310 Physical Modalities	2
PHYT M8115 Applied Physiology	2	PHYT M8105 Neuroscience	4	PHYT M8315 Soft Tissue Mobilization	2
PHYT M8125 Kinesiology & Biomechanics I	5	PHYT M8112 Pathology	2	PHYT M8610 PT Mgt. of Orthopedic Conditions I	5
PHYT M8211 Professional Development & Practice I	2	PHYT M8126 Kinesiology & Biomechanics II	3	PHYT M8634 Clinical Geriatrics	3
PHYT M8301 Examination & Evaluation	3	PHYT M8130 Movement Science	2	PHYT M8706 Evidence-Based Practice III	1
PHYT M8704 Evidence-Based Practice I	2	PHYT M8303 PT Procedures	3	PHYT M9070 Medical Screening I	1
		PHYT M8308 Concepts in Therapeutic Exercise	4	**Elective:**	
		PHYT M8705 Evidence-Based Practice II	2	PHYT M8800 Medical Spanish	0
		Integrated Clinical Experience (ICE)	0		
		Elective			
		PHYT M8849 Service Learning I Week experience in Guatemala	2		
Totals	**21**		**20-22**		**14**

YEAR II FALL II	Credit	YEAR II SPRING II	Credit	YEAR II SUMMER II	Credit
Part A				PHYT M8902 Clinical Education II	0
PHYT M8004 Clinical Education Seminar II	0	PHYT M8005 Clinical Education Seminar III	0		
PHYT M8601 PT Mgt. of Cardiopulmonary Conditions I	3	PHYT M8311 PT Mgt. of Integumentary Impairments (½ semester)	2		
PHYT M8611 PT Mgt. of Orthopedic Conditions II	4	PHYT M8612 Professional Development & Practice II	2		
PHYT M8620 PT Mgt. of the Adult with Neurological Conditions I	3	PHYT M8602 PT Mgt. of Cardiopulmonary Conditions II	3		
PHYT M8636 Orthotics	2	PHYT M8612 PT Mgt. of Orthopedic Conditions III	5		
Elective		PHYT M8621 PT Mgt. of the Adult with Neurological Conditions II	5		
PHYT M8853 Research Practicum I	1	PHYT M8630 PT Mgt. of Pediatric Conditions	7		
Part B		PHYT M8637 Prosthetics (½ semester)	2		
PHYT M8901 Clinical Education I	0	Integrated Clinical Experience (ICE)	0		
		Electives			
		PHYT M8849 Service Learning I	2		
		PHYT M8850 Service Learning II (Repeat Experience)	2		
		PHYT M8854 Research Practicum II	1		
Totals	**12-13**		**26-30**		**0**

FALL III	Credit	SPRING III	Credit
1 Week Pre-Fall Mini Session			
PHYT M9071 Medical Screening II	1	PHYT M9200 Clinical Internship	0
PHYT M 9075 Diagnostic Imaging for PTs	2		
Regular Session			
PHYT M8006 Clinical Education Seminar IV	0		
PHYT M8120 Pharmacology	2		
PHYT M8213 Professional Development & Practice III	2		
PHYT M8570 Issues & Approaches of Health Policy (½ semester)	1		
PHYT M8575 Marketing & Business Mgt. in PT Practice (½ semester)	2		
PHYT M8580 Health Education & Promotion in PT Practice	2		
PHYT M9040 Clinical Case Mgt. Seminar	2		
Advanced Track Courses (Select 1)	4 each		
PHYT M9015 Advanced Seminar in Orthopedics			
PHYT M9025 Advanced Seminar in Adult Neurorehabilitation			
PHYT M9035 Advanced Seminar in Pediatrics			
Elective:			
PHYT M8855 Research Practicum III	1		
Electives			
(Minimum of 2 required: taken for credit; ½ semester courses. Students completing the Research Practicum series have the option of taking/not taking any of the following electives. Students who completed 1 Service Learning elective have the option of taking only 1 of these courses.)	1 each		
PHYT M8804 Integrative Therapies			
PHYT M8815 Women's Health Issues			
PHYT M8825 Sports Rehabilitation			
PHYT M8833 Craniofacial Pain of Cevicogenic Origin: Headaches & Temporomandibular Disorders			
PHYT M8835 Performing Arts PT			
PHYT M8841 Teaching Practicum in Applied Physiology			
PHYT M8845 Teaching Practicum in Anatomy			
PHYT M8847 Teaching Practicum in Kinesiology & Biomechanics I			
Electives	0 each		
(Minimum of 1 required; run as a continuing education type course; scheduled in the evening or on a week-end. Students completing the Research Practicum series have the option of taking/not taking any of the following electives except as noted.)			
PHYT M8808 Pilates			
PHYT M8812 Vestibular Rehabilitation (Required for all students who take the Advanced Seminar in either Adult Neurorehabilitation or Pediatrics)			
PHYT M8830 Hand & Upper Extremity Rehabilitation			
PHYT M8832 Foot & Ankle Rehabilitation			
PHYT M8843 Lab Teaching Practicum in Anatomy			
PHYT M8848 Team Teaching Practicum in Kinesiology & Biomechanics I			
Totals			
Pre Fall Mini Session	**3**		
Regular Session	**15-16**		
Electives:			
Minimum of 2 required for credit, which also includes the Service Learning elective offered in Spring Year I and/or II.	**2 + 1**		
Minimum of 1 required for 0 credit, which also includes the Medical Spanish elective offered in Summer I	**0**		

SCIENTIFIC FOUNDATIONS

PHYT M8100 Gross Anatomy$_{1x}$
Dr. Stacy Kinirons & Dr. Robert Evander
The course provides a detailed coverage of human anatomy through lecture and cadaver dissection. The course uses a regional approach to study the gross anatomical structures of the human body, with emphasis on the musculoskeletal system and its associated vascular and neural elements. The structure of synovial joints and their soft tissue support systems will be addressed. The thoracic, abdominal, and pelvic cavities will be explored. Aspects of structure and function as they relate to clinical correlates will be highlighted throughout the course.

PHYT M8105 Neuroscience$_{2y}$
Dr. Stacy Kinirons & Dr. Ashwini Rao
The course provides a detailed coverage of neuroscience through lecture and 1 human cadaver prosection lab. The course uses a primarily systems approach to study neuroscience. The focus of the course is on the integral relationship between structure and function, as it relates to the neural basis for perception, movement, behavior, and cognition. Functional consequences of lesions to various parts of the nervous system will be discussed.

PHYT M8112 Pathology$_{2y}$
Faculty
Pathology continues the scientific foundation thread in the physical therapy curriculum. The course is designed to assist students in understanding how a disease or condition, especially changes in body tissues and organs that cause disease, might affect an individual's functional abilities and limitations. The epidemiology, etiology, pathogenesis, clinical manifestations and medical management of various conditions are explored. Special implications for physical therapists are highlighted throughout the course.

PHYT M8115 Applied Physiology$_{1x}$
Dr. Colleen Brough
The course provides a theoretical basis for understanding the body's physiological responses to exercise. Emphasis will be placed upon the practical application of exercise physiology principles in physical therapy practice. Acute and chronic adaptations to exercise are covered related to the cardiovascular, respiratory, neuromuscular and metabolic systems.

PHYT M8120 Pharmacology$_{7x}$
Dr. Jean Timmerberg and
Adjunct Professor Dr. Barbara Gladson
This course focuses on the foundational information of pharmacology with emphasis placed on the relationship between exercise and drug effects. The pharmacokinetics and pharmacodynamics of therapeutic drugs particularly relevant to physical therapist patient/client management will be explored. Information on dosing schedules, therapeutic effects, and adverse reactions are presented. Special emphasis is placed on the relationship between exercise and drug effects.

PHYT M8125 Kinesiology & Biomechanics I$_{1x}$
Dr. Cynthia Chiarello
This is the first of a 2 part series that establishes foundational knowledge of normal human movement. This course begins with an introduction to the mechanical properties connective tissue and muscle mechanics. Essential principles of biomechanics including gravity, friction, leverage, composition and resolution of internal and external forces in movement production are presented. These topics are integrated into structural kinesiology organized by anatomical region. Specific attention will be given to the relationship between anatomical structure and kinesiological function, joint classification, osteokinematics, arthrokinematics, muscle and ligament function, kinematic chains and posture. There is an emphasis on kinematics and muscle function in normal functional movements.

PHYT M8125 Kinesiology & Biomechanics I continued

Pathological movement is introduced. The laboratory component highlights surface anatomy palpation with emphasis on structure identification, positioning, body mechanics and hand placement. The team meetings, a required component of the course, are small group integrative sessions with a DPT III student TA in which prepared student course material is discussed. Both lecture and laboratory incorporate observation and analysis of normal movement of the limbs and trunk, and selected examples.

PHYT M8126 Kinesiology & Biomechanics II$_{2y}$
Dr. Laurel Daniel Abbruzzese

This is the second in a 2-series of Kinesiology and Biomechanics courses in which the study of normal human motion is continued in greater depth with an emphasis on solving clinical biomechanics problems and introductory gait analysis. Although this course is part of the foundational sciences, students will begin to integrate this material with clinical case scenarios. The course serves as a foundation for continued gait analysis activities in courses such as Movement Science, Orthotics, Prosthetics, Orthopedics, Pediatrics, Geriatrics and Adult Neurorehabilitation. Lectures are combined with team-based learning activities and out of class assignments in order to promote collaboration, higher-order thinking skills and affective behaviors required in the clinic.
In the first half of the course students learn to graphically represent the forces that act on the body in different positions. In the second half of the course students are introduced to the terminology used to describe the phases of the gait cycle, temporal-spatial parameters used in gait analysis, and common gait deviations and apply this knowledge in the analysis of several gait videos and in a gait lab. A brief overview of running gait will be covered.

PHYT M8130 Movement Science$_{2y}$
Dr. Clare Bassile

This course emphasizes the conceptual framework of movement science, including normal motor control, and skill acquisition. Principles of motor control, including neurophysiological, biomechanical and behavioral levels of analysis are discussed. An analysis of postural control, locomotion and reach and grasp will be conducted. Principles of motor learning, including learning and practice variables are analyzed.

CLINICAL SCIENCES
(Most courses have a lecture/laboratory component)
PHYTM 8301 Examination & Evaluation$_{1x}$
Dr. Martha Sliwinski

This course, an introduction to the patient management model with emphasis on examination, is presented in a lecture-lab format. The examination process is detailed including systems review and tests and measures of peripheral nerve integrity, flexibility, motor function, muscle performance, posture, and range of motion. Emphasis is placed on manual muscle testing and goniometry. Students are introduced to clinical decision-making.

PHYT M8303 PT Procedures$_{2y}$
Dr. Randy Kolodny

This course addresses the physical therapy management of patients with physical impairments and functional limitations. Students learn to obtain and utilize examination data to establish a patient/client diagnosis, prognosis and individualized plan of care. Patient care skills including positioning, bed mobility, transfer and gait training, assistive and adaptive device prescription, patient/caregiver education and medical documentation are demonstrated and practiced. Students develop a working knowledge of common conditions, tests and measures and procedural interventions used in the inpatient environment. The roles, responsibilities and collaborative efforts of members of the interdisciplinary rehabilitation team are explored. Clinical decision-making is developed through case study and review of the scientific literature. The multiple considerations involved in patient-centered care and discharge planning will be emphasized.

PHYT M8308 Concepts in Therapeutic Exercise$_{2y}$
Dr. Martha Sliwinski, Dr. Jean Fitzpatrick Timmerberg
This course is taught over the spring semester of Year I. The course introduces the student to the underlying frameworks and constructs for the development of individualized exercise programs with proper biomechanical alignment and proper muscle balance for optimal performance. Concepts of exercise design include: Range of motion, postural stabilization, progressive resistive exercise, flexibility, pain, proprioceptive neuromuscular facilitation, closed and open chain exercise applications, proprioception and balance strategies. These underlying concepts are applied to disorders of the upper quarter, lower quarter and trunk. Case studies presenting with a variety of musculoskeletal, neuromuscular, integumentary and cardiopulmonary impairments will be used to develop clinical decision-making and therapeutic exercise design for a variety of clinical disorders. Patient/practitioner interaction as well as patient instruction will be integrated throughout the series.

PHYT M8310 Physical Modalities$_{3z}$
Adjunct Instructor Jennifer Gallinaro
The content of this course focuses on effective, efficacious and safe application of modalities, e.g. heat, cold, light, ultrasound and electrical stimulation in physical therapy practice. Procedural guidelines and techniques for using modalities when treating musculoskeletal and neuromuscular impairments will be discussed. Background information on tissue healing and pain mechanisms will be used as a foundation on which to build concepts of modality use. Evidence of effectiveness and efficacy will be addressed with all intervention techniques. Methods to measure the effectiveness of interventions with these modalities will be presented. These procedural intervention skills will be reinforced with discussion of patient case examples and controversial clinical questions.

PHYT M8311 PT Management of Integumentary Impairments$_{5y}$
Adjunct Instructor Rufino Singson
The course focuses on physical therapy management for individuals with impairments to their skin and its associated structures including the hair, nails, and glands. The literature notes the number of individuals with open wounds treated by physical therapists will only increase due to the aging population, the increased prevalence of chronic diseases and the growth of comorbidities such as diabetes. The course presents the physical therapy diagnosis and management of clients with integumentary impairments with an emphasis on open wounds and burns. Principles of skin anatomy, wound healing physiology, and factors affecting wound repair provides the foundational knowledge necessary for understanding the principles of integumentary impairments. Physical therapy examination (patient, skin and wound) and interventions (setting up a sterile field, sharp debridement, management of infection, dressing selection and compressive wrapping, and modalities available for adjunctive care) are covered. Wound etiologies including acute surgical wounds, pressure, vascular and neuropathic ulcers encountered in the clinical arena and current surgical procedures that facilitate wound healing and closure are delineated. The principles of burn injury including burn assessment, types of burn injuries, classification by level of tissue involvement, burn severity, and systematic complications of the cardiovascular, pulmonary, and immune systems are covered. A multidisciplinary patient management model and implications to physical therapists are discussed.

PHYT M8315 Soft Tissue Mobilization$_{3z}$
Dr. Kevin Wong
This course is one of 4 core courses focusing on the physical therapy evaluation and management of orthopedic conditions. This course provides the basic principles of and evidence supporting several forms of soft tissue mobilization. Great emphasis is placed on the development of manual skills required to perform safe and effective soft tissue interventions in the clinical setting. Students will develop knowledge of and skills in performing soft tissue interventions used in physical therapy for upper-extremity, lower-extremity, and trunk dysfunctions. The basic physiologic principles and the evidence-base supporting varying soft tissue interventions will be presented and discussed as will the clinical decision making that leads to appropriate integration of soft tissue interventions into the plan of care for the individual patient/client. Significant laboratory time will be spent and particular emphasis will be placed on developing manual skills to perform safe, effective, and professional soft tissue interventions in a clinical setting.

Cardiopulmonary Conditions I$_{4x}$
Adjunct Instructor Kim Stavrolakes and the Cardiopulmonary Staff from NYP/CUMC
This is the first of a 2-part series that provides extended exposure to normal physiology and pathophysiology of the cardiovascular system. Exploration of pathophysiological changes of the cardiovascular system and of evaluative techniques for identifying these changes will provide the student with knowledge critical to decision making in contemporary clinical practice. The course will cover examination, evaluation, diagnosis, prognosis, intervention, and outcomes for patients with various cardiopulmonary disorders.

PHYT M8602 PT Management of Cardiopulmonary Conditions II$_{5y}$
Adjunct Instructor Kim Stavrolakes and the Cardiopulmonary Staff from NYP/CUMC
This course is the second of a 2-part series that provides an evidence-based approach for the PT management of the complex cardiovascular and pulmonary patient. Foundational knowledge and skills developed in Cardiopulmonary I with the

PHYT M8602 PT Management of Cardiopulmonary Conditions II continued
general medical patient are expanded to work with the complex post-surgical cardiovascular and pulmonary patients. Contemporary evidence-based PT practice that reduces impairments, optimizes function and increases participation are the focus of this course. The course emphasizes the patient-client management model for individuals with cardiovascular and pulmonary disease (acute and chronic), with an emphasis on the complex post-surgical inpatient and the continuum of care to outpatient management. Assessment skills from the first cardiopulmonary course are augmented with additional examination skills including electrocardiograms, heart/lung auscultation, and graded exercise test protocols. A clinical-reasoning model is used to determine a PT diagnosis, prognosis, and plan of care for the complex patient. Clinical reasoning is stressed through the case studies and the application of evidence-based information.

PHYT M8610 Management of Orthopedic Conditions I: Lower Extremity$_{3z}$
Dr. Jean Timmerberg & Adjunct Instructors
Dr. Carl Garguilo & Dr. Susan Schneider
This is the 1st in a series of 3 courses in orthopedic physical therapy, which applies the Patient Management Model to musculoskeletal conditions. This course emphasizes differential diagnosis, clinical decision-making, and development and implementation of a plan of care for patients demonstrating musculoskeletal dysfunction of the lower extremities. Examination, intervention, progression and outcome assessment of the lower extremity is linked with diagnostic imaging and conservative and surgical management. Interventions integrate joint and soft tissue manual therapy techniques with therapeutic exercise. Emphasis is placed on clinical decision-making and evidence-based practice in individuals with orthopedic conditions.

PHYT M8611 Management of Orthopedic Conditions II: Upper Extremity$_{4x}$
Dr. Jean Timmerberg & Adjunct Instructors
Dr. Carl Gargiulo & Dr. Susan Schneider
This is the 2nd in a series of 3 courses on orthopedic physical therapy, which apples the Patient Management Model to musculoskeletal conditions. The course emphasizes differential diagnosis, clinical decision-making and development and implementation of a plan of care for patients demonstrating musculoskeletal dysfunction of the upper extremities. Examination, intervention, progression and outcome assessment of the upper extremity is linked with diagnostic imaging and conservative and surgical management. Interventions integrate joint and soft tissue manual therapy techniques with therapeutic exercise. Emphasis is placed on clinical decision-making and evidence-based practice in individuals with orthopedic conditions.

PHYT M8612 Management of Orthopedic Conditions III: Spine$_{5y}$
Dr. Cynthia Chiarello
This is the final course in the orthopedic series offering the student an integrated approach to the theoretical and practical basis of clinical practice for musculoskeletal conditions of the spine. Critical thinking and problem solving is highlighted in an atmosphere of higher learning where cutting edge management of musculoskeletal spinal conditions is coordinated with contemporary research. The course is an evidence-based approach to the examination, evaluation, diagnosis, prognosis and intervention of musculoskeletal spinal dysfunctions. The biomechanical model serves as a basis for synthesis of several evaluation and management models including, but not limited to, Australian Treatment Based Classification, Osteopathic Pathoanatomical and McKenzie System. Differential diagnosis and prognosis is interpreted in the light of orthopedic manual physical spinal examination findings. The relationship between examination findings, biopsychosocial nature of spine pain and intervention strategies is explored. The student continues to develop manual therapy skills integrated with patient education and therapeutic exercise.

PHYT M8620 PT Management of the Adult with Neurological Conditions I$_{4x}$
Dr. Clare Bassile
This course is the 1st of a 2-part series, which applies the Patient Management Model to neuromuscular conditions, in particular stroke disorders. Examination, intervention, progression and outcome assessment for stroke disorders are linked with diagnostic imaging and management via medical and surgical methods. Emphasis is placed on clinical decision-making and evidence-based practice in individuals with neurological conditions.

PHYT M8621 PT Management of the Adult with Neurological Conditions II$_{4y}$
Dr. Clare Bassile & Dr. Martha Sliwinski
This course is the 2nd of a 2-part series, which applies the Patient Management Model to neuromuscular conditions. While the first course emphasized stroke, this course deals with all the other neuromuscular conditions that are commonly seen by physical therapists. This course is divided into 2 sections: Part A deals with spinal cord injury and Part B emphasizes traumatic brain injury demyelinating diagnoses, peripheral neuropathies, basal ganglia disorders, amyotrophic lateral sclerosis (ALS), post-polio syndrome (PPS), myasthenia gravis (MG), inflammatory myopathies, central nervous system tumors and vestibular disorders. Examination, intervention, progression and outcome assessment for individuals with these neuromuscular disorders are linked to the anatomical, physiological and pathological considerations. Emphasis is placed on clinical decision-making, critiquing impaired movement patterns and evidenced-based practice in individuals with spinal cord injury and neuromuscular disorders.

PHYT M8630 PT Management of Pediatric Conditions$_{5y}$

Dr. Susan Klepper & Adjunct Faculty Lisa Yoon

The American Physical Therapy Association Vision 2020 states that graduates will have the knowledge and skills for general physical therapist practice with patients of various ages from birth to late adulthood. This clinical science course focuses on motor development and physical therapy management of pediatric disabilities and chronic health conditions from birth to age 21. The course introduces students to typical and atypical motor development and the influence of body systems on the acquisition of motor skills during infancy, childhood and adolescence. This information is used as a basis for examination, evaluation, diagnosis, prognosis and intervention planning within the frameworks of the International Classification of Functioning, Disability, and Health (ICF) and the Guide to Physical Therapist Practice. Students administer and interpret norm- and criterion-referenced measures specific to pediatrics in order to identify impairments, activity limitations and participation restrictions. The plan of care is considered in a broad context including direct interventions, coordination, communication, and consultation and considers personal (child's culture, family, personality, and age) and environmental factors (impact of legislation, practice setting, team collaboration, and service delivery models). A problem-based format with complex patient cases serves as the basis for developing an evidence-based plan of care.

PHYT M8634 Clinical Geriatrics$_{1z}$

Dr. Laurel Daniels Abbruzzese, Dr. Randy Kolodny, Adjunct Faculty Dr. Eric Schaum and Dr. Mahlon Stewart

This course requires application of basic science information to clinical cases. Emphasis is on clinical reasoning, screening, examination, evaluation, diagnosis and prognosis, and development of a plan of care for older adults. Integration of knowledge of multiple systems and procedural interventions is expected. The course will provide the students with the necessary knowledge base and skills needed to improve the health, independence, and quality of life of the older population. Students will broaden their ability to recognize abnormal findings within the context of aging and apply evidence-based

PHYT M8634 Clinical Geriatrics continued

geriatric rehabilitation principles to their assessments and treatment of older adults. Special emphasis is placed on interpreting functional performance measures in order to manage balance deficits and falls in the aged, and prescribe targeted interventions for age-related syndromes and conditions**.**

PHYT M8636 Orthotics

Dr. Kevin Wong$_{4x}$

This is the 1st of a pair of courses on orthotics and prosthetics in physical therapy. This course emphasizes knowledge of orthotic components and principles of biomechanics in the application, analysis, evaluation, and prescription of orthotics in the context of patient/client cases. The course will expand students' knowledge of orthoses used in physical therapy for upper-extremity, lower-extremity, and trunk dysfunctions. Emphasis will be placed on applying biomechanical principles, the available evidence base, and clinical evaluation and management considerations underlying the clinical decision making of orthotic prescription and clinical care for individuals with a range of orthopedic and neurologic dysfunctions. Particular attention will be paid to developing gait assessment skills to allow evaluation of gait abnormalities that can be affected with orthoses including the determination of a comprehensive plan of care to address gait dysfunction.

PHYT M8637 Prosthetics$_{5y}$

Dr. Kevin Wong

This is the 2nd of a pair of courses on orthotics and prosthetics in physical therapy. This course emphasizes knowledge of prosthetic components and principles of biomechanics in the application, analysis, evaluation, and prescription of prosthetics in the context of comprehensive care of those with upper- and lower-extremity amputation. Students in this course will expand their knowledge of prostheses used in physical therapy for those with upper- and lower-extremity amputation. Emphasis will be placed on biomechanical principles, the available evidence base, and clinical evaluation and management considerations underlying the clinical decision making of prosthetic prescription and clinical care for the individual patient/client. Particular attention will be paid to developing gait

PHYT M8637 Prosthetics continued
assessment skills to allow evaluation of gait abnormalities that can be affected with prostheses including the determination of a comprehensive plan of care to address gait dysfunction.

PHYT M9015 Advanced Seminar in Orthopedics$_{7x}$
Dr. Kevin Wong & Adjunct Professor Dr. Evan Johnson
Students who want to build on the content from the required orthopedic courses may elect this course during the last semester of the DPT curriculum. This course explores advanced topics and skills in the area of orthopedic physical therapy that will provide the student with beyond entry-level skills and prepare them for clinical challenges ahead. The course is firmly rooted in the evidence-base with exploration of advanced topics and skills in the area of orthopedic physical therapy combined with experience in the orthopedic clinics at CUMC. Students will take part in interactive discussion of current research that supports the application of advanced skills including a variety of osteopathic techniques learned and practiced in the class. Students have the opportunity to shape the content of the course by selecting an area of particular interest for them to present and teach. Previous course work emphasizing kinesiology, biomechanics, therapeutic exercise, and orthopedics will be integrated with emerging evidence and advanced techniques in the examination, evaluation, intervention, and prognosis of a variety of orthopedic conditions.

PHYT M9025 Advanced Seminar in Adult Neurorehabilitation$_{7x}$
Dr. Clare Bassile & Dr. Ashwini Rao
Students, who want to build on the content from the required Adult Neurorehabilitation courses, may elect this course during the last semester of the DPT curriculum. Students are exposed to a variety of clients in different settings and allowed to further develop their clinical reasoning skills, hone their evidence-based examination of therapeutic interventions and verify the psychosocial impact of disability. This is a problem solving case-based course, which promotes the synthesis of evidence from the

PHYT M9025 Advanced Seminar in Adult Neurorehabilitation continued
neurological and movement science literature in critically evaluating current trends in examination, evaluation intervention and prognosis of a variety of neurological conditions. Clinical reasoning is promoted through 3 pathways: 1) observing and participating in a variety of health care practice settings (e.g. home care, hospitals, out-patient departments); 2) understanding societal needs; and 3) appreciating the prevailing legislative environment. Students develop an evidence based paper formulated to serve as a resource for all course participants.

PHYT M9035 Advanced Seminar in Pediatrics$_{7x}$
Dr. Susan Klepper & Adjunct Faculty Lisa Yoon
Students, who want to build on the content from the required pediatric course, may elect this course during the last semester of the DPT curriculum. The course provides students with the opportunity to expand the breadth and depth of pediatric knowledge and apply the information to children with a disability. This course expands and strengthens the knowledge, clinical reasoning, and skill in managing pediatric clients with various disabilities. This course emphasizes examination, evaluation, prognosis and intervention within the context of the child's culture, family, personality, and age. The impact of legislation, practice setting, team collaboration, and service delivery models are considered in developing the intervention plan. Evidence based practice is promoted through guided literature review. Students are exposes to various practice settings (acute care, early intervention, school-based, and rehabilitation) and intervention approaches.

PHYT M9040 Clinical Case Management Seminar$_{7x}$
Dr. Kevin Wong
This student-centered faculty-guided seminar course offers the student in their final year of the DPT program an opportunity to reflect and revisit their clinical experiences with the purpose of providing the most comprehensive and highest quality care in the future. Students bring their own clinical experience to share in the course and will then reflect on the evaluation/management of one patient/client case. With the characteristics of expert practice as a backdrop, students will

PHYT M9040 Clinical Case Management Seminar continued
analyze the clinical decision making process and consider changes to the plan of care. In suggesting changes to the plan of care, consideration will be given to the individual characteristics of the patient/client, as well as all physiologic systems, the available evidence base, the experience of clinical experts, outcome measures, and any other relevant factors. Emphasis is placed on the integration of reflective and evidence-based practice in the clinical decision-making process for case management.

PHYT M9070 Medical Screening I_{3z}
Adjunct Instructor Dr. William Boissonnault
This course coming at the end of the Year I curriculum is the 1st of a 2-part series that will provide students with the knowledge and clinical skills designed to assist in the medical screening of patients for conditions that may require further examination by a physician or a physician-extender. This course will focus on developing clinical decision-making skills in differential diagnosis related to the concept of threshold detection to identify impairments or "red flags" in medical screening that warrant referral to other professionals. An examination scheme is designed to promote efficient and effective collection of patient data. The laboratory component will focus on medical screening and diagnostic procedures commonly used by the physical therapist. Patient cases are presented to illustrate important medical screening principles. Professional communication with patients/clients and physicians is stressed throughout the course.

PHYT M9071 Medical Screening II_{7x}
Adjunct Instructor Dr. William Boissonnault
This more advanced problem solving-course is the 2nd of a 2-part series, comes at the end of the curriculum that provides students with the

PHYT M9071 Medical Screening II continued
differential diagnosis knowledge and clinical skills designed to assist in the medical screening of patients that require further examination by a physician or physician-extender. Using a patient care-based approach, this course will emphasize utilizing clinical decision-making/differential diagnosis skills effectively and efficiently related to the concept of threshold detection to identify impairments or "red flags" in medical screening that warrant referral to other professionals. Using previously established examination schemes, students will evaluate patient data in order to select the next-best history question to ask, or the next-best physical examination procedure to help rule out potential pathological processes. Existing medical screening guidelines will be reviewed and applied to the various cases, illustrating appropriate use of the guidelines and also potential limitations. The laboratory component will focus on medical screening and diagnostic procedures commonly used by the physical therapist. Professional communication skills and strategies with patients/clients and physicians will be applied and practiced throughout the course.

PHYT M9075 Diagnostic Imaging for PT_{7x}
Adjunct Faculty Dr. Richard Westrick
This course, coming during the final semester of the curriculum, presents an overview of the current concepts of evidence-based diagnosis using a variety of imaging techniques for a broad spectrum of musculoskeletal and neuromuscular conditions and symptoms. Evidence-based practice guidelines will be emphasized for the appropriate use of imaging studies from a clinical perspective to aid both physical therapy diagnosis and rehabilitation efforts. The course is designed to advance the knowledge of students regarding the diagnostic indications for musculoskeletal (MSK) imaging, the diagnostic utility of MSK imaging procedures for select pathology and the risks, benefits, and associated health care costs of imaging procedures. The history and current evidence for the use of MSK imaging procedures by physical therapists will be presented. The basic physics of image acquisition and fundamental concepts of image interpretation for a variety of common imaging procedures including plain

PHYT M9075 Diagnostic Imaging for PT continued
radiographs, magnetic resonance imaging (MRI), ultrasound (US), computed axial tomography (CAT), fluoroscopy, and radionuclide bone scans are taught with clinically relevant case examples. Emphasis is placed on how to successfully integrate MSK imaging procedures into physical therapist patient/client management.

CRITICAL EXPLORATION

PHYT M8704 Evidence Based Practice I_{1x}
Dr. Ashwini Rao
This 1st course in a 3-part series provides students with the knowledge and skill to be an evidence based practitioner. The American Physical Therapy Association's Vision 2020 calls for physical therapists to "render evidence based services throughout the continuum of care." This course emphasizes, which is reinforced throughout the series, lifelong learning and the need for integration of the best available research into clinical practice, as well as the knowledge and understanding of the purpose and methods of research in the biomedical, social and basic sciences relevant to the practice of physical therapy. The course introduces skills of how to write answerable questions, efficient and structured methods to find, appraise and apply relevant research. Ethics, measurement theory, validity (internal and external) and study designs are discussed.

PHYT M8705 Evidence Based Practice II_{2y}
Dr. Ashwini Rao
The 2nd course in the series builds on Evidence Based Practice I, providing students with knowledge and skills to implement evidence based physical therapy. Students critically appraise primary and tertiary studies, interpret descriptive and inference statistics, calculate clinical significance, establish a level of evidence, and make an appropriate clinical recommendation. Students, in consultation with faculty, will write a systematic review protocol.

PHYT M8706 Evidence Based Practice III_{3z}
Dr. Ashwini Rao & Program Faculty
This 3rd and final course in a 3-part series provides students with the knowledge and skill to become an evidence-based practitioner. Building on the previous courses, students write a systematic review, in consultation with faculty, following their approved protocol. Students critically appraise primary studies, interpret descriptive and inference statistics, calculate clinical significance, establish a level of evidence, construct a forest plot, and make appropriate clinical recommendations. Students demonstrate the depth and breadth during an oral presentation and responding to questions from faculty and peers.

PROFESSIONAL DEVELOPMENT & PRACTICE

PHYT M8211 Professional Development & Practice I_{1x}
Dr. Randy Kolodny
This is the 1st in a series of 3 courses designed to educate students about the multiple dimensions of professional practice in contemporary physical therapy. This course introduces students to the standards, core documents and scope of professional physical therapy practice. Students will develop an understanding of physical therapy practice settings and the continuum of care, structure and governance of the American Physical Therapy Association, APTA Vision 2020, legislative action at the national, state and local levels, roles of the physical therapist assistant and social worker in patient/client management and psychosocial adaptation to illness and disability. Students will be asked to analyze and appraise a variety of professional issues and case studies and to represent their views during class discussions and in discussion boards.

PHYT M8212 Professional Development & Practice II_{5y}
Dr. Randy Kolodny
This is the 2nd course in the professional development and practice series in which students begin their exploration of the profession's ethical standards and are introduced to the profession's core ethical documents and principles. Case studies are utilized to identify ethical issues in

PHYT M8212 Professional Development & Practice II continued

health care and students learn to utilize various resources/models to guide ethical decision-making. Students continue their professional development in understanding the impact of psychosocial factors in adaptation to illness and disability. Topics include motivational interviewing, adherence and compliance, domestic violence, the impact of depression and anxiety on rehabilitation outcomes, death and dying, mindfulness and stress management, nutritional counseling and narrative medicine.

PHYT M8213 Professional Development & Practice III$_{7x}$

Dr. Randy Kolodny

New course; in the process of being developed.

HEALTH CARE SYSTEMS & MANAGEMENT

PHYT M8570 Issues & Approaches in Health Policy$_{7x}$

Dr. Stacy Kinirons

This course provides an overview of the US health care system. Aspects of the system are considered with an awareness of the needs and interests of the various stakeholders, including physical therapists, in the system. The course examines both the pros and cons of select aspects of the health care system and encourages a discussion of the reasons and potential solutions for current issues in health policy and health care. An understanding of the US health care system is necessary for physical therapists to participate effectively in the system. The course explains the historical development and current organization of the US health care system, including the influencing social philosophies and public policies of different time periods. The financing for and oversight of health care will be addressed. Current issues in health policy and health care, such as access to care and long term care, will be explored. The process of formulating health policies and strategies to influence these policies will be discussed. Topics of particular relevance to physical therapists will be highlighted.

PHYT M8575 Marketing & Business Management in PT$_{7x}$

Adjunct Instructor Iris Kimberg

The course examines the issues surrounding the growth, economic viability, and business success of physical therapy entities in various practice environments as health care transitions from a referral system to a consumer choice system. The entrepreneurial and administrative aspects of health care delivery is explored as it applies to physical therapy in regard to business, financial and personnel management planning of therapy related business entities. Although the focus of the course is on private practice, health care is a business in both the public and private sectors. The need to market physical therapy services in both sectors is gaining in prominence as health care continues to move from a "sickness" to "wellness" model, diseases become "chronic" rather than "terminal" and competition for healthcare dollars increases. The course incorporates learning projects and student presentations.

PHYT M8580 Health Education & Promotion in PT Practice$_{7x}$

Dr. Martha Sliwinski

This course defines the role of physical therapy in health prevention, promotion and wellness. Wellness throughout the lifespan is emphasized through incorporating the interrelationships between physical activity, stress, mind-body connections and nutritional health. Students are required to reflect on their own wellness and prevention. Assessment strategies for developing health and wellness programs for clients with and without disabilities will be examined, including community-oriented and education programs for all ages. Discussion of psychosocial aspects and health risk issues related to prevention will be discussed.

ELECTIVES
For Credit

PHYT M8804 Integrative Therapies$_{7x}$
Adjunct Instructors William Gallagher & Richard Sabel

This elective is designed to prepare entry-level students to integrate evidence based complementary and alternative approaches to rehabilitation. The course will provide the clinical foundation for students interested in applying these approaches (especially Tai Chi, Yoga & the Feldenkrais Method). Practitioners of these disciplines have long realized the preventative and restorative benefits of mind-body practice (systemic physical and mental activity) and compelling scientific evidence is emerging to support their beliefs. In response, consumers and employers increasingly seek rehab clinicians who integrate these approaches with conventional rehabilitation. This elective will examine the evidence (or lack of it, in some cases) for the integration of mind-body disciplines into rehabilitation. The instructors will draw on their experience of providing integrative therapy, in a wide range of environments, to a broad spectrum of clients. There will be a strong emphasis on helping students evaluate the best practice. This course is meant to engage the critical thinking needed to sift through these issues and maximize the comfort, function and well being of patients/ clients. Each session consists of a lecture and laboratory component.

PHYT M8815 Women's Health Issues$_{7x}$
Adjunct Instructor Dr. Lila Abbate

Many women's health issues are frequently under-reported and under-diagnosed based on common misconceptions and social stigmas associated with these sensitive and personal conditions. As we move into our doctoring profession, health and wellness can be part of the cornerstone of women's health specialty. However, appropriate and timely diagnosis and treatment is essential. Physical therapists are an integral part of the multidisciplinary approach assisting women to overcome and manage health issues. This course is designed to enable students, as entry-level clinicians, to improve care for female clients throughout their lifespan based on emerging scientific and clinical evidence related to medical conditions unique to women's health and those

PHYT M8815 Women's Health Issues continued

which occur more frequently in women or present differently in women. The course will include health across the lifespan, obstetrics and gynecology, chronic pelvic pain, bladder and bowel dysfunction, nutritional dysfunction, cancer rehabilitation, and fibromyalgia. Topics will primarily target women from adolescents, childbearing, peri-menopause, menopause, post-menopausal and geriatric years. The women's health specialty will also cover topics for the male and pediatric poulations.

PHYT M8825 Sports Rehabilitation$_{7x}$
Adjunct Instructor Dr. Rami Said, Coordinator

The elective is an introduction for students wishing to gain competencies related to physical therapy for the high school, collegiate, professional, or weekend athlete. It is intended to give the student an understanding of sports-related issues that affect the delivery of physical therapy for the competitive athlete across the lifespan. Lectures on special sports-related topics, combined with laboratory experiences, provide the student an opportunity to gain specific sports knowledge and perspectives on the field for future practice. The elective emphasizes recognition of characteristic patterns of injury, differential diagnosis, and red flags for various, but specific athletic populations, including when to refer to other health care professionals, recognizing differences in the delivery of care, therapeutic exercise progressions, patient education and self-care. The majority of the course (75%) will be lectures by sports professionals in their respective fields of interest and expertise, emphasizing various aspects of sports medicine physical therapy, such as the roles of sports nutrition, sports psychology, surgical considerations, strength & conditioning, athletic training and sport-specific physical therapy rehabilitation. There will be some laboratory content offered (25%), depending on the speaker. At least one day of laboratory will take place at the Baker Athletics Complex of CU. This day will consist of learning various taping techniques for the sports athlete, hosted by Columbia University's Department of Athletic Training.

PHYT M8833 Craniofacial Pain of Cervicogenic Origin: Headaches & Temporomandibular Disorders$_{7x}$
Adjunct Assistant Professor Dr. Jeffrey Mannheimer
Physical therapy education relative to an understanding of the various types of headaches, orofacial pain and temporomandibular disorders (TMD), as well as their inherent pathophysiological mechanisms, are commonly not covered in-depth within an entry-level curriculum. This specialty elective has been designed to fill that void and provide knowledge as well as training in definitive evaluative and therapeutic skills unique to this clinical field. This course is designed to provide the information and necessary skill to delineate the major types of headaches, orofacial pain, movement disorders and associated symptoms that originate from the craniofacial and temporomandibular regions from those of a cervicogenic and/or comorbid origin.
This course will consist of 50 % hands-on instruction and practice specific to the development of thorough evaluative skills and comprehensive treatment procedures that necessitates the development of an eclectic treatment approach consisting of various myofascial and joint mobilization techniques, therapeutic exercise, ergonomics as well as "Intramuscular manual therapy" (IMT) applied to specific shoulder girdle, cervical, cranial and orofacial musculature.

PHYT M8835 Performing Arts PT$_{7x}$
Adjunct Instructor Dr. Cameron Gomez, Coord.
This elective course is designed as an introduction for students wishing to gain competencies related to physical therapy for the performing artist. The elective will help students start to develop a template for structuring assessment and interventions and start to develop the independent clinical reasoning required of a direct-access environment. The elective will assist the student in applying principles and skills of physical therapy to specific patient populations (dancers, musicians, dance teachers, and choreographers) in settings specific to their professions and emphasizing lifespan issues related to this specialized population. The

PHYT M8835 Performing Arts PT continued
condition of direct access in on-site facilities enables patients to contact PT quickly when troubles arise and encourages the clinician in decision-making early in the history of an injury or condition. The characteristic patterns of injury, differential diagnosis, and red flags. Including when to refer to other health care professionals, recognizing cultural issues in the delivery of care for these patient populations, lifespan issues, appropriate therapeutic exercise progressions, and patient education and self-care. The course will be 50% didactic and 50% lab-based in Brooklyn, NY and the American Ballet Theater in New York City. The MMDC has a strong commitment to classical music and many worlds intersect at their school and studios near the Brooklyn Academy of Music.

PHYT M8841 Teaching Practicum in Applied Physiology$_{7x}$
Dr. Colleen Brough
PHYT M8845 Teaching Practicum in Anatomy$_{7x}$
Dr. Stacy Kinirons
PHYT M8847 Team Teaching Practicum in Kinesiology & Biomechanics I$_{7x}$
Dr. Cynthia Chiarello
These 3 electives during the 3rd year of the DPT curriculum provide students with an overview of different aspects of the physical therapy educational process. Aspects of teaching, including learning & teaching styles, course design, motivating students, dealing with student problems and problem students, and assessment of students will be explored. Students will engage in several teaching experiences in either Gross Anatomy (8100) or Kinesiology & Biomechanics I (8125) or Applied Physiology (8850) to gain insight into the varied roles of a teacher. An understanding of the roles of a teacher will enable the student to make informed decisions regarding their potential pursuit of a career path in academia. For the Gross Anatomy Practicum, students will plan and implement in the courses a lecture and lab, conduct office hours, construct exam questions, and assist with the administration and grading of an exam.

PHYT M8841, 8845, 8847 Teaching Practicums continued

For the Kinesiology & Biomechanics Practicum, students serving as team leaders guide 1st year DPT students in weekly small group team meeting sessions. Team leaders evaluate written and oral answers to predetermined questions, review and clarify information from the lecture and laboratory portion of PHYT M8125 Kinesiology & Biomechanics I. In all practicums, students will work closely with the faculty member to complete the course requirements and are individually mentored by the course instructor to plan, prepare and discuss options for dealing with the roles and responsibilities associated with the teaching experience. Students receive feedback from the students they instruct and the faculty member regarding their performance.

PHYT M8849 Service Learning I_{2y} and PHYT M8850 Service Learning II_{5y}
Dr. Martha Sliwinski

The course is designed to provide physical therapy students with an international experience under the supervision of licensed physical therapists in a country with underserved communities in need of a broad range of health care and health care education services. Students are required to reflect on their own cultural background and the cultural practices in the international setting that impact the delivery of healthcare services. Students will have an opportunity to apply needs assessments in the community for pro bono service. Health risk issues related to prevention will be assessed and physical therapy services applicable to the needs will be designed. Specific activities include; screening elders, training staff, home visits, working at a wheel chair distribution center and teaching PT students at Lanviar University, the only PT program in the country. The number of students participating in the elective is decided upon completion of all application materials and proper student faculty ratio for planned activities and trip safety.

PHYT M8853 Research Practicum I_{x4}
Dr. Ashwini Rao, Coordinator & Program Faculty This elective course provides students with hands-on experience in clinical research under the direct supervision of faculty. Students participate in a variety of research activities pertaining to the collection and analysis of data. Students must

PHYT M8853 Research Practicum I cont'd

complete the 3-part elective series, taking 3 credits over 3 semesters. Specific course objectives are developed individually according to faculty expectations and the current phase of the on-going research. Students integrate the knowledge obtained in the three required evidence-based courses with supervised hands-on physical therapy research experience. The elective provides the student with foundational knowledge and skill in the development and implementation of a research protocol targeting the student's ability to: a) find, appraise, and synthesize the best evidence for a focused research question; b) protect human rights through Good Clinical Practice (GCP) as outlined by the Columbia University IRB and; c) collect and analyze data.

PHYT M8854 Research Practicum II_{y5}
Dr. Ashwini Rao, Coordinator & Program Faculty

The 2nd of a 3-part elective series that provides students with hands-on experience in clinical research under the direct supervision of faculty. Specific course objectives are developed individually according to faculty expectations and the current phase of the on-going research. The course builds on Evidence Based Practice I with the continuation of: a) find, appraise, and synthesize the best evidence for a focused research question; b) protect human rights through Good Clinical Practice (GCP) as outlined by the Columbia University IRB; c) collect and analyze Data; and d) synthesize and organize findings into a cogent discussion.

PHYT M8855 Research Practicum III_{z7}
Dr. Ashwini Rao, Coordinator & Program Faculty

This is the final course in the research elective series that provides students with hands-on experience in clinical research under the direct supervision of faculty. Students participate in a variety of research activities pertaining to the collection and analysis of data. Specific course objectives are developed individually according to faculty expectations and current phase of the on-going research. The course builds on PHYT M8854 and provides the student with the foundational knowledge and skill in the development and implementation of a research protocol targeting the student's ability to synthesize

PHYT M8855 Research Practicum III continued
and organize findings into a cogent written and/or oral presentation of their findings at the program's Annual Columbia University Research Day. Students, in conjunction with faculty, are strongly encouraged to submit a paper to a professional journal and/or present a poster/oral presentation to a professional organization.

ELECTIVES
No Credit
PHYT M8800 Medical Spanish$_{z1}$
Adjunct Faculty Michael Shane
Medical Spanish, across all disciplines, has gained support as the population of limited English proficiency (LEP) patients has grown. Although electronic communication devices may aid the clinician during the patient encounter, nothing can substitute for comprehensive training in basic anatomy and communication in the target language. Appreciating different Hispanic cultures and their approaches to health care also has a positive impact on the quality of care, compliance, and affirmative clinical outcomes. The course will develop in students interviewing and conversational skills. Target vocabularies are related to patient medical history and PT assessment and goals. Cultural competency is a central component.

PHYT M8808 Pilates$_{7x}$
Pilates has sustained mass appeal in the fitness world since its boom in the early 1990s. However, the roots of the Pilates Method of exercise are actually much older and began in rehabilitation. Today, the unique clinical application of Pilates in physical therapy is evolving quickly together with new concepts of trunk stabilization, neuromuscular control and function. This elective through lecture and lab instruction provides an experiential introduction to the Pilates Method and its application to physical therapy.

PHYT M8812 Vestibular Rehabilitation$_{7x}$
Adjunct Instructor David Malamut, PT, MA
The elective is offered to students who have an interest in vestibular rehabilitation and wish an introduction to this emerging field of clinical expertise. The course introduces the students to signs and symptoms of vestibular dysfunction.

PHYT M8812 Vestibular Rehabilitation continued
Assessment techniques, types of recovery and interventions directed toward the different types of dysfunction (e.g. otolithic, canalithic and mechanical) are introduced to and practiced by the student.
This elective is required for students who select the Advanced Seminar course in either Adult Neurorehabilitation or Pediatrics.

PHYT M8830 Hand & Upper Extremity Rehabilitation$_{7x}$
Adjunct Assistant Professor Dr. Susan Michlovitz
This elective course will focus on the examinations and interventions utilized in patients impairments, functional loss and disability of the hand and upper extremity. The foundational information presented in PHYT M8611 Orthopedics will serve as a starting point for discussion. Lecture materials and clinical cases will be used to illustrate the non-operative and post-operative care of common tendon, nerve, and bone and joint disorders. The course of recovery following selected surgeries and the recognition and management of complications following injury and surgery and will be discussed. Course format will include lecture, discussion and laboratory experiences including basic splint fabrication with low temperature thermoplastics. Selected readings from peer-reviewed journals will be suggested.

PHYT M8832 Foot & Ankle Rehabilitation$_{7x}$
Adjunct Instructor Dr. Nicholas Taweel
The elective is designed to prepare students to treat orthopedic disorders of the foot and ankle in a clinical setting. The course builds upon content taught in prior orthopedic, orthotic and imaging classes. Students will learn to formulate a differential diagnosis for a variety of foot and ankle complaints that may be seen in a direct access setting. Emphasis will be placed on clinical assessment and associated treatment. Clinical pictures, x-ray, and MRI images, and clinical videos will be used as tools. Evidence-based practice will be highlighted and dealing with the dearth of good evidence in the foot and ankle arena will be rationalized.

PHYT M8843 Laboratory Teaching Practicum in Anatomy$_{7x}$
Dr. Stacy Kinirons
This elective during the 3rd year of the DPT curriculum provides students with an insight into laboratory teaching. Students will serve as teaching assistants in approximately 8, 3-hour Gross Anatomy (PHYT M8100) laboratory sessions. An understanding of the roles of a teaching assistant will enable the student to make informed decisions regarding their potential pursuit of a career path in academia. This supervised teaching experience expects the students to be knowledgeable in the material being covered. Students will guide and conduct dissections, identify structures, and teach. Students will provide help with the identification of appropriate resources and study strategies for successful completion of Gross Anatomy (PHYT M8100). Students will receive feedback from the students that they instruct and the faculty member regarding their performance.

CLINICAL EDUCATION
PHYT M8003 Clinical Education Seminar I$_{2y}$
Dr. Colleen Brough, Dr. Randy Kolodny, Directors
The seminar includes an overview of the clinical education program, policies and procedures, and the site selection process. Students participate in training sessions required for the clinic including Health Insurance Portability and Accountability Act (HIPPA) and Blood-Borne Pathogens/Infection Control training. Students are introduced to the practice sites available for Clinical Education I and participate in the placement process.

PHYT M8804 Clinical Education Seminar II$_{4x}$
Dr. Colleen Brough, Dr. Randy Kolodny, Directors
This 2nd seminar reviews more detailed expectations for the Clinical Education I experience. Students set individualized goals and fulfill clinical site prerequisites. Students participate in training sessions required for use of the Clinical Performance Instrument (CPI). Sessions also address sharing and soliciting feedback and preparing a clinical in-service.

PHYT M8805 Clinical Education Seminar III$_{5y}$
Dr. Colleen Brough, Dr. Randy Kolodny, Directors
This 3rd seminar offers the opportunity for the student to reflect on the challenges and highlights of the 1st clinical education experience. Facilitated discussions address such topics as initiative, communication and problem solving in clinical scenarios. Expectations for Clinical Education II are discussed and practice sites available for this experience are introduced. Students participate in the placement process, set individualized goals and fulfill clinical site prerequisites. Specialized internship opportunities are introduced and discussed.

PHYT M8006 Clinical Education Seminar IV$_{x7}$
Dr. Colleen Brough, Dr. Randy Kolodny, Directors
This final seminar allows the student to reflect on the challenges and highlights of the 2nd clinical education experience. Expectations for the final (Capstone) a more specialized Internship experience are discussed. Students are introduced to the practice sites available for the Internship and participate in the placement process. Students set individualized goals and fulfill clinical site prerequisites. The seminar reviews resume writing, interviewing techniques and provides an overview of the National PT Licensing Examination (NPTE).

PHYT M8901 Clinical Education I$_{4x}$
Dr. Colleen Brough, Dr. Randy Kolodny, Directors
The 1st in a series of 3 full-time clinical education experiences. Students in good academic standing who have satisfactorily completed all prerequisite professional courses prior to Fall IIB of the DPT curriculum are assigned to a clinical center for an 8-week, full-time clinical education experience. This is the 1st opportunity to perform supervised practice of newly acquired clinical skills in a patient care setting. Students are required to give an in-service or case study presentation in partial fulfillment of the requirements of this experience.

PHYT M8902 Clinical Education II$_{6z}$
Dr. Colleen Brough, Dr. Randy Kolodny, Directors
The 2nd in a series of 3 full-time clinical education experiences. Students in good academic standing, who have satisfactorily completed all prerequisite courses in the 1st 2 years of study, are assigned to a clinical center for a 10-week full time clinical experience. This affiliation provides students with an opportunity to further develop skills used in Clinical Education I and to practice new skills in a direct patient care environment. A diversity of clinical placement sites is available including more specialized types of practice settings. Students are required to give an in-service or case study presentation in partial fulfillment of the requirements of this experience

PHYT M9200 Clinical Interhnship$_{8y}$
Dr. Colleen Brough, Dr. Randy Kolodny, Directors
The 3rd and final clinical education experience. Students in good academic standing who have satisfactorily completed all prerequisite professional courses are assigned to 1 or 2 clinical centers for a total of 18 weeks of full-time clinical education. Students may be placed in 1 or 2 different clinical practice areas depending on interests related to projected practice post-graduation. This final clinical education experience provides students with an opportunity to further develop skills used in Clinical Education I and II as well as practice new skills in conjunction with the advanced seminar course and electives taken in preparation for entry-level practice. Students are required to give an in-service or case study presentation as well as an evidence based paper review in a recommended Journal Club format in partial fulfillment of the requirements of this experience.

GRADES AND POINTS

A grade of "C+" or above or a grade of "pass" (P) counts for credit for successful completion of a course toward the DPT degree and is accepted as the basis for advancement to subsequent courses.

In the computation of grade point averages for the DPT program, quality points are awarded on the following scale:

Letter Grade	Percentage	Points	Quality Level of Achievement
A+	98 – 100	4.33	Reserved for highly exceptional achievement
A	94 – 97	4.00	Excellent, outstanding achievement
A-	90 – 93	3.67	Very good achievement
B+	87 – 89	3.33	Solid achievement
B	83 – 86	3.00	Good
B-	80 – 82	2.67	Acceptable but below what is expected at the graduate level
C+	75 – 79	2.33	Marginal achievement
F	0 – 74	0.00	Failure to meet graduate standards

Pass (P) A "pass" is assigned for successful completion of the course requirements, as documented in the course syllabus, for courses that use a pass/fail grade scale. A grade of "P" is not included in the computation of the GPA.

Students are expected to complete all course assignments, examinations and clinical education experiences on time. There is no automatic grade of "incomplete" (INC). A student will receive an "F" grade in any course in which the student fails to pass the course standards as described by the instructor and stated in the course syllabus. As the curriculum is sequential, a failure in any course including clinical education may lead to withdrawal from the program. All clinical education experiences must be successfully completed before the DPT degree is awarded**.**

Students must be in good academic standing with a minimum GPA of 3.000 to enter into the clinical education portion of the curriculum.

The *Program in Physical Therapy Handbook* given to each incoming class outlines DPT academic standards as well as the due process procedure related to the student appeal process. A student who believes that due process was not followed related to academic standing in the program has the right to appeal.

ESSENTIAL FUNCTIONS

Columbia University's Program in Physical Therapy is dedicated to the education of students who will serve at the forefront of health care in an empathetic and effective manner. Successful completion of the program requires acquisition of didactic knowledge, skills, and professional behaviors. The purpose of the essential functions is to delineate the cognitive, affective and psychomotor functions that the student must demonstrate in order to complete this program. These functions are necessary to enable the student to perform as a competent physical therapist in general practice.

The essential functions listed below must be performed safely, consistently and efficiently in order to enter the program, continue studies and graduate. At time of matriculation, students will be asked to sign an *Essential Functions Document* which is incorporated into the *Student Handbook.*

A student who discloses a properly certified disability in a timely manner and follows the written procedures of Columbia University's Office of Disability Services will receive reasonable accommodation. See website for more information: http://health.columbia.edu/disability-services.

Students must possess aptitudes, abilities, and skills in five areas:

Intellectual/Conceptual, Integrative, and Qualitative Skills
Students must have the ability to measure, calculate reason, analyze, and synthesize information in a timely manner. Problem solving and diagnosis, including obtaining, interpreting, and documenting data are critical skills. These skills allow the student to make proper assessments and sound judgments, and appropriately prioritize therapeutic interventions to measure and record patient outcomes. In addition, students must be able to comprehend three-dimensional spatial relationships of anatomic structures.

Communication Skills
Students must have the ability to complete reading assignments, search and evaluate the literature, complete written assignments and maintain written records. They must be able to communicate in oral and written English effectively, efficiently, and sensitively. They must be able to communicate clearly in order to provide and elicit information, describe accurately changes in mood, activity and posture, and understand verbal as well as nonverbal communication. These skills must be performed in clinical settings as well as in the classroom. For example, students must be able to communicate rapidly and clearly during interdisciplinary meetings, elicit a thorough history from patients, and communicate complex findings in appropriate terms to patients, family and various members of the health care team.

Behavioral/Social Skills and Professionalism
Students must demonstrate attributes of empathy, integrity, concern, interest and motivation. They must possess the emotional health required for full use of their intellectual abilities, the exercise of sound judgment, the prompt completion of all responsibilities attendant to patient care, and the development of mature, sensitive, and effective relationships with patients. They must be able to adapt to ever-changing environments, display flexibility, and learn to function in the fact of uncertainties and stresses which are inherent in the educational and patient-care processes.

Students must be able to identify and communicate the limits of their physical, emotional, and cognitive abilities to others and implement appropriate solutions.

Students must maintain a professional demeanor. They must possess adequate endurance to tolerate physically demanding workloads and to function effectively under stress. They are expected to accept appropriate suggestions and criticism and respond with suitable action.

Motor Skills
Students must have adequate motor skills to provide general care and emergency treatment to patients. They must have ample motor function to elicit information from patients by palpation, auscultation, percussion, and other evaluative procedures. Students must have the ability to demonstrate and practice classroom activities, to perform cardiopulmonary resuscitation, and to lift, guard and transfer patients safely.

Physical therapy interventions require the coordination of gross and fine movements, balance, and functional use of the senses. Students must have the manual dexterity and the ability to safely engage and modulate procedures involving grasping, fingering, pushing, pulling oscillating, holding, extending and rotating.

Sensory/Observation Skills
Students must be able to obtain information from lectures, laboratory dissections and demonstrations in laboratories and lectures. They must be able to monitor digital and waveform readings and graphic images to determine patient conditions. They must be able to supervise a patient accurately at a distance and close at hand.

ACADEMIC AND CLINICAL INTEGRITY AND PROFESSIONAL DEVELOPMENT

It is expected that a student's personal values of honesty, integrity, and responsibility will be maintained while enrolled in the program and will be incorporated into their professional values. In the spirit of establishing a community for learning, students are expected to conduct themselves according to specified behavioral standards.

In the academic and clinical settings, students are expected to carry out assigned responsibilities with discretion and integrity and will conduct themselves in a professionally responsible manner. Continuing development of appropriate professional behaviors is required for advancement throughout the program.

The program faculty is dedicated to enabling students to become respected professionals. To this end, the program has adopted certain core values espoused by the American Physical Therapy Association, which are expected outcomes of the program. The development and maintenance of professionalism has also been defined by the faculty. Opportunities to reflect on these behaviors are provided through self assessment, peer and instructor assessment throughout the program's academic and clinical curriculum. They have been incorporated in all course syllabi as behavior objectives in the affective domain.

The philosophy and expectations related to the above are clearly delineated in the *Student Handbook*.

The faculty of the Program in Physical Therapy reserves the right to withdraw, or to deny admission, registration or graduation to any student who in the judgment of the faculty is determined to be unsuited for the study and practice of physical therapy.

CLINICAL EDUCATION AFFILIATIONS

The program has more than 600 sites nation-wide and abroad. The listing below is not inclusive and sites vary from year to year depending on staffing patterns and other factors associated with the ever-changing health care environment. Some sites are offered for every clinical experience; others, more specialized in nature, may only be available for Clinical Education II and/or the Internship. The Directors of Clinical Education are receptive in working with a student to develop a new affiliation site to meet student needs and interests either geographically or in a specialty of practice.

Facility Name	Location
ALASKA	
Alaska Regional Hospital	Anchorage, AK
Providence Alaska Medical Center	Anchorage, AK
Rebound Physical Therapy	Anchorage, AK
ALABAMA	
Champion Sports Medicine - Birmingham St. Vincent's	Birmingham, AL
ARIZONA	
Apex Physical Therapy	Glendale, AZ
Cincinnati Reds	Goodyear, AZ
Cleveland Indians Development Complex	Goodyear, AZ
Desert Palms Physical Therapy & Movement Studio	Tucson, AZ
Discovery & Generations Therapy	Gilbert, AZ
East Valley Spine and Sports Medicine Center	Chandler, AZ
Fischer Institute of Physical Therapy & Performance	Phoenix, AZ
Foothills Sports Medicine Physical Therapy Center	Gilbert, AZ
Los Angeles Angels Minor League/Spring Training Facility	Tempe, AZ
Maricopa Integrated Health System	Phoenix, AZ
Physiotherapy Associates – Scottsdale	Scottsdale, AZ
Whiteriver Indian Hospital – USPHS	Whiteriver, AZ
CALIFORNIA	
A.C.I.C. Physical Therapy Center	Irvine, CA
B.E.S.T. Physical Therapy	Cupertino, CA
California Children's Services, County of Los Angeles	El Monte, CA
California Children's Services, County of Santa Clara	San Jose, CA
California Pacific Medical Center - Rehab Dept (Sutter Health)	San Francisco, CA
Cedars-Sinai Medical Center	Los Angeles, CA
El Camino Hospital	Los Gatos, CA
El Camino Hospital	Mountain View, CA
Evolve Physical Therapy & Advance Wellness	San Diego, CA
Fortanasce and Associates Physical Therapy	Arcadia, CA
G Sports Physical Therapy, Inc.	San Francisco, CA
G Sports Physical Therapy, Inc. Berkeley	Berkeley, CA
JF Shea Therapeutic Riding Center	San Juan Capistrano, CA
Kaiser Permanente Medical Center – Oakland	Oakland, CA
Kaiser Permanente Medical Center – Oakland Adult IP	Oakland, CA
Kaiser Permanente Medical Center – Oakland Dept of Pediatric Rehab	Oakland, CA
Kaiser Permanente Medical Center - Redwood City	Redwood City, CA
Kaiser Permanente Medical Center – San Francisco	San Francisco, CA
Kaiser Permanente Medical Center – San Jose	San Jose, CA
Kaiser Permanente Medical Center – Santa Clara	Santa Clara, CA

Kinetix Advanced Physical Therapy, Inc.	Valencia, CA
Manual Orthopedic Physical Therapy Inc.	Chula Vista, CA
Mariners Physical Therapy and Sports Medicine	Santa Ana, CA
Mill Valley Physical Therapy (MVPT)	Mill Valley, CA
Mills-Peninsula Health Center	San Mateo, CA
Mission Hospital	Mission Viejo, CA
Naval Medical Center – San Diego	San Diego, CA
Nob Hill Health Care Center	San Francisco, CA
Orange Coast Memorial Medical Center	Fountain Valley, CA
Oroville Hospital	Oroville, CA
Palo Alto Veterans Affairs Health Care System	Palo Alto, CA
Palomar Medical Center	Escondido, CA
Performing Arts Physical Therapy of Los Angeles	Los Angeles, CA
Physiotherapy Associates - BAK Rehabilitation	Menlo Park, CA
Physiotherapy Associates – Belmont	Belmont, CA
Physiotherapy Associates-Clairmont	San Diego, CA
Physiotherapy Associates – Marin County	Kentfield, CA
Physiotherapy Associates – Ruffin Road San Diego	San Diego, CA
Physiotherapy Associates - San Diego La Jolla	San Diego, CA
Physiotherapy Associates – San Francisco	San Francisco, CA
PT in Motion, Inc.	San Diego, CA
Rady Children's Hospital San Diego	San Diego, CA
Rancho Los Amigos National Rehabilitation Center	Downey, CA
Renew Physical Therapy – Mill Valley	Mill Valley, CA
Saint Francis Memorial Hospital	San Francisco, CA
San Francisco Sport & Spine PT – Financial District	San Francisco, CA
San Francisco Sport & Spine PT – Upper Market/Castro	San Francisco, CA
San Francisco VA Medical center	San Francisco, CA
Santa Clara Valley Medical Center	San Jose, CA
Scripps Memorial Hospital	La Jolla, CA
Scripps Mercy Hospital Outpatient Rehabilitation	San Diego, CA
Scripps Rehabilitation Services Shiley Sports & Health Center	La Jolla, CA
Sharp Rees-Stealy Physical Therapy	San Diego, CA
St. Vincent Medical Center – Los Angeles	Los Angeles, CA
Stanford Hospital (OP)	Stanford, CA
Stanford Hospital IP	Stanford, CA
Step Ahead Physical Therapy	Burbank, CA
Sundance Physical Therapy	Santa Monica, CA
Tahoe Forest Therapy Services	Truckee, CA
Team Movement for Life – San Luis Obispo	San Luis Obispo, CA
Team Movement for Life – San Luis Sports Therapy & Orthopedic Rehabilitation	Paso Robles, CA
Tri-City Physical Therapy - Fremont	Fremont, CA
Tri-City – Union City	Union City, CA
University of California Davis Health System	Sacramento, CA
Valley Care Medical Center	Pleasanton, CA
COLORADO	
Axis Sports Medicine	Edwards, CO
Centura – Avista Adventist Hospital	Louisville, CO
Centura- Castle Rock Adventist Hospital	Castle Rock, CO
Centura – Littleton Adventist Hospital	Littleton, CO
Centura – Mercy Regional Medical Center	Durengo, CO
Centura – Parker Adventist Hospital	Parker, CO

Centura – Penrose Hospital (Penrose – St. Francis Health Services)	Colorado Springs, CO
Centura – Porter Adventist Hospital	Denver, CO
Centura – St. Anthony Hospital	Lakewood, CO
Centura – St. Anthony North	Westminster, CO
Centura – St. Mary – Corwin Medical Center	Pueblo, CO
Centura – St. Thomas-More	Canon City, CO
Cherry Creek Wellness Center	Denver, CO
Community Medical Center/Boulder Community Hospital	Lafayette, CO
Craig Hospital	Englewood, CO
Genesis Physical Therapy	Denver, CO
HCA HealthONE Centennial Medical Plaza	Englewood, CO
HCA HealthONE Presbyterian/St. Luke's Medical Center	Denver, CO
HCA HealthONE Rose Medical Center	Denver, CO
HCA HealthONE Sky Ridge Medical Center	Lone Tree, CO
HCA HealthONE Spaulding Rehabilitation Hospital	Aurora, CO
HCA HealthONE Swedish Medical Center	Englewood, CO
HCA HealthONE The Medical Center of Aurora	Aurora, CO
HealthSouth Rehabilitation Hospital of Denver	Littleton, CO
Physio Pro	Denver, CO
Physiotherapy Associates- Englewood	Englewood, CO
Physiotherapy Associates – Highline YMCA Littleton	Littleton, CO
Proaxis Therapy, Innovative Therapy Resource - Denver	Denver, CO
Rezac & Associates Physical Therapy LLC PC	Colorado Springs, CO
University of Colorado Hospital	Aurora, CO
CONNECTICUT	
Bethel Health Care Rehabilitation Center	Bethel, CT
Bridgeport Hospital-Ahlbin Center for Rehab Medicine	Bridgeport, CT
Carlson Physical Therapy	New Milford, CT
Concentra Medical Center – New Britain	New Britain, CT
Concentra Medical Centers – New Haven	New Haven, CT
Concentra Medical Centers – Norwich	Norwich, CT
Concentra Medical Centers – Torrington	Torrington, CT
Connecticut Children's Medical Center	Hartford, CT
CT Sports Physical Therapy & Wellness	Norwalk, CT
Danbury Hospital	Danbury, CT
Elite Sports Medicine - Connecticut Children's Hospital	Farmington, CT
Gaylord Hospital	Wallingford, CT
Greenwich Hospital	Greenwich, CT
Hartford Hospital rehabilitation Network	Manchester, CO
Norwalk Hospital	Norwalk, CT
Physical Therapy for Women, PC	Trumbull, CT
Physical Therapy Partners	Glastonbury, CT
Premier Physical Therapy and Wellness - Norwalk	Norwalk, CT
Ridgefield Physical Therapy	Ridgefield, CT
St. Francis Hospital (Mt. Sinai Rehabilitation Hospital)	Hartford, CT
Stamford Hospital	Stamford, CT
DICTRICT OF COLUMBIA	
ALL Therapy	Washington, DC
Georgetown University Hospital IP	Washington, DC
Georgetown University Hospital OP	Washington, DC
Medstar National Rehabilitation Hospital DC (NRH Rehab Hospital)	Washington, D.C.
Medstar NRH Rehab Network (All Locations)	Washington, D.C.

Pivot Physical Therapy (All 70+ Locations)	Washington, D.C.
Walter Reed Army Medical Center	Washington, DC
Washington Wellness Physical Therapy and SportsCare	Washington, D.C.
DELAWARE	
Concentra Medical Centers –Newark DE	Newark, DE
FLORIDA	
AgeWell South Physical Therapy & Fitness	Delray Beach, FL
Bayfront Medical Center	St. Petersburg, FL
Body Owners Physical Therapy & Wellness Center	Key West, FL
Coastal Physical Therapy	Bradenton, FL
Competitive Edge Performance, Inc.	Oldsmar, FL
Florida Institute for Neurologic Rehab Inc.	Wauchula, FL
HealthSouth Rehabilitation Hospital of Tallahassee	Tallahassee, FL
Nicklaus Children's Hospital (Miami Children's Health System) (All Locations)	Weston, FL
Pediatric Therapy Services, Inc.	Lakeland, FL
Peterson Rehabilitation Inc.	West Palm Beach, FL
Physiotherapy Associates – Royal Palm Beach	Royal Palm Beach, FL
Pittsburgh Pirates Minor League Facility	Bradenton, FL
Quality Performance Rehabilitation	Port St Lucie, FL
Sebastian River Medical Center	Sebastian, FL
Select Physical Therapy – Key West	Key West, FL
Select Physical Therapy – Weston	Weston, FL
St. Catherine's Rehabilitation Hospital/Villa Maria	N. Miami, FL
St. Catherine's West Rehabilitation Hospital (West Campus)	Hialeah Gardens, FL
The Andrews Institute (Baptist Healthcare)	Gulf Breeze, FL
GEORGIA	
Children's Sports Medicine in Atlanta (CHOA) (All Locations)	Alpharetta, GA
Children's Health Care of Atlanta (CHOA)	Atlanta, GA
NeuroSport (Atlanta)	Atlanta, GA
NeuroSports (Marietta)	Marietta, GA
Peachtree Orthopaedic Clinic (All Locations)	Atlanta, GA
Physiotherapy Associates - Roswell	Roswell, GA
Physiotherapy Associates - Suwanee	Suwanee, GA
HAWAII	
Avalon Care Center	Honolulu, HI
Elam Sports	Kapolei, HI
Kuakini Hospital	Honolulu, HI
Orthopedic Rehabilitation Specialists, Inc.	Honolulu, HI
Physical Therapy Associates	Honolulu, HI
Rehabilitation Hospital of the Pacific	Honolulu, HI
Sportsmedicine Hawaii	Honolulu, HI
Straub Clinic and Hospital - Hawaii Pacific Health (HPH)	Honolulu, HI
The Queen's Medical Center	Honolulu, HI
Total Fitness Physical Therapy, LLC.	Honolulu, HI
ILLINOIS	
AthletiCo Physical Therapy (All Locations)	Bolingbrook, IL
Edward Healthcare Center (Edward Hospital)	Naperville, IL
Loyola University Medical Center	Maywood, IL
Mount Sinai Hospital Medical Center -Chicago	Chicago, IL
SSM Rehabilitation Hospital- Kirkwood	Columbia, IL
University of Chicago Medical Center	Chicago, IL
INDIANA	

KORT Physical Therapy (Select Physical Therapy Holdings) (All Locations)	New Albany, IN
Reid Hospital & Health Care Services	Richmond, IN
USHealthWorks – Shadeland (USHW of Indiana Corp)	Indianapolis, IN
KENTUCKY	
Cincinnati Children's Hospital Medical Center @ Kentucky	Crestview Hills, KY
LOUISIANNA	
Baton Rouge General Medical Center	Baton Rouge, LA
Baton Rouge Orthopaedic Clinic Physical Therapy & Hand Center	Baton Rouge, LA
GO Physical Therapy	Baton Rouge, LA
Ochsner Medical Center (All Locations)	Kenner, LA
Sage Rehabilitation	Baton Rouge, LA
Tulane Medical Center	New Orleans, LA
MASSACHUSETTS	
Advanced Sports Therapy	Wellesley, MA
Beth Israel Deaconess Medical Center	Boston, MA
Boston Children's Hospital	Boston, MA
Boston Public Schools	Dorchester, MA
Braintree Rehabilitation Hospital (Reliant)	Braintree, MA
Concentra Medical Center - Wilmington	Wilmington, MA
Emerson Hospital	Concord, MA
Foundation Performance Sports Medicine – Plainville	Plainville, MA
Kindred Hospital – Boston (RehabCare)	Boston, MA
Kindred Hospital Northeast – Natick (RehabCare)	Natick, MA
Kindred Transitional Care and Rehabilitation – Highgate, PFR (RehabCare)	Dedham, MA
Massachusetts Hospital School	Canton, MA
Newton-Wellesley Hospital	Newton, MA
Orthopedic & Sports Physical Therapy Associates	Boston, MA
Spaulding Hospital for Continuing Medical Care North Shore	Salem, MA
Sports and Physical Therapy Associates: Cambridge	Cambridge, MA
Sports and Physical Therapy Associates: Longwood Medical	Boston, MA
MARYLAND	
Concentra Medical Center- Elkridge	Lanham, MD
Genesis Eldercare	Seberna Park, MD
Kennedy Krieger Institute	Baltimore, MD
Launch Sport Performance	Rockville, MD
Laurel Regional Hospital	Laurel, MD
Medstar NRH Rehabilitation Network	Lutherville, MD
Medstar NRH Rehabilitation Network, Bethesda	Bethesda, MD
Physiotherapy Associates – Central Maryland Rehab Center	Columbia, MD
Pivot Physical Therapy (All Locations)	Baltimore, MD
United States Naval Academy – Naval Health Clinic Annapolis	Annapolis, MD
MAINE	
Saco Bay Orthopaedic and Sports PT	S. Portland, ME
MICHIGAN	
Michigan Institute for Human Performance, Inc. – MIHP	Troy, MI
Neil King Physical Therapy	Rochester Hills, MI
Rehabilitation Institute of Michigan	Detroit, MI
St. John's Providence Health System	Novi, MI
University of Michigan Health System (Mott Children's Hospital)	Ann Arbor, MI
MINNESOTA	
Brookdale Health	Brooklyn, Center, MN
NovaCare Rehabilitation	Coon Rapids, MN

MISSOURI	
SSM Rehabilitation Hospital (Select Medical)	St. Louis, MO
NORTH CAROLINA	
Ayrsley Town Rehabilitation	Charlotte, NC
Carolinas Rehabilitation HealthCare System – (All Locations)	Charlotte, NC
Greg Ott Center for Physical Therapy and Sports Performance	Charlotte, NC
Levine Children's Medical Hospital at Carolinas Medical Center	Charlotte, NC
Northern Hospital of Surry County	Mount Airy, NC
OrthoCarolina – D1 Sports (All Locations)	Charlotte, NC
Proaxis Therapy, Innovative Therapy Resource	Carrboro, NC
Triangle Orthopaedic Associates (D1 Sports)	Durham, NC
University of North Carolina Hospital	Chapel Hill, NC
NEBRASKA	
Creighton University Medical Center	Omaha, NE
The Hruska Clinic Restorative Physical Therapy Services	Lincoln, NE
NEW HAMPSHIRE	
Exeter Health Resources	Exeter, NH
Mary Hitchcock Memorial Hospital	Lebanon, NH
Portsmouth Regional Rehabilitation Services	Portsmouth, NH
NEW JERSEY	
A. Harry Moore	Jersey City, NJ
ActiveCare Physical Therapy (All Locations)	Dover, NJ
Alliance Hand and Physical Therapy	Hawthorne, NJ
ARC Kohler School	Mountainside, NJ
Atlantic Rehab Institute (Atlantic Health System) (Morristown Medical Center)	Morristown, NJ
Atlantic Sports Health Physical Therapy (Atlantic Health System)	Morristown, NJ
Bella Physical Therapy	Fair Lawn, NJ
Caldwell Pediatric Therapy Center	West Caldwell, NJ
Cape Atlantic Physical Therapy	Northfield, NJ
CareOne at Dunroven (Ascend Rehab)	Cresskill, NJ
CareOne at Wellington (Ascend Rehab)	Hackensack, NJ
CareOne at Woodcrest Health Care Center	New Milford, NJ
CentraState Medical Center - Jackson Clinic	Jackson, NJ
CentraState Medical Center - Monroe	Monroe, NJ
CentraState Medical Center – Sports Performance	Monroe, NJ
CentraState Medical Center- Freehold	Freehold, NJ
Children's Specialized Hospital - Mountainside	Mountainside, NJ
Churchill Orthopedic Rehabilitation	Teaneck, NJ
Concentra Medical Center -South Plainfield (All NJ Locations)	South Plainfield, NJ
Crest Physical Therapy	Manasquan, NJ
Elmer Platz Physical Therapy and Rehabilitation - Vernon	Vernon, NJ
Englewood Hospital and Medical Center	Englewood, NJ
Excel Orthopedic Rehabilitation (All Locations)	Montvale, NJ
Fox Rehabilitation	Cherry Hill, NJ
Genesis Healthcare – Inglemoor Center (Englewood) (All Locations)	Englewood, NJ
Glen Rock Physical Therapy	Glen Rock, NJ
Good Shepherd Penn Partners – Cherry Hill	Cherry Hill, NJ
Hackensack UMC	Hackensack, NJ
Hackensack UMC Mountainside Hospital	Montclair, NJ
HealthSouth Rehabilitation Hospital- Toms River	Toms River, NJ
Hoboken University Medical Center	Hoboken, NJ
Holy Name Hospital	Teaneck, NJ

Inglemoor Rehabilitation Care Center (Select rehab)	Livingston, NJ
JAG Physical Therapy, Inc. (All Locations)	Cedar Knolls, NJ
Jersey Shore University Medical Center – Meridian Hospitals Corp	Neptune, NJ
JFK Johnson Rehab Institute	Edison, NJ
Kessler Institute for Rehabilitation - IP	West Orange, NJ
Kessler Institute for Rehabilitation - Clifton, NJ	Clifton, NJ
Kessler Institute for Rehabilitation - OP	West Orange, NJ
Kessler Institute for Rehabilitation - Westwood	Westwood, NJ
Kessler Institute For Rehabilitation (Welkind-Chester) IP	Chester, NJ
Kessler Institute for Rehabilitation, Inc. - (Saddle Brook - IP)	Saddle Brook, NJ
Kessler Institute for Rehabilitation, Inc. - (Saddle Brook - OP)	Saddle Brook, NJ
Kessler Rehabilitation Center- (All Locations)	Toms River, NJ
Kopack Physical Therapy and Sports Medicine	Fairfield, NJ
LADACIN Network	Wanamassa, NJ
Madison Spine and Physical Therapy	New Milford, NJ
Matheny Medical and Education Center	Peapack, NJ
Maven Sports Medicine	Paramus, NJ
Montville Physical Therapy (NJ Center for PT)	Montville, NJ
Morris-Union Jointure Commission	New Providence, NJ
New Jersey Center of Physical Therapy	Riverdale, NJ
Newton Medical Center – Atlantic Health System	Newton, NJ
NovaCare Outpatient Rehab - Fairlawn	Fairlawn, NJ
Ocean Medical Center (Meridian Health)	Brick, NJ
Oradell Health Care Center	Oradell, NJ
Overlook Medical Center – Atlantic Health System	Summit, NJ
Paramus Orthopedic Physical Therapy (NJ Center for PT)	Paramus, NJ
Premier Physical Therapy - East Windsor	East Windsor, NJ
Professional Physical Therapy – Paramus	Paramus, NJ
Professional Physical therapy – Summit	Summit, NJ
Rickard Rehabilitation Services	Waldwick, NJ
Robert Wood Johnson University Hospital	New Brunswick, NJ
Scerbo Physical Therapy & Sports Medicine Institute	Edgewater, NJ
Shore Wellness Center	Oakhurst, NJ
SOAR Physical Therapy	Sea Girt, NJ
Sports Training Physical Therapy (All Locations)	Millburn, NJ
SportsCare Institute (All Locations)	Morristown, NJ
St. Barnabas Medical Center (Barnabas Health)	Livingston, NJ
St. Lawrence Rehabilitation Hospital	Lawrenceville, NJ
St. Peter's University Hospital	New Brunswick, NJ
Strulowitz & Gargiulo Physical Therapy & Rehabilitation	Jersey City, NJ
Theater Arts Physical Therapy	Millburn, NJ
Tinton Falls Orthopedic and Sports Physical Therapy	Tinton Falls, NJ
TwinBoro Physical Therapy (All Locations)	Union, NJ
University Hospital-UHNJ	Newark, NJ
University Medical Center at Princeton	Princeton, NJ
University Orthopedic Associates	Somerset, NJ
Valley Hospital Center for Child Development	Ridgewood, NJ
Valley Hospital IP Rehab	Ridgewood, NJ
Van Dyk Manor of Ridgewood	Ridgewood, NJ
Wayne Orthopedic Physical Therapy (NJ Center for PT)	Wayne, NJ
NEW MEXICO	
Crownpoint Healthcare Facility	Crownpoint, NM

Del Valle Physical Therapy	Las Cruces, NM
Genesis Rehab Services (All Locations)	Albuquerque, NM
Paloma Blanca Health & Rehabilitation (Genesis Rehab)	Albuquerque, NM
NEVADA	
Manual Physical Therapy Institute	Las Vegas, NV
Summerlin Hospital – Valley Health System Las Vegas	Las Vegas, NV
NEW YORK	
ActiVa Physical Therapy	New York, NY
ADAM Center at Long Island University	Brooklyn, NY
Adirondack Health – Adirondack Medical Center	Saranac Lake, NY
Advanced S.P.O.R.T.S. (Physical Therapy)	Fresh Meadows, NY
AgeWell Physical Therapy & Wellness, P.C.	Maspeth, NY
AgeWell Physical Therapy & Wellness, P.C. (Long Island)	Lake Success, NY
Albany Medical Center	Albany, NY
Albert Einstein College of Medicine/CERC Rose F. Kennedy Center	Bronx, NY
Amsterdam Nursing Home	New York, NY
AMC – Lake Placid (Adirondack Health)	Lake Placid, NY
AON Physical Therapy and Wellness, PLLC - Somers	Somers, NY
Aspire Physical therapy and Fitness PC	New York, NY
Back to Health (All Locations)	Brooklyn, NY
Beechtree Center for Rehabilitation and Nursing (Better Health Care PLLC)	Ithaca, NY
Bellevue Hospital Center	New York, NY
Beth Abraham Health Services/CenterLight Health System	Bronx, NY
Better Healthcare PLLC (All Locations)	Mahopac, NY
Beyond Basics	New York, NY
Birch Family Services, Inc.	New York, NY
Blythedale Children's Hospital	Valhalla, NY
Brooklyn Hospital Center	Brooklyn, NY
Burke Rehabilitation Hospital	White Plains, NY
Campbell Hall Rehabilitation Center	Campbell Hall, NY
Carmel Richmond Healthcare & Rehabilitation Center (ArchCare)	Staten Island, NY
Cayuga Medical Center (at Ithaca)	Ithaca, NY
Center for Physical Therapy	Wappingers Falls, NY
Centurion Physical Therapy (Both Locations)	New York, NY
Champlain Valley Physicians Hospital	Plattsburgh, NY
Children's Learning Center	Roosevelt, NY
Children's Rehabilitation Center	White Plains, NY
Cobble Hill Health Center	Brooklyn, NY
Columbia Orthopedics Sports Therapy (CUMC)	New York, NY
Concourse Rehabilitation & Nursing Center Inc.	Bronx, NY
Coney Island Hospital	Brooklyn, NY
Continuum Center for Health & Healing - Beth Israel Medical Center	New York, NY
Cooke Center for Learning and Development	New York, NY
CVPH Wellness Center at PARC (Champlain Valley Physicians Hospital)	Plattsburgh, NY
Cynergy Physical Therapy	New York, NY
Determination Physical Therapy (Both Locations)	New York, NY
Eger Nursing Home and Rehabilitation Center	Staten Island, NY
Elite Physical Therapy and Rehabilitation	Purchase, NY
Elizabeth Seton Pediatric Center – Yonkers	Yonkers, NY
Elmer Platz Physical Therapy and Rehabilitation- Warwick	Warwick, NY
Elmhurst Hospital Center	Elmhurst, NY
EMH Physical Therapy	New York, NY

Finish Line Physical Therapy	New York, NY
Fortius Physical Therapy	New York, NY
Forward Physical Therapy	Brooklyn, NY
Frank Nani Physical Therapy	New City, NY
Glens Falls Hospital	Glen Falls, NY
Gotham Physical Therapy	New York, NY
Harkness Center for Dance Injuries (NYU)	New York, NY
Harlem Hospital Center	New York, NY
Harry H. Gordon School (YAI)	Bronx, NY
Health SOS Physical Therapy	New York, NY
Hebrew Academy for Special Children	Brooklyn, NY
Hebrew Home for the Aged at Riverdale	Riverdale, NY
Helen Hayes Hospital	West Haverstraw, NY
Henry Viscardi School	Albertson, NY
Herbert G. Birch School	New York, NY
Hospital for Special Surgery	New York, NY
iHOPE (The International Academy of Hope)	New York, NY
Jacobi Medical Center	Bronx, NY
JAG Physical Therapy, Inc. NYC	New York, NY
Jamaica Hospital Medical Center	Jamaica, NY
James J. Peters Veterans Administration Medical Center (Bronx VA)	Bronx, NY
Jewish Home Lifecare, Bronx	Bronx, NY
Jewish Home Lifecare, Manhattan	New York, NY
Kateri Residence	New York, NY
Keller Army - Arvin Sports Physical Therapy Clinic	West Point, NY
Keller Army Community Hospital	West Point, NY
Kings County Hospital Center	Brooklyn, NY
Kings Harbor Multicare Center	Bronx, NY
Kingsbrook Jewish Medical Center	Brooklyn, NY
Lenox Hill Hospital	New York, NY
Lenox Hill- The Nicholas Institute of Sports Medicine and Athletic Trauma (NISMAT)	New York, NY
Lighthouse Int. CDC (Child Development Center)	New York, NY
Little Lukes/Rehab Resource - Raddison	Baldwinsville, NY
Lutheran Augustana Center	Brooklyn, NY
Lutheran Care Center	Poughkeepsie, NY
Lutheran Medical Center	Brooklyn, NY
Madison-Scott Physical Therapy – All Locations	Brooklyn, NY
Maimonides Medical Center	Brooklyn, NY
Manhattan Physical Therapy & Pain Center - Maiden Lane	New York, NY
Mary Manning Walsh Home	New York, NY
McCune and Murphy Physical Therapy	Ithaca, NY
Memorial Sloan-Kettering Cancer Center	New York, NY
Mercy Medical Center	Rockville Center, NY
Metropolitan Hospital Center	New York, NY
Miccass Physical Therapy	New York, NY
Midtown Physical Therapy	New York, NY
Montefiore Medical Center - Moses Division	Bronx, NY
Montefiore Medical Center - Weiler Division	Bronx, NY
Morningside House Nursing Home	Bronx, NY
Mount Sinai Beth Israel Brooklyn	Brooklyn, NY
Mount Sinai Beth Israel Medical Center – Phillips Ambulatory Care Center	New York, NY
Mount Sinai Medical Center	New York, NY

Mount Sinai St. Luke's – Roosevelt Hospital	New York, NY
Mount Sinai St. Luke's – Roosevelt Hospital; Roosevelt Division	New York, NY
Neurosport Physical Therapy NYC	New York, NY
New Dimensions Physical Therapy	Manhasset, NY
New York City Department of Education	Brooklyn, NY
New York Hospital of Queens - NYP	Flushing, NY
New York Methodist Hospital/Metro SportsMed	Brooklyn, NY
New York Presbyterian - CUMC	New York, NY
New York Presbyterian – Hudson Valley Hospital Center	Peekskill, NY
New York Presbyterian – Lawrence Hospital	Bronxville, NY
New York Presbyterian – Lower Manhattan Hospital	New York, NY
New York Presbyterian Hospital - Weill Cornell Center	New York, NY
North Shore University Hospital - Forest Hills	Forest Hills, NY
North Shore University Hospital - Glen Cove	Glen Cove, NY
North Shore University Hospital - Manhasset	Manhasset, NY
Northern Westchester Hospital	Mt. Kisco, NY
NY Sports and Spinal Physical Therapy - Scarsdale	Scarsdale, NY
NY Sports and Spinal Physical Therapy - The Bronx	Bronx, NY
NY SportsMed & Physical Therapy (All Locations)	New York, NY
Nyack Hospital	Nyack, NY
NYU – Hospital for Joint Diseases	New York, NY
NYU - Rusk at the Center for Musculoskeletal Care (CMC)	New York, NY
NYU Langone Medical Center, Rusk Institute at The Ambulatory Care Center (ACC)	New York, NY
Occupational & Industrial Orthopedic Center	New York, NY
One on One Physical Therapy (All Locations)	New York, NY
One Step Beyond	Staten Island, NY
Optimum Physical Therapy	Yonkers, NY
Park North Physical Therapy	New York, NY
PASPA Physical Therapy	New York, NY
Peak Performance Physical Therapy	New Hyde Park, NY
Performing Arts Physical Therapy - NY	New York, NY
Pfizer Inc.	New York, NY
Physical Solutions LLP	Mineola, NY
Physical Therapy at Briarcliff	Briarcliff Manor, NY
Physical Therapy at Jefferson Valley	Jefferson Valley, NY
Physical Therapy Center	Brooklyn, NY
Physical Therapy of Harlem, L.L.P.	New York, NY
PhysioArts Physical Therapy	New York, NY
Premier Physical Therapy and Wellness (All Locations)	New York, NY
Pro Sports PT of Westchester	Scarsdale, NY
Professional Orthopedic and Sports Physical Therapy – (All Locations)	New York, NY
Promet Physical Therapy	Middle Village, NY
PT & Pilates	New York, NY
Putnam/Northern Westchester BOCES	Yorktown Heights, NY
Rebecca School	New York, NY
Recovery Physical Therapy – Flat Iron District	New York, NY
Recovery Physical Therapy - Upper West Side	New York, NY
Recovery PT - Upper East Side	New York, NY
Recovery PT- Park Ave.	New York, NY
Reddy Care Physical Therapy, PC	Great Neck, NY
Richmond University Medical Center	Staten Island, NY

Ridge Advance Physical Therapy	Brooklyn, NY
S.P.E.A.R Physical Therapy at 44th Street	New York, NY
S.P.E.A.R. Physical Therapy at 56th Street	New York, NY
S.P.E.A.R. Physical Therapy at 84th Street	New York, NY
S.P.E.A.R. Physical Therapy at 16th Street	New York, NY
Seaview Hospital & Home	Staten Island, NY
Sensory Freeway	Brooklyn, NY
Shift Physical Therapy	New York, NY
Sloane Stecker Physical Therapy	Irvington, NY
Sloane Stecker Physical Therapy – Lincoln Center	New York, NY
Spine and Sports Physical Therapy	New York, NY
Spine Options	White Plains, NY
Sports Physical Therapy of New York, PC (SPTNY)	Liverpool, NY
Sports Physical Therapy of New York, PC (SPTNY) - Administrative Offices	East Syracuse, NY
Sports Physical Therapy of New York, PC (SPTNY) - Camillus	Camillus, NY
Sports Physical Therapy of New York, PC (SPTNY) - East Syracuse	East Syracuse, NY
Sports Physical Therapy of New York, PC (SPTNY) - Orangeburg	Orangeburg, NY
Sports Physical Therapy of New York, PC (SPTNY) - Tonawanda	Tonawanda, NY
Sports Physical Therapy of New York, PC (SPTNY) - Webster	Webster, NY
Sports Physical Therapy of New York, PC (SPTNY) - Saratoga	Saratoga Springs, NY
Sports Therapy & Rehabilitation (STAR PT)	New York, NY
Sports Therapy & Rehabilitation Services (S.T.A.R.S.) – Roslyn Heights	Roslyn, NY
Sports Therapy & Rehabilitation Services (S.T.A.R.S.) – East Meadow	East Meadow, NY
SportsCare Institute of NYC Rockefellar Center	New York, NY
SportsCare Institute of NYC West 57th Street	New York, NY
St. Barnabas Medical Center - Bronx	Bronx, NY
St. Charles Hospital & Rehab Center	Port Jefferson, NY
St. Charles Hospital and Rehabilitation Network	Ronkonkoma, NY
St. Charles Rehabilitation Network - Albertson	Albertson, NY
St. Charles Rehabilitation Network - Centereach	Centereach, NY
St. Francis Hospital	Roslyn, NY
St. Francis Hospital, Therapy Connection IP	Poughkeepsie, NY
St. Joseph's Medical Center	Yonkers, NY
St. Mary's Hospital for Children	Bayside, NY
St. Mary's Rehabilitation Center For Children	Ossining, NY
Staten Island Physical Therapy, PC	Staten Island, NY
Staten Island University Hospital (North Shore LIJ Health System)	Staten Island, NY
Staten Island University Hospital - North (North Shore LIJ Health System)	Staten Island, NY
Staten Island University Hospital - Southside (North Shore LIJ Health System)	Staten Island, NY
Summit Sports & Spinal Physical Therapy	Larchmont, NY
SUNY Downstate Medical Center	Brooklyn, NY
SUNY Health Science Center at Syracuse (Upstate)	East Syracuse, NY
Sutton Place Physical Therapy	New York, NY
Terence Cardinal Cooke Health Care Center	New York, NY
The Brookdale Hospital and Medical Center	Brooklyn, NY
The Midwood MOG at Forward Physical Therapy	Brooklyn, NY
The Sports & Physical Medicine Center (Benedictine & Kingston Hospitals)	Kingston, NY
Therapeutic Excellence P.T.	Manhasset, NY
Union Community Health center (UCHC) (St. Barnabas Health System)	Bronx, NY
United Cerebral Palsy Association of Westchester	Purchase, NY
United Cerebral Palsy of NYC (23rd St.)	New York, NY

United Cerebral Palsy of NYC (Bronx)	Bronx, NY
United Preschool Center (United Cerebral Palsy Assn of Westchester)	White Plains, NY
VA Health Care Upstate New York - Buffalo	Buffalo, NY
VA Medical Center New York (Harbor Healthcare System)	New York, NY
Visiting Nurse Service of New York	New York, NY
Volunteers of America Bronx Early Learning Center	Bronx, NY
Westchester Center for Educational & Emotional Development	Valhalla, NY
Westchester Sports Physical Therapy	Scarsdale, NY
Westchester Square Medical Center	Bronx, NY
Westchester Square Physical Therapy	Bronx, NY
Westside Dance Physical Therapy	New York, NY
Westside Sports Physical Therapy	New York, NY
White Plains Hospital	Ryebrook, NY
Winthrop University Hospital	Mineola, NY
YAI/NYL Roosevelt Children's Center at NYL	New York, NY
OHIO	
Akron General Sports and Physical Therapy- (All Locations)	Akron, OH
Cincinnati Children¹s Hospital Medical Center	Cinncinati, OH
Cleveland MetroHealth Hospital	Cleveland, OH
Louis Stokes VA Medical Center	Cleveland, OH
Ohio State University Medical Center - Dodd Rehabilitation Hospital	Columbus, OH
Ohio State University Medical Center - Sports Medicine	Grove City, OH
Ohio State University Medical Center – Outpatient Rehabilitation	Columbus, OH
OhioHealth Rehab Hospital (Select Medical)	Columbus, OH
OrthoNeuro	Columbus, OH
Orthopedic ONE	Columbus, OH
The Stefanie Spielman Comprehensive Breast Center (OSU Wexner Medical Center)	Columbus, OH
University Hospitals Case Medical Center	Cleveland, OH
OREGON	
Athletic Development and Performance Therapy – ADAPT	Beaverton, OR
Consonus Healthcare Services	Milwaukie, OR
Impact Physical Therapy of Hillsboro	Hillsboro, OR
Infinity Rehab	Wilsonville, OR
Mercy Institute of Rehabilitation	Roseburg, OR
OHSU Doernbecher Children's Hospital	Portland, OR
OHSU – Oregon Health and Sciences University – OP	Portland, OR
Robison Jewish Health Center at Cedar Sinai Park	Portland, OR
Sports Medicine Institute of Oregon	Portland, OR
The KOR Physical Therapy & Athletic Wellness (All Locations)	Beaverton, OR
Therapeutic Associates at P.A.C.E.	Portland, OR
PENNSYLVANIA	
Allegheny Chesapeake Physical Therapy: Ebensburg	Ebensburg, PA
Allegheny General Hospital	Pittsburgh, PA
Allied Services Rehabilitation Hospital	Scranton, PA
Bryn Mawr Hospital/ PM&R Dept	Bryn Mawr, PA
Bryn Mawr Rehab Hospital	Malvern, PA
Children's Hospital of Philadelphia - CHOP	Philadelphia, PA
Concentra Medical Centers -Harrisburg	Harrisburg, PA
Concentra Medical Centers-Mechanicsburg	Mechanicsburg, PA
Drayer Physical Therapy (All Locations)	Hummelstown, PA
Excel Physical Therapy & Fitness	Philadelphia, PA

Genesis Rehabilitation Services- Boothwyn	Boothwyn, PA
Genesis Rehabilitation Services- Kennett Square	Kennett Square, PA
Good Shepherd Penn Partners – (All Locations)	Philadelphia, PA
HCR Manor Care	Yardley, PA
HealthSouth of Sewickley	Sewickley, PA
Kauffman Physical Therapy	Lancaster, PA
Keystone Rehabilitation Systems – Part of Physiotherapy – All Locations	Macungie, PA
Lankenau Medical Center	Wynnewood, PA
Magee Rehabilitation Hospital	Philadelphia, PA
Pennsylvania State Milton S. Hershey Medical Ctr.	Hershey, PA
Performance Physical Therapy & Fitness, Inc.	Radnor, PA
Rehab Services at Paoli	Paoli, PA
Riddle Hospital	Media, PA
Schreiber Pediatric Rehab Center of Lancaster County	Lancaster, PA
Shriners Hospital for Children	Philadelphia, PA
St. Luke's University Hospital (All Locations)	Northampton, PA
The Home Care Network	Radnor, PA
Theraplay Inc. – West Chester	West Chester, PA
Triumph Physical Therapy	Jamison, PA
University of Pittsburgh Medical Center	Pittsburgh, PA
University of Pittsburgh Medical Center (UPMC)	Pittsburgh, PA
Western Pennsylvania Sports Medicine and Rehab: Westmont Office	Johnstown, PA
RHODE ISLAND	
Foundation Performance Sports Medicine - Pawtucket	Pawtucket, RI
Rhode Island Hospital	Providence, RI
VA Medical Center - Providence	Providence, RI
SOUTH CAROLINA	
HealthPRO Rehab and Heritage Healthcare	Greenville, SC
Proaxis Therapy, Innovative Therapy Resource - Simpsonville, SC	Simpsonville, SC
Proaxis Therapy, Innovative Therapy Resource - West Georgia Rd	Simpsonville, SC
TENNESSEE	
BenchMark Physical Therapy	Ooltewah, TN
D1 Sports Therapy	Knoxville, TN
Monroe Carell Jr. Children's Hospital at Vanderbilt	Nashville, TN
Physiotherapy Associates	Memphis, TN
Professional Health Services (PHS) part of National Health Corp (NHC) – All Locations	Murfreesboro, TN
Vanderbilt University Medical Center	Nashville, TN
TEXAS	
Core Therapy and Pilates	Austin, TX
El Paso Children's Hospital	El Paso, TX
EXOS (All Locations)	Frisco, TX
HealthSouth	Austin, TX
Memorial Hermann Sports Medicine & Rehabilitation	Houston, TX
Memorial Hermann TIRR	Houston, TX
Reliant Hospital of Central Texas (Reliant HCP)	Round Rock, TX
Texas Children's Hospital	Houston, TX
Texas Orthopedic Hospital	Houston, TX
Texas Scottish Rite Hospital for Children	Dallas, TX
University Medical Center of El Paso	El Paso, TX
UTAH	
HealthSouth Rehabilitation Hospital (Sandy, UT)	Sandy, UT

Salt Lake Regional Medical Centers (All Locations)	Salt Lake City, UT
VIRGINA	
Body Dynamics	Arlington, VA
Commonwealth Orthopedics and Rehabilitation – (All Locations)	Fairfax, VA
Fairfax County Public Schools	Falls Church, VA
In Motion at the Boo Williams Sports Complex (Bon Secours Virginia Health System)	Hampton, VA
Mountain River Physical therapy (MRPT)	Chatham, VA
Naval Medical Clinic Quantico – OCS Branch	Quantico, VA
Physiotherapy Associates - Fairfax	Fairfax, VA
Physiotherapy Associates - Northern Virginia	Winchester, VA
Sentara Rehab Network – (All Locations)	Virginia Beach, VA
Virginia Therapy & Fitness Center	Reston, VA
VERMONT	
Fletcher-Allen Healthcare-MCHV Campus	Burlington, VT
Fletcher-Allen Healthcare-MCHV Campus IP Rehab	Burlington, VT
Fletcher-Allen Healthcare-MCHV Campus OP	Burlington, VT
Rutland Regional Medical Center	Rutlandt, VT
The RehabGYM, Inc. – (All Locations)	Colchester, VT
WASHINGTON	
Apple Physical Therapy (All Locations)	Puyallup, WA
Harborview Medical Center	Seattle, WA
Infinity Rehab – St. Francis of Bellingham	Bellingham, WA
Lake Burien Physical Therapy, Inc.	Lake Burien, WA
Little Bit Therapeutic Riding Center	Woodinville, WA
Movement Systems Physical Therapy	Seattle, WA
New Heights Therapy, Inc.	Vancouver, WA
Oasis Physical Therapy & Sports Rehab (All Locations)	Pasco, WA
Olympic Physical Therapy (All Locations)	Seattle, WA
Olympic Sports & Spine Rehabilitation (All Locations)	Lakewood, WA
Physiotherapy Associates- (All Locations)	Sumner, WA
Pro Sports Club (All Locations)	Redmond, WA
ProActive Sports Medicine (WA)	Lacey, WA
Snoqualmie Valley Hospital	Snoqualmie, WA
St. Luke's Rehabilitation Institute	Spokane, WA
Therapeutic Associates (All Locations)	Seattle, WA
VA Puget Sound Health Care System	Seattle, WA
WISCONSIN	
Aurora Health Care – (All Locations)	Grafton, WI
Aurora Sports Medicine Institute – (All Locations)	Mequon, WI
Divine Savior Healthcare	Portage, WI
Madison Metropolitan School District	Madison, WI
Northwoods Physical Therapy	Eau Claire, WI
Progressive Step Corp (Extendicare Health Services, Inc.)	Milwaukee, WI
SAUK PRAIRIE MEMORIAL Hospital & Clinic	Prairie du Sac, WI
UW – University of Wisconsin Hospital and Clinics	Madison, WI
INTERNATIONAL	
AUSTRALIA	
Action Physiotherapy and Rehab Centre	Maroubra, NSW, Australia
Australian Healthcare Network	Eltham, Victoria, Australia
Epworth Rehabilitation	Richmond, Victoria, Australia
Five Dock Physio	Five Dock, NSW, Australia

MD Health Physiotherapy	Victoria , Australia
More Moves Physiotherapy	Mayfield NSW 2304, Australia
Rebound Physiotherapy	Hamilton NSW 2303, Australia
Sports, Spinal and Rehab Solutions	Hornsby 2077, Sydney Australia
CANADA	
Kings Cross Physiotherapy & Sports Injury Clinic	Brampton, Ontario, Canada
The Ottawa Hospital	Ottawa, Ontario
Shriners Hospital – Canada	Montreal, QC, Canada
INDIA	
The Asian Heart Institute	Bandra (East), Mumbai-400 051. INDIA
ISRAEL	
D.K.L. Advanced Physiotherapy, LTD	Roshon-le-Zion, Israel
ITALY	
Eduglobal – Istituto Prosperius Tiberino	Umbertide, Italy
Eduglobal – Fondazione F. Turati	Gavinana, Italy
SPAIN	
Guttmann Neurorehabilitation Institute Private Foundation	Barcelona, Spain

PRE-CLINICAL DRUG TESTING POLICY

In an effort to continue the Medical Center's commitment to providing the highest quality health care services to students and their patients, the clinical schools within Columbia University Medical Center have a required drug testing policy prior to students beginning their first clinical education experience. This policy is intended to offer a proactive approach by providing early identification and intervention before the consequences of substance abuse adversely impact a student's health, care of patients, or employability. The policy emphasizes the importance of student confidentiality, and employs intervention and treatment rather than formal disciplinary action, sanctioning, or documentation upon a student's academic record. The drug testing policy is implemented through the Student Health Service in partnership with Sterling Infosystems, Inc., who is also responsible for all pre-employment drug testing for Columbia University Medical Center employees. Students are tested in the spring or summer of Year I prior to the start of Clinical Education I in fall of Year II.

A completed description of the Pre-Clinical Drug Testing policy and procedures can be found on the Student Health Services website http://www.cumc.columbia.edu/student/health and is incorporated into the *Student Handbook* for each incoming class.

REGISTRATION AND EXPENSES

All students are asked to give their Social Security number when registering in the University. International students should consult with the International Students and Scholars Office (ISSO) on the main campus (Morningside) of Columbia University at 524 Riverside Drive. Email isso.columbia.edu, phone 212-854-3587.

Students who are not citizens of the US and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the ISSO with 2 copies of their sponsorship letter. Special billing authorization is required for students whose invoices are to be sent to a third party for payment. University charges such as tuition, fees and housing are due and payable in full, minus any authorized financial aid and scholarship support prior to the start of each academic semester (fall, spring and summer). Students who do not pay the full amount when due may be

assessed a late fee. Procedures describing billing and payment options can be found on the website of the Office of Student Financial Services at http://www.cumc.columbia.edu/student/finaid/
It is University policy to withhold diplomas, and transcripts until all financial obligations have been met.
Tuition is set annually by the Board of Trustees. The program tries to keep tuition constant for each incoming class during Years I and II. Year III tuition is less as students spend only the fall semester at Columbia in didactic course work. The entire spring semester is comprised of a clinical internship at affiliation sites across the country or abroad.

The Student Health Service fee contributes to the cost of operating the Student Health Service. The medical insurance premium can be waived if students can show proof of comparable hospital coverage. The following represents the estimated first year budget for the Class of 2017. It is based on a single resident student.

	FIRST YEAR		
	Fall I (4 months)	**Spring I (5 months)**	**Summer I (2 months)**
Tuition*	17,000	17,000	500
Fees *			
Student Health Service	505	707	
Medical Insurance Premium	1,737	2274	
CUMC Network Fee	185	185	185
Program Fee	2,500	2,500	
Transcript Fee	105		
Subtotal Tuition and Fees	**22,032**	**22,666**	**685**
Educational Expenses			
Books & Supplies	745	745	345
APTA Student Membership Dues	85	0	0
Subtotal Educational Expenses	**830**	**745**	**345**
Living Expenses			
Housing	5,493	5,493	2,441
Food	2,864	2,864	1,273
Miscellaneous (laundry, clothing, recreation, other)	1,517	1,517	674
Subtotal Living Expenses	**9,874**	**9,874**	**4,388**
GRAND TOTAL FOR 11 MONTHS	**71,439**		

* Projected figures, subject to change without notice.
**Charged only for first enrollment at Columbia.
^ Estimated a 1.5% increase annually in living expenses other than housing. CU housing rates are used to calculate living expenses in the above budgets. It is expected that housing will increase by 3% annually.

Current expenses for the Class of 2015 (Year III) and Class of 2016 (Year II) can be found on the following website http://www.cumc.columbia.edu/student/finaid/

FINANCIAL ASSISTANCE

No student is considered for financial assistance until accepted into the DPT program with payment of the $1000 non-refundable matriculation deposit.

Federal and State regulations restrict all federal aid to citizens or permanent residents of the United States. The University requires international students applying for admission to present evidence of sufficient funds to cover all tuition, fees, books and living expenses for their course of study in the program.

The financial aid policies of the Program in Physical Therapy are designed to assist students to secure funds to help pay their education and related expenses. Assistance is in the form of grants, loans, scholarships, and/or Federal Work-Study provided by federal, state, university, and/or private sources. Financial aid is based on merit, financial need, enrollment status and availability of funds. This assistance is supplemental to the student's financial resources. See the *Physical Therapy Financial Aid Handbook 2015-16* at http://www.cumc.columbia.edu/student/finaid/pdf/15-16/PTHDBK1516.pdf

Program Merit Scholarships
The amount of the scholarships varies on a yearly basis depending on program support, alumni giving and other donations by friends of the program. The amount of support available determines the level of undergraduate academic achievement (minimum cumulative grade point average) on which the scholarship award will be based. Applicants do not apply for these scholarships. These scholarships are awarded as part of the acceptance letter and are based on the final transcript that indicates receipt of the baccalaureate degree and cumulative grade point average. Applicants who have not received their baccalaureate degree at the time of acceptance receive a provisional scholarship award. The scholarship is finalized with program receipt of the final transcript that indicates conferral of the degree and final cumulative average.

The award is renewed yearly, under the condition the student maintains a minimal grade point average of 3.350 during each semester and throughout the 3-year program.

Yellow Ribbon Program
An initiative authorized by the Veterans Educational Assistance Act of 2008 in which educational institutions provide eligible student veterans with a tuition waiver or grant matched by the U.S. Department of Veteran Affairs. The program's contribution of support for each eligible veteran will be $5,500 in 2014-15.

Clinical Fellowship
Fellowships are awarded to students for the second clinical education experience and/or for the third and final internship experience. The fellowships of varying dollar support are used to help defray costs for travel and living expenses for students seeking challenging affiliations nation-wide. Students apply for these fellowships, which are competitive, based on certain criteria. The final determination for award is based on the recommendations of the Directors of Clinical Education.

Private Scholarships
Individuals and foundations endow scholarship money to the program. When such funding becomes available, students, depending on the stipulations of the donor, are made aware of this support and are invited to apply. These awards are competitive and selection is determined by the program's Scholarship Committee.

Service Scholarships
New York City Board of Education provides scholarships for both first and second year students. The service scholarship pays for one or both years of tuition in exchange for 24 months of service for each year funded post graduation in a public school at the prevailing salary. The application is available on the Office of Student Financial Planning website:
http://www.cumc.columbia.edu/student/finaid/index.html

Burke Rehabilitation Hospital offers a Scholarship Assistance Program to help defray tuition costs for the third year of study with the understanding the student will start employment, with a New York State limited permit in physical therapy, prior to sitting for the national licensure examination. More information is available by contacting Sofi George, Coordinator at 914-597-2104 or email sgeorge@burke.org

Other Resources
The website of the Office of Student Financial Services provides additional scholarship information at http://www.cumc.columbia.edu/student/finaid/PT.html.

Another resource is the Foundation Center Library, 79 Fifth Avenue, New York, NY 10003, http://www.fdncenter.org.

WITHDRAWAL AND ADJUSTMENT OF FEES

With the passage of the Higher Education Amendments of 1992 (Public Law 102-325), the University is required to implement a pro rata refund policy for students who do not register, or who withdraw or otherwise fail to complete an enrollment period. Refunds are a percentage of charges (including tuition and housing) assessed based on the date of the student's last day of attendance as reported by the Director of the Program. All students are charged a $75.00 withdrawal fee.

Fees not subject to refund include: health service, medical insurance, course-related fees, program fee, international student services charge, late registration fee, late payment fee, finance charge and computer fee.

Refunds are determined as follows:

1st Week of Class	100%	4th Week	80%	7th Week	60%	After 9th Week	0%
2nd Week	90%	5th Week	70%	8th Week	50%		
3rd Week	80%	6th Week	60%	9th Week	40%		

HOUSING

The Health Science Housing Office serves as the central assignment office for all University owned housing on the CUMC campus. In addition the office runs the day to day operations of the residence halls.

Students enrolled and matriculated as full-time students are eligible for University Housing. A variety of housing options for both single students and couples are available. All accommodations are "wired" and equipped with a data/voice jack, which provides access to both the campus telecommunications system and campus computer network.

Application for housing is completed electronically. Housing is not guaranteed. Student housing is assigned on the basis of distance from the campus, and access to alternative housing or resources for

commuting. First priority is given to students moving to New York from the greatest distances; second priority to students from further sections of New York state and the metropolitan area; third priority to students presently living nearer to campus. Specific information on types of housing available and costs can be found on the Office website at http://www.cumc.columbia.edu/facilities-management/housing/housing.

Students interested in off-campus housing near the medical center or are wait-listed for University housing have the resources of a leasing agent within the Housing Office. Students should contact Maryam Isa at 212-304-7267, mi2200@columbia.edu or cumc.housing@columbia.edu for off-campus assistance. She will provide advice, resources and an online database of available housing.

PARKING

The University operates several parking garages. Students who do not live in University owned housing and commute to the Health Science campus are eligible to apply for parking. Parking assignments are made by the CUMC Parking Office. Anyone requesting parking must complete an online parking application. Detailed information about parking can be found at http://www.cumc.columbia.edu/facilities-management/parking/availability-and-eligibility.

RECREATIONAL/ATHLETIC FACILITIES

Bard Hall Commons is the center for activities on the Health Sciences campus. The Commons includes offices, study areas and lounges, the dining room, and the Bard Athletic Center. In addition, the Wellness Center offers a variety of programs to promote health and well-being.

The newly renovated Bard Athletic Center, located on campus, features a 20-yard swimming pool, two levels of new cardio equipment, one squash court, a gymnasium, an aerobics/multi-purpose exercise room, lockers, showers, and saunas. Students can develop a workout program using the facility's treadmills, ellipticals, stationary bicycles, rowing machines, stair climbers, and dumbbell sets and benches. The center also offers a number of scheduled exercise programs throughout the year. The facility is handicapped accessible. Students can call the Office of Housing Services (212-304-7000) or the Bard Athletic Center (212-304-7010) for information regarding services, programs, and fees or visit the website at www.cumc.columbia.edu/facilities-management/housing/bard-athletic-center.

Students also have access on the Morningside Campus, main campus of Columbia University, to the Marcellus Hartley Dodge Physical Fitness Center, which features two full-size gyms, two swimming pools, seventeen squash and handball courts, a fully-equipped exercise and weight room, judo-karate room, fencing room, wrestling room, indoor track, and two saunas. There is an additional fee to join this fitness center. Also on the main campus are four tennis courts and a platform tennis court.
Baker Field, Columbia's principal outdoor athletic facility located at the northern tip of Manhattan, features a football field and stadium, a baseball field, soccer field, running track, seven tennis courts, and several practice fields.

OTHER STUDENT ACTIVITIES AND SERVICES

P&S Club
Students enrolled on the Health Sciences campus may join various activities sponsored by the P&S Club, which currently sponsors approximately 70 extracurricular organization such as the Bard Hall Players (a very active theater group), dance haven, musicians guild, photography club, roadrunner, basketball , rugby football, soccer and squash clubs, coffeehouse cabarets, and moonlight cruises. A roster of CUMC

activities is sent each week to the student body. Additional information about the P&S Club and its activities can be found on their website http://psclub.columbia.edu/about.

The Medical Center Bookstore:
The Bookstore is located in the Hammer Health Science Center, 711 West 168th Street. Required textbooks may be purchased there, as well as educational supplies.

Shuttle Service Available to Students:
A shuttle bus runs between the Health Sciences campus, Morningside campus, and Harlem Hospital at regular intervals during the day and evening hours at no cost to the student. The Health Sciences Security Office provides transportation to students between 6:00 p.m. and 8:00 a.m. to adjacent residential buildings, Medical Center facilities, the George Washington Bridge Bus Terminal, and other locations in the Medical Center vicinity. Complete details are available on the website: http://transportation.columbia.edu/

Writing Centers:
The Graduate Writing Center at Teachers College and the Writing Program at Columbia University provide writing assistance to students.

SERVICE LEARNING OPPORTUNITIES

Service learning is one way for gaining cultural competence by applying clinical skills in an underserved patient population. The American Physical Therapy Association has pro bono services incorporated into the Association's Code of Ethics. Students have two service learning opportunities while matriculated at Columbia.

ELECTIVES:

One Week in Guatemala during Spring Semester Break or at the end of Summer I.
Under the auspices of Dr. Martha Sliwinski or adjunct faculty, and in coordination with the agency *Sharing the Dream*, students have an international experience with underserved communities in need of a broad range of health care services and education. Students use previously learned knowledge and skills as they apply to the needs assessed in the community for pro bono services. Health risks related to prevention are assessed and physical therapy services applicable to the needs will be designed and implemented. Collaboration with other non-profit organizations that work closely with *Sharing the Dream* may also be coordinated; for example *Hope Haven*, where students participate in a wheelchair seating clinic. Students are responsible for the cost of the trip and run various fund-raising activities throughout the year to help subsidize the expense. More information about the work of the agency can be found at sharingthedream.org. A description of the elective is found under Course Descriptions, p. 34.

Columbia Student Medical Outreach (CoSMO)
Physical therapy students, under the auspices of Dr. Martha Sliwinski and NYPH physical therapy clinicians, work alongside medical, nursing and social work students, with their mentors, at a primary care clinic for the uninsured, one Saturday a month, in Washington Heights, which encompasses the CUMC campus. First, second and third year students participate in this student-run program. Each class elects a student-run CoSMO Board. Second and third year students mentor interested first year students in screening clinic patients.

Student Health Services (SHS) at CUMC is committed to advancing the health of each student and to promoting a healthy campus community through its goals of caring, healing, and educating. It provides a full range of primary care, mental health, and health promotion and wellness services, which focus on student needs. It seeks to deliver care that is compassionate, informed, confidential, and cost-effective.

Medical Services
SHS physicians, physician assistants, and nurses provide a full range services, which include:

- Occupational exposure, evaluation and treatment
- Women's, men's, transgender health services
- Mental health services
- Travel advice related to immunizations and medications
- Nutrition counseling
- Referral to specialists
- Ancillary services, including on-site laboratory service
- Limited on-site medications

All care within the SHS is completely confidential and **would only be released with the student's written consent.**

Immunizations
SHS administers the public health screening and immunizations required by Columbia University Medical Center. The following are required before you will be allowed to register or attend classes:

- Positive titers indicating immunity to measles, mumps, and rubella. If any of these titers are negative or equivocal, another immunization with MMR is required.
- Immunity to varicella. If you have had chickenpox, a positive titer is required. If the titer is negative, varicella vaccine should be given. If you have not had chickenpox, two varicella immunizations at least 30 days apart are required.
- Record of three (3) Hepatitis B immunizations and a post-immunization titer indicating immunity.
- If the Hepatitis B post-immunization titer is not positive, Hepatitis B Surface antigen is required. If this titer is negative, a fourth dose of Hepatitis B vaccine should be given.
- A PPD skin test for tuberculosis or a QuantiFERON Gold blood test for tuberculosis within the past six (6) months. A chest x-ray is required if the PPD or QuantiFERON Gold is positive. BCG is not a contra indication to placing a PPD.
- A history and physical completed within the past twelve (12) months.
- A signed Receipt of Information regarding meningococcal vaccine is required.
- One adult dose of Tdap (Tetanus/Diphtheria/Acellular Pertussis) is required, with Td (Tetanus/Diphtheria) boosters every 10 years thereafter.
- Hepatitis C antibody with 6 months of program state date. If hepatitis C antibody is positive, a quantitative hepatitis C RNA test is required.
- Polio Vaccine

Laboratory reports are required for all titers, antigens, and x-rays.

Center for Student Wellness
The Center for Student Wellness (CSW) is located at 107 Bard Hall. Their mission is to create innovative, research-based and student-centered opportunities that facilitate the personal and professional development of CUMC students. The CSW assists students in strategizing, prioritizing, troubleshooting,

problem solving and developing an action plan targeted toward their individual concerns and stresses. CSW staff members have backgrounds in health promotion, health education, social work and public health. They are also trained in exercise science, human nutrition, health psychology, addiction and substance abuse, and complementary care. The CSW can assist students with a wide array of issues including:

- Alcohol and drug questions
- Anxiety and panic
- Career questions
- Concerns about a friend
- Depression
- Eating concerns
- Family issues and illness
- Fear of public speaking
- Interpersonal issues
- Nutrition questions
- Sexuality
- Sexual misconduct/abuse
- Sleep disturbance
- Study skill questions
- Text anxiety
- Time management skills

For more information on the CSW or to make an appointment, visit www.cumc.columbia.edu/students/wellness/

Additional, easily accessible, on-campus services include:

- Student Mental Health
- AIMS: Addiction Information and Management Strategies
- Sexual Violence Prevention and Response Program

For more information on all services provided, visit www.cumc.columbia.edu/student/health/.

DISABILITY SERVICES

Columbia University admits qualified students with disabilities. Campus facilities have been designed or modified to meet the needs of individuals with permanent or temporary disabling conditions. Disability Services (DS) coordinates services for students with disabilities in cooperation with the Program in Physical Therapy. The purpose is to address the individual disability needs of students while upholding academic integrity and standards of Columbia University.

DS facilitates equal access for students with disabilities by coordinating accommodations and support services. Disability Services works with students with all types of disabilities, including physical, learning, sensory, psychological, AD/HD and chronic medical conditions. Disability Services also provides assistance to students with temporary injuries and illnesses.
Accommodations are adjustments to policy, practice, and programs that level the playing field for students with disabilities and provide equal access to Columbia's programs and activities. Examples of accommodations include the administration of exams, services such as note-taking, sign language

interpreters, assistive technology and coordination of accessible housing needs. Accommodations are specific to the disability-related needs of each student and are determined according to documented needs and the student's program requirements. Until the registration process is completed and approved by DS, students cannot receive reasonable accommodations.

Registration includes submission of both the DS Registration Form and disability documentation. The Registration Form and disability documentation guidelines are available online at http://health.columbia.edu/services/ODS and at the DS office (Bard Hall, Room 105). Students are encouraged to register within the first two weeks of the semester to ensure that reasonable accommodations can be made for that semester. Students may consult with program faculty member Dr. Randy Kolodny at rbk21@columbia.edu who serves as the program liaison to DS.

OFFICE OF SCHOLARLY RESOURCES

(**Augustus C. Long Health Sciences Library)**

Columbia University is home to over 28 libraries and archives, each of which is a resource for the physical therapy students. Students rely most heavily on the Augustus Long library of the Health Science Campus.

The Augustus Long library, located in the Hammer Health Sciences Center, serves the needs of faculty members, students and researchers in the various health science disciplines. The total number of physical volumes owned by the Health Sciences Library (HSL) is 365,781; 35,000 physical volumes are shelved on site at HSL, and 330,781 physical volumes are shelved in a remote storage facility. Faculty, students and staff have access to all. Plus, there are 157,074 unique monographic titles in all formats, and 5,300 serial titles in all formats. In addition to this, 24 databases (paid for, licensed or linked to for access by HSL) are available to all faculty, students and staff and accessible via any computer.

The media center houses a microcomputer laboratory, which offers a wide range of software to run on the microcomputers. A second Apple microcomputer laboratory is part of the new learning center. Laser printers and plotters are available. All students and faculty can use the microcomputer laboratories. In addition to the traditional reference sources, the library offers computerized MEDLARS. The library also provides CLIO, a computerized catalog for all materials added to Columbia University libraries since 1981. Students and faculty have access to a copy center that is also located in the Health Sciences Library. The library staff is readily available and consistently helpful to the students. Library hours are Monday through Thursday, 8:00 a.m. to 11 p.m.; Friday, 8 a.m. to 8 p.m.; Saturday, 10 a.m. to 11 p.m.; and Sunday, noon to 11 p.m. The Student Computer Rooms, the After Hours room, and the Lower Level Learning Center Computer Room are each available 24 hours a day, 7 days a week. As indicated, all the instructional aids are very adequate and readily accessible. A complete guide to the University Libraries is available on the library website at http://library.cumc.columbia.edu/

CENTER FOR ACADEMIC INFORMATION TECHNOLOGY (CAIT)

CAIT provides computer services and resources to support education and research at the Health Sciences campus, including computer labs and classrooms, development and delivery of online curriculum and multimedia, assistance in connecting to and using the campus network, computer support for the Health Sciences Library, and development and administration of CPMCnet, the primary Internet and World Wide Web server and gateway of the Columbia Presbyterian Medical Center. Visit http://cuit.columbia.edu/support for a complete list of services provided.

The Center is located on the second floor of the Health Sciences Library. Computer labs maintained by CAIT are located in the Center and in a room adjacent to the lobby of the Hammer Building that is open

twenty-four hours. A wide range of general applications, such as word processing, presentation graphics, and statistical analysis are supported on Windows and Macintosh computers in the labs. The Center also provides access to printing, electronic mail, and campus wide network resources. Assistance with viruses, damaged files, and file conversion/transfer is provided at the Center's service desk. An extensive workshop program provides hands-on training in computer applications, electronic mail, and Internet navigation. Further information is available at the service desk or online http://cuit.columbia.edu/computing-facilities.

CENTER FOR CURRICULUM EVALUATION AND FACULTY SUPPORT

The Center for Curriculum Evaluation and Faculty Support assists course directors and faculty in the development and implementation of strong and innovative educational programs. Ongoing feedback from students about the courses, lectures and educational materials that make up the curriculum is a valuable component in efforts to ensure that programs are of the highest quality. Throughout the year, students may be asked to complete evaluation surveys, participate in formal discussion sessions to assess various aspects of the curriculum, and/or review new materials to support the curriculum. Student comments and suggestions are solicited regularly and are greatly appreciated.

CAMPUS SAFETY AND SECURITY (CU Department of Public Safety)

The College of Physicians and Surgeons makes every effort to ensure the security and safety of all its members. All Columbia University buildings on the CUMC campus are under the direction of a centralized Columbia University Department of Public Safety. These buildings include all classroom space used by the program, the library and University owned housing. All Columbia University buildings are patrolled by CU security twenty-four hours per day.

The dangers of living in New York City, and especially near the Medical Center, are greatly exaggerated. Common sense and knowledge of how to safeguard yourself and your possessions provide a powerful defense against what hazards there are. The Columbia University Medical Center administration offers a series of informal seminars on security that can help you acquire "street smarts," and both campus security and the local police precinct are eager to provide advice or real assistance. Columbia has enlarged and improved its security service, with increased outdoor and on-street guards and a roving patrol car. There is a Medical Center shuttle bus to take you to nearby housing, an escort service, and a shuttle bus to the Morningside Heights campus. The CUMC Security Task Force, which meets regularly to examine security problems and initiate solutions, includes student members.

Columbia University prepares an annual security report which is available to all current and prospective employees and students. The report includes statistics for the three previous years concerning reported crimes that occurred on campus, in certain off campus buildings or property owned or controlled by Columbia University, and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. A copy of this report can be obtained by contacting the Director of Administration and Planning, Public Safety at 212-854-3815 or by accessing: http://www.columbia.edu/cu/publicsafety/SecurityReport.pd.

Street Patrol
The campus area from 168th Street to 173rd Street along Fort Washington and Haven Avenues is patrolled twenty-four hours a day.

Escort Service
Escort Service is available to students within the campus area (W. 165th to W. 179th Streets, Broadway to Haven Ave) by calling the Office of Public Safety 15 minutes prior to your need for an escort.
An escort (either by foot patrol or vehicle) is available 24 hours a day.

Computer Security

- Laptop and PC recovery software available for free online through CUIT.
- Operation ID: property engraving is free; great for laptops, computers, etc. Once engraved, the item is registered with the NYPD and Columbia University Department of Public Safety.

Bike Theft

- Bike registration: free. Registered with the NYPD and Columbia University Department of Public Safety.

EQUAL EDUCATIONAL OPPORTUNITY AND STUDENT NONDISCRIMINATION POLICY

The University is committed to providing a learning environment free from unlawful discrimination and to fostering a nurturing and vibrant community founded upon the fundamental dignity and worth of all of its members. Consistent with this commitment and with applicable laws, it is the policy of the University not to tolerate unlawful discrimination in any form and to provide students who feel that they are victims of discrimination with mechanisms for seeking redress.

Columbia University does not discriminate against any person in the administration of its educational policies, admissions policies, scholarship and loan programs, and other University-administered programs or permit the harassment of any student or applicant on the basis of race, color, sex, gender, pregnancy, religion, creed, marital status, partnership status, age, sexual orientation, national origin, disability, military status, or any other legally protected status.

Nothing in this policy shall abridge academic freedom or the University's educational mission. Prohibitions against discrimination and discriminatory harassment do not extend to statements or written materials that are relevant and appropriately related to the subject matter of courses.

STUDENT POLICIES AND PROCEDURES ON DISCRIMINATION, HARASSMENT, GENDER-BASED AND SEXUAL MISCONDUT AND CONSENSUAL ROMANTIC AND SEXUAL RELATIONSHIPS

Columbia University is committed to providing a learning, living, and working environment free from discrimination, harassment and gender-based and sexual misconduct. Consistent with this commitment and with applicable laws, the University does not tolerate discrimination, harassment or gender-based or sexual misconduct in any form and it provides students who believe that they have been subjected to conduct or behavior of this kind with mechanisms for seeking redress. All members of the University community are expected to adhere to the applicable policies, to cooperate with the procedures for responding to complaints of discrimination, harassment and gender-based and sexual misconduct, and to report conduct or behavior they believe to be in violation of these policies to the Office of Equal Opportunity and Affirmative Action or Student Services for Gender-Based and Sexual Misconduct. See *Essential Policies for the Columbia Community* at http://www.essential-policies.columbia.edu/.

Additionally, the University has a website portal to connect students to important information about discrimination, harassment and gender-based misconduct at Columbia. This website, called "Sexual Respect," is an information clearinghouse for students who wish to learn more about the important issues, policies and resources. See https://titleix.columbia.edu/.

RULES OF UNIVERSITY CONDUCT

The Rules of University Conduct (Chapter XLI) of the Statutes of the University are University-wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean's Discipline") and are clearly delineated in the program's *Student Handbook* provided to each incoming class.

All University faculty, students and staff are responsible for compliance with the Rules of Conduct. Copies of the full text are available in *Essential Policies for the Columbia Community* at http://www.essential-policies.columbia.edu/. These policies include:

- Student Email Communication Policy
- CUIT Computer and Network Use Policy
- Social Security Number Reporting
- Policy on Access to Student Records (FERPA)
- University Regulations
- Policies on Alcohol and Drugs
- Student Policies and Procedures on Discrimination, Discriminatory Harassment and Sexual Harassment
- Gender-Based Misconduct Policies for Students
- University Event Policies
- Policy on Partisan Political Activity
- Campus Safety and Security
- Leave of Absence Policies (Voluntary Leave, Involuntary Leave, Military Leave)
- Essential Resources
- Additional Policy Sources
- Consumer Information
- Directory

PROCESSING A COMPLAINT AGAINST THE PROGRAM

A prospective student who is unhappy with his or her encounter with the Program in Physical Therapy is encouraged to file a complaint. Initially the complaint can be emailed to the Program Director, Dr. Debra Krasinski, at dck6@cumc.columbia.edu.

Other resources for filing a complaint are:

The Compliance Hotline at http://www.compliance.columbia.edu/hotline .html is the university's conduit for filing a complaint.

The Ombuds Office also offers a safe place to discuss your concerns at http://www.columbia.edu/cu/ombuds/

Direct email to the program's Department Chair, Dr. Joel Stein at js1165@columbia.edu or Dean, College of Physicians & Surgeons, Dr. Lee Goldman at lgoldman@columbia.edu

The Commission on Accreditation in Physical Therapy Education can be reached at accreditation@apta.org.

CUMC CAMPUS AND NEW YORK CITY

The Health Sciences campus is within easy reach of New York City's myriad attractions. Lincoln Center for the Performing Arts, the theater district, Greenwich Village, Wall Street, a variety of museums—the Metropolitan Museum of Art, the Museum of Natural History, the Museum of Modern Art, to name a few. Fifth Avenue, Little Italy and Chinatown are all a brief trip away by bus or subway. Within a one hour drive from campus are outstanding ski resorts, beaches, and camping and hiking grounds. Students may ski at Great Gorge, swim at the New Jersey Shore or Long Island's many beaches, or picnic and hike at Bear Mountain State Park.

The prospect of living in New York City offers a special challenge to students. For the health professional, it has a unique patient population and the opportunity to learn about the problems of health care delivery in a variety of urban settings. As a cultural and artistic center, the city is unrivaled. Students acclimate quickly to the public transportation system and follow sensible precautions that minimize the problems of urban living. They move freely around the city to enjoy all the New York has to offer-unmatched sightseeing, wonderful entertainment, unique cultural opportunities, and unlimited educational resources.

ACADEMIC CALENDAR

The Physical Therapy program does not always follow the academic calendar of the College of Physicians and Surgeons or University. The program calendar below is the proposed calendar for the Class of 2017. The Program reserves the right to revise or amend it, in whole or in part, at any time.

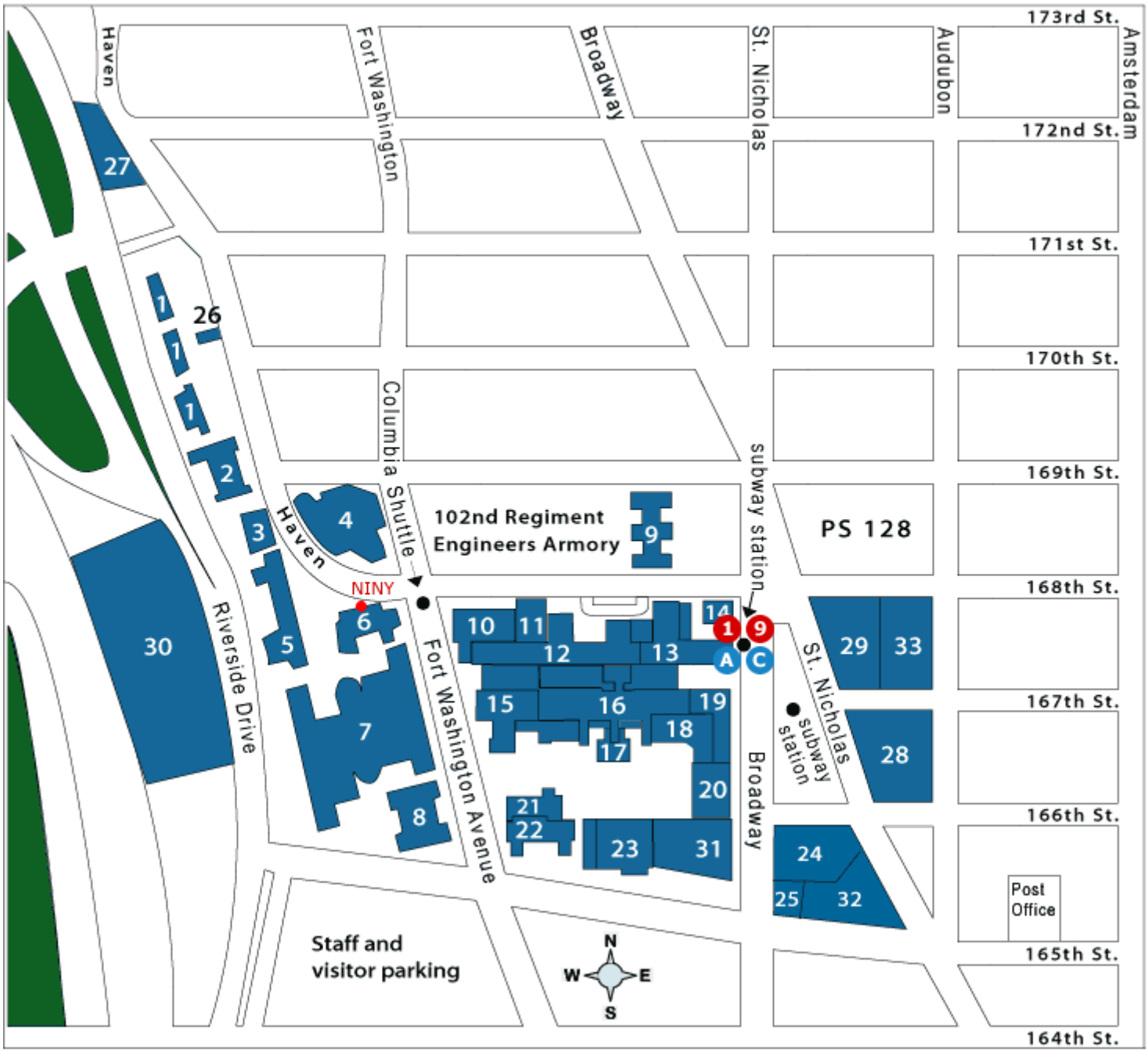
Academic Calendar 2015 - 2018

First Year of Study, 2015-2016		
Year I **Fall I 2015, September 8, 2015-December 22, 2015, 15 weeks including final exams**		
Wednesday-Thursday	September 2-3	Orientation
Tuesday	September 8	Classes Commence
Monday	September 14	Observance of Jewish Holiday of Rosh Hashanah (Program Holiday)
Wednesday	September 23	Observance of Jewish Holiday Yom Kippur (Program Holiday)
Monday – Tuesday	November 2-3	Academic Holiday & University Election Day Holiday
Thursday – Friday	November 26 - 27	Thanksgiving Holiday
Wednesday	December 9	Last Day of Classes
Thursday – Friday	December 10 - 18	Study Days & Final Exam Period
Monday	December 21	Winter Recess
The final exam schedule is distributed at the beginning of the semester. No student should make travel arrangements until the afternoon of Monday, December 21st as a student could fail a practical exam and need to repeat it prior to the winter recess or be in danger of failing a course (going into the final exam with a course average below 75.) Under these circumstances it may be necessary to appear before the Academic Standing Committee on that Monday		
Spring I 2016, January 11, 2016-May 13, 2016, 18 weeks including spring recess and final exams		
Monday	January 11	Classes Commence
Monday	January 18	Martin Luther King Day (University Holiday)
Monday – Friday	March 14 - 18	Spring Recess
Friday	March 25	Observance of Good Friday (Program Holiday)
Wednesday	May 4	Last Day of Classes
Thursday – Friday	May 5 - 13	Study Days & Final Exam Period
Monday – Friday	May 16 - 20	Program Recess
Summer I 2016, May 23, 2016-July 21, 2016, 8 weeks including final exams		
Monday	May 23	Classes Commence
Monday	July 4	Independence Day Observed
Friday	July 15	Last Day of Classes
Monday – Friday	July 18 - 22	Study Days & Final Exam Period
Summer I 2016, Mini-Session		
Monday-Wednesday	July 25-27	Medical Screening I
Thursday	July 28	Small group, open book exam & course wrap-up
Friday	July 29	Summer Recess
Any student who has a grade point average below 3.1 at the end of Summer I will be withdrawn from the program		
Second Year of Study, 2016-2017		
Year II **Fall 2016-Part A Didactic: September 6-October 21, 2016, 7 week session including final exams** **Part B: Clinical Education I: October 31-December 16th, 8 weeks full-time**		
Part A		
Tuesday	September 6	Classes Commence
Monday	October 3	Observance of Jewish Holiday of Rosh Hashanah (Program Holiday)
Wednesday	October 12	Observance of Jewish Holiday of Yom Kippur (Program Holiday)
Friday	October 21	Last Day of Classes
Monday – Friday	October 24 - 28	Study Days & Final Exam Period*

Part B		
Monday	October 31	Clinical Education I Commences
Friday	December 23	Clinical Education I Ends & Winter Recess begins
*The final exam schedule is distributed at the beginning of the semester. No student should make travel arrangements until the afternoon of Friday, October 28nd as a student could fail a practical exam and need to repeat it prior to winter recess or be in danger of failing a course (going into the final exam with a course average below 75). Under these circumstances, it may be necessary to appear before the Academic Standing Committee on that Friday.		
Spring II 2017, January 9-May 12, 2017		
Monday	January 9	Classes Commence
Monday	January 16	Martin Luther King Day (University Holiday)
Monday – Friday	March 13 – 17	Spring Recess and Service Learning Opportunity in Guatemala
Friday	April 14	Observance of Good Friday (Program Holiday)
Wednesday	May 3	Last Day of Classes
Thursday – Friday	May 4 – 12	Study Days & Final Exam Period*
Monday - Friday	May 15 - 19	Program Recess
The final exam schedule is distributed at the beginning of the semester. A student going into final exams who has a course average below 75 or who may need to be retested on any practical exam may have to start Clinical Education II delayed and will need to come before the Academic Standing Committee. Only students in good academic standing, e.g. have satisfactorily completed all course work to date with no incomplete grade(s) and with a minimum grade point average of 3.000, can enter the clinical education component of the curriculum in Summer II.		
Summer II 2017, Clinical Education II: May 22-July 28, 2017, 10 weeks full time		
Monday	May 22	Clinical Education II Commences
Friday	July 28	Clinical Education II Ends & summer recess begins
	TBA	Service Learning Opportunities in Guatemala

Third Year of Study 2017-2018		
Fall III Mini-Session, August 28-September 1, 2017		
Monday-Wednesday	August 28-30	Medical Screening
Thursday-Friday	August 31-September 1	Diagnostic Imaging
Fall III, September 5-December 22, 2017, 15 weeks including final exams		
Tuesday	September 5	Classes Commence
Thursday	September 21	Observance of Jewish Holiday of Rosh Hashanah (Program Holiday)
Monday – Tuesday	November 6 - 7	Academic Holiday & University Election Day Holiday
Thursday – Friday	November 23 - 24	Thanksgiving Holiday
Friday	December 15	Last Day of Classes
Monday - Wednesday	December 18 - 20	Study Days & Final Exam Period
Thursday	December 21	Winter Recess begins
Many of the courses have scheduled projects, presentations and other related activities in lieu of final examinations. Rosters outlining all activities will be distributed at the beginning of the semester. Only students in good academic standing, e.g., have satisfactorily completed all course work to date, with no incomplete grade(s) and with a minimum grade point average of 3.000 can enter the clinical education component of the curriculum in Spring III.		
Spring III 2018, Clinical Internship: Ending dates depend on clinical site selection and if the rotation is 18 weeks at 1 facility or divided into 2 separate 9-week rotations.		
Monday	January 8	Clinical Internship Period Commences
Friday	May 11	Clinical Internship Period Ends
Tuesday	May 15	Program Convocation & Awards Ceremony
Wednesday	May 16	University Commencement
On Thursday and Friday, May 17 and 18, a review course is held at Columbia in preparation for the national licensure exam. This course is optional and has a fee associated with it. The program pays $100 toward the registration for each student attending		

COLUMBIA UNIVERSITY MEDICAL CENTER MAP



Residences

1. Bard Haven Towers (Residence Hall/Recreational Facility
2. Bard Hall Residences
9. School of Nursing (Georgian Residence Building)
26. Residence Building

Clinical Buildings

7. Milstein Hospital
8 Herbert Irving Pavilion
15. Harkness Pavilion
12 & 16. Presbyterian Hospital Buildings
31. Morgan Stanley Children's Hospital

Education Buildings

4. Hammer Health Sciences (Classrooms, Computer Labs, Library)
6. Neurological institute (Home of the PT Program, Faculty Offices, Multipurpose Lab/Classroom
12. College of Physicians & Surgeons (Anatomy Lab
29. Russ Berrie Medical Pavilion (Classrooms)

Other

10. William Black Medical Research Building (Alumni Auditorium)
24. Medical Center Bookstore

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