Department of Rehabilitation Sciences

Health Advisors’ Handbook

Academic Year
2007-2008

ACADEMIC PROGRAMS
Communication Sciences and Disorders
Occupational Therapy
Physical Therapy

July 2007

**The data in this document are subject to change, and updated regularly**
Program: Communication Sciences and Disorders

Degree: Master of Science in Rehabilitation Science: Communication Sciences and Disorders

For current detail or changes, see our website: http://www.musc.edu/chp/csd

The Profession

The profession of speech-language pathology is governed by the American Speech-Language-Hearing Association (ASHA), which currently certifies 107,000 speech-language pathologists nationwide. The professional entry-degree is a master of science (M.S.). See http://www.asha.org. Several “Special Interest Divisions (SIDS)” within ASHA recognize advanced credentials but these credentials typically accompany advanced clinical experience, and are not required for clinical practice.

The majority of states require a license to practice speech-language pathology. In the State of South Carolina, licensing information can be obtained by contacting the S.C. Department of Labor, Licensing and Regulation, South Carolina, Board of Examiners in Speech-Language Pathology and Audiology, PO Box 11329, Columbia, SC 29211; 803/896-4650. See http://www.llr.state.sc.us/POL/Speech. For other states, see http://www.asha.org.

Speech-language pathology is dedicated to individuals of all ages who are unable to communicate effectively due to learning difficulty, disease, or trauma. Common causes of communication impairment are: birth defects of all types, including clefts of the lip and palate; learning disorders associated with developmental delay, mental retardation, attention deficit disorder, and autism; tumors and trauma affecting children and adolescents; stroke and other neurologic disorders such as multiple sclerosis, Lou Gehrig’s disease, and Parkinson’s disease; and progressive illnesses affecting older age groups, such as Alzheimer’s dementia.

Speech-language pathologists diagnose and treat disorders of speech (articulation, respiration, voice, resonance, and fluency), language, cognition, and swallowing. They select and develop augmentative or alternative communication systems for persons who cannot communicate orally. Speech-language pathologists may also provide aural rehabilitation for individuals who are hearing-impaired.

Career Options

The major types of work are: clinical work (direct patient care), research, teaching, administration, and consultation.

The employment settings include: schools (K-12), hospitals (emergency, acute, and inpatient rehabilitation), outpatient rehabilitation facilities, community clinics, residential and custodial or long-term care facilities, early intervention programs, home health programs, hospice programs, university clinics, and private practice.

Employment Outlook

The U.S. Department of Labor reported that “employment of speech-language pathologists is expected to grow faster than the average for all occupations through the year 2012.”

Salary Information

In 2006, about 107,000 speech-language pathologists held the Certificate of Clinical Competence (CCC-SLP) from the American Speech-Language-Hearing Association (ASHA). Salaries vary depending on position, years of experience, degree of education, geographic location and practice setting. The median salary for a clinical speech-language pathologist is $52,410 according to ASHA’s 2003

ASHA’s 2005 Health Care Survey

*Median Annual Salary by Type of Facility (Annual=12 months)*

- General Medical: $61,250
- Rehab Hospital: $58,920
- Pediatric Hospital: $60,000
- Skilled Nursing Facility: $68,200
- Home Health: $53,000
- Clinic: $60,000

ASHA’s 2006 Schools Survey

*Median Academic Year Salaries by Type of Facility (AY= 9-10 months)*

- Day/residential: $60,128
- Preschool: $53,290
- Elementary: $52,000
- Secondary: $54,750
- Combined: $51,537

The Program

The MUSC Communication Sciences and Disorders Program offers a graduate, entry-level masters degree curriculum that begins each year in late May. The program is full-time, year-round and takes 24 months to complete.

Communication disorders are caused by differences in biological structure and function, as well as social and psychological factors. For this reason, the Communication Sciences and Disorders curriculum emphasizes the biologic bases of speech, language, cognitive and swallowing disorders, as well as the medical, social and psychological context of these disorders and their treatment.

The major areas of emphasis in the curriculum are: basic human communication processes (health promotion, human anatomy, neuroscience, psychopathology), normal speech-language development and speech-language disorders, audiology/hearing, clinical management, professional issues (ethics and regulatory issues), and research methods designed to establish students’ understanding of the scientific literature and to enhance evidence-based practice.

In the clinical education arm of the program, students engage in supervised practice in the public schools, at MUSC Hospital and in other local clinical sites (e.g., home health, private practice, rehabilitation, acute hospital care). During the last semester, students complete two full-time, supervised clinical externships at various sites in the United States. Students are required to attain 400 hours of supervised clinical experiences prior to graduation.

Accreditation

The MUSC program has been accredited by the Council for Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) since December 1, 2000, through November 30, 2013. Program standards meet or exceed the requirements of the Council for Clinical Certification (CFCC) which outlines the essential knowledge and skills of all speech-language pathology graduates applying for the Certificate of Clinical Competence (CCC-SLP).
Application Procedures

Applications are available throughout the year on the MUSC website at http://www.musc.edu/es. For questions about the online application process or for a pre-application review of an undergraduate transcript, call the Office of Enrollment Management (OEM) 843/792-5396. For additional information, contact Dr. Peter Bowman, Director of Rehabilitation Sciences Recruitment at 843/792-3942 or email: rehabadmissions@musc.edu.

Application Requirements

Application requirements include:
- Bachelor’s degree from an accredited institution (college or university);
- Prerequisite courses completed, or to be completed, before entrance to the program;
- Official and final transcripts of all work completed at other institutions;
- GRE scores, including verbal, quantitative and analytic/writing;
- Three letters of recommendation.

Both in-state and out-of-state applicants are accepted on the basis of academic merit and letters of recommendation identifying outstanding personal attributes (e.g., work ethic and breadth of undergraduate experiences); when merit is equal, preference will be given to in-state applicants.

Program-specific requirements (e.g., clinical observations and specific coursework) are identified in the application materials.

Potential applicants with questions should email: rehabadmissions@musc.edu or contact the Office of Enrollment Management at oesadmin@musc.edu or (843) 792-8712.

Prerequisites

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<tr>
<td>- Biology</td>
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<tr>
<td>- Physiology*</td>
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<td>- Genetics</td>
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<td>Physical Sciences</td>
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<td>- Chemistry</td>
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<td>- Physics</td>
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<td>- Geology</td>
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<td>Social/behavioral Sciences</td>
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<td>At least one of the following:</td>
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<tr>
<td>- Normal Human Psychology</td>
<td></td>
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<td>- Linguistics</td>
<td></td>
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<tr>
<td>- Anthropology</td>
<td></td>
</tr>
<tr>
<td>- Economics</td>
<td></td>
</tr>
</tbody>
</table>
• History
• Sociology
• Political Science

Mathematics (nonremedial) 3

Statistics (introductory) 3

Other highly recommended optional courses:

- Introduction to communication sciences and disorders / speech pathology
- 8 hours observation of speech pathology services (therapy, assessment, counseling)
- Writing composition
- Research design / methods

Selection Factors

Entrance to the Rehabilitation Science graduate degree programs is competitive. Offers of admission to the program follow careful review by an Admissions Committee in each program in the Department of Rehabilitation Sciences. Depending on the number of applicants and the inherent competitiveness of the application process, there will be variation across individual programs in the final criteria, and weighting of individual factors. The Admissions Committee of the Communication Sciences and Disorders academic program will make final decisions regarding admissions.

The Communication Sciences and Disorders Admissions Committee gives careful consideration to:

☐ Cumulative GPA (at least 3.0 on a 4.0 scale);
☐ Science GPA (at least 3.0 on a 4.0 scale);
☐ GRE Scores (at least 25th percentile on each section, verbal, quantitative and analytic);
☐ CLEP (advanced placement) credit where applicable;
☐ Letters of recommendation;
☐ Applicant’s personal statement. Factors of interest to the Committee include: the reputation of the applicant’s undergraduate college or university; academic or other awards; employment history; extent of volunteer work; achievements in extracurricular activities such as music, art, sports and university or community service; evidence of leadership; bilingualism and travel; and, unique life events involving personal challenges, or ethnic, racial and cultural experiences.

Applicant Statistics

2007 Entering Class, Communication Sciences and Disorders

<table>
<thead>
<tr>
<th>Applied</th>
<th>Offered</th>
<th>Accepted</th>
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<td>Female</td>
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<tr>
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<td>GRE*</td>
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* all components included – no breakdown of score given
Minimum Skills/ Eligibility Requirements for Communication Sciences and Disorders Applicants/Students:

In order to acquire the knowledge and skills requisite to the practice of speech-language pathology to function in a broad variety of clinical situations, and to render a wide spectrum of patient care, individuals must have skills and attributes in five areas: sensory-observational, communication, motor, intellectual-cognitive, and behavioral-social. These skills enable a student to meet graduation and professional requirements as measured by state licensure and national certification.

Sensory / Observational Skills
A student must possess adequate hearing, vision and other sensory skills to:
- Recognize disorders of speech fluency
- Recognize abnormal articulation
- Recognize abnormal voice, resonance, and respiration characteristics
- Recognize oral and written language disorders in the areas of semantics, pragmatics, syntax, morphology, and phonology
- Recognize signs of hearing disorders
- Recognize signs of swallowing disorders
- Recognize signs of cognitive disorders
- Recognize signs of abnormal social interaction related to communication disorders
- Identify and use alternative modalities of communication (e.g., sign language or assistive devices)
- Visualize anatomic structures
- Visualize and discriminate findings on radiographic studies and other imaging tests
- Discriminate text, numbers, tables and graphs associated with diagnostic instruments and tests

Communication Skills
A student must possess adequate communication skills to:
- Communicate proficiently in both oral and written English, as well as, possess reading and writing skills sufficient to meet curricular and clinical demands
- Communicate professionally and intelligibly with patients, colleagues, other healthcare professionals, community or professional groups
- Communicate professionally and legibly on patient documentation, reports, and scholarly papers required as part of course work.
- Perceive non-verbal communication

Motor Skills
A student must possess adequate motor skills to:
- Manipulate testing and treatment materials
- Manipulate patient utilized equipment (e.g. prostheses, bed controls, etc.)
- Use a computer keyboard to operate diagnostic equipment and instrumentation
- Provide general and emergency treatment to patients
- Access transportation to all clinical and academic placements
- Perform moderately taxing continuous physical work to include prolonged sitting and/or standing

Intellectual and Cognitive Skills
A student must possess adequate intellectual and cognitive skills to:
- Comprehend, retain, integrate, synthesize, and apply information sufficient to meet curricular and clinical demands
- Identify significant findings from history, evaluation, and data to formulate a diagnosis and develop a treatment plan
Problem solve, reason, and make sound clinical judgments in patient assessment, diagnostic planning, and therapeutic planning
Identify and communicate the limits of their knowledge to others when appropriate
Follow detailed written and verbal instruction

Behavioral and Social Attributes
A student must possess adequate behavioral and social attributes to:

- Develop mature, empathic, and effective relationships with patients
- Exhibit compassion, integrity, concern for others, interpersonal skills, and motivation
- Recognize and show respect for individuals with disabilities and for individuals of different ages, genders, race, religions, sexual orientation, and cultural and socioeconomic backgrounds
- Adapt to changing and demanding environments while maintaining his/her emotional health
- Manage the use of time effectively and systematize actions to complete professional and technical tasks within realistic time constraints
- Accept appropriate suggestions and constructive criticism and if necessary, respond by modification of behavior
- Conduct oneself in an ethical and legal manner, upholding the ASHA Code of Ethics, the MUSC Student Honor Code, and university and federal privacy policies
- Maintain general good health and self care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings
- Observe the dress code of the university and clinical practicum settings

Upon admission, an otherwise qualified student who discloses a disability (with certification) is assured of reasonable accommodation. These accommodations include: opportunities for individual and group counseling; peer counseling; linkages with community services; faculty advisory committees that are aware of disabled students and their needs; career counseling; assistance with job searches and interview skills; and, of course, the more familiar accommodations of extended test-taking time, and other enabling services. Students seeking accommodation initiate their request in the office of the Director of Student Affairs, College of Health Professions.
**Program:** Occupational Therapy

**Degree:** Master of Science in Rehabilitation Science: Occupational Therapy

For current detail or changes, see our website:  [http://www.musc.edu/chp/ot](http://www.musc.edu/chp/ot)

**The Profession**

There are over 100,000 occupational therapy practitioners in the United States. The American Occupational Therapy Association (AOTA) is the nationally recognized professional association for occupational therapists, occupational therapy assistants, and students of occupational therapy. See [http://www.aota.org](http://www.aota.org). Occupational therapy practitioners are initially certified through the National Board for Certification in Occupational Therapy. See [http://www.nbco.org/](http://www.nbco.org/). Entry to the field takes place at the post-baccalaureate level for occupational therapists and at the associate degree level for occupational therapy assistants.

Occupational therapy is regulated in all 50 states and three US territories. In the State of South Carolina, licensing information can be obtained by contacting the S.C. Department of Labor, Licensing and Regulation, South Carolina, Board of Examiners in Occupational Therapy, PO Box 11329, Columbia, SC 29211; 803.896.4650. See [http://www.llr.state.sc.us/POL/OccupationalTherapy/](http://www.llr.state.sc.us/POL/OccupationalTherapy/). For regulation of occupational therapy in other states, see [http://www.aota.org](http://www.aota.org).

Occupational therapy is a health profession that helps people participate fully in life. The “occupation” in occupational therapy refers to the way in which people spend their time and energy. Participation in a wide range of human occupations is seen as a health determinant, promoting and adding meaning to life.

Occupational therapists help people throughout the lifespan accomplish their daily living tasks, learn new skills, adapt to permanent losses, fulfill their life roles, and participate fully in life. When people have strokes, sustain injuries, or have chronic mental or physical health problems, occupational therapists help them engage in occupations or everyday activities that are personally meaningful, socially satisfying, and culturally relevant.

**Career Options**

The major types of work are: clinical work (direct patient care), research, teaching, administration, and consultation.

The employment settings include: schools (K-12), hospitals (emergency, acute, and inpatient rehabilitation), outpatient rehabilitation facilities, community clinics, residential and custodial or long-term care facilities, early intervention programs, home health programs, hospice programs, university clinics, private practice, and community outreach programs.

**Employment Outlook**

In August 2006, the Bureau of Labor Statistics (BLS), U.S. Department of Labor reported that employment of occupational therapists will be “much faster than average for all occupations through 2014.” US News and World Report lists occupational therapy as one of the top 25 careers for 2007.

**Salary Information**

More than 100,000 occupational therapy practitioners are licensed in the U.S. today. The median salary for an occupational therapist is $54,660 (range $37,500 to >$81,500), depending on position, years of experience, degree of education, geographic location and practice setting.
A survey of recent graduates of the MUSC occupational therapy graduates indicates that the average starting salary is $53,000/year (range $51,000 to $55,000).

The Program

The Occupational Therapy program offers a graduate, entry-level occupational therapy curriculum which begins each year in late May. The program is full-time, year-round and takes 26 months to complete. The first five semesters are based in Charleston and include classroom, laboratory, and clinical work. The final two semesters are devoted to full-time fieldwork at facilities within South Carolina and throughout the United States.

Accreditation

The MUSC program has been accredited since 1977 by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association. The program was recently re-accredited for a ten-year period from 2003 to 2013.

Application Procedures

Applications are available throughout the year on the MUSC website at http://www.musc.edu/es . For questions about the online application process, call the Office of Enrollment Management (OEM) 843/792-5396. For additional information, contact Dr. Peter Bowman, Director of Rehabilitation Sciences Recruitment at 843/792-3942 or email: rehabadmissions@musc.edu.

Application Requirements

Application requirements include:

- Bachelor’s degree from an accredited institution (college or university);
- Official and final transcripts of all work completed at other institutions;
- GRE scores, including verbal, quantitative and analytic/writing;
- Three letters of recommendation.

Both in-state and out-of-state applicants are accepted based on academic merit; when merit is equal, preference will be accorded to in-state students.

Program-specific requirements (e.g., clinical observations and specific coursework) are identified in the application materials.

Potential applicants with questions should email: rehabadmissions@musc.edu or contact the Office of Enrollment Management oesadmis@musc.edu or (843) 792-8712.

Prerequisites

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<thead>
<tr>
<th>Prerequisites</th>
<th>Semester Hours</th>
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<td>Human anatomy (must include lab)</td>
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<td>Human physiology (must include lab)</td>
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<tr>
<td>Statistics</td>
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<td>Lifespan human development</td>
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<td>Abnormal psychology</td>
<td>3</td>
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<tr>
<td>Sociology/Anthropology</td>
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Selection Factors

Entrance to the Rehabilitation Science graduate degree programs is competitive. Offers of admission to the program follow careful review by an Admissions Committee in each program in the Department of Rehabilitation Sciences. Depending on the number of applicants and the inherent competitiveness of the application process, there will be variation across individual programs in the final criteria, and weighting of individual factors. The Admissions Committee of the Occupational Therapy academic program will make final decisions regarding admissions.

The Occupational Therapy Admissions Committee gives careful consideration to:
- Cumulative GPA (at least 3.0 on a 4.0 scale);
- Science GPA (at least 3.0 on a 4.0 scale);
- GRE Scores (at least 25th percentile);
- CLEP (advanced placement) credit where applicable;
- Letters of recommendation;
- Applicant’s personal statement. Factors of interest to the Committee include: the reputation of the applicant’s undergraduate college or university; academic or other awards; employment history; extent of volunteer work; achievements in extracurricular activities such as music, art, sports and university or community service; evidence of leadership; bilingualism and travel; and, unique life events involving personal challenges, or ethnic, racial and cultural experiences.

Applicant Statistics

2007 Entering Class, Occupational Therapy

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<td>GRE</td>
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<td>1631</td>
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</table>

* all components combined – breakdown not given

Minimum Skills/ Eligibility Requirements for Occupational Therapy Applicants/Students:

Applicants to the program must possess aptitudes, abilities, and skills in the areas of observation, communication, sensory and motor functions, intellectual/cognitive skills, and behavioral/social attributes.

Observational Skills
- Observe and interpret client behavior, movement, and occupational performance
- Observe a client from varying distances and recognize verbal and non-verbal signals

Communication Skills
- Elicit information from clients and/or significant others in a timely manner
- Relate effectively, objectively, and compassionately with clients and/or significant others
- Communicate clearly in speech and writing to clients, significant others, other healthcare professionals, and community and professional groups
- Listen and accurately perceive what is being communicated
- Participate in group meetings
Complete forms in a timely manner
Demonstrate computer literacy
Direct/supervise supportive personnel

**Sensory and Motor Functions**
- Demonstrate sufficient sensory and motor abilities to elicit information from client assessment
- Demonstrate sufficient strength and balance to transfer, move, and assist clients in occupational performance without injury to the client or self, or the ability to instruct others in performance of these tasks
- Demonstrate gross and fine motor coordination skills necessary to perform therapeutic activities, or the ability to instruct others in performance of these tasks

**Intellectual/Cognitive Skills**
- Engage in the clinical reasoning process in a timely manner
- Analyze, synthesize, and interpret data from a variety of sources in a timely manner
- Engage in problem solving in an efficient and timely manner
- Engage in evidence-based clinical practice
- Respond to feedback in an appropriate manner

**Behavioral/Social Attributes**
- Exercise sound judgment
- Follow detailed written and verbal instructions
- Recognize and respond appropriately to individuals of all ages, genders, races, religions, and cultural and socioeconomic backgrounds
- Adapt to changing environments
- Demonstrate ethical and legal behavior
- Demonstrate a commitment to life-long learning

These abilities may be accomplished through direct student response, through the use of prosthetic devices, or through personal assistance (e.g. readers, signers, notetakers, etc.) The responsibility for the purchase of prosthetic devices serving a student in meeting the above required abilities remains with the student and/or the agency supporting the student. The university will assist with providing notetakers, readers, signers, and other attending services.

Upon admission, an otherwise qualified student who discloses a disability (with certification) is assured of reasonable accommodation. These accommodations include: opportunities for individual and group counseling; peer counseling; linkages with community services; faculty advisory committees that are aware of disabled students and their needs; career counseling; assistance with job searches and interview skills; and, of course, the more familiar accommodations of extended test-taking time, and other enabling services. Students seeking accommodation initiate their request in the office of the Director of Student Affairs, College of Health Professions.
Program: Physical Therapy

Degree: Doctor of Physical Therapy (DPT)

For current detail or updates, see our website: http://www.musc.edu/chp/pt

The Profession

The profession of physical therapy is governed by the American Physical Therapy Association (APTA), which currently represents more than 120,000 physical therapists nationwide. The APTA’s goal is to foster advancements in physical therapy practice, research, and education. The professional entry-level degree is currently a masters degree. See http://www.apta.org. By 2020, the APTA expects all entry-level programs to be at the doctoral level.

Due to the unique and specialized skills required, many educational programs are making a transition to the clinical doctorate of physical therapy. Details about MUSC’s Doctor of Physical Therapy (DPT) degree program are included in this Advisors’ Handbook. There are several specialist certification programs administered by the American Board of Physical Therapy Specialties that recognize advanced clinical competence, but these are not required for entry-level clinical practice.

All 50 states, the District of Columbia, the Virgin Islands, and Puerto Rico require a license to practice physical therapy. In the State of South Carolina, licensing information can be obtained by contacting the S.C. Department of Labor, Licensin, and Regulation, South Carolina, Board of Examiners in Physical Therapy, PO Box 11329, Columbia, SC 29211; 803/896-4655. See http://www.llr.state.sc.us/POL/PhysicalTherapy. For other states’ licensing information, see the Federation of State Boards of Physical Therapy (FSBPT) web site: http://www.fsbpt.org/licensing/index.asp. The FSBPT develops and administers the National Physical Therapy Examination (NPTE) to assess entry-level competence required for first time licensure within the 53 jurisdictions. Other requirements vary from state to state according to physical therapy practice acts or state regulations.

Physical therapists focus primarily on those individuals whose potential or actual impairment is related to musculoskeletal, neurologic, cardiopulmonary, and integumentary (skin) systems. Physical therapists also focus on methods of evaluating these body systems for the purpose of selecting appropriate therapeutic interventions to alleviate pain, to maintain, improve or restore function, and to prevent dysfunction. Physical therapists consult and work closely with patients’ physicians and other healthcare practitioners in establishing treatment objectives that are realistic and consistent with patients’ needs. Currently, there are 43 states that have enacted legislation to provide direct access, without physician referral, to skilled physical therapy services.

Career Options

The major types of work are: clinical work (direct patient care), research, teaching, administration, and consultation. The employment settings include: schools (K-12), hospitals (emergency, acute, and inpatient rehabilitation), outpatient rehabilitation facilities, community clinics, residential and custodial or long-term care facilities, early intervention programs, home health programs, hospice programs, university clinics, and private practice.

Employment Outlook

With just a 0.2 percent unemployment rate physical therapists are now experiencing the best employment conditions since enactment of the Balanced Budget Act of 1997.
Salary Information

More than 150,000 physical therapists are licensed in the U.S. today. The median salary for a physical therapist is $70,000 depending on position, years of experience, degree of education, geographic location and practice setting. A survey of recent graduates of the MUSC Physical Therapy graduates indicates that the average starting salary is $52,400/year (range $47,000 to $57,000).

The Program

The Medical University of South Carolina, Doctor of Physical Therapy (DPT) program offers a three-year curriculum that begins each year in late May. The program is full-time, year round and requires 36 months to complete. Structured learning experiences (lecture courses, online coursework and laboratories) allow students to apply theoretical knowledge and develop clinical skills. One seven-week, and three eight-week full-time clinical practicums involving direct patient care are supervised by licensed physical therapists. Quality clinical practice sites are available throughout the United States.

MUSC’s DPT program has been updated in depth and breadth of curricular content to include courses that provide the foundation for autonomous practice. These courses include Clinical Pathophysiology, Differential Diagnosis, Clinical Reasoning, Imaging and Electrodiagnosis, and Pharmacology. In addition, a three-semester research series results in a final, Capstone scholarship experience, just prior to the final full-time clinical rotations.

In the clinical education sequence of the program, students complete a total of four full-time supervised clinical rotations at various sites in the United States. Placement at clinical rotations is based on the student’s academic standing and educational needs. All off-campus clinical experiences are at the student’s personal expense.

Accreditation

The MUSC Physical Therapy Educational Program has been accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association since May, 1975. The Doctor of Physical Therapy program is accredited through June, 2011.

Application Procedures

Applications are available throughout the year on the MUSC website at [http://www.musc.edu/](http://www.musc.edu/). For questions about the online application process, call the Office of Enrollment Management (OEM) 843/792-5396. For additional information, contact Dr. Peter Bowman, Director of Rehabilitation Sciences Recruitment at 843/792-3942 or email: rehabadmissions@musc.edu.

Application Requirements

Application requirements include:

- Bachelor’s degree from an accredited institution (college or university);
- Official and final transcripts of all prerequisite work completed at other institutions;
- GRE scores, including verbal, quantitative and analytic/writing;
- Two letters of recommendation (one from a licensed physical therapist);
- One hundred volunteer and/or paid hours under the supervision of a licensed physical therapist.

Both in-state and out-of-state applicants are accepted based on academic merit.

Program-specific requirements (e.g., clinical observations and specific coursework) are identified in the application materials.
Potential applicants with questions should email: rehabadmissions@musc.edu or contact the Office of Enrollment Management at oesadmis@musc.edu or (843) 792-8712.

**Prerequisites**

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<tr>
<th>Prerequisites</th>
<th>Semester hours</th>
<th>Quarter term hours</th>
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<td>English composition</td>
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<tr>
<td>Mathematics ((algebra level &amp; up))</td>
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</tr>
<tr>
<td>*Chemistry ((must include lab))</td>
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</tr>
<tr>
<td>*Physics ((must include lab))</td>
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<td>12</td>
</tr>
<tr>
<td>*Biology ((must include lab))</td>
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<td>12</td>
</tr>
<tr>
<td>*Human anatomy ((must include lab))</td>
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<td>6</td>
</tr>
<tr>
<td>*Human physiology ((must include lab))</td>
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<td>Abnormal psychology</td>
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<td>4.5</td>
</tr>
<tr>
<td>Child growth &amp; development</td>
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<td>4.5</td>
</tr>
<tr>
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<td>13.5</td>
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<tr>
<td>Social sciences</td>
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<td>4.5</td>
</tr>
<tr>
<td>Anthropology, economics, history, sociology, or political science</td>
<td></td>
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</tr>
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</table>

(*for science majors)

**Selection Factors**

Entrance to Rehabilitation Science graduate degree programs is competitive. Offers of admission to the program follow careful review by an Admissions Committee in each program in the Department of Rehabilitation Sciences. Depending on the number of applicants and the inherent competitiveness of the application process, there will be variation across individual programs in the final criteria, and weighting of individual factors. The Admissions Committee of the Physical Therapy academic program will make final decisions regarding admissions.

The Physical Therapy Admissions Committee gives careful consideration to:

- Cumulative GPA (at least 3.0 on a 4.0 scale);
- Science GPA (at least 3.0 on a 4.0 scale);
- GRE Scores (at least 50th percentile);
- CLEP (advanced placement) credit where applicable;
- Letters of recommendation;
- Applicant’s personal statement. Factors of interest to the Committee include: the reputation of the applicant’s undergraduate college or university; academic or other awards; employment history; extent of volunteer work; achievements in extracurricular activities such as music, art, sports and university or community service; evidence of leadership; bilingualism and travel; and, unique life events involving personal challenges, or ethnic, racial and cultural experiences.
Applicant Statistics
2007 Entering Class, Physical Therapy DPT

<table>
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<tr>
<th>Applied</th>
<th>Offered</th>
<th>Accepted</th>
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</thead>
<tbody>
<tr>
<td>Number</td>
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<td>Number 104</td>
</tr>
<tr>
<td>In-State</td>
<td>87</td>
<td>In-State 55</td>
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<tr>
<td>Male</td>
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<td>Male 27</td>
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<tr>
<td>Female</td>
<td>174</td>
<td>Female 77</td>
</tr>
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<td>Average Age</td>
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<td>Average Age 23</td>
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<tr>
<td>GPA</td>
<td>3.58</td>
<td>GPA 3.54</td>
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<tr>
<td>GRE*</td>
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<td>GRE 1701</td>
</tr>
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</table>

* includes all components – no breakdown given

Minimum Skills/Eligibility Requirements for Physical Therapy Applicants/Students:

Applicants to the Physical Therapy program must possess aptitude, abilities and skills in the areas of observation, communication, sensory and motor function, intellectual/cognitive skills and behavioral/social attributes.

Sensory/Observational Skills
- Observe demonstrations and participate in lecture and laboratory settings as required in the curriculum
- Observe patients accurately both at a distance and close at hand
- Obtain medical history directly from the patient or guardian
- Such observation necessitates the functional use of vision, hearing, and other sensory modalities

Communication Skills
- Communicate in English effectively, in oral and written form with faculty, peers, patients and other health care team members
- Ability to complete reading assignments, writing assignments, search and evaluate the literature, and maintain written records
- These skills must be performed in the didactic environment, as well as the clinical environment.

Motor Skills
- Possess sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other evaluative procedures
- Ability to execute motor movements reasonably required to provide general physical therapy including coordination, speed and agility to assist and safely guard patients who are walking, exercising or performing other therapeutic activities
- Possess the physical strength to perform cardiopulmonary resuscitation
- Possess the physical strength to lift and transfer patients or the ability to direct someone to perform these tasks
- Possess coordination of both gross and fine motor movements and equilibrium and an adequate level of manual dexterity

Intellectual and Cognitive Skills
- Ability to measure, calculate, reason, analyze and synthesize data
- Engage in problem solving and diagnosis, including obtaining, interpreting and documenting data
- Demonstrate the ability to make proper assessments, sound judgments, appropriately prioritize therapeutic interventions and measure and record patient care outcomes
Ability to use the computer for searching, recording, storing and retrieving information
Ability to comprehend 3-D relationships and spatial relationships of anatomic structures

Behavioral and Social Attributes

Ability to use their intellectual capacity, exercise good judgment and promptly complete all duties related to diagnosis and care of patients under potentially stressful circumstances.
Demonstrate attributes of empathy, integrity, ethical standards, interpersonal skills, motivation and interest, not only for admission, but also throughout their careers as physical therapists.

Upon admission, an otherwise qualified student who discloses a disability (with certification) is assured of reasonable accommodation. These accommodations include: opportunities for individual and group counseling; peer counseling; linkages with community services; faculty advisory committees that are aware of disabled students and their needs; career counseling; assistance with job searches and interview skills; and, of course, the more familiar accommodations of extended test-taking time, and other enabling services. Students seeking accommodation initiate their request in the office of the Director of Student Affairs, College of Health Professions.

Date prepared: June 18, 2007