

University of Puerto Rico
Medical Sciences Campus
School of Health Professions
Department of Graduate Programs

**INFORMATION BULLETIN PHYSICAL
THERAPY PROGRAM
Doctor of Physical Therapy (DPT)**



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INTRODUCTION

Physical Therapy Program is housed within the Department of Graduate Programs in the School of Health Professions of the University of Puerto Rico in the Medical Sciences Campus. The Administrative Offices of the Physical Therapy Program are located at the 6th floor (Office 604) of the School of Health Professions. It is the first and only program in Puerto Rico, which leads to a Doctor of Physical Therapy degree, which is the entry-level degree for the physical therapy profession. The Program, offering a baccalaureate degree, began in 1951 as the School of Physical Therapy and became part of the School of Health Professions at the time of the College's inception in 1976 and since then has been accredited by the Commission on Accreditation of Physical Therapy Education of the American Physical Therapy Association. In 2002 its offering changed to a masters' degree level, and in 2014 it was transformed to a doctoral level degree. The duration of the professional curriculum is 3.5 years of full-time studies, including three summer sessions, for a total of 140 weeks. Admissions to the program will be considered once every year. Students will begin diurnal fulltime classes in July of the year of admission. They are expected to complete 132.5 credits and graduate three and a half years later upon completion of the graduation requirements. The DPT program is not available through part-time study.

The program's mission is to graduate doctors of physical therapy as general clinical practitioners, who provide direct clinical care, contribute to the evidence for practice, and engage in education, consultation, advocacy, and administration of services focused on health problems that adversely affect movement, functional activity and participation in society. In synchrony with the mission of the School of Health Professions, we embrace three dimensions of the educational experience: teaching, research and service. The program integrates these three components while enabling the graduate to respond proactively to the needs of the society in relation to the ever-changing health care delivery system structure. The faculty aims to provide the learning environment, which will allow the graduate to be a competent professional, dedicated to lifelong pursuit of knowledge.

Upon the completion of this degree the graduate is qualified to work as a general practitioner in physical therapy and will be able to offer services in the following scenarios: hospitals, rehabilitation centers, geriatric centers, industries, schools, sports medicine centers, health promotion programs, private practice, community programs, and others. The graduate will be able to provide comprehensive physical therapy services in primary, secondary, tertiary care, wellness and fitness, promotion of health and prevention of disease and injury, integrating clinical, administrative, teaching, consultative, advocacy, and research skills.

GRADUATE PROFILE OF THE DPT

The graduate of the Physical Therapy Program will be able to:

1. Provide comprehensive physical therapy services in primary, secondary, tertiary care, wellness and fitness, promotion of health and prevention of disease and injury, integrating clinical, administrative, teaching, consultative, advocacy, and research skills.
2. Exhibit critical thinking abilities to serve as a competent problem solver capable of justifying decisions based on evidence.
3. Demonstrate effective communication and interpersonal skills in all professional interactions including respect and responsiveness to diversity.
4. Commit to self-directed lifelong learning.
5. Practice autonomously and collaboratively.
6. Adhere to legal, ethical, and practice standards of the Physical Therapy profession.

LANGUAGE

Curriculum is conducted in Spanish and English and most patient interactions are in Spanish. Therefore, fluency in speaking, writing, and reading both languages is highly recommended. The Program offers the opportunity for students to request clinical experiences in the United States. Those interested in this experience will be evaluated before their clinical practice assignment in order to assess their English language skills.

ESSENTIAL FUNCTIONS/TECHNICAL STANDARDS FOR THE PHYSICAL THERAPY STUDENTS

Essential functions, also known as technical standards, are indispensable physical, behavioral, and cognitive abilities needed to complete the curriculum for doctor in physical therapy and to perform as a physical therapist upon graduation. Establishing these essential functions will assist prospective students and the institution in determining the need to request reasonable accommodations. Students may be assisted by an untrained aid in performing certain physical functions, such as lifting and carrying, provided they are able to give clear instructions to the aid for performing, and that the aid provide no assistance in behavioral or cognitive functions. Currently, neither the APTA nor CAPTE have established essential functions for physical therapists. The following are those commonly identified in the professional literature and adopted by numerous physical therapy programs throughout the United States. Direct citations are in some cases used, although not marked as such in text, to preserve important content; sources of this information are listed. Students and graduates of the physical therapy program are expected to comply with the required program criteria as specified in the student handbook and courses syllabi and manuals, regardless of disability status.

Physical functions

- Gross movements required to perform physically demanding tasks as part of the delivery of physical therapy (required to screen, exam, and provide interventions,) such as lift, carry, sit, stand, kneel, squat, bend, twist, walk on even and uneven terrains, push, pull, walk upstairs/downstairs, climb, balance

- Fine motor skills required to screen, exam, and provide interventions such as bilateral hand-eye coordination, discriminate touch, and control of fine movements
- Hearing, visual, and tactile abilities required to screen, exam, and provide interventions
- Capacity to study for long periods of time and to manage personal time as needed.

Behavioral functions

- Exhibit professional behaviors in all situations.
- Demonstrate all APTA core values associated with professionalism.
- Practice in a safe manner that minimizes the risk to the patient, self, and others.
- Practice in a manner consistent with established legal and professional standards, and ethical guidelines.
- Use appropriate verbal, non-verbal, and written communications in ways that are congruent with situational needs.
- Interact effectively with patients, families, colleagues, other health care professionals, and the community; and deal effectively with diversity issues.
- Effectively seek, obtain, use, and provide feedback for personal and professional improvement.
- Fulfill commitments and be accountable for actions and outcomes.
- Assess self-limitations and needs; seek sources of information and assistance; prepare and implement a plan for personal and professional growth.
- Tolerate uncertainty and ambiguity inherent to clinical practice.
- Identify challenging situations, potential conflicts, and sources of stress and, and to develop effective coping behaviors.
- Use resources and time efficiently.
- Establish respectful and effective collaborative relationships.
- Accept criticism; respect and consider opinions different to own.

Cognitive functions

- Apply current knowledge, theory, clinical judgment, and the patient's values and perspectives in patient management.
- Recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- Question logically; identify, generate, and evaluate elements of a logical argument; recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and distinguish the relevant from the irrelevant.
- Determine patient or client's needs, perform physical therapy assessment, and develop plan of intervention.
- Read, write, speak, and understand Spanish; read and understand English.
- Speak English if clinical sites in the US are chosen for clinical education experiences.
- Use of technology to search and find evidence.

- Recognize the psychosocial impact of function and disability as well as political, social, cultural, and economical influences to healthcare.
- Demonstrate sound judgment in professional roles, including clinician (assessment, assignment, intervention, and evaluation), consultant, educator, researcher, administrator, and advocate, consistent with accepted models of practice.

Sources:

APTA's Physical Therapist Clinical Performance Instrument (PT CPI), 2006

APTA's Minimum required skills of physical therapist graduates at entry-level BOD G11-05-20-49 [Guideline]

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Education/MinReqSkillsPTGrad.pdf [May 27, 2012]

APTA's Professionalism in Physical Therapy Core Values BOD P05-04-02-03 [Amended BOD 08-03-04-10]

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/BOD/Judicial/ProfessionalismInPT.pdf

Capelle Gazsi C (2011) Expectations of Physical Therapist Employers and Academic and Clinical Faculty Regarding Entry-level Knowledge, Skills, and Behavior of Physical Therapist Graduates in Acute Rehabilitation Practice. Dissertation, Doctor of Philosophy, Nova Southeastern University, College of Allied Health and Nursing, Physical Therapy Department. UMI Number: 3490479

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May WM, Morgan B, Lemke JC, et al. (1995). Model for ability-based assessment in physical therapy assessment. *Journal of Physical Therapy Education*, 9(1):3-6.

Physical Therapist (PT) Admissions Process

<http://www.apta.org/ProspectiveStudents/Admissions/PTProcess/> [May 20, 2012]

Rangel A, Wittry A, Boucher B, Sanders R (2001). A survey of essential functions and reasonable accommodations in physical therapist education programs. *Journal of Physical Therapy Education*, 15(1), 11-19.

Sharby N, Roush SE (2009). Analytical decision-making model for addressing the needs of allied health students with disabilities. *Journal of Allied Health*, 38(1), 54-62.

Sizer PS Jr, Felstehausen V, Sawyer S, Dornier L, Matthews P, Cook C. Eight critical skill sets required for manual therapy competency: a Delphi study and factor analysis of physical therapy educators of manual therapy. *J Allied Health*. 2007 Spring, 36(1):30-40.

Verma S, Paterson M, Medves J (2006). Core competencies for health care professionals: what medicine, nursing, occupational therapy, and physiotherapy share. *Journal of Allied Health*, 35(2): 109-115

CURRICULUM

A. Curriculum description

The curriculum of the Program is geared to the attainment of entry-level physical therapy competencies. All courses in the curriculum are required. The student does not select a concentration or choose electives. Courses are distributed in the following components: foundational sciences, professional socialization, clinical skills, and clinical experiences. Active learning strategies are used throughout the curriculum, requiring the commitment and continuous reflection from the learner. Clinical experiences are offered progressively throughout the curriculum, concluding with a 20-fulltime week's internship in which students are expected to demonstrate entry-level professional skills. A group research project is required as a pre-requisite for the internship.

B. Curricular Sequence

DOCTOR OF PHYSICAL THERAPY CURRICULUM

Code	Course	Semester Credit
FIRST YEAR-FIRST SEMESTER		
Block I		
TEFI 7035	Basic Clinical Skills in PT **	2
Block II		
ANAT 7425	Human Anatomy	4
TEFI 7015	Introduction to Professional Socialization	3
TEFI 7025	Research in Physical Therapy I	3
TEFI 7045	Clinical Exercise Physiology	2.5
TEFI 7055	Health Promotion, Wellness, and Prevention	3
Subtotal		17.5
FIRST YEAR-SECOND SEMESTER		
TEFI 7011	Clinical Kinesiology I	2.5
TEFI 7051	Pathophysiology I	4
TEFI 7027	Research in Physical Therapy II	2
TEFI 7046	Clinical Neuroscience	3.5
TEFI 7016	Physical Therapist as Educator and Communicator	3
TEFI 7031	Evidence Based Practice in Physical Therapy I	2
Subtotal		17.0
SUMMER SESSION II		
TEFI 7065	Physical Agents	2
TEFI 7066	Pharmacology for Physical Therapists	1.5

Code	Course	Semester
TEFI 7067	Imaging for Physical Therapists	1.5
Subtotal		5.0
SECOND YEAR- FIRST SEMESTER		
TEFI 7012	Clinical Kinesiology II	3
TEFI 7032	Evidence Based Practice in Physical Therapy II	2
TEFI 7105	Clinical Management of Spinal Dysfunctions	2.5
TEFI 7052	Pathophysiology II	4
TEFI 7106	Electrotherapeutic and Electrodiagnostic Procedures	2
TEFI 7111	Clinical Education Experience I	2
Subtotal		15.5
SECOND YEAR-SECOND SEMESTER		
TEFI 7205	Clinical Management of Upper and Lower Extremities Dysfunctions	2.5
TEFI 7201	Research Project I	2
TEFI 7206	Motor Development and Learning	3
TEFI 7207	Clinical Management of Integumentary Dysfunctions	1.5
TEFI 7208	Clinical Management of Cardiovascular and Pulmonary Dysfunctions	3
Subtotal		12
SUMMER SESSION III		
TEFI 7209	Clinical Education Experience II	6
Subtotal		6
THIRD YEAR-FIRST SEMESTER		
TEFI 7310	Clinical Management of the Neurologically Impaired Adult	2.5
TEFI 7309	Social Aspects of Health and Illness	3
TEFI 7305	Prostheses and Orthoses	2
TEFI 7306	Ergonomics	1
TEFI 7307	Clinical Management of Endocrine, Immunologic, Genitourinary, and Gastrointestinal Dysfunctions	1.5
TEFI 7308	Research Project II	2
Subtotal		12
THIRD YEAR-SECOND SEMESTER		
This semester is divided into two modules, except for Research Project III course that will be offered throughout the semester		
TEFI 7103	Research Project III	2
First seven weeks module		
TEFI 7102	Clinical Management of the Neurologically Impaired Child	2.5
TEFI 7104	Health Care Systems and Administration in Physical Therapy	3
Second 11 weeks module		
TEFI 7101	Clinical Education Experience III	10

Code	Course	Semester
Subtotal		17.5
FOURTH SUMMER SESSION		
TEFI 7113	Clinical Education Experience IV	10
Subtotal		10
FOURTH YEAR SEMESTER I		
TEFI 7114	Clinical Internship	20
Subtotal		20
GRAND TOTAL		132.5

** The total number of clock-hours is distributed throughout the four weeks of July.

C. Course Descriptions

Course	Description
TEFI 7035 Basic Clinical Skills in Physical Therapy	This is an introductory course geared for the student to develop safe and effective handling of patients/clients. Approaches for infection control, preparation for patient care, assessment of vital signs, draping and positioning, as well as proper body mechanics are addressed throughout the course. Proper training in basic mobility activities for patient/ clients with functional limitations is also included. Supervised laboratory experiences are included in all the units of the course.
ANAT 7425 Human Anatomy	Gross human regional anatomy with emphasis in musculoskeletal, nervous, respiratory, and cardiovascular systems. It also includes gastrointestinal and genitourinary structures, and basic concepts of histology and embryology. Relevant concepts of radiographic anatomy are also discussed and illustrated through the examination of diagnostic images in the laboratory sessions. Students are expected to correlate structure and function as well as to initiate basic analysis of clinical correlations from an anatomical perspective. Supervised laboratory sessions include cadaver dissection, examination of prosected cadavers, and the use of anatomic software.
TEFI 7015 Introduction to Professional Socialization	This course addresses the role of the physical therapist as a member of the health care team, as well as the physical therapy practice expectations and domains. Models of clinical reasoning, including the enablement/disablement models and algorithms for patient care management are presented. Legal, ethical, regulatory, and practice expectations issues that impact the delivery of physical therapy services are also addressed. The student is expected to reflect on the scope of physical therapy, and on the impact that becoming a physical therapist has in his/her social responsibilities. Instructional strategies include lectures, discussions, debate, and appraisal of a public hearing, among others.
TEFI 7025 Research in Physical Therapy I	This course is the first of five courses designed to create a culture of inquiry, considering research as an integral part of physical therapy practice. It includes the discussion of the elements of and approaches to research, as a foundation for evidence-based practice. Quantitative research methods are covered, with emphasis on their contribution to theory testing. The student is expected to critically analyze published research literature, including systematic reviews. The following instructional strategies are used: lecture, discussions, oral presentations, search and analysis of literature, group

Course	Description
	projects, and computer laboratory experiences.
TEFI 7045 Clinical Exercise Physiology	This course presents the molecular, cellular, and system physiology with emphasis in the musculoskeletal, cardiovascular, and pulmonary function. It addresses the physiological principles required for understanding the acute responses and chronic adaptations of the human body systems' function across the lifespan, in pathological states, and in response to physical therapy intervention with emphasis in the physiological effects of exercise. The student is expected to detect and interpret physiological changes related to exercise that influence the physical therapy management of patient/clients. Teaching strategies such as lectures, group discussions, and supervised laboratory practice are used.
TEFI 7055 Health Promotion, Wellness, and Prevention	This course addresses the basic concepts of health, wellness, fitness, prevention, screening for risk, and behavior change. These concepts are applied at individual and community levels. Students perform a risk screening and a risk assessment; they also generate goals for themselves and for a specific community with special needs. Plans geared to decrease risk and increase health and wellness are developed, implemented, and evaluated. The following teaching strategies are used: lectures, small group discussion, classroom exercises, and community experiences.
TEFI 7011 Clinical Kinesiology I	This is the first of two courses that deals with the study of human motion, which includes kinematics and kinetics required for the understanding of normal and abnormal movement. Anatomical, biomechanical, and physiological principles are applied in the analysis of static and dynamic postures. Students identify and analyze the forces acting on body segments and their effects during normal functional activities. The composition and biomechanical behavior of the principal tissues of the musculoskeletal system are described and compared. The course also provides the foundation for understanding some physical therapy tests and measures, and therapeutic applications. The effects of common structural deformities, immobilization, and injuries of the musculoskeletal system are addressed. The structure and function of the trunk and spine are presented. Web-enhanced learning and supervised laboratory experiences are included.
TEFI 7051 Pathophysiology I	This course provides an introduction to the pathophysiological mechanisms associated with disease and trauma across the lifespan, caused by inflammation, infection, and genetic disorders among other. The etiology, epidemiology, diagnosis and differential diagnosis, clinical manifestations, associate comorbidities, systemic, involvement and medical management are discussed. It addresses the diseases reproductive and disorders of the circulatory, respiratory, hematologic, endocrine, digestive, genitourinary, immunologic, and integumentary systems most frequently encountered in the practice of physical therapy. Students are expected to apply concepts of pathophysiology and clinical correlations associated with the physical therapy practice. Lectures, and case discussion, are used as teaching strategies.
TEFI 7027 Research in Physical Therapy II	This course is the second course of a five course sequence on research. It provides a framework for understanding qualitative research designs and literature. The contribution of qualitative research to evidence-based practice and theory development is discussed. Philosophical assumptions and qualitative research methods are also presented. Students are expected to interpret and critically analyze professional qualitative literature related to

Course	Description
	physical therapy practice. Students are also expected to propose a potential researchable problem following a specific area of interest and framed within the continuum of experimental – qualitative research designs. The following teaching strategies are used: lecture, discussions, oral presentations, search and analysis of literature, and group projects.
TEFI 7046 Clinical Neuroscience	Through lectures, discussions, and supervised laboratory experiences, this course provides basic knowledge of structure, organization, and function of the central nervous system in relation to disease and behavior. It addresses the areas of sensory processing, motor control, nervous control of visceral and somatic functions, plasticity, and cognitive functions, among others. The normal function of the human nervous system and the pathology associated with the most common neurological conditions seen in the physical therapy scenario is also discussed. It is expected that the physical therapy student understands the central nervous system as pivotal for clinical decision making and patient/client management in physical therapy, including differential diagnosis.
TEFI 7016 Physical Therapist as Educator and Communicator	This course provides an introduction to the education and communication processes in physical therapy. The student utilizes and applies basic concepts needed to plan and use the teaching situation as a tool in physical therapy practice. Basic concepts in communication processes during face-to-face interaction, as well as written clinical documentation are included. The student is expected to develop basic skills in the analysis of communication processes as well as in the proposition of alternative strategies. The topics are addressed through lectures, group discussion, group projects, and case studies among others.
TEFI 7031 Evidence-Based Practice in Physical Therapy I	This is the first of two courses focuses on how to apply the best available evidence in practice, using an evidence-based practice framework. Real or hypothetical clinical cases are addressed using a Problem Based Learning approach. Students are expected to critically read, evaluate, and apply research findings in clinical decision-making. Class will be divided in small groups of five to six students and will be assigned to a facilitator/tutor throughout the semester. Active participation of students in small group discussions is expected. Active participation and interaction among member of the group is required during each meeting.
TEFI 7065 Physical Agents	This course includes the application of selected physical agents including thermotherapy, cryotherapy, mechanical traction, electromagnetic, hydrotherapy, and traction and compression modalities. It emphasizes the physiologic therapeutic effects of selected physical agents commonly used as part of the physical therapy intervention. Students are expected to develop skills in the application of physical agents, including the specific screening examination and evaluation procedures important for a safe intervention. Research evidence that supports the use these agents is discussed. Learning strategies include lectures, demonstrations, case studies, and laboratory sessions.
TEFI 7066 Pharmacology for Physical Therapists	This course includes basic principles of pharmacology as well as the most common drugs used for patients/clients seen in physical therapy. It addresses indications, contraindications, drug interaction, adverse reactions, and side effects of these medications and their impact on physical therapy intervention. Emphasis is given in the ability to recognize how a medication can assist or

Course	Description
	hinder the physical therapy patient care. The student is expected to take into consideration pharmacological therapy in the management of the physical therapy patient/client. Teaching strategies include lectures, case discussion.
TEFI 7067 Imaging for Physical Therapists	This introductory course presents the most common imaging techniques used for patients seen in physical therapy. General principles related to indications, strengths, and limitations of each method are discussed. The student is expected to interpret imaging findings as they relate to clinical decision making in physical therapy patient/client. Teaching strategies include lectures, case discussion, and discussion of imaging reports.
TEFI 7012 Clinical Kinesiology II	This course is a continuation of Clinical Kinesiology I. It deals with the study of human motion, which includes kinematics and kinetics required for the analysis of normal and abnormal movement. Anatomical, biomechanical and physiological principles are applied in the analysis of motion of the appendicular system. The course also addresses common deviations from normal structure and function seen in physical therapy practice related to the musculoskeletal system of the extremities. Kinematics and kinetics of gait are also included. Web-enhanced learning and supervised laboratory experiences are used.
TEFI 7032 Evidence-Based Practice in Physical Therapy II	This is the second of two courses wick. It focuses on how to apply the best available evidence in practice, using an evidence-based practice framework. Real or hypothetical clinical cases will be addressed using a Problem Based Learning approach. Students are expected to critically read, evaluate, and apply research findings in clinical decision-making. Class will be divided into a small discussion groups where active participation of students is expected. Active participation and interaction among members of the groups is required during each meeting.
TEFI 7105 Clinical Management of Spinal Dysfunctions	This course addresses the physical therapy management of patients/clients with dysfunctions of the spine. Emphasis is given to the examination, assessment, diagnosis, prognosis, intervention, and discharge planning in physical therapy. Differential diagnosis and referral to other practitioners are included. In addition, age-related musculoskeletal disorders of the spine are covered. Instructional strategies include: demonstrations, group discussions, supervised laboratory practices, lectures, case studies, visits to clinical facilities, and literature search in selected topics. It is expected that the physical therapy student develops skills in the management of spine dysfunctions.
TEFI 7052 Pathophysiology II	This course is a continuation of Pathophysiology I. It addresses pathophysiological mechanisms associated with disease and trauma across the lifespan, caused by inflammation, infection, and genetic disorders, among others. The etiology, epidemiology, diagnosis and differential diagnosis, clinical manifestations associated comorbidities, systemic involvement, and occupational medicine diseases and disorders of musculoskeletal system as well as psychiatric, otorhinolaryngology, and ophthalmologic conditions most frequently encountered in the practice of physical therapy. Students are expected to apply concepts of pathophysiology and clinical correlations associated with the physical therapy practice. Lectures and case discussions are used as teaching strategies.
TEFI 7106 Electrotherapeutic and	This course discusses the physics, physiological and clinical effects of electric currents used for therapeutic purposes. Electrodiagnostic tests and electrotherapeutic modalities currently used in physical therapy practice are

Course	Description
Electrodiagnostic Procedures	presented. Research evidence that supports the use of these tests and modalities is discussed. It is expected that the student demonstrate sound clinical judgment in the use of such procedures. Instructional strategies include lectures, demonstrations, and supervised laboratory practice.
TEFI 7111 Clinical Education Experience I	This is the first of five clinical experiences, consisting of four hours a week where the student can be assigned to an outpatient, acute or rehabilitation setting. This experience allows the student to integrate course content presented in the pre-requisites and co-requisite courses. The student begins to think, feel, and act as a physical therapist and should demonstrate professional behavior. The student is expected to actively participate in the planning and design of the clinical experience. At the end of this practice, the student is expected to demonstrate beginner performance according to the Clinical Performance Instrument grading scale. This course may require traveling outside of the San Juan Metropolitan Area.
TEFI 7205 Clinical Management of Upper and Lower Extremities Dysfunctions	This course addresses the physical therapy management of patients/clients with musculoskeletal dysfunctions of the upper and lower quadrants across the lifespan. Emphasis is given to the examination, evaluation, diagnosis, prognosis, and discharge planning in physical therapy. Differential diagnosis and referral to other practitioners are included. Instructional strategies include lectures integrated to supervised laboratory practice, group discussion, case studies, demonstrations, visits to clinical facilities, and the use of software for exercise prescriptions, among others. The student is expected to demonstrate skills in the management of upper and lower extremities musculoskeletal dysfunctions.
TEFI 7201 Research Project I	Students are expected to propose a group research project following a specific area of interest in physical therapy. Each group of students will be assigned to mentor, and a reader will be selected. Feasibility of project completion based upon the curriculum time frame and availability of resources must be demonstrated. The mentor and reader must approve the final proposal. The submission process for Institutional Review Board approval has to be completed. Weekly progress meetings are required. Extensive reading, and writing is expected.
TEFI 7206 Motor Development and Learning	This course presents normal motor development and principles of motor control and motor learning across the lifespan using the patient management model. Current theories of motor control and motor learning, and their relevance in the motor performance and skill acquisition of both healthy and persons with motor dysfunction are included. Motor control issues and their relation to posture, balance, and mobility are discussed. Examination and evaluation of balance and gait are included. Current research in this area of study is emphasized. Students are expected to apply motor development and motor learning theories in physical therapy evaluation and intervention. Lectures, case discussions, and visits to clinical sites are used in this course.
TEFI 7207 Clinical Management of Integumentary Dysfunctions	This course focuses on the physical therapy management of patients with integumentary dysfunctions such as vascular ulcers, neuropathic ulcers, pressure ulcers, burns, surgical wounds, traumatic injuries, and scar tissue. It includes screening, integumentary test and measures, and evaluation of the integumentary system as part of the clinical decision making process. It encompasses interventions such as compression, dressing, protective/adaptive equipment, exercise, and other therapeutic procedures. Differential diagnosis

Course	Description
	and referral to other practitioners is also addressed. Students are expected to demonstrate skills in the management of clinical cases. Teaching strategies include lectures, case discussion, supervised laboratory experiences, and visits to clinical facilities.
TEFI 7208 Clinical Management of Cardiovascular and Pulmonary Dysfunctions	This course addresses the physical therapy management of patients/clients with primary acute, chronic dysfunction, and secondary dysfunction of the cardiopulmonary system. It presents age-related cardiopulmonary disorders and addresses the examination, evaluation, diagnosis, prognosis, intervention in physical therapy, and discharge planning. Differential diagnosis and referral to other practitioners are included. The course is case-based, starting with simple, progressing to complex ones. The student is expected to demonstrate skills in the exam reevaluation, and intervention of clinical cases. Lectures, demonstrations, supervised laboratory experiences, and visits to clinical facilities are used as teaching strategies.
TEFI 7209 Clinical Education Experience II	This is the second of five clinical experiences, composed of six weeks where the student can be assigned to outpatient, acute or rehabilitation setting, including home health. Experiences focus on practice of clinical skills while integrating course content presented in the pre-requisites and previous courses. This practice emphasizes basic skills in examination, evaluation, diagnosis, intervention, case management, documentation of patients/clients with musculoskeletal, cardiovascular, pulmonary, integumentary and neuromotor impairments. Proper communication, and professional behavior are expected. The student will actively participate in the planning and design of his/her experience. At the end of this practice, the student is expected to demonstrate advanced beginner to performance according to the Clinical Performance Instrument grading scale. This course may require traveling and housing outside of the San Juan Metropolitan Area.
TEFI 7310 Clinical Management of the Neurologically Impaired Adult	This course addresses the physical therapy management of adult patient/clients with movement dysfunctions secondary to neuromuscular conditions. It focuses on physical therapy examination, evaluation, diagnosis, prognosis, and intervention. Differential diagnosis and referral to other practitioners, as well as discharge planning, stressing prevention and alleviation of impairments and functional limitations, are included. It is case based, starting with simple situations, progressing to complex ones. Includes the management of peripheral nerve injury, spinal cord injury, hemiplegia, Parkinson's disease, and other disorders of the central nervous system. Current research, within the context of evidence based practice, is examined. The student is expected to demonstrate skills in the management of clinical cases. Demonstrations, visits to clinical sites, and supervised laboratory practices are used as teaching strategies.
TEFI 7309 Social Aspects of Health and Illness	This course presents an overview of the impact of social factors in the production of health and in the experience of illness and disability. It examines social determinants of health such as income, education, occupation, social class, gender, and race/ethnicity as they relate to health vulnerability, inequity, and disparity. It also includes the areas of cultural competent practice and health inequities as they apply to physical therapy practice. The course explores the role of the health professions in the construction of the experience of illness, emphasizing the embodiment of pain, grieving, and movement dysfunction. The student is expected to critically reflect on the influence of

Course	Description
	social models of health and illness upon physical therapy care. Teaching strategies include, but are not limited to lectures, small group discussions, written critical reflections, and concept mapping.
TEFI 7305 Prostheses and Orthoses	This course addresses basic principles of lower extremity prostheses, as well as trunk, upper, and lower extremity orthoses. It includes components, principles of biomechanics, recommendations, fitting, and static and dynamic alignment. Students are expected to develop skills in examination and training in the use of such devices. They are also expected to develop skills in physical therapy management of patients with lower extremity amputations from preoperative phase to training in advanced activities with lower extremity prosthesis. Basic principles of upper extremity prostheses are included. Lectures, guest speakers, visits to clinical sites, and supervised laboratory experiences are used in this course.
TEFI 7306 Ergonomics	This course includes the physical therapy management of clients in the work context. Ergonomic concepts are presented including work analysis, injury prevention, and work as a functional activity, among others. Students are expected to develop physical therapy skills in this areas of practice. Instructional strategies will include lectures, demonstrations, visits to work facilities, and supervised laboratory practice.
TEFI 7307 Clinical Management of Endocrine, Immunologic, Genitourinary, and Gastrointestinal Dysfunctions	This course addresses the physical therapy management of patients/clients with dysfunction of the endocrine, immunologic, genitourinary, and gastrointestinal systems. The course addresses the elements of patient/client management in physical therapy, with emphasis in the application of the conceptual framework "International Classification of Functioning, Disability and Health (ICF)" as proposed by World Health Organization. Differential diagnosis, referral to other practitioners, and the collaborative relationships among team members in a multidisciplinary or inter-professional health care setting are included. The course is case-based, starting with simple, progressing to complex ones. The student is expected to demonstrate skills in the management of clinical cases. Supervised laboratory experiences are included.
TEFI 7308 Research Project II	This course is the second of three courses on the continuum of research project. Each group of students work on data collection and analysis as planned in the research proposal developed in the course Research Project I. The student will participate in a workshop on the use of the Statistical Package for the Social Sciences (SPSS) software. Progress meetings, as agreed by the mentor and students, are required. Extensive reading, research, and writing is expected.
TEFI 7103 Research Project III	This course includes the interpretation of results, drawing of conclusions, and completion of the group research project implemented in Research Project II. The advisor and the reader approve the final written project. It must be orally presented and submitted for publication in a peer-reviewed journal selected by students and approved by advisor.
TEFI 7102 Clinical Management of the Neurologically Impaired Child and other Pediatric Conditions	This course addresses the physical therapy management of neonates, infants, children, and adolescents with movement dysfunctions secondary to neuromuscular conditions. It focuses on physical therapy examination, evaluation, diagnosis, prognosis, and intervention. Differential diagnosis and referral to other practitioners, as well as discharge planning, stressing prevention and alleviation of impairments and functional limitations, are included. It is case based, starting with simple situations, progressing to

Course	Description
	<p>complex ones. It includes the management of spina bifida, cerebral palsy, genetic, and other developmental disorders. Current research, within the context of evidence based practice, is examined. The student is expected to demonstrate skills in the management of clinical cases. Demonstrations, visits to clinical sites, and supervised laboratory practices are included.</p>
<p>TEFI 7104 Health Care System and Administration in Physical Therapy</p>	<p>This course provides conceptual and technical background in the area of administration and consulting in physical therapy. Topics to be discussed include the healthcare delivery system, strategic and operational planning, quality improvement and risk management, budgeting, direction and supervision, managerial roles and interpersonal skills, marketing and public relations, billing and reimbursement, and legal and ethical issues related to the management of physical therapy services. The student is expected to apply principles of leadership and management pertinent to physical therapy practice. Instructional strategies include oral presentations, review of literature, and problem solving activities featuring case analysis.</p>
<p>TEFI 7101 Clinical Education Experience III</p>	<p>This is the third of five clinical education experiences, composed of 11 weeks (four full time days a week) where the student can be assigned to an outpatient, acute or rehabilitation setting. Experiences focus on practice of clinical skills while integrating course content presented in the pre-requisites courses. The student is expected to function safely and with confirmation from the clinical instructor. He/she is responsible for the total patient/client physical therapy management. The student is also expected to actively participate in the planning and design of his/her clinical experience. At the end of this practice, the student should demonstrate between an intermediate and an advanced intermediate performance according to the Clinical Performance Instrument grading scale. The clinical sites may be located outside of the immediate San Juan Metropolitan area. This course may require traveling and housing arrangements.</p>
<p>TEFI 7113 Clinical Education Experience IV</p>	<p>This is the fourth of five clinical experiences, composed of 10 weeks where the student can be assigned to an outpatient, acute or rehabilitation setting. Experiences focus on practice of clinical skills while integrating course content presented in the pre-requisites courses. The student will function safely between advanced intermediate and entry-level performance according to the Clinical Performance Instrument grading scale. The student is expected to actively participate in the planning and design of his/her clinical experience. The student can be assigned to a site in Puerto Rico or the United States. This course may require traveling and housing arrangements.</p>
<p>TEFI 7114 Clinical Internship</p>	<p>This is the last clinical experience, composed of 20 weeks where the student can be assigned to an outpatient, acute or rehabilitation setting. The student will function safely and independently as an entry-level practitioner. This course requires the specific integrated practice of administration and consultation skills. The student is expected to actively participate in the planning and design of his/her clinical experience. The student can be assigned to a site in Puerto Rico or the United States. This course may require traveling and housing arrangements.</p>

ADMISSION REQUIREMENTS

Candidates for admission to the Program must meet each of the following criteria:

- Possess a Baccalaureate or post-Baccalaureate degree from an accredited higher education academic institution evidenced by official transcripts.
- 30 hours of voluntary service, observation or shadowing in a physical therapy setting under the supervision of a licensed physical therapist. Those hours should be completed during the last two years before submitting application to the program. The Clinical Observation Form should be handled to evidence this experience.
- Current First Aid and Cardiopulmonary Resuscitation (CPR) certification for the Health Care Professional (BLS)
- Obtain 70% or more in personal interview. The personal interview assesses non-cognitive traits such as: communication skills, motivation to pursue the career of physical therapy, and professional behavior and attitude. A candidate who obtains less than 70% in the interview will not be admitted to the program.
- EXADEP (*Examen de Admisión a Estudios de Posgrado*); is a standardized test that measures verbal reasoning, quantitative, and analytical abilities in Spanish and in English as a second language to contribute to determine the applicant's readiness for professional and graduate school). The EXADEP must be taken within five calendar years of the application date. A minimum total score of **500** is required.
- An overall Grade Point Average (GPA) of 3.0 and specific GPA in required pre-requisites of 2.8 in a scale of 0.0 to 4.00.
- Have passed with C or higher and have a grade point average (GPA) of 2.80 (in a scale of 0.0 to 4.00) or higher in the following pre-requisite courses:
 - General Biology- 6 semester credit hrs
 - Human Biology- 6 to 8 semester credit hrs
 - General Physics- 8 semester credit hrs
 - General Chemistry-8 semester credit hrs
 - Statistics-3 semester credit hrs
 - General Psychology-3 semester credit hrs
 - Human Development throughout the lifespan-3 semester credit hrs

Total semester credit hours: 37 to 39

Biology, Physics, and Chemistry courses should include both lecture and laboratory instruction.

- Computer literacy and Internet skills are also highly recommended for admission to the program.
- Curriculum is conducted in Spanish and English and most patient interactions are in Spanish. Therefore, fluency in speaking, writing, and reading both languages is highly recommended.

ADMISSIONS PROCEDURES

The Physical Therapy Program admits 20 students in each academic year. Candidates are admitted on a competitive basis. Therefore, the applicant must present evidence of successful completion of all admission requirements mentioned above. The following documents should be completed on a timely manner (specific dates should be consulted with the Admissions Office of the Medical Sciences Campus):

1. **Admissions application.** Program Admission applications can be accessed online through the Program website. An application must be requested at the Central Office of Admissions, which is located at the second floor of the School of Pharmacy building. This application must be completed, and sent together with a non-refundable payment of \$15.00 to the following address by January of the year requesting for admission. Payment should be made by certified check or money order payable to the University of Puerto Rico. Payment may also be made directly at the Collection Office with VISA, MasterCard or ATH. This application should be received at the Admissions Office by January 31st of the year requesting admission. For the first cohort to be admitted, the last day of admission will be July 28, 2014.

Admissions Officer
Central Office of Admissions
Medical Sciences Campus, UPR
G.P.O. Box 365067
San Juan, Puerto Rico 00936-5067
Telephone: (787) 758-2525 Extensions 5231, 5213, 5211, and 5215

2. **Official results of the EXADEP exam.** Students are required to take this aptitude test for admission to graduate programs. The results of this test will expire five years after its administration. If the applicant has repeated the test on more than one occasion in the past five years it is his/her option to inform the one with the highest scores. These results must be handed in with the admission form. For specific information regarding specific dates and locations for the completion of the exam can be obtained personally through the Educational Testing Service at the following address and telephone numbers:

American International Plaza
Munoz Rivera Avenue # 250
Third Floor, Suite 315
Hato Rey, Puerto Rico 00918
Telephone: 787-753-6363

<http://www.ets.org/tests/ptest.html>

3. **Official Academic Transcripts.** A complete official copy of the student's academic transcript should be received directly to the Central Office of Admissions of the Medical Sciences Campus that evidences the attainment of minimum admissions requirements. Students must request this document from their previous academic institution.

ADMISSIONS FORMULA

The admission process will follow the regulations and policies of the School of Health Professions using the standards of admissions as itemized above. After all requirements are met, the admissions formula is calculated for each candidate and the top 20 students are offered a position in the program. The following formula will be used in the admission's process (with weighting in parentheses):

$$S = \frac{IG(0.20)}{4.00} + \frac{IS(0.30)}{4.00} + \frac{EX(.35)}{M} + \frac{I(.15)}{M} \times 100$$

Where:

S: Percentage Total

IG: Index of GPA (0.20)

IS: Index of Specific Required Courses (0.30)

EX: EXADEP Score (0.35)

I: Interview (.15) - a minimum score of 70% is required for admission

M: Maximum Score

Weight (%) of Variables Used in the Formula for Admission

Index of required courses	Index of specific required courses	EXADEP score	Interview
20	30	35	15

The Central Office of Admissions is responsible for collecting applications for admission, pre-screening completed applications and refers them to the School of Health Profession (SHP) Admissions Committee for consideration. Decisions related to admissions application will be sent by written communication from the SHP Dean's Office to the student through the mail. Students who receive an unfavorable decision may request a Reconsideration Application at the Office of Student's Affairs of the School of Health Professions. This office will evaluate the request, and present it to the Physical Therapy Program and to the SHP Admissions Committee. After the Program has revised the reconsideration application, it will present recommendations to the SHP Admissions Committee. The Committee will reach a decision and will submit it as a recommendation to the Dean of the SHP who will then notify the student of the final result of the reconsideration request.

FINANCIAL AIDS AVAILABLE

The Financial Aids Office is located at the Deanship of Student Affairs in the second floor of the building of the School of Pharmacy of the Medical Sciences Campus. The working hours of this office are 7:30 am to 12:00 pm and from 1:00 pm to 4:00 pm Monday to Friday. Financial aid programs available for graduate students at the Medical Sciences Campus are as follows:

1-State Programs:

- Educational Opportunities Act
The Puerto Rico Council on Education administers these funds allocated by the Puerto Rico Legislature to be distributed among qualified graduate students.

2-Federal Programs*:

- Subsidized and Unsubsidized Federal Stafford Loan Program
Federal Stafford Loans are low interest loans available to students attending school at least half time. Loans are granted by the US Department of Education. Students may qualify for a subsidized loan, which is based on financial need, or they may obtain an unsubsidized loan regardless of their financial need.
- Federal Stafford Plus Loans
Federal Plus Loans enable parents to borrow for each dependent student who is enrolled at least half time. The yearly loan limit is the cost of education minus any financial aid awarded to the students. Interest is variable but will not exceed 9%.
- Federal Stafford Consolidation Loans
These loans combine one or more Federal Education Loans into one direct loan. Only one monthly payment is made to the U.S. Department of Education.

3-Institutional Programs:

- School Work-Study Program:
The School Work-Study Program provides jobs for graduate and undergraduate students with financial need. Students may work for a total of 20 hours per week and 37.5 hours per week during vacations. In order to determine the number of hours per week, the financial aid officer takes into consideration the student's financial need, class schedules, and academic progress.
- Assistantship in Teaching and Research (Certification # 135, 1988-89 CES)
These programs are available to graduate students with the following characteristics: high academic potential, outstanding performances in their area of study, be a full-time student, a minimum GPA of 3.0, and are not employed in full-time work. The programs are under the direction and administration of the Deanship of Academic Affairs.

4-Honor Registration

This is a special tuition exemption granted by the Board of Trustees to students who have demonstrated academic excellence.

ESTIMATED COSTS OF STUDIES

Tuition, fees and other charges applicable to the Program are described in the Medical Sciences Catalog. Since the offering is partially self-financed, students admitted to the program are not be eligible for tuition exemption, except for University employees, and the children and spouses of permanent University employees, as established by UPR policies, and for United States veterans as established by federal law. The expenses related to tuition and fees can be found at following Internet address <http://estudiantes.rcm.upr.edu/> in the webpage at the Medical Sciences Campus.

Nonresident students

Nonresident students who are foreign citizens pay a special fee per year as graduate students and nonresident students who are United States citizens pay fees equal to the amount they would pay in their home state universities. For further information, visit http://de.rcm.upr.edu/Docs/Matricula/tarifas_y_cargos_de_matricula.pdf

GRADUATION REQUIREMENTS

To receive the DPT degree, the student must:

- Complete the program degree requirements within the maximum period of time established by the program to attain the degree (7 years after the date of first enrollment in the program).
- Exhibit professional and ethical behavior in accordance to the Student Code of Conduct of the University of Puerto Rico, and the APTA Code of Ethics for the Physical Therapist.¹
- Successfully approve a minimum of 132.5 credit-semester hours.
- Obtain a cumulative GPA of at least 3.00 in a 0.00 to 4.00 scale. The cumulative GPA includes all the grades obtained in the program.
- Approve each course with a minimum grade of “C” in a 0.00 to 4.00 scale except for TEFI 7035-Basic Clinical Skills in PT, which must be approved with a minimum grade of “B”, and the following courses, which must be approved with a “P” in an “Approved/ Non-approved” scale:

Research Project III
Clinical Experience I
Clinical Experience II
Clinical Experience III
Clinical Internship

Students are required to take the PEAT exam. This requirement is embedded in the Clinical Internship course and is geared to enhance student preparedness for the licensure examination and for the program to have access to a summative standardized assessment measure. PEAT’s approval is not required for graduation. The fees to take the PEAT is student responsibility.

¹Code of Ethics for the Physical Therapist. American Physical Therapy Association House of Delegates HOD S06-09-07-12. September 2012. Available in: http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf Accessed July 2017.

ACCREDITATION

The University of Puerto Rico, Medical Sciences Campus is accredited by the Middle States Association and licensed to operate by the Puerto Rico Council of Education. The Doctor of Physical Therapy Program at the Medical Sciences Campus, University of Puerto Rico is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: [703-706-3245](tel:703-706-3245); email: accreditation@apta.org; website: <http://www.capteonline.org>.

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS

The program strongly recommends students to become members of professional associations. Those are: American Physical Therapy Association (APTA) and the Asociación Puertorriqueña de Fisioterapia (APF). Information on student's membership dues, benefits of becoming a member, and advocacy role of each association on behalf of the profession and public/consumer of services, is available in the following websites:

•APTA- apta.org

•APF- <http://www.facebook.com/pages/Asociaci%C3%B3n-Puertorrique%C3%B1a-de-Fisioterapia/157106631068194>

LICENSING REQUIREMENTS IN PUERTO RICO

In order to practice the profession of Physical Therapy in Puerto Rico the graduate of the Program must follow the dispositions of Act number 114 approved June 29, 1962 as amended which regulates the practice of this profession. This law requires that the graduate present evidence of graduating from a CAPTE accredited Program. The graduate must approve a licensing exam in order to practice the profession in Puerto Rico. In addition the practicing physical therapist must comply with 30 continuing education hours every three years to be maintained in the Health Professions Register of the Department of Health (Law # 11 approved June 23, 1976 as amended). Information regarding these issues can be obtained through the Board of Physical Therapy Examiners of Puerto Rico at the following address and telephone number:

Call Box 10200

Santurce, Puerto Rico 00908

Telephone: (787) 722-8972; (787) 725-8161 ext. 2243, 2246

Fax: (787) 725-7903

PROGRAM FACULTY AND SPECIAL INTERESTS

List of faculty members

Program Director

Ana Font, MPH, PT, PhD, MPH

Instructor

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Office: 605

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Areas of expertise: pediatrics, rehabilitation of the patient with neurological condition; motor control and motor learning

Program Associate Director

Wilitza Martinez, PT, DPT

Adjunct Professor

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Program Academic Clinical Coordinator

Jessica Rodríguez Torres, PT, DPT

Associate Professor

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Academic Core Faculty

Ivette M. Bonet, PT, MA

Assistant Professor

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Flavia Bayron, PT, MA., EdD(c)

Professor

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Dra. Cynthia Cruz, PT, MCH-MPH

Associate Professor

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Areas of expertise: Home Health, Sports

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Areas of expertise: Geriatrics, Pediatrics, Neurology

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Areas of expertise: Neurological rehabilitation, Stoke, Parkinson, Multiple sclerosis, Prosthesis

Professional Counselor:

Enid Rodríguez, MEd
Professional Counselor
E-mail: enid.rodriguez5@upr.edu
Office: 204
Telephone: (787) 765-2178/ (787) 758 -2525 ext. 4000, 4008

The faculty receives mail at the Program at the following address:

Physical Therapy Program
Graduate Department
School of Health Professions
Medical Sciences Campus
University of Puerto Rico
PO Box 365067
San Juan, PR 00936-5067

The Program may be contacted at the following telephone numbers from Monday to Friday 8:00am to 4:00 pm through the Program Administrative Assistant:

Gloriely Mena Quiñones, BA
E-mail: gloriely.mena@upr.edu
Office: 604
Telephone: (787) 758-2525 ext. 3493
Fax: (787) 753-7262

REFERENCES

Catalogue, Medical Sciences Campus, University of Puerto Rico; 2016-17.

Proposal for the Establishment of the Doctor in Physical Therapy Degree in the Physical Therapy Program, at the Department of Graduate Programs of School of Health Professions, Medical Science Campus of the University of Puerto Rico, approved by the Board of Trustees of the University of Puerto Rico; December 11, 2013.

Manual of Administrative Procedures of the Admissions Committee of the School of Health Profession of the Medical Sciences Campus of the University of Puerto Rico; approved January 2001.

United States Department of Labor, Bureau of Labor Statistics, and Occupational Outlook Handbook; found on June 14, 2010 at www.bls.gov .

The University of Puerto Rico Medical Sciences Campus does not discriminate by reason of sex, marital status, age, national origin, race, creed or handicap.