



**UNIVERSITY OF THE  
INCARNATE WORD.**

SCHOOL *of* PHYSICAL THERAPY



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# Overview

At the University of the Incarnate Word School of Physical Therapy (UIW SoPT) you will find a unique hands-on and comprehensive curriculum facilitated by experienced faculty and staff dedicated to your success. Located in San Antonio, Texas, the school operates in a 50,000 sq. ft. custom designed, state-of-the-art facility. The facility includes 20 small group rooms, two lecture halls, a student lounge, two large atriums and library. There are four learning labs (foundational sciences, cardiovascular and pulmonary, musculoskeletal and neuromuscular) as well as a movement and gait analysis lab and a physical rehabilitation clinic for student learning opportunities and scholarship.





## Mission Statement

The School of Physical Therapy educates physical therapists who, through skilled, reflective, holistic patient-centered practice, optimize movement and wellness for the common good of society. The faculty is committed to graduating general practitioners who are self-directed lifelong learners, and who address patient and societal needs through evidence-based decision making, and promote the achievement of societal health goals. The faculty is further committed to contributing to the body of physical therapy knowledge through scholarship, and serving the traditionally underserved populations in Texas and globally through education and outreach.

# Problem-Based Learning

The UIW SoPT Entry-Level Doctor of Physical Therapy program uses a problem-based learning (PBL) approach, which places our students in a position of active responsibility for learning and mastering content (student-centered learning). In a group of peers, students learn new material by exploring clinical patient scenarios. They work in small groups of 7-8 students facilitated by an experienced faculty clinician. Rather than listening to a lecture on a given topic (teacher-centered learning), students are presented with a patient case which typically integrates previously learned information with a great deal of new content (Physical Therapy Clinical Reasoning). The group must come to consensus about the knowledge needed in order to manage the patient case. They do this by developing “learning issues” or topics which represent questions about the case. On an individual basis, students then research those topics utilizing textbooks and peer-reviewed articles. Our students become skillful at searching databases, critically reviewing the evidence, and synthesizing information from a variety of sources.





Later in the week, students regroup to discuss their findings and apply them to the patient case at hand. Rather than lecturing, the faculty facilitate discussion and ask questions to ensure the students are learning the material to the appropriate breadth and depth required of an entry level physical therapist. Carefully crafted case scenarios are the “anchors” around which other content is taught. The curriculum includes extensive laboratory experiences (Patient/Client Management and Foundational Sciences) as well as professional topic seminars (Professional Topics) which complement and reinforce content learned in PBL sessions.

Students critically self-reflect on their development as a health care professional throughout the curriculum (Professional Critical Self-Reflection). Students explore their strengths and weaknesses through journaling, discussions with peers and faculty and other projects that promote individual professional identity.

# Curriculum

The entry-level Doctor of Physical Therapy curriculum consists of 104 credit hours over seven semesters, including 34 weeks of professional practice education. The curriculum is taught with a problem-based learning methodology and consists of five main course threads with professional practice integrated throughout the curriculum.

## Physical Therapy Reasoning

In small groups guided by a faculty tutor, students explore clinical cases and discuss examination and intervention strategies for a wide variety of patients. Students learn to ask questions related to patient/client history and seek information from a systems review to improve their initial abilities to problem solve, think critically and make clinical decisions. They develop skills in sharing and receiving information, working collaboratively in a team to identify and solve problems, performing self-assessment of behavior in the group and presenting feedback to each member of the group. The discussions foster the integration of knowledge acquired in the other threads.

## Patient/Client Management

In this course, students focus on the development of the skills related to physical therapy care. This course series focuses on the examination and therapeutic interventions related to the cases introduced in Physical Therapy Reasoning, and facilitates the application and integration of knowledge gained across courses into clinical practice.

## Foundational Sciences

This course series emphasizes and integrates the basic sciences (anatomy, physiology, histology, biomechanics, exercise physiology, kinesiology, motor control, motor learning, motor development, neuroscience, pathology and pharmacology) and clinical sciences (cardiovascular and pulmonary, cognitive, endocrine and metabolic, gastrointestinal, genitourinary, integumentary, musculoskeletal and neuromuscular) underlying normal movement and the factors creating movement dysfunctions across the lifespan.

## Professional Topics

This course series focuses on all aspects of professional practice with an emphasis on the responsibilities and obligations to meet societal needs as both a professional and a member of a professional community. It emphasizes on and integrates the behavioral sciences (communication, psychological and social factors, ethics and values, finance, management, sociology, teaching and learning and law), professional practice expectations (accountability, altruism, compassion/caring, professional duty, communication, cultural competence, clinical reasoning, evidenced-based practice and education) and practice management expectations (prevention, health promotion, fitness and wellness, management of care delivery, physical therapy practice management, consultation, social responsibility and advocacy).



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**Problem-based learning, or “PBL”, is an environment that allows students to develop into exceptional future professionals by presenting students with practical clinical problems and giving us the responsibility to solve them.**



**- Isabel Gracia  
Class of 2022**

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### Professional Critical Self-Reflection

This course series focuses on the growth and development of the student as a health care professional. Students use critical self-reflection and discussions with faculty to develop their professional identity and philosophy that will contribute to behavior such as life-long learning, social responsibility and advocacy and the importance of beliefs that contribute to professionalism. Students also perform community service and complete a community engagement project.

## Professional Practice Education

Students are required to participate in three full-time professional practice education experiences (PPE) for a total of 34 weeks. Students participate in at least one inpatient and one outpatient experience. Each student is placed into a series of settings that enable them to learn about patients with various musculoskeletal, neuromuscular and cardiopulmonary pathologies in various age groups. International professional practice opportunities are also available to students. In the past, students have participated in immersion experiences in Germany, Italy, and Guatemala.

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I chose UIW because of the family atmosphere.

The faculty really get to know you as a person, beginning with your interview. As you progress through the program, they utilize your strengths and build on your weaknesses to aid in developing you into a professional.

- Tory Brouwer  
Class Of 2016 President

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## UIW School of Physical Therapy Therapy Community Clinic

UIW School of Physical Therapy offers a low-cost physical therapy clinic for individuals age 13 and older, who are not eligible for Medicare benefits. The clinic serves the under- and uninsured, as well as those who do not have physical therapy benefits as part of their health insurance coverage or who have exhausted their yearly benefit. Care is provided by students supervised by faculty. Every semester from the beginning of the program, each student spends 7-8 hours in the clinic.



# Admissions

The Admissions Committee reviews applicants holistically, considering academic history, leadership qualities, and service to the community. Completed applications are reviewed as they are received. Those considered most competitive will be invited to an on-campus interview. Admissions offers are sent to successful candidates, and applicants are encouraged to apply early.

Applications must include the following to be considered complete and reviewed by the Admissions Committee. All application documents should be sent to the Physical Therapist Centralized Application Service (PTCAS) directly.

- PTCAS Application ([www.ptcas.org](http://www.ptcas.org))
- Official university transcripts from all institutions attended
- Official GRE scores (School Code: 0341)
- Three letters of reference; at least one from a licensed physical therapist
- Minimum of 50 verified observation hours in at least two different physical therapy settings which focus on different physical therapy specialties  
(Example: neuromuscular, orthopedic, pediatric, geriatric, sports, etc.)
- Supplemental application fee (<http://uiw.edu/physicaltherapy/admissions>)\*\*

\*Admissions information is subject to change. Please see our website ([www.uiw.edu/physicaltherapy](http://www.uiw.edu/physicaltherapy)) for current information. For high school students who qualify, check out the Health Professions Direct Admit Program at <http://www.uiwtx.edu/healthprofessions/index.html>.

\*\* Current UIW Students, UIW Alumni, and Reapplicants do not have to pay the supplemental application fee.



- Side effect  
- MIA  
- Indications  
② Efficiency of respiratory system

③





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While most students, including me, initially felt anxious attempting to solve and resolve problems in a clinical presentation, it has paid off. While only a first year I can already see the tremendous difference in myself when I read a case. The skills each professor has equipped me with enables me to reason through each problem just as I will in future clinical settings.



- Abi Guerra  
Class of 2017

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# Prerequisite Course Requirements

Prior to orientation in August, admitted students must have earned a bachelor's degree with a minimum of 120 credit hours and have all courses listed below complete.

Biology with Lab	2 semesters
Human Anatomy with Lab	1 semester
Human Physiology with Lab - OR -	1 semester
Combined Human Anatomy and Physiology with Lab	2 semesters
Chemistry with Lab	2 semesters
Medical Terminology*	1 semester
Physics with Lab	2 semesters
Introduction to Psychology	1 semester
Developmental, Lifespan or Abnormal Psychology	1 semester
Statistics	1 semester



\*The University of the Incarnate Word contracts a qualified provider to deliver a 6-week Medical Terminology course. Please see <https://www.ed2go.com/uiw/online-courses/medical-terminology-word-association-approach/> for more details.

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I chose physical therapy because I'd do it for free. PT is a dynamic profession that allows me to learn more, do more, and be more for my future patients. The experience and opportunity to serve others is invaluable, and I believe it's through that we can spread God's love and purpose for us.

- Shakir Iga  
Class of 2022



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# Financial Assistance

## Invest in your future

Admitted students may apply for various types of financial assistance including federal aid and a limited number of annual scholarships through the UIW SoPT. Once admitted, students are encouraged to work with the designated Financial Assistance Advisor for the UIW SoPT.

All UIW students who apply for financial assistance receive an aid package, which may include federal and/or private loans, that meets the total cost of attendance. The cost of attendance will include a budget for tuition, fees, books, room, board, transportation and personal expenses. Students may accept all or any portion of their aid. The academic rigor of the program is such that outside employment is not advised. However, a limited number of departmental positions for students is available.



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**Follow Us**

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[www.uiw.edu/physicaltherapy](http://www.uiw.edu/physicaltherapy)

The entry-level Doctor of Physical Therapy Program at the University of the Incarnate Word is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.



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THE INCARNATE WORD

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