Expectations for DPT Students
Department of Physical Therapy
Texas State University-San Marcos
CLASS of 2016

The following expectations were developed as a collaborative activity by the students and faculty of the Department and reviewed annually by the students and faculty to help you anticipate the demands of this physical therapy curriculum.

1. Personal interactions skills you should have:
   a. General
      1) Be patient with each other, the faculty and yourself
      2) Recognize the diversity within the class and the faculty
      3) Develop support systems outside of school
   b. With faculty
      1) Communicate with faculty and classmates
      2) Use faculty as resources
      3) Agree to disagree on some topics/approaches
      4) Use class reps to approach faculty professionally
      5) Use class faculty advisor for guidance
   c. With classmates
      1) Communicate with faculty and classmates
      2) Don't compare yourself to or compete with classmates
      3) Facilitate learning by working with each other
      4) Agree to disagree
      5) Learn to appreciate diversity and grow from it

2. Ability to be a self-directed, independent learner
   a. Establishing your priorities
      1) Stay focused on the demands of the Program
      2) Know deadlines to complete assignments, projects, thesis
      3) Make exercise/good nutrition an important aspect of your health
      4) Commit yourself to successful completion of the Program
      5) Know and plan for the financial obligation of the Program
      6) Embrace all learning opportunities presented
      7) Be prepared to spend a lot of additional out-of-class time at Texas State
         (including Saturday)
      8) Maintain your notes from day one - needed for comprehensive exam
      9) Consider your choices for living arrangements - i.e., roommates, commuting
   b. Problem-solving ability
      1) Re-assess/re-arrange learning habits from undergrad experience
      2) Be prepared to take a more active role in learning
      3) Retain information learned; Program is cumulative/comprehensive
   c. Initiative for learning
      1) Be motivated and a "self-starter"
      2) Learn from each other
      3) Be prepared to work independently and collaboratively
4) Participate in group activities to enhance learning (study groups and research partners)

d. Time management skills
   1) Study for quality not quantity
   2) Make time to maintain your health and your relationships
   3) Commit to study as the priority
   4) Recognize the time in and outside of class needed to complete assignments, do readings, research topics of interest

3. Review of pre-requisite course topics (especially if not taken recently):
   a. Mastery of medical terminology:
      1) Correct meaning
      2) Correct spelling
      3) Abbreviations
   b. Application of concepts of statistical analysis:
      1) Parametric versus nonparametric procedures
      2) Types of analysis
   c. Mastery of the following anatomical concepts:
      1) Skeletal system: nomenclature and location
      2) Muscular system: nomenclature and location
      3) Nervous system: nomenclature and location
      4) Cardiovascular system: nomenclature and location
      5) Pulmonary system: nomenclature and location
   d. Understanding of the following anatomical concepts:
      1) Muscular system: attachments and function
      2) Cardiovascular system: function
      3) Pulmonary system: function
      4) Endocrine system: nomenclature and function
   e. Mastery of application of the principles of physics for:
      1) Heat
      2) Electricity
      3) Lever systems
      4) Force systems

4. Attitude and mental health
   a. Expect to be overwhelmed - but know your sources for help!
   b. Maintain a sense of humor
   c. Prepare for high financial obligation, there is little time for an outside job
   d. Recognize everything is not concrete, absolute
   e. Recognize that becoming a “life long learner” is one of your main objectives
   f. Recognize the Program is a “great equalizer” - other students are your equals in academic ability
   g. Maintain balance of academics, health, fitness, and relationships