

SUMMARY

**PART C: AN APPROACH TO THE RECRUITMENT
OF STUDENTS**

**(Contract No. 373-T
Rehabilitation Service Administration,
Social Rehabilitation Service,
Department of Health, Education and Welfare)**

by

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23 AUGUST 1971

**Graduate Physical Therapy
Curriculum**

**Psychological Research
Services**

**CASE WESTERN RESERVE UNIVERSITY
CLEVELAND, OHIO**

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by

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PREVIOUS PUBLICATIONS RELATED TO THIS STUDY

Student Selection for Physical Therapy Education; A Project in Progress

by

**D. Pinkston & B. Margolis
PHYSICAL THERAPY, 50, 12, 1970**

**Selection of Students for Physical Therapy Educational Programs
Part I: Critical Job Requirements for Physical Therapists**

by

**F. Mc Intyre, D. Pinkston, G. Johnson & B. Margolis
Graduate Physical Therapy Curriculum
Psychological Research Services
Case Western Reserve University
June 1970**

**Selection of Students for Physical Therapy Education Programs
Part II: Performance Evaluation, A Comparison of Two Methods
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Case Western Reserve University
June 1971**

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August 1971**

**Selection of Students for Physical Therapy Educational Programs
Summary. Part A: Development of a Procedure for Student Selection
and Evaluation of Performance of the Physical Therapist**

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**Selection of Students for Physical Therapy Educational Programs
Summary. Part B: The Role of Cognitive Style in
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August 1971**

ACKNOWLEDGEMENTS

The authors wish to express their appreciation to all of the persons whose generous contribution of time and effort made each Seminar in Physical Therapy a success. Members of the full-time faculty, office staff, clinical faculty, the Professional Advisory Committee of the Graduate Physical Therapy Curriculum, and Alumni of the Graduate Physical Therapy Curriculum who participated in the Seminars are listed below:

<p>Leon Anderson Mary Lee Clepper Bergeron Loretta Boger Rita S. Book Mary Eleanor Brown Betty C. Canan Rosemary Carano Dorothea A. Cepik Ann M. Egan Cheryl Obert Eifrid Carol G. Ewing Betsy Fallon Marthann Ference Marilyn Gossman Dorothy T. Grospitch Elizabeth A. Hall Kay Heafner Jessica A. Hopkins Janis Abels Jacobs Lucy E. Jones Carol Manheim Kaplan Patricia A. Kelsey Barbara W. Kent</p>	<p>Bernice Krumhansl Don Lehmkuhl Ann McElroy Patricia Mc Intyre Helen M. Meida Mary E. Miles Kay Mitchell Leann Morrow Joan Nethery Carol Parr Mary P. Plank William Porto Judy Saccogna Roberta Schonfeld Sara Schoppenhorst Helen Schroeder Mary Silver Elizabeth Smith Helen M. Stewart Christopher Taylor Norman Taslitz Carol Ullman</p>
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Special recognition must be given to specific members of the faculty – Mary Eleanor Brown, Dorothea Cepik, Patricia Kelsey, Barbara W. Kent, Don Lehmkuhl, Helen M. Meida, and Norman Taslitz. Office staff who deserve recognition for outstanding contributions include Rita S. Book, Kay Mitchell, and Judy Saccogna.

Alumni whose unusual contributions deserve recognition are Mary Lee Clepper Bergeron, Cheryl Obert Eifrid, Elizabeth A. Hall, Kay Heafner, Janis Abels Jacobs, Carol Manheim Kaplan, and Mary P. Plank. All other Alumni, while students, were important contributors, also.

For valuable assistance in preparation of the manuscript the authors are indebted to Wanda A. Edminster, Sue A. Foreman, Thelma S. Szilay and Academy Services, Inc., Printing Division.

ABSTRACT

An approach to recruitment for Physical Therapy has been described in this report. The method described was used by the Faculty of the Graduate Physical Therapy Curriculum, Case Western Reserve University for a period of six years. Results of the approach are included as well as suggestions for modification.

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INTRODUCTION

The delivery of health care in the United States has become a critical national issue. The public is clamoring for services which should be available but frequently are not. Severe shortages of properly qualified health personnel and inadequate facilities are cited among the causes for this situation.

Although health personnel are in short supply and adequate facilities may be lacking, there are many other factors which add to the complexity of the issue. For example, there has been an enormous growth in population in the last two decades. Some of the growth is due to early marriage and an increase in the birth rate. Some other factors which have contributed to the expanding population are advances in technology which save lives and prolong them; the discovery of new drugs and different uses for known drugs; vastly improved pre- and post-operative care as well as pre- and post-natal care; virtual elimination of some diseases through mass inoculation programs; development of sophisticated and relatively safe surgical procedures for all age groups; and improved nutritional standards.

There is a growing belief that every individual in our society, regardless of his socioeconomic status, is entitled to adequate health care. That health care to which society claims a right includes the maintenance of health and the prevention of disease or impaired function, as well as the care necessary during and following illness or subsequent to injury.

When an individual is the victim of a sudden, devastating illness or injury, the highest priority is given to preserving his life. Once this is accomplished satisfactorily, his purpose is to return to his place in society. If there is no residual impairment of function, he may do so without making use of professional services other than those which were necessary in saving his life. On the other hand, moderate or severe loss of function may require him to have weeks, months, or years of specialized health care before he can resume a productive role in society. One of the specialities required may be Physical Therapy.

... Physical Therapy is a health science which concerns itself primarily with the motor abilities of man and his ability to function in his environment. Physical Therapy encompasses the assessment of the individual's status through the use of special evaluative procedures, interpretation of the results of that assessment, and the planning and direction of a program based on the needs of the individual (Johnson, 1971).

As one of the health sciences, Physical Therapy is essential to man as he seeks to overcome catastrophic illness or injury and chronic disorders or to remain in good health. Man's struggle for survival is aimed toward the control of his environment. But there are many forces, such as illness, injury, and aging which can act to prevent or interrupt his ability to do so. When man is subjected to a force which removes

the control of his environment from him, either temporarily or permanently, his survival as an independent being may rest largely on the availability of specific health care at appropriate times.

Interest in Physical Therapy as a career has grown steadily in the past two decades as evidenced by the increase in the number of institutions offering educational programs in Physical Therapy, the number of students enrolled in educational programs, and the number of graduates. In 1950 there were 31 institutions offering educational programs in Physical Therapy as compared to 52 in 1970 (Table 1). In 1950, there were 490 graduates from the 31 institutions and in 1970 there were 1363 graduates from 51 of the 52 institutions (Physical Therapy, 1971). Those numbers represent a 68 percent increase in the number of institutions and a 185 percent increase in the number of graduates. In spite of the marked increase in the number of educational programs in Physical Therapy, there are not sufficient places available to accommodate the increasing number of qualified applicants.

TABLE 1
FINAL YEAR ENROLLMENT IN EDUCATIONAL PROGRAMS
AND
GRADUATES IN SELECTED CALENDAR YEARS
1950 - 1970

Year	Number of Institutions Offering Programs	Number Enrolled in Final Year	Number of Graduates in Calendar Year
1950	31	*	490
1955	35	748	710
1960	40	739	673
1965	43	991	890
1970	52	1676**	1363**

*Not available

**Represents 51 of the 52 institutions

Graduate Physical Therapy Curriculum

Establishment of the Graduate Physical Therapy Curriculum at Case Western Reserve University resulted from the growing interest in Physical Therapy as a career and the need for an increased number of highly qualified physical therapists. The program was based on the premise that Physical Therapy is one of the health professions and as such it must produce practitioners who can share responsibilities with other members of the health professions. Therefore, it was assumed that physical therapists are entitled to educational opportunities equivalent to those provided in other health professions.

A proposed curriculum in Physical Therapy was accepted by the Graduate Council of the University in February, 1958. In September, 1960, the first student was admitted to the first program to offer a graduate degree, the Master of Science, for the initial preparation in Physical Therapy.

The Curriculum was divided into three phases which covered two academic years and one summer. Phase I was a study of the normal structure and functions of the body; the basic principles in the administration of Physical Therapy procedures; and the development of basic skills in the application of Physical Therapy procedures. Phase II included a study of abnormal structures and functions of the body and the application of Physical Therapy principles and procedures to abnormal conditions. Phase III included the submission of a thesis; introduction to organization, administration and supervision; curriculum development and principles of teaching; the interrelationships of professional personnel; and the transition to full clinical participation. Although the major portion of clinical education occurred during Phase III, the clinical experience began during the first semester of Phase I and continued with increasing breadth and depth throughout all phases.

Each graduate of the Curriculum was expected to accept employment for one year in a hospital department which had been approved by the faculty for this purpose. It was the opinion of the faculty that this was an essential phase of the educational experience provided for students in this program. That year was included to provide the new graduate with adequate supervision as well as the opportunity to increase the knowledge and skills acquired as a student. Periodic evaluations were made during that first year to furnish the faculty with valuable information about the strengths and weaknesses of the program and an appraisal of each graduate in his first employment.

Philosophy. The Faculty of the Graduate Physical Therapy Curriculum, Case Western Reserve University accepted and supported the following philosophy:

Man is endowed with certain rights and privileges. He is entitled to respect for his person and to maintenance of his dignity. As an individual he occupies a position in his family, community,

and place of employment. Each individual has obligations to himself and to society.

Impairment of normal function alters man's role in society. His role may be altered temporarily or permanently and in providing service to him it is necessary for the physical therapist to comprehend the implication of disability to the individual. Physical therapy is represented in the evolving concept of comprehensive health care. As a member of a health profession working cooperatively with the physician and other health personnel, the physical therapist has a unique privilege in helping persons attain important elements and components of personal independence. A physical therapist participates in health care by evaluating patients' capacity for physical performance and selecting and administering appropriate physical measures and activities.

The needs of society continually modify the demands imposed on the health professions. As a result, there is a shifting of roles and responsibilities within the professions and from one profession to another. The role of the physical therapist is a dynamic and evolving one. To enable the physical therapist to contribute maximally to health care, education must equip him to examine his role, to modify it appropriately and to participate in it fully. Education must prepare the physical therapist to accept the increased responsibilities of the profession in service, research and education. This preparation is best provided at the graduate level.

The basis of graduate education is the willingness and the desire on the part of the student to read, to think logically, soundly and creatively and to assume considerable responsibility for his own education. To do so the student must have the maturity to exercise good judgment and self-discipline. He must also have the necessary educational background and academic abilities.

Graduate education provides opportunities which prepare individuals to progress into positions of responsibility and leadership. The application of knowledge is directly dependent upon the acquisition and understanding of principles from general and professional education. The learning process and the integration of knowledge, skills and attitudes by the student is facilitated by horizontal and vertical coordination of the learning experiences. Learning occurs most efficiently when experiences are designed to meet the needs of individual students and when the student-teacher ratio is consistent with the level of student development.

The concept of professional responsibility is best developed by precept and example of the faculty, both clinical and academic, and other members of the professional community. Although the student has responsibility for his actions, the faculty has responsibility for providing an environment that is conducive to the acquisition of the knowledge, skills and attitudes necessary for a high level of performance. Effectiveness is increased and expertness is developed through continued learning. The responsibility for continued learning rests with the individual.

Objectives. Based upon the philosophy accepted and supported by the faculty of the graduate Physical Therapy Curriculum, this program of study was designed to include opportunities for the student to develop:

1. Willingness to accept the patient as a person, as a member of society and as the focal point of health care.
2. Readiness to accept responsibility for the welfare of the patient entrusted to his care.
3. Readiness to contribute maximally to health care as a physical therapist.
4. Acceptance of objectivity and systematic planning as basic methods for making decisions.
5. Willingness to become involved in the current social, political, and economic aspects of health care.

Selection of Students.

Selection of students with the potential to achieve the stated objectives of this educational program was a major concern of the faculty prior to acceptance of the first candidate for admission. Soon after the establishment of the Graduate Physical Therapy Curriculum, the faculty agreed that the procedure for the selection should determine whether the candidate possessed those personal qualifications or biographical experiences necessary for assumption of the responsibilities in the role of the physical therapist.

Education must equip the physical therapist to examine his role, to modify it appropriately, and to participate in it fully. Educational programs must prepare individual persons. The responsibilities and duties

of a profession, once identified as the most appropriate, are assumed and performed by individual persons. It is an individual person who provides the health care services. The right person must be admitted to the right educational program if the health care needs of society are to be met effectively and economically. Methods must be devised to predict potential for success of given individuals in given health occupations.

In student selection, it is important to be able to predict with some confidence the success of the individual in the profession he is entering. This is of special importance today with the limit on enrollments in educational programs and unlimited need for health personnel.

The procedure used for the selection of students included:

- A careful evaluation of previous academic performance of the candidate

- Consideration of the results of the following battery of tests:

Gordon Personal Inventory
 Gordon Personal Profile
 Edwards Personal Preference Schedule
 Psychological Research Services Classification Test
 Strong Vocational Interest Inventory
 MacQuarrie Test for Mechanical Ability
 Watson-Glaser Critical Thinking Appraisal

- A structured interview with the candidate by members of the faculty

- A review of the personal and academic qualifications of the candidate by members of the faculty

Purpose of the Study

The purpose of the study was to improve the methods of selection of students for educational programs in Physical Therapy. The consequence of identifying and successfully recruiting candidates with exceptional potential to perform effectively as physical therapists was judged to be the improvement of the quality of health care. One major goal of the study was the development of instruments that could be used to improve the process of identifying those persons who are most likely to become outstanding physical therapists.

Divisions of the Study

So that the study could be completed within a specific time period, it was divided into three distinct segments. The results of that portion of the study which focused on the development of instruments for the identification of those candidates with the potential to perform effectively as physical therapists and for the evaluation of actual performance as physical therapists were reported by Johnson, Pinkston, and Mc Intyre (1971). The results of another part of the study, evaluation of the selection process used by the faculty of the Graduate Physical Therapy Curriculum, have been reported separately by DiStefano, Johnson, and Pinkston (1971).

In this report, the results of a specific recruitment program, conducted for six years by the faculty of the Graduate Physical Therapy Curriculum, are presented. The program was financed by a grant from the Rehabilitation Services Administration, Social Rehabilitation Service, Department of Health, Education and Welfare and with funds from the regular budget.

Recruitment for the Graduate Physical Therapy Curriculum

Selection of the right person for the right educational program in any field begins when the individual develops an interest in that field. If that interest is nurtured by providing the individual with opportunities to learn about the field, he may choose that field for his career. That choice should be an informed one which is made after the individual is aware of the alternatives open to him in preparing for his goal. To make an informed choice about entry into a field, an individual needs to know the educational, intellectual, emotional, and physical requirements of the field; its advantages and disadvantages; opportunities for employment; potential sources of financial assistance for students in the field.

The information which an individual needs in order to make an informed choice about a future career is available from a variety of sources. Rarely is there a single source which can supply information about a field, answer questions, and convey the essence of that field to an inquirer in such a way that he would choose that field as his above all others or reject it as unsuitable for him.

In the early years of the Graduate Physical Therapy Curriculum, many of the usual recruitment procedures were followed. In addition, visits were made to selected colleges and universities in states in the mid-west, east, northeast, southeast, and south. Since those visits were arranged in advance, the faculty members who made them could talk with personnel in the institutions as well as with interested students. The personal contact with department heads (e.g. Biology, Physical Education) and deans was very valuable because the opportunities and challenges of Physical Therapy could be explored with those individuals who were rather permanent personnel and in key positions for counseling students.

As the demands on faculty time increased, it became apparent that the visits to colleges and universities would have to be replaced by recruitment methods which did not require faculty time away from the University. The faculty decided early in 1964 that having interested college students come to the University, as a group at a specified time, would be a highly desirable alternative to having faculty visit other educational institutions. Therefore, the faculty of the Graduate Physical Therapy Curriculum planned and carried out a recruitment program designed to help the college student reach a decision, first, about entry into the field and, second, about the type of educational program that was best for him.

THE SEMINAR IN PHYSICAL THERAPY

The Seminar in Physical Therapy was planned by the faculty as an approach to recruitment for

Physical Therapy. The Seminar was designed for college students who had expressed an interest in Physical Therapy as a career and wanted to learn more about the field. The first Seminar was given in the Fall of 1964. With minor modifications, the procedure established for that first Seminar was used for all six of those given, 1964 through 1969.

A major part of the budget for recruitment was committed to the Seminar in Physical Therapy. Funds were available for the project from the University and the Rehabilitation Services Administration, Social Rehabilitation Service, Department of Health, Education and Welfare. Because of the limitations imposed by the budget, the institutions invited to select participants for the first Seminar were within a radius of 200 miles of Case Western Reserve University. For subsequent Seminars, the radius was extended to 600 miles. To keep the number of students within a suitable range for the seminar approach, the faculty chose only 12 institutions for the first Seminar. An alternate list of institutions was prepared, also, in the event that an institution on the first list could not send participants.

Advance Activities

Invitations to Institutions. In the Spring of 1964, a letter of invitation (Appendix A) was sent to a specific individual, a dean or a department head, inviting the participation of selected students in the Seminar in Physical Therapy scheduled for October 9-10, 1964. That representative of the institution was asked to select two students, preferably seniors or juniors, who had expressed an interest in Physical Therapy as a career, to participate in the Seminar. Some qualifications to be considered in the selection of the students were suggested but the selection was left to the discretion of the dean or department head.

The letter of invitation also contained information about the content of the Seminar and re-imbusement of expenses incurred by students. The names and addresses of the students selected for participation were requested. The institution's representative was assured that copies of any materials about the Seminar sent to their students would be sent to them, also. If an institution could not send participants, the dean or department head was asked to inform the Director of the Graduate Physical Therapy Curriculum as soon as possible. In that way, there could be a minimum of delay in issuing an invitation to an institution on the alternate list.

Although the invitation to select participants for the Seminar was sent in the Spring, a letter was sent or telephone call made in the early Fall to verify the names of the students chosen and the dates for the Seminar. Sometimes there had been no response from the invitation and the follow-up letter or telephone call was a welcome reminder to the dean or department head to supply the names of participating students.

Information to Participants. Approximately three weeks in advance of the Seminar, the

participants received information (Appendix B) which was useful to them as they made plans for transportation, clothes to pack, and arrival and departure times. Each participant was asked to return a card (Appendix C) which provided the faculty with some information about him, gave his planned arrival time, and confirmed his intention to use the hotel reservation made for him.

Housing, Meals, and Transportation. All students were housed in a hotel near the University on Friday night. Dinner was provided on Friday evening as a part of the activities for the evening. Students were re-imbursed for expenditures for lunches on Friday and Saturday and breakfast on Saturday. Re-imbusement for travel was at a rate not in excess of round-trip bus fare to Cleveland or round trip coach plane fare, if that means of travel was approved in advance by the Director of the Graduate Physical Therapy Curriculum.

General Plan of Organization

The purpose of the recruitment program was to help the interested college student reach a decision, first, about entry into the field and, second, about the type of educational program that was best for him. In planning the Seminar in Physical Therapy the faculty kept that purpose clearly in mind. The intent was to provide as much information as possible in the time available, to encourage the students to ask questions, and to have resource people present who could answer those questions.

To that end, formal presentations were followed by discussions in which all persons present joined. Then, the large group was divided into small groups of eight or ten persons for further discussion. When possible each group consisted of representatives from the faculty, the visiting students, the students in the Graduate Physical Therapy Curriculum, clinical teachers, and alumni. In each small group a member of the faculty served as the leader.

All members of the full-time faculty participated in all of the activities planned for the Seminar. In addition, the students in the Graduate Physical Therapy Curriculum were invited to participate as their own commitments allowed that. The clinical teachers, the Professional Advisory Committee to the Graduate Physical Therapy Curriculum, and alumni in the area were invited to participate, also.

Social activities were interspersed throughout the schedule. That helped to create the relaxed atmosphere necessary for informal discussion.

To maintain interest of the students, the planned schedule included some activities which permitted them to observe and listen and some which required active participation from them. In addition, the planned activities were held at various places in the University. When possible, arrangements were made for a tour of the University and to places of interest in the area.

At the close of the official program, faculty members were available for further discussion with

any student who wished to stay. Those students who were giving serious consideration to applying for admission were given the opportunity to request time for the interview required of all candidates prior to admission.

Schedule of Events

Registration. To allow the students to have sufficient time for travel and lunch, registration for the Seminar began at 12:30 P.M. Asking each guest to register permitted the faculty to identify each participant and his college or university. The registration period gave faculty and students an opportunity to become acquainted before the scheduled activities began. Since many of the students arrived early during the registration period, there was time for them to become acquainted with each other, also.

The students were encouraged to complete registration at the hotel prior to the opening of the first scheduled session, if there was time. In the event of problems in the housing arrangements, those could be handled and any unpleasantness avoided.

At the time of registration, each participant received a packet of materials which included several brochures describing the University, a map of the area, a brochure describing the Graduate Physical Therapy Curriculum, a list of the names and addresses of institutions offering accredited educational programs in Physical Therapy, a description of the patterns of professional education in Physical Therapy, a list of potential sources of financial assistance, expense vouchers with instructions for completion and return, a copy of the program for the Seminar (Appendix D), assignments for group discussions on Friday evening and Saturday morning, a name tag, and a list of the names and addresses of participants. The materials were in an attractive folder with inside pockets. To add a personal touch, each folder was labeled in advance with the student's name and the institution he represented.

The materials in the packet served as reference during the Seminar and afterwards the student could share them with interested individuals at his college or university. The importance which some students attached to the packets was demonstrated once when a student inadvertently left hers behind. She wrote immediately to ask if it could be sent to her and, of course, it was.

Orientation to Physical Therapy as a Career. Following a welcome and introduction of the Seminar participants, both students and faculty present, the work of the physical therapist in a health care facility was described. As further orientation, and preparation for the visit to clinical facilities, the film, *The Return*, was shown. After the film, there was a brief question and answer period. At that time, the students were told what to expect in the visit to a clinical facility.

Visits to Clinical Facilities. Since the visits to clinical facilities occurred in the middle of the afternoon on Friday careful planning was necessary. The clinical teachers in the facilities visited arranged

the patient schedule so that the students could observe a variety of treatment procedures in progress.

In addition to the clinical teacher, frequently an alumnus of the Graduate Physical Therapy Curriculum was present and served as a guide during the time the visiting students were observing. Physical Therapy students from Case Western Reserve University and from other institutions were present in some clinical facilities so the visiting students were able to observe their activities, too. The visit was planned to provide opportunities for the students to ask questions of their guides, members of the Physical Therapy staff, and students.

Faculty members served as escorts for the visits to clinical facilities. Travel time to and from the facility offered an additional opportunity for the students to ask questions.

Dinner. The first social event of the Seminar was a buffet dinner at 6:30 on Friday evening. Tables with seating for 12 persons were scattered throughout a large room. At each table there were some members of the full-time and clinical faculty, students from the Graduate Physical Therapy Curriculum, Alumni, and visiting students. Again, there was an opportunity for all to become better acquainted and to discuss Physical Therapy in general.

Education for Physical Therapy. After dinner the entire group was assembled for the program. Everyone in the room was introduced or asked to stand and give his name and the name of the institution he represented.

The session opened with a presentation on the types of educational programs in Physical Therapy that are offered currently. The variations in requirements for admission were reviewed using Patterns of Professional Education (Appendix E) as the basis for that presentation. Students were advised to make direct and early inquiry regarding any specific program in which they were interested. For that purpose a list of those institutions offering accredited program in Physical Therapy was included in the packet distributed at the time of registration.

Education for Physical Therapy in the Graduate Physical Therapy Curriculum. Also included in the registration packet was the current brochure which described the educational program at Case Western Reserve University in some detail. That brochure contained a statement of philosophy and the objectives of the Curriculum.

Members of the faculty explained the design of the curriculum, giving emphasis to the coordination of opportunities for learning which were provided. The responsibilities placed on students who elected to enter the program after their selection for admission were cited. The students were told candidly what the faculty expected of students enrolled in the Graduate Physical Therapy Curriculum.

At each of the Seminars, one of the Alumni was invited to share with the visiting students some

of the personal experiences of a physical therapist. She related also how the educational program had prepared her for those experiences. Having had at least one year in which to make that judgment, a graduate of the program could make reasonably accurate assessment of the relative merits of her educational preparation for practice in Physical Therapy.

A period for questions from the group was followed by small group discussions. In the small groups, students did ask specific questions concerning themselves. The students in the Graduate Physical Therapy Curriculum and the Alumni found themselves answering such questions as: Why did you choose Physical Therapy? Why did you decide on a graduate program? Why the graduate program at Case Western Reserve University? Are you happy with your choice? Would you change it?

Faculty were faced with equally probing questions about the need for graduate education as a basis for the practice of Physical Therapy. Students wanted to know what opportunities would be open to them as qualified physical therapists. Although requirements for admission were outlined in the formal presentation, students asked about each one and wanted an explanation for a specific requirement. The diversity in educational preparation and experience in Physical Therapy among members of the small groups made those participants invaluable as resource persons in answering questions for the students.

The small group discussions on Friday ended by 10 p.m. Usually those were followed by further discussions among the students and frequently the Physical Therapy students joined in those discussions. Reports from the Physical Therapy students and the visiting students as well indicated that the late evening sessions were enjoyable, informative – and lengthy!

Opportunities For Employment. On Saturday morning at a session titled Employment Opportunities in Physical Therapy additional information about career opportunities was presented. That session covered topics such as: possible employment settings or environments, career opportunities, and salary ranges for various kinds of positions. Questions were answered following the presentation and, also, in the small group discussions usually scheduled later in the morning.

Sources of Financial Assistance. Material on financial assistance was given to each student in the registration packet. That served as the basis for the discussion on known sources of assistance and potential sources to explore. Students were given suggestions about ways to explore unusual potential sources of assistance.

Research in Physical Therapy. The importance of research to the growth and further development of Physical Therapy as a profession was discussed by a faculty member. The responsibility which every member of a profession has for extending the frontiers of knowledge in his field was stressed. Examples of the kinds of research needed in Physical Therapy were presented. In addition, the research

completed by students in the Graduate Physical Therapy Curriculum was cited.

Student Research in the Graduate Physical Therapy Curriculum. The requirement for a thesis based on independent research was presented during the discussion of the educational program on Friday evening. On Saturday morning, a recent graduate, whose memory of that experience was still vivid, described the trials and tribulations of the graduate student as a researcher. Also described were the feelings of satisfaction and pride derived from completing a challenging assignment involving independent study.

Snack Break. In the middle of the morning a break was scheduled to provide another opportunity for informal discussion. Coffee, tea, milk, orange juice, and sweet rolls were available since many of the visiting students did not take time to have breakfast prior to the first session in the morning.

Although the program for 1969 (Appendix D) does not show this, at most of the Seminars, a tour of the facilities of the Graduate Physical Therapy Curriculum was provided during the snack break. Physical Therapy students prepared exhibits which the visiting students could observe and some which permitted them to experience various treatment procedures briefly. In 1969 the tour of facilities took place during the orientation period on Friday afternoon.

Final Session. The entire group gathered for a final session in the late morning on Saturday. Instructions for completion of the expense vouchers were reviewed and questions answered. Students were invited to remain in the building to see more of the exhibits or to talk with members of the faculty. They were encouraged to share the information on Physical Therapy with their friends and faculty members at their own institutions. In addition, they were assured of the interest the faculty had in their future and invited to contact any member of the faculty for advice or to answer specific questions.

Activities After the Seminar

Within the weeks following the Seminar, all students, full-time faculty, clinical teachers, members of the Professional Advisory Committee, and Alumni of the Graduate Physical Therapy Curriculum received a memorandum from the Director expressing appreciation for their generous contribution of time and effort in making the Seminar a success. A letter of appreciation for their special contributions was sent to the representatives of each institution which sent participants. A sample letter appears as Appendix F.

Soon after the Seminar, each college student who participated received a letter from the Director expressing the pleasure of the faculty in having him as a participant and offering assistance as needed. A sample of that letter appears as Appendix G. When new brochures were prepared, those were

sent to each Seminar participant with a short letter expressing continued interest in the student.

Modifications in the Format for the Seminar

The first Seminar extended from noon on Friday through Saturday night and included two social events on Saturday. Following the closing session on Saturday, all participants were invited to an afternoon picnic. A reception in honor of the visiting students was given that evening. For the second Seminar, the picnic was repeated but planned to cover the dinner hour and followed by an informal social hour which included group singing and games. Even though the social events on Saturday were enthusiastically received, schedule conflicts did occur for some students. Some had to return early on Saturday afternoon to meet commitments at their own institutions. Also the cost of housing and meals for the additional time placed stress on the budget. A major factor in eliminating the social events on Saturday was the fatigue of faculty and Physical Therapy students after the packed schedule of events for the Seminar. All needed some time to rest and prepare for the regular activities of the next week.

Other changes in the format were made as the need arose, but those were minor ones. For the most part, the original design for the Seminar proved to be highly satisfactory.

RESULTS OF THE RECRUITMENT PROGRAM

In attendance at the first Seminar in Physical Therapy in 1964, there were 25 students representing 11 institutions. The number of students participating in the Seminars and the institutions they represented are shown in Table 2. Also shown in Table 2 are the number of students who applied for admission to the educational program at Case Western Reserve University following participation in one of the Seminars and the number who subsequently enrolled. The apparent discrepancy between the number of applicants and those who enrolled is explained by the fact that notification of the termination of the Graduate Physical Therapy Curriculum was received in the Spring, 1970. Eight candidates who had attended Seminars were among acceptable candidates who were obliged to seek admission to other educational programs in Physical Therapy.

The evidence of the impact of the Seminar in Physical Therapy is largely subjective. The fact that 24 (43 per cent) of the graduates of the Graduate Physical Therapy Curriculum were from 16 of the 32 institutions which provided participants for the Seminars is interesting. Further, it is interesting that none of the students in the Graduate Physical Therapy Curriculum who attended a Seminar prior to admission failed to complete the program.

Of the 114 participants in the six Seminars, 29 (25 per cent) applied for admission. Slightly more than 13 per cent (15) were actually enrolled and did complete the program. The unusual circumstances, noted previously, must be taken into account in considering the results of the Seminar.

TABLE 2

INSTITUTIONS PARTICIPATING IN RECRUITMENT SEMINARS,
NUMBER OF STUDENTS ATTENDING FROM EACH,
NUMBER OF STUDENTS WHO APPLIED FOR ADMISSION,
AND NUMBER WHO ENROLLED*

Institution	Year						Number Applied	Number Enrolled
	1964	1965	1966	1967	1968	1969		
Adrian College					2			
Albion College		2					2	1
Alleghany College	3		2			3	2*	
Alma College			1					
Baldwin Wallace College	3	1				3	1	1
Bowling Green University				2				
Capital University	1	1		1				
Case Western Reserve University		2	3	2	3	1	4*	1
Chatham College			1	1			1	1
Denison University	2	2						
Grinnell College				2				
Hope College				2	2	2	2*	1
Kalamazoo College				1			1	1
Lake Erie College	2	2				1	1	
Marietta College					1			
Miami University					1			
Misericordia College				4			2	1
Mundelein College			2					
Muskingham College				1		3	1	1
Notre Dame College	2	2						
Oberlin College	3		1		1		2	1
Ohio State University					1		1*	
Ohio Wesleyan University	2	2			2	2	2*	1
Otterbein College	3					1		
Seton Hill College						1	1*	
Springfield College						1	1*	
Ursuline College	2	1			4		1	1
Western College for Women					2			
Wheaton College			2					
Wilmington College					1		1	1
Wittenberg University			2					
Wooster College	2	2		3	1		3	3
Totals	25	17	14	19	21	18	29	15

*There were eight applicants from those institutions indicated who applied for admission for 1970-71. No program was available.

There were eight applicants for admission in 1970 who could be counted among the number who enrolled. That would increase the total number of enrollees to 23 (20 per cent) and would reflect a more accurate estimate of the results of the six Seminars.

Information from Participants in the Seminar

In January, 1968 a questionnaire (Appendix H) was distributed to the last known home address of the 75 participants in the Seminars given from 1964 through 1967. Responses were received from 46 (61 per cent) of the participants. At that time, early in 1968, 32 of the respondents had entered an educational program in Physical Therapy or planned to do so. Following the Seminar in 1968 a similar questionnaire (Appendix I) was sent to participants in that Seminar. There were 11 questionnaires returned from the 19 mailed and seven of the respondents indicated their intent to enter an educational program in Physical Therapy. At the time of the 1969 Seminar, the same questionnaire, with an addition of several questions (Appendix J), was given to 17 of the 18 participants. From that group, eight students stated that they planned to enter the field.

Further efforts have not been made to determine how many participants in the Seminar did, in fact, enter educational programs in Physical Therapy. According to the replies on the questionnaires, 47 (64 per cent) of the 74 respondents had entered a program or planned to do so. That is an impressive return for Physical Therapy on the investment of time and effort of the faculty, students, alumni, clinical teachers, and other physical therapists.

Dissemination of Information

Information about Physical Therapy was disseminated by oral or written reports to classes or special groups. Some students shared their informational packets with interested individuals. Others said they referred to the information in the packets as they made their own decisions about entering Physical Therapy and in choosing an educational program. The effect of the Seminars cannot be measured quantitatively but it is reasonable to assume that the students who attended did influence others to consider a career in Physical Therapy. Of the 114 participants in the Seminars, 47 indicated that attendance at the Seminar had a positive influence on their decision to enter an educational program in Physical Therapy.

In response to the question, "What impressed you most about the Seminar in Physical Therapy?" there were comments reiterated with sufficient frequency to make those worth mentioning. Repeated frequently were comments such as: reports by students, personal contact with practicing physical therapists, relationship between faculty and students, informality and personal approach, concern of professors for individual students, high quality of courses, enthusiasm of faculty and students, and

academic standards that are challenging. Those comments tend to support the use of the Seminar in Physical Therapy as an approach to recruitment. There is small likelihood that the enthusiasm of the faculty and students could be conveyed by the printed brochure or in a brief visit by one faculty member to an educational institution.

Extension of the Seminar Approach to Recruitment

High School Students. For several years the faculty planned to offer a Seminar in Physical Therapy for high school students in metropolitan Cleveland. Unfortunately, lack of time mitigated against fulfillment of that plan. The same general format used for college students could be easily adapted for use with high school students. Selection of participants could be established on a competitive basis making selection an honor. Instead of having the scheduled events on two days, the program could be confined to one full day.

College and High School Counselors. In the Spring of 1966, the faculty planned and presented an evening Seminar in Physical Therapy for college counselors in 12 area colleges. The program included dinner and was a condensed version of the one given for college students. Although the faculty was convinced of the value of reaching counselors in this way, the program was not repeated because of the press of other activities. There is reason to believe that it would be well worth the effort to repeat such a program annually for both college and high school counselors who give advice to students.

Visits to Institutions Participating in the Seminars

Another important aspect of the recruitment process is maintaining personal contact with the individuals who select students to participate in the Seminars. As an adjunct to the Seminars, the faculty had planned that a visit would be made periodically, on a regular basis, to those institutions providing participants for the Seminars.

Such a visit would give evidence of continued interest of the faculty in potential candidates and would provide an opportunity for students interested in Physical Therapy to talk with a faculty member from an educational program. Although that part of the recruitment program was not initiated prior to the termination of the Graduate Physical Therapy Curriculum, the faculty strongly recommends inclusion of visits to college campuses following the Seminar in Physical Therapy.

CONCLUSIONS

The Seminar in Physical Therapy is a valuable recruitment method. Although the planning, preparation, and presentation are demanding, in terms of time and effort, the results achieved are well worth both time and effort. The faculty found participation in each Seminar to be an exhilarating experience.

The unexpected outcomes alone would have made the Seminar worthwhile. For example, the understanding that faculty gained of the perception which those students in The Graduate Physical Therapy Curriculum had of their educational program helped the faculty immeasurably in planning opportunities for learning. Also, as the students were challenged to answer why they had selected graduate education as preparation for practice in Physical Therapy, each one was forced to examine his reasons for making such a commitment. In doing so, his conviction about his decision was strengthened. Answering other questions for the visiting students required similar searching by students and caused them to clarify their personal goals in many instances. For those students who were in their first year of study, the review of the total curriculum by faculty members served as a reminder of the obligations they had assumed and the performance expected of them. In turn, explaining the coordinated curriculum reminded the faculty of their responsibility for planning and providing meaningful opportunities for learning.

The number of applications for admission which resulted from the participation of students in the Seminar seem to be sufficient evidence to support this approach to recruitment. With limited funds for recruitment and limited time as well, the return on the investment of funds, time, and effort is excellent. The far-reaching effects of this approach cannot be determined except by careful, systematic study. Such a study could be revealing.

The recruitment program described in this report reflects the philosophy of the faculty of the Graduate Physical Therapy Curriculum about career decision; that is, selection of a career should be based on adequate information about a given field, the educational opportunities in that field, and the employment possibilities. The design of the Seminar in Physical Therapy is compatible with that philosophy. Each segment of that design was important to the success of the program – the environment in which the program was offered; the topics included in the presentations; the methods used in those presentations; and, most importantly, the enthusiastic participation of all members of the full-time faculty, clinical teachers, the Professional Advisory Committee, the students, and Alumni of the Graduate Physical Therapy Curriculum.

APPENDICES

APPENDIX A

LETTER OF INVITATION

Dear Dean ()::

The faculty of the Graduate Physical Therapy Curriculum at Case Western Reserve University is planning the fourth Seminar in Physical Therapy designed to acquaint college students with the opportunities available in the profession. We would like to have your help in selecting students to participate in this program.

For this Seminar, students from twelve colleges and universities will be invited to be our guests for this one and a half day presentation. If your institution would like to participate, we ask that you choose two students who are interested in Physical Therapy as a possible professional career to represent your school. A junior and a senior would be preferable. However, we will accept underclassmen.

Criteria for selection might include:

1. Interest in Physical Therapy
2. High academic achievement
3. Participation in campus activities
4. Appearance
5. Ability to work harmoniously with people

If there is a need to clarify any of the above recommended criteria, we will be pleased to do so. Since these are merely suggestions, you may add any which are important to you.

The students who are chosen will receive a financial award to cover the cost of transportation to our campus as well as a sum to defray the cost of room and meals for the time that they are our guests. If students must use air travel, payment may be made for round trip coach fare if the student makes arrangements with me in advance. Students who participate in this program will not be under any obligation to the University.

APPENDIX A - Continued

-2-

The Seminar will be held Friday, November 3 and Saturday, November 4, (). It is planned to begin at 1:00 P.M. Friday afternoon to accommodate those students who may have to travel some distance to attend.

Included in the Seminar will be:

1. Lectures and demonstrations of Physical Therapy procedures
2. Field trips to selected treatment facilities
3. Demonstrations of research in which students have participated or which they are currently pursuing
4. Discussion of opportunities in Physical Therapy; educational programs in Physical Therapy; sources of financial assistance; etc.

I hope that you will accept our invitation to participate in this event. If you think that you cannot participate, we would like to invite another college to keep our complement filled. May I have your answer by Friday, May 12th?

Information about the Seminar, living accommodations and other information will be sent to students who are selected as participants in the Seminar. A copy of all information sent to students will also be sent to you.

I shall be looking forward to hearing from you soon.

Sincerely yours,

(Mrs.) Geneva R. Johnson
Director

GRJ:lw

APPENDIX B

INFORMATION TO PARTICIPANTS

GRADUATE PHYSICAL THERAPY CURRICULUM
Case Western Reserve University

MEMORANDUM

TO: Participants in the Seminar in Physical Therapy, November 3-4,
Graduate Physical Therapy Curriculum - 11418 Bellflower,
Cleveland, Ohio, 44106

FROM: Mrs. Geneva R. Johnson
Director, Graduate Physical Therapy Curriculum

The faculty and students of the Graduate Physical Therapy Curriculum at Case Western Reserve University are delighted that you have accepted our invitation to participate in the fourth Seminar in Physical Therapy offered for college students who are giving consideration to entering the profession of Physical Therapy. We hope that you will find this a rewarding and interesting experience. Please come prepared to ask questions which you would like to have answered and to join in the discussions with other students.

Arrangements have been made for you to stay at the at the Commodore Hotel, Euclid Avenue and Ford Drive on the University Campus. Your room will be provided for Friday night. We ask that you indicate on the enclosed card if you plan to use the hotel reservation made for you. Meals, while you are here, will be furnished. We will reimburse you for those meals which we do not provide. If you do not have time to check in at the Commodore Hotel before 12:30, come directly to the Physical Therapy Building at 11418 Bellflower Road and you may register at the hotel later.

As you look over the scheduled events, you will notice that the activities are varied. Comfortable shoes and clothes are recommended for the daytime activities. You will probably need a light coat, (one year we had a miserable rain on Friday evening) especially for the evening.

INFORMATION REGARDING EXPENSES

The Graduate Physical Therapy Curriculum will pay your round-trip bus or plane fare from your college to Cleveland. Because of the higher cost of travel by air, we ask that you not use plane travel unless it is impractical for you to use another means of transportation. If there is a question in your mind about this, please call me so that I will be aware of your plans in advance. You will need to send us a receipt for your plane ticket or bus ticket before you can be reimbursed.

APPENDIX B - Continued

When you reach Cleveland, if you are traveling by public transportation, you may take a bus or taxi to the University area, except if you come by plane. If you are traveling by air, use the Cleveland Rapid Transit to University Circle Station. You will need \$.40 (exact fare) for the Rapid. At no additional cost take the University Circle "green" bus from the University Rapid Station to the corner of Bellflower Road and Ford Road, one block from the Commodore Hotel or Physical Therapy Building. If you must use taxi service to get to and from the bus terminal, we will pay up to \$4.00 per person. If you use a city bus or the Rapid Transit, we will pay that fare also. Although you are under no obligation to the University as a result of accepting an invitation to the Seminar in Physical Therapy, we will expect you to attend all of the sessions on Friday afternoon, Friday evening, and Saturday morning if you plan for us to pay your expenses.

Before you leave Cleveland, we will give information about completing your expense voucher so that you may be reimbursed for your expenses. We are looking forward to seeing you on Friday, November 3rd at 12:30 P.M. at the Physical Therapy Building, 11418 Bellflower Road.

Encl: Cards to be completed and returned immediately, please.

APPENDIX C

RETURN CARD

TO BE RETURNED BY SEMINAR PARTICIPANT FRIDAY, NOVEMBER 1, 1968

NAME _____ SEX _____ DATE _____

HOME ADDRESS _____

SCHOOL ADDRESS _____

TELEPHONE

NUMBER _____

Indicate: COLLEGE MAJOR _____

FRESHMAN _____ SOPHMORE _____ JUNIOR _____ SENIOR _____

PLANNED TIME OF ARRIVAL IN CLEVELAND ON

FRIDAY, NOVEMBER 8, 1968 _____

DO YOU PLAN TO USE HOTEL RESERVATION WHICH HAS BEEN MADE _____

A MESSAGE

TO: THE STUDENT PARTICIPANTS
FROM: MRS. GENEVA R. JOHNSON
DIRECTOR, GRADUATE PHYSICAL THERAPY CURRICULUM

IF YOU THINK PHYSICAL THERAPY IS THE RIGHT PROFESSION FOR YOU, YOU SHOULD MAKE INQUIRIES TO THE PROGRAM WHICH WOULD COME CLOSEST TO MEETING YOUR OWN PERSONAL REQUIREMENTS.

KEEP IN MIND THAT THIS UNIVERSITY DOES HAVE A PROGRAM OF EARLY ADMISSION FOR GRADUATE STUDENTS. IF YOU WISH TO BE CONSIDERED FOR EARLY ADMISSION, YOUR APPLICATION SHOULD REACH US EARLY IN THE FIRST SEMESTER OF YOUR JUNIOR YEAR.

AS YOU ARE MAKING YOUR PLANS FOR THE FUTURE, PLEASE GIVE SERIOUS THOUGHT TO HOW YOU CAN USE YOUR TALENTS AND ABILITIES TO THE BEST ADVANTAGE IN PROVIDING SERVICE TO YOUR FELLOW-MAN. AS YOU KNOW, WE ARE LIVING IN CHANGING TIMES AND THE ROLE OF THE PERSON WHO PROVIDES HEALTH SERVICES IS ALSO CHANGING. THEREFORE, THE FUTURE HOLDS GREAT PROMISE BUT THE DEMANDS ON THE HEALTH PROFESSIONS WILL BE EQUALLY AS GREAT. IF YOU CHOOSE TO ENTER PHYSICAL THERAPY, I WOULD URGE YOU TO PREPARE YOURSELF TO PARTICIPATE FULLY IN ITS FUTURE -- THAT IS, GIVE CAREFUL THOUGHT TO PLANNING YOUR EDUCATION FOR PHYSICAL THERAPY AT THE GRADUATE LEVEL.

THE GRADUATE PHYSICAL THERAPY CURRICULUM
CASE WESTERN RESERVE UNIVERSITY
11418 BELLFLOWER ROAD CLEVELAND, OHIO 44106

MRS. GENEVA R. JOHNSON, DIRECTOR
MISS DOROTHY PINKSTON, ASSISTANT DIRECTOR



SEMINAR IN PHYSICAL THERAPY

Presented By

Faculties of the

GRADUATE

PHYSICAL THERAPY CURRICULUM

CASE WESTERN RESERVE UNIVERSITY

Cleveland, Ohio

November 7-8, 1969

25

- 12:30 P.M. REGISTRATION
PHYSICAL THERAPY BUILDING
11418 BELLFLOWER ROAD
- 1:30 P.M. GENERAL ORIENTATION
MRS. JOHNSON
FILM - "THE RETURN"
- 3:00 P.M. VISIT TO UNIVERSITY HOSPITALS - GROUP I
TOUR OF PHYSICAL THERAPY BLDG. - GROUP II
- 4:00 P.M. VISIT TO UNIVERSITY HOSPITALS - GROUP II
TOUR OF PHYSICAL THERAPY BLDG. - GROUP I
- 6:00 P.M. BUFFET DINNER
NEWTON D. BAKER BUILDING, ROOM 121
10950 EUCLID AVENUE
- 7:30 P.M. EDUCATIONAL OPPORTUNITIES IN
PHYSICAL THERAPY
MRS. JOHNSON

THE GRADUATE PHYSICAL THERAPY
CURRICULUM
DR. LEHMKUHL
MISS PINKSTON
MISS MEIDA

NOW THAT I AM A PHYSICAL THERAPIST
MISS PLANK

GROUP DISCUSSIONS

- GROUP A. DR. TASLITZ
- GROUP B. MISS KELSEY
- GROUP C. DR. LEHMKUHL
- GROUP D. MISS MEIDA
- GROUP E. MISS PINKSTON

- 9:00 A.M. EMPLOYMENT OPPORTUNITIES IN
PHYSICAL THERAPY
MR. ANDERSON
- 9:45 A.M. SOURCES OF FINANCIAL ASSISTANCE
FOR PHYSICAL THERAPY EDUCATION
MISS CEPIK
- 10:00 A.M. SNACK
- 10:30 A.M. RESEARCH ACTIVITIES IN THE GRADUATE
PHYSICAL THERAPY CURRICULUM
MRS. JACOBS
MISS KELSEY
DR. TASLITZ
- 11:30 A.M. GENERAL DISCUSSIONS AND SUMMARY
SESSION
MRS. JOHNSON

APPENDIX E

GRADUATE PHYSICAL THERAPY CURRICULUM
Case Western Reserve UniversityPATTERNS OF PROFESSIONAL EDUCATION
IN PHYSICAL THERAPY

There are 49 institutions in the United States which have accredited programs of Physical Therapy education and one in Puerto Rico. The approach to Physical Therapy education varies considerably among those institutions. A majority of the educational programs, forty-seven (47), are located in colleges and universities. The baccalaureate degree is awarded in 43 institutions; a master's degree (M.S., M.A.) in three universities; and a certificate in 16 institutions. Certificate courses only are offered in four institutions; two of those are in institutions which do not grant any degree and two are in universities.

In four of the institutions which offer certificate courses, there is a cooperative arrangement with a college or university for the award of a baccalaureate degree. A student who meets requirements for admission to one of those educational programs may be accepted following the Junior year, provided his college will grant him a degree upon satisfactory completion of the Physical Therapy program. The degree awarded is not in Physical Therapy.

The Medical Field Service School, Fort Sam Houston, Texas, accepts applications from women candidates who hold a baccalaureate degree. Accepted candidates receive a certificate upon satisfactory completion of the course.

Education for Physical Therapy

The following patterns are currently in use for the:

1. Baccalaureate degree

- a. The student enters the college in the program of general education (liberal arts) and does not declare a major until the end of the second year. During the first two years, the liberal arts requirements of the institution are satisfied and prerequisites for admission to the educational program in Physical Therapy are completed. The final two years are then spent primarily in professional education. There may be a summer requirement of clinical education between the Junior and Senior years or following the completion of the Senior year.

APPENDIX E - Continued

-2-

Transfer students may be accepted into a program such as this following the second college year if the necessary requirements for admission are met. A student who wishes to transfer should contact the school(s) of his choice early.

- b. Several schools have an integrated program of professional and general education throughout the four years. A student may transfer into such a program but may be obliged to complete specific requirements for the degree if he lacks those in advance of transfer.
- c. There are schools which confine the professional education to the Senior year. The first three years are spent in general education and in meeting prerequisites for admission to the educational program in Physical Therapy. For example, a student may be required to complete anatomy before admission to the professional program.

A qualified student may be accepted as a student into this kind of program following the Junior year. A baccalaureate degree is then awarded upon satisfactory completion of the program.

2. Certificate

- a. Certificate courses are offered in hospitals or other institutions and in some colleges and universities (13 in colleges and universities, 3 in hospitals or other institutions). These courses vary in length from 12 months to 24 months.

3. Master's degree

Three institutions offer education for Physical Therapy at the graduate level. Two calendar years are required to complete those programs.

- a. University of Southern California. At that University a student must present a baccalaureate degree in a field other than Physical Therapy and must also be eligible for admission to the Graduate School. A Master of Arts is awarded following satisfactory completion of the program.

- b. Case Western Reserve University
Early Admission

A student who has an excellent academic record and who presents other qualifications may be considered for early admission to the Graduate School and, therefore, to the

APPENDIX E - Continued

-3-

Graduate Physical Therapy Curriculum. An application for early admission should be presented by the Fall semester of the candidate's Junior year.

Regular Admission

A candidate must hold a baccalaureate degree in a field other than Physical Therapy from an accredited institution of higher education prior to entrance in the program. He must meet eligibility requirements of the School of Graduate Studies and the Graduate Physical Therapy Curriculum. Other requirements are listed in the brochure describing the Graduate Physical Therapy Curriculum.

A Master of Science is awarded upon satisfactory completion of the program.

Graduate Education for Physical Therapists

At this time, a physical therapist may seek an advanced degree in many areas of specialization, such as: anatomy, physiology, psychology, education, sociology and physical therapy.

Eleven universities now offer graduate education in Physical Therapy. The degree may be either a Master of Arts or a Master of Science.

In three universities which offer a certificate course, the student who meets requirements for admission to the Graduate School may receive credit toward a master's degree for some of the courses taken in the educational program in Physical Therapy. Those are:

1. Duke University
2. University of Iowa
3. New York University

THE MINIMAL LENGTH OF ANY PROFESSIONAL PROGRAM IN PHYSICAL THERAPY IS
ONE CALENDAR YEAR

APPENDIX F

SAMPLE LETTER OF APPRECIATION
TO DEAN OR DEPARTMENT HEAD

Dear ():

The faculty of the Physical Therapy Curriculum at Case Western Reserve University was delighted with your selection of participants to represent Allegheny College at our recent Seminar in Physical Therapy. We enjoyed meeting them and think that the experience was rewarding for us as well as for them.

Because this Seminar was so successful, we plan to have others in succeeding years so we will be asking you to send representatives, again, and I hope that you will want to do so.

We appreciate your willingness to cooperate with us in this venture. From all accounts it was mutually beneficial. Thank you so much for your considerable contribution to its success.

Sincerely yours,

(Mrs.) Geneva R. Johnson
Director

GRJ:km

APPENDIX G

SAMPLE LETTER TO A STUDENT
FOLLOWING PARTICIPATION IN A
SEMINAR IN PHYSICAL THERAPY

Dear ():

The Faculty and I were delighted that you were able to participate in the Seminar in Physical Therapy October 14 and 15. We hope that you found the experience rewarding and that you had your questions about Physical Therapy education and opportunities in the field answered satisfactorily. Please contact us if you have additional questions or if you would like information on any specific phase of the program.

We will be looking forward to having your application some time in the future. If you are considering admission to the () class, it would be well for you to begin your application as soon as possible. We will accept applications during the Spring Semester and into the summer. Naturally, the opportunity for admission lessens as the time goes on. When you do mail your application to the Office of Admission, if you will drop me a note to let me know you have done so, we can expedite matters by making arrangements for the examinations and letters of reference.

I would like to extend my best wishes to you for the future. I hope that many of you who participated in the Seminar will decide to enter the profession of Physical Therapy. It is our hope also that many of you will select a graduate program for your educational experience.

Sincerely yours,

(Mrs.) Geneva R. Johnson
Director

GRJ:dc

APPENDIX I

GRADUATE PHYSICAL THERAPY CURRICULUM
Case Western Reserve University

NAME: _____ DATE: _____

ADDRESS: _____ ATTENDED SEMINAR IN: _____

_____ COLLEGE REPRESENTED: _____

1. WHAT IMPRESSED YOU MOST ABOUT THE SEMINAR IN PHYSICAL THERAPY? _____

2. WERE YOUR QUESTIONS ANSWERED TO YOUR SATISFACTION?
YES NO

IF NO, WHAT WOULD YOU HAVE LIKED TO HAVE HAD ANSWERED? _____

3. WERE THERE UNDISCUSSED AREAS THAT YOU WOULD LIKE TO HAVE DISCUSSED?

YES NO

IF YES, PLEASE LIST THOSE: _____

4. DID PARTICIPATION IN THE PHYSICAL THERAPY SEMINAR HELP YOU TO DECIDE
TO ENTER AN EDUCATIONAL PROGRAM IN PHYSICAL THERAPY?
YES NO

IF YES, WHAT WERE THE FACTORS? _____

PLEASE NAME THE PROGRAM YOU ARE CONSIDERING: _____

IF NO, WHAT WERE THE FACTORS WHICH INFLUENCED YOUR DECISION? _____

2.

5. YOU WERE GIVEN A PACKET OF INFORMATION MATERIALS AT THE SEMINAR. WHICH OF THESE DID YOU FIND MOST HELPFUL? _____

6. IN WHAT WAYS HAVE YOU SHARED THE INFORMATION RECEIVED AT THE SEMINAR? _____

7. PRIOR TO THE SEMINAR YOU WERE SENT A MEMORANDUM WHICH INCLUDED INFORMATION ABOUT THE SEMINAR. WAS THE INFORMATION USEFUL? _____

(yes) (no)

PLEASE COMMENT: _____

8. WAS THE INFORMATION ADEQUATE? _____

(yes) (no)

IF NOT, PLEASE INDICATE THE TYPES OF INFORMATION WHICH YOU BELIEVE SHOULD BE ADDED: _____

9. WERE YOUR HOTEL/HOUSING ACCOMODATIONS COMFORTABLE AND CONVENIENT? _____

(yes) (no)

SUGGESTIONS: _____

10. WERE YOUR MEALS (BUFFET AND SNACK) WELL PREPARED AND APPETIZING? _____

(yes) (no)

SUGGESTIONS: _____

3.

11. WERE YOU NOTIFIED ABOUT THE PHYSICAL THERAPY SEMINAR BY:

COUNSELOR _____

TEACHER _____

12. HOW LONG HAVE YOU BEEN INTERESTED IN PHYSICAL THERAPY AS A PROFESSION?

13. WAS YOUR INTEREST STIMULATED BY:

TEACHER _____

COUNSELOR _____

OTHER _____

14. DID YOU SEEK OUT INFORMATION? _____

YES

NO

WHEN? _____

SOURCE? _____

15. WERE YOU CONSIDERING PHYSICAL THERAPY AS THE CAREER FOR YOU PRIOR TO BEING NOTIFIED ABOUT THIS SEMINAR?

YES

NO

16. WOULD YOU RATE YOUR INTEREST IN PHYSICAL THERAPY AS:

STRONG? _____

NOT VERY STRONG? _____

DOUBTFUL? _____

NOT AT ALL? _____

17. WHAT OTHER CAREER(S) HAVE YOU CONSIDERED?

REFERENCES

Johnson, G.R. The Research Domain of Physical Therapy. Unpublished doctoral dissertation. University of Pittsburgh, Pittsburgh, Pennsylvania, 1971.