

INDIANA UNIVERSITY SCHOOL OF HEALTH AND REHABILITATION SCIENCES

Coleman Hall (CF) 120
1140 W. Michigan Street
Indianapolis, IN 46202
(317) 274-4702
www.sahs.iupui.edu

Contents

[Dean's Remarks](#)

[Vision](#)

[Mission](#)

[Statement of Values](#)

[History of the School](#)

[Accreditation](#)

[Preadmission Status](#)

[Admission Policies](#)

[Admission Procedures](#)

[Student Rights and Responsibilities](#)

[Credentials/Licensure](#)

[Alumni Association](#)

Academic Programs

[Department of Health Sciences](#)

[Master of Science in Health Sciences](#)

[Master of Science in Therapeutic Outcomes Research](#)

[Certificate in Health Sciences Patient Centered Outcomes](#)

[Department of Nutrition and Dietetics](#)

[Dietetic Internship](#)

[Master of Science in Nutrition and Dietetics](#)

[Pediatric Nutrition Fellowship](#)

[Department of Occupational Therapy](#)

[Master of Science in Occupational Therapy](#)

[Department of Physical Therapy](#)

[Doctor of Physical Therapy](#)

[Administrative Officers](#)

[Faculty](#)

Dean's Remarks

Thank you for your interest in the Indiana University School of Health and Rehabilitation Sciences (SHRS), located on the campus of Indiana University–Purdue University Indianapolis (IUPUI). The SHRS is one of the oldest allied health academic units of its type in the country and has provided leadership in health and rehabilitation sciences, as well as research and education, to the citizens of Indiana, the region, and the nation for over 35 years. In 1967, the school was one of 13 allied health units from across the country to participate in the planning and formation of the field's national professional society—the Association of Schools of Allied Health Programs. On this campus, the School of Health and Rehabilitation Sciences joins the Schools of Dentistry, Medicine, Nursing, and Social Work to form the IUPUI Academic Health Center, one of the largest academic health centers in the country.

Perhaps our most cherished asset is the quality of our students. The school's graduate professional programs are among the most competitive for admission at Indiana University, and the grade point average of students selected for our professional programs routinely ranks among the highest on the university campus. Our students' commitment to excellence is expressed in many ways: individual and collaborative research initiatives, national awards, and pass rates on certification/licensure exams that exceed national averages, to name only a few. Our students come to us from many backgrounds, and upon completion of their studies they seek careers in a wide variety of settings to promote the health and well-being of residents in Indiana, the region, and the nation.

The school's faculty members are recognized nationally and internationally for their contributions. They serve on national licensure boards and are leaders of national professional societies, reviewers for federal granting agencies, and invited speakers. Their research is published in the best journals in their disciplines, and they routinely serve as consultants to community agencies, state and national health care facilities, and corporations. But their principal goal is to educate the next generation of practitioners to effectively function in the health care environment of the future.

The services offered by the school facilitate our student-centered approach to learning. Advising starts as soon as a student indicates a desire to study in one of our educational programs. Our Office of Academic and Student Affairs sponsors important student events in combination with its statewide advising network and is the entry point for learning more about our outstanding opportunities in graduate professional education.

To promote excellence in education, research, and service, the SHRS maintains strong relationships with a variety of critical constituent groups. Our alumni activities keep our graduates involved with charting the future of the school. We improve facilities and offer scholarships through generous donations by alumni and friends of the school. The school's collaboration with other academic units promotes creative research and teaching opportunities, and our affiliation with over 500 health care facilities gives students unique educational experiences. Moreover, the involvement of associate faculty is essential to fully implement the school's curriculum. We are proud of these relationships and continue to seek other collaborative opportunities.

Health care delivery in this country is undergoing dramatic change, but it remains one of the most personally fulfilling professions, and we know that most of our students pursue it with a sense of mission. The School of Health and Rehabilitation Sciences strives to provide a comprehensive educational experience that helps students realize their goals and ambitions.

Mark S. Sothmann

Dean
School of Health and Rehabilitation Sciences

Vision

The Vision of the School of Health and Rehabilitation Sciences is to be recognized nationally and globally as a leader in graduate health sciences, and as a provider of excellent health care professionals for the state of Indiana and beyond.

Mission

In fulfilling its vision, the School of Health and Rehabilitation Sciences seeks to develop and maintain a scholarly and competent faculty who will provide excellence in:

- the teaching/learning process for programs in fields related to health professions,
- the advancement of knowledge through research, scholarship, and creative activity, and
- the development of lifelong commitment to local, national, and global civic engagement with each of these core activities characterized by:
 - **collaboration** within and across disciplines, the university, and the community,
 - a commitment to **diversity**, and
 - the pursuit of **best practices**.

Statement of Values

The School of Health and Rehabilitation Sciences of Indiana University is committed to excellence in the education of its constituents, who will have a concern for the people they serve.

We value the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service.

The faculty recognizes students as partners in the teaching/learning process and provides them with opportunities to develop expertise, scientific knowledge, and professional attitudes that enable them to contribute to the health of society.

We are committed to the maintenance of individual professional competence and lifelong learning; to the development of new knowledge through research, scholarship, and creative activity; and to the provision of service through civic engagement.

The SHRS values collegiality, cooperation, and creativity as well as honesty, integrity, and support for open inquiry and dissemination of findings.

We value the personal and professional development of a diverse community of students, faculty, and staff, and we are committed to continuous improvement of all programs and services.

The SHRS is committed to training faculty and students involved in the community; to providing educational programs and working with a wide array of partners; to offering expert care and assistance to clients; to engaging in field research that serves Indianapolis, the state of Indiana, and beyond; and to building a strong, welcoming campus community for all.

History of the School

The School of Health and Rehabilitation Sciences traces its origin to 1941, with the initial offering of allied health sciences degrees through the Indiana University School of Medicine. In 1959, by action of the Trustees of Indiana University, the Division of Allied Health Sciences was formed, and in 1960 the trustees conferred upon the faculty of the School of Medicine the responsibility and authority to grant the Bachelor of Science degree to those students who successfully completed the prescribed curriculum in four allied health programs. Since that time, additional baccalaureate programs and new programs at the associate and graduate levels have been approved and initiated. In 1967, the Division of Allied Health Sciences was one of 13 similar units from across the country to participate in the planning and formation of the national professional society, the Association of Schools of Allied Health Sciences.

At the April 1991 meeting of the Trustees of Indiana University, the Division of Allied Health Sciences was granted school status. The School of Allied Health Sciences encompassed allied health programming on five of the eight campuses of Indiana University and incorporated 21 distinct allied health academic degree programs.

In 2002 the School of Allied Health Sciences was restructured to better align campus resources in support of the allied health sciences degrees. The resulting school focused solely on delivering graduate degrees in selected health and rehabilitation science disciplines. The undergraduate allied health sciences degrees migrated to other academic units on the IUPUI campus. To better reflect the more focused academic mission of the school, and based on faculty recommendation, in June 2003 the Trustees of Indiana University approved changing the name to School of Health and Rehabilitation Sciences. Four departments constitute the school: Health Sciences, Nutrition and Dietetics, Occupational Therapy, and Physical Therapy. During its history of more than 40 years, the school has provided leadership in education, research, and civic engagement pertaining to health for the citizens of Indiana, the region, and the nation.

Accreditation

The School of Health and Rehabilitation Sciences shares with the other schools of the university the accreditation accorded Indiana University as a member of the North Central Association of Colleges and Schools.

In addition, the professional programs are individually accredited by appropriate governing agencies within the discipline. See program-specific sections.

Preadmission Status

Enrollment at Indiana University does not guarantee admission to the professional programs offered through the School of Health and Rehabilitation Sciences. To be eligible for admission to the programs offered by the school, students must adhere to the academic regulations of the academic unit in which they are enrolled and meet school and program admission requirements as stipulated in the program sections of this bulletin. Admission to many programs is competitive; therefore, completion of the prerequisites does not guarantee admission to the program. On some campuses a student may be admitted as a preprofessional student in a health and rehabilitation sciences discipline; however, this status is for academic advising purposes only and in no way influences admittance into a professional program.

Admission Policies

The admission policies of individual programs within the School of Health and Rehabilitation Sciences comply with the following standards:

Prerequisite Course Work Applicants must complete prerequisite courses at an accredited high school (or by GED equivalent), college, or university. Individual programs determine the specific courses and the minimum grade that must be achieved in any course (see specific program information); therefore, program-specific requirements may differ. The completion of a prerequisite course with a Pass/Fail grade must be approved by each program. Applicants should read the “Admission Policies” and “Program Descriptions” sections of this bulletin for specific entry-level requirements.

Interview Applicants may be required to complete a personal interview. The interview may be a component of the admission decision.

Policy Changes Policies concerning the minimum grade point average for admission consideration are subject to change. Changes for beginning first-year professional students become effective the semester following the announcement of the decision to the university counselors and other constituencies. Changes in prerequisite courses or the minimum grade required in a prerequisite course will be applied as follows for continuing students:

1. Applicants who have taken the course before the change and who meet the old requirement will have satisfactorily completed the requirement.
2. Applicants who have taken the course before the change and who do not meet the old requirement must complete the course under the new requirements.
3. Applicants enrolled in the course at the time of the change will be permitted to meet the old requirements.
4. Applicants who have not taken the course before the change will have to meet the new requirements.

Admission Procedures

1. In addition to the general admission requirements for Indiana University, the program-specific sections in this bulletin must be read for admission requirements and deadlines.
2. Individuals seeking admission to a professional program must submit a complete application before the program’s application deadline. See the “General Information” section of this bulletin for names, addresses, and telephone numbers of persons to contact for applications. Admission to the professional program is competitive; application for admission to the school does not constitute automatic admission to a program.
3. All complete applications are reviewed by the program’s admission committee. The selection of a class is based on program admission criteria. All applicants receive written notification of their admission status.
4. Applicants may appeal any admission decision except those relating to minimum grade point averages. Copies of the policies and procedures governing the appeals process are available on request from any of the school’s administrative offices.
5. Individuals interested in being admitted to one of the school’s programs should contact the program of interest annually for an update of admission criteria.
6. The program applications are revised each year. Applicants must obtain an application for the year in which they wish to apply.
7. Applicants should check the current program application for submission deadlines.
8. Students who have been convicted of a felony may be unable to obtain appropriate credentials to practice in some disciplines. Contact the program director for further information.

9. Individuals whose names appear on the Sex Offenders List will not be allowed to pursue admission to any program in the School of Health and Rehabilitation Sciences.

Withdrawal and Readmission A student may be readmitted to the school after withdrawal as follows:

Temporary Withdrawal Students in good standing who voluntarily and temporarily withdraw from a program assume temporary inactive status with the School of Health and Rehabilitation Sciences. At the time of departure, it is the student's responsibility to arrange, in writing, a continuation agreement with the individual program director. The student is allowed to reenroll as specified in the continuation agreement. The student must meet any specific academic/clinical requirements associated with reenrollment under the continuation agreement. Students failing to reenroll as specified in the continuation agreement are subject to dismissal from the School of Health and Rehabilitation Sciences.

Other Withdrawal A student who withdraws without arranging in writing for a continuation agreement with the program director or fails to enroll in any semester will not be allowed further enrollments in the school and will be considered as not making satisfactory progress toward a degree. Such students who want to reenroll must file an application for admission and will be considered as new applicants. New prerequisites and standards must be met. These students may be considered for advanced standing in the program provided the completed work meets the current standards of the program.

Student Rights and Responsibilities Application to and enrollment in the university constitute the student's commitment to honor and abide by the practices and policies stated in the university's official announcements, bulletins, handbooks, and other published materials and to behave in a manner that is mature and compatible with the university's function as an institution of higher learning. The *Indiana University Code of Student Rights, Responsibilities, and Conduct* is available in electronic format. Students are expected to read this document and, by their enrollment, agree to its contents and to additional School of Health and Rehabilitation Sciences statements that appear below.

Academic Advising The School of Health and Rehabilitation Sciences Student Enrollment Coordinator is available to assist students who are working on the prerequisites for a professional program. Once admitted to a professional program, students are advised by faculty within the program. It is the student's responsibility to seek counseling and guidance. *The student is responsible for planning a program to meet degree requirements.*

Appeals The School of Health and Rehabilitation Sciences abides by the appeals procedures discussed in the *Indiana University Code of Student Rights, Responsibilities, and Conduct*. Students may obtain a copy of the school's Appeals Policy and Procedure from any of the school's administrative offices.

Attendance Students are responsible for complying with all attendance requirements that may be established by the program faculty.

Clinical Affiliations Clinical affiliations (fieldwork experiences) are required in most School of Health and Rehabilitation Sciences programs. The program faculty is responsible for the selection, approval, and assignment of clinical experiences. Although individual student needs and desires will be recognized, final placement decisions are made by the program faculty. Students are responsible for transportation, fees, and self-support, and for following the rules and regulations of the center(s) to which they are assigned. In addition, student conduct must be consistent with the standards of the university and the profession.

Degree Applications Each fall, students preparing to graduate during the following calendar year must file an Intent to Graduate form in the office of the program in which they are enrolled. Program faculty then certify the student's satisfactory completion of degree requirements. If changes in the anticipated date of degree completion occur, students must consult their faculty advisor and file an updated Intent to Graduate form.

Financial Aid A student may seek financial assistance through the IUPUI Financial Aid Office. In addition, assistance may be available through professional associations and other external groups and agencies.

Costs Students are responsible for the following costs:

Fees and Tuition Fees and tuition are established annually by the Trustees of Indiana University.

Books and Supplies Books and supplies are determined by the program.

Uniforms During clinical/fieldwork experiences, students must adhere to the dress code requirements of the program and training site. Students are responsible for providing their own uniforms.

Transportation Students are responsible for travel and lodging costs associated with clinical/fieldwork experiences.

Contact the program of interest for a current cost sheet.

Liability Insurance All students participating in required fieldwork experience are covered by the university's medical malpractice insurance. When requested, students may be required to purchase and show proof of general liability insurance before being certified to begin the clinical experience.

Health Before the beginning of the professional program, students are required to demonstrate proof of immunization for tetanus and diphtheria, rubella, rubeola (measles), mumps, varicella (chicken pox), and hepatitis. All students must have had a PPD tuberculin skin test within the last three months. Students may be required to complete a physical examination (see program specific requirements). All students must show proof of health insurance before beginning the professional program.

International Students Foreign nationals enrolled in the school are subject to the same rights and responsibilities as all other students. International students should consult the IUPUI Office of International Affairs.

Orientation School of Health and Rehabilitation Sciences programs require students to attend orientation programs before the beginning of the professional courses. Students are responsible for attending these sessions and for the program-specific policies and standards distributed and discussed at the sessions.

Professional Conduct Students are responsible for exhibiting conduct appropriate to their professional training and education. Each program distributes standards and policies of appropriate professional conduct at the time of program orientation.

Registration and Record Changes It is the student's responsibility to enroll in each required academic session and satisfactorily complete all courses required for the degree. Faculty are available to provide academic advising.

Students are responsible for filing the necessary Student Record Change form with the School of Health and Rehabilitation Sciences Office of Academic and Student Affairs in Coleman Hall 120 as soon as possible following a change of name or permanent address. Additional information regarding degree requirements and academic standards may be found elsewhere in this bulletin.

Credentials/Licensure Students completing any of the professional programs are qualified to sit for the appropriate licensure and/or credentialing examinations. Contact the program director for further information.

School of Health and Rehabilitation Sciences Alumni Association The School of Health and Rehabilitation Sciences Alumni Association is an officially recognized constituent member of the Indiana University Alumni Association. Active membership is open to all graduates of School of Health and Rehabilitation Sciences programs.

For more information, contact the Indiana University Alumni Association, School of Health and Rehabilitation Sciences Alumni Association, University Place Conference Center, 241, 850 W. Michigan Street, Indianapolis, IN 46202-6044; phone: (317) 274-8828.

Academic Programs

Department of Health Sciences

The educational programs in Health Sciences are located on the Indiana University–Purdue University Indianapolis campus.

Master of Science in Health Sciences at Indiana University– Purdue University Indianapolis

Program Director Professor Joyce Mac Kinnon

Research Associate Christopher Robbins

Description and Purpose of the Program This graduate program is offered through the University Graduate School. The program's objective is to provide credentialed health care professionals information about current trends and issues in health care. This includes the growing use of technology, the use of evidence to inform practice decisions, and the use of outcome measures focused on the individual patient/client. Concurrently, the student is able to develop a concentration in a related cognate area including but not limited to education, management, or advanced practice.

The program is designed for working health care professionals intending to work in educational or clinical settings who want to pursue advanced formal education that encompasses new technologies and ways of informing practice while permitting flexibility in exploring particular cognate areas of interest. Many of the courses are offered in the evening or through distance education formats.

Program Requirements

The program consists of a minimum of 36 credit hours, including a required 6-credit-hour practicum or thesis. The program curriculum consists of three components: (1) health sciences core courses; (2) research courses, to include the thesis or practicum; and (3) courses in the cognate area. The program director and the student formulate an academic program plan to assure relevance to the student's long-range professional plans.

Admission

Requirements Students accepted into the program must complete university, school, and program admission requirements. The minimum admission requirements are as follows.

1. A baccalaureate degree from an accredited institution (applicant must submit an official copy of all undergraduate transcripts).
2. Total undergraduate grade point average of 3.0 on a 4.0 scale.
3. Graduate Record Examination (GRE) scores of at least 500 on verbal and analytical sections OR, for those students enrolled in the Certificate in Health Sciences Patient Centered Outcomes (see certificate description below), completion of all four courses in the certificate with a grade of B (3.0) or better in each course.
4. Two letters of recommendation from those familiar with the applicant's academic and professional performance.
5. Eligibility for license or credential in a health care profession.
6. 300 to 500-word personal statement of academic and professional goals.
7. If applicable, a TOEFL score of at least 600.

Exceptions to these requirements may be granted by the School of Health and Rehabilitation Sciences Academic Studies and Research Development Committee upon written petition from the applicant and with written recommendation from the Health Sciences program director. The petition must include a full statement of conditions justifying the exception. Conditional admission will be for a stated time period and will entail specific conditions to be met to receive regular admission status.

No student will be permitted to work toward a degree without first being admitted to the Master of Science program.

Prior Course Work Applied Toward Degree Requirements A maximum of 6 graduate credit hours earned at Indiana University before admission may be applied toward a degree. Upon the recommendation of the Health Sciences program director and with the approval of the School of Health and Rehabilitation Sciences Academic Studies and Research Development Committee, up to 8 credit hours of graduate work at other institutions may be transferred in partial fulfillment of degree requirements. No course may be transferred from another institution unless the course was completed with a grade of B or higher within five years before matriculation in the Master of Science degree program.

Application Materials An applicant must submit completed application forms to the Office of Academic and Student Affairs, School of Health and Rehabilitation Sciences. Transcripts from all universities attended must be included. However, if one applicant has graduated from Indiana University, the school will obtain those transcripts directly. Non-Indiana University graduates must submit at least one official transcript from each university attended.

A nonrefundable application fee is required from all applicants who have never attended Indiana University.

Curriculum

A total of 36 credit hours will be required to complete the degree. The hours are allocated as follows:

Health Sciences Core Courses

(12 credit hours)

AHLT W510 Trends and Issues in Health Sciences (3 cr.)

AHLT W520 Evidence-Based Critical Inquiry in the Health Sciences (3 cr.)

AHLT W540 Patient-Reported Outcomes and Economic Evaluation (3 cr.)

INFO I530 Seminar in Health Informatics Applications (3 cr.)

These four courses are offered online as part of the Certificate in Health Sciences Patient Centered Outcomes.

Research (12 credit hours)

GRAD G651 Introduction to Biostatistics (or equivalent) (3 cr.)

AHLT W570 Research Communication (3cr.)

AHLT W599 Thesis in Health Sciences(6 cr.)

Cognate Area (12 credit hours)

Students earning the M.S. in Health Sciences must declare a cognate area in consultation with the program director. Examples of cognate areas include but are not limited to management/supervision, education, and advanced clinical concentration.

After identifying the cognate area and in consultation with the program director, the student will develop a plan of study in which all courses in the cognate area are identified. Listed below are some examples of possible cognate areas and possible courses within these areas. This list is meant to be illustrative and not comprehensive. The actual courses to be taken by each student should be determined in consultation with the program director and made formal in the student's plan of study.

Examples of possible cognate areas and possible courses:

**Management/Supervision
(15 credit hours)**

NURS L573 Organizational Behavior (3 cr.)
NURS L574 Administrative Management (3 cr.)
NURS L575 Corporate/Public Policy (3 cr.)
NURS L651 Financial Management (3 cr.)
SPEA H514 Health Economics (3 cr.)
SPEA H508 Managing Health Accounting Information for Decision-Making (3 cr.)
SPEA H623 Health Care Applications of Strategic Management (3 cr.)

Education (15 credit hours)

EDUC P575 Developing the Human Potential (3 cr.)
EDUC H520 Sociology of Education (3 cr.)
EDUC H530 Philosophy of Education (3 cr.)
ACE D500 Adult Learning Theory (3 cr.)
ACE D505 The Adult as a Client of Education (3 cr.)
AHLT Z530 Clinical Education in the Health Sciences (3 cr.)
AHLT Z526 Application of MBTI in Health Sciences (3 cr.)
NURS T615 Nursing Curriculum (3 cr.)
NURS T670 Teaching of Nursing (3 cr.)
NURS D742 Legal and Ethical Issues in Nursing Education (3 cr.)
NURS W505 Interprofessional Collaboration in the Urban Schools and Communities (3 cr.)
NURS T550 Cultural/Community Forces and the Schools (3 cr.)

**Advanced Clinical Concentration
(15 credit hours)**

AHLT N550 Human Nutritional Pathophysiology I (3 cr.)
AHLT N552 Human Nutritional Pathophysiology II (3 cr.)
AHLT N570 Pediatric Nutrition I (3 cr.)
AHLT N572 Advanced Pediatric Nutrition (3 cr.)
AHLT P570 Pharmacology for Physical Therapists (3 cr.)
AHLT T580 Graduate Elective in Occupational Therapy (3 cr.)

For further information, contact Professor Joyce Mac Kinnon, Ed.D., Director of the Health Sciences Program, School of Health and Rehabilitation Sciences, Coleman Hall 120, 1140 W. Michigan Street, Indianapolis, IN 46202-5119, phone (317) 274-1029; fax: (317) 274-4723; e-mail: jmackinn@iupui.edu

Courses in Health Sciences

Courses in this department use the departmental code of AHLT.

W510 Trends and Issues in the Health Sciences (3 cr.) A seminar course to review pertinent literature and other sources of information as a basis for discussing trends and issues affecting the therapeutic professions and the health care delivery system.

W520 Evidence-Based Critical Inquiry in the Health Sciences (3 cr.) Fundamentals of research methodology, design, techniques, and procedures applicable to research problems in the allied health disciplines. Introduction to computer data analysis.

W540 Patient-Reported Outcomes and Economic Evaluation (3 cr.) Explorations of selected patient-centered outcomes assessment methodology and its use in economic evaluation.

W570 Research Communication in the Health Sciences (3 cr.) Focuses on the conceptualization and writing of the thesis or practicum proposal.

W799 Master's Thesis Continuation (1 cr.) Used as continuation credits for completing the master's thesis in a format acceptable to the student's advisory committee, leading to successful defense of the final product. May be repeated for credit.

Z599 Thesis in Health Sciences (6 cr.)

Master of Science in Therapeutic Outcomes Research at Indiana University–Purdue University Indianapolis

Program Director: Professor Joyce Mac Kinnon

Professors: Neil Oldridge, Mark Sothmann

Description and Purpose of the Program This graduate program is offered through the University Graduate School. The program is designed to prepare credentialed health care professionals to conduct patient outcomes research in order to evaluate the effectiveness of therapeutic interventions within their own disciplines. The chief feature of this program is the emphasis on original research to determine therapeutic benefit in terms of physiologic, symptomatic, functional, perceptual, and quality-of-life outcomes.

Description of the Outcomes Research There have been three major eras in the evolution of the U.S. health care system since the late 1940s: expansion, cost containment, and now assessment and accountability. In the expansion era, health care underwent remarkable growth in technology, training, and delivery. Emphasis was on the perfection of health care, with no consideration of costs or resource demands. Spiraling costs and disenchantment with the curative power of technology brought on the cost-containment era. Emphasis was placed on limiting spending and maximizing productivity, often at the expense of patient satisfaction. Today, there is a growing understanding of the balance between use of health care resources on the one hand and patient benefits on the other, or between assessment and accountability. Based on a more sophisticated awareness of what actually constitutes the costs and benefits of treatment, emphasis is now placed on rational use of resources in light of a realistic appraisal of therapeutic benefits. Patient-centered outcomes research concentrates on the assessment of therapeutic interventions under conditions of real, not ideal, practice. Health and rehabilitation sciences professionals are particularly well positioned to conduct therapeutic outcomes research because their clinical work is oriented toward the holistic factors that outcomes research purports to measure: multidimensional assessment of health status and improvement of patient quality of life. Moreover, as demand for useful and valuable outcomes measurement continues to grow among health care institutions and organizations, health and rehabilitation sciences professionals are increasingly being called upon to conduct outcomes assessment at their place of employment.

Admission

Requirements Students accepted into the program must complete university, school, and program admission requirements. The minimum admission requirements are as follows.

1. A baccalaureate degree from an accredited institution (applicant must submit an official copy of all undergraduate transcripts).
2. Total undergraduate grade point average of 3.0 on a 4.0 scale.
3. Graduate Record Examination (GRE) scores of at least 500 on verbal and analytical sections OR for those students enrolled in the Certificate in Health Sciences Patient Centered Outcomes (see certificate description below), completion of all four courses in the certificate with a grade of B (3.0) or better in each course.
4. Two letters of recommendation from those familiar with the applicant's academic and professional performance.
5. Eligibility for license or credential in a health care profession.
6. 300- to 500-word personal statement of academic and professional goals.
7. If applicable, a TOEFL score of at least 600.

Exceptions to these requirements may be granted by the School of Health and Rehabilitation Sciences Academic Studies and Research Development Committee upon written petition from the applicant and with written recommendation from the Therapeutic Outcomes Research program director. The petition must include a full statement of conditions justifying the exception. Conditional admission will be for a stated time period and will entail specific conditions to be met to receive regular admission status.

No student will be permitted to work toward a degree without first being admitted to the Master of Science Program.

Prior Course Work Applied Toward Degree Requirements A maximum of 6 graduate credit hours earned at Indiana University before admission may be applied toward a degree. Upon the recommendation of the Therapeutic Outcomes Research program director and with the approval of the School of Health and Rehabilitation Sciences Academic Studies and Research Development Committee, up to 8 credit hours of graduate work at other institutions may be transferred in partial fulfillment of degree requirements. No course may be transferred from another institution unless the course was completed with a grade of B or higher within five years before matriculation in the Master of Science degree program.

Application Materials An applicant must submit completed application forms to the Office of Academic and Student Affairs, School of Health and Rehabilitation Sciences. Transcripts from all universities attended must be included. However, if the applicant has graduated from Indiana University, the school will obtain those transcripts directly. Non-Indiana University graduates must submit at least one official transcript from each university attended.

Course Requirements

A total of 30 credit hours beyond the bachelor's degree, of which 12 credit hours are in health outcomes, 3 credit hours are in electives, and 15 credit hours are in research (including thesis work).

Thesis Requirement

The capstone experience is the writing and submission of a thesis based on original research conducted by the student and supervised by a thesis committee. Curricular electives are focused on developing expertise to articulate and research a testable hypothesis in a specific content area pertaining to patient-centered outcomes under the direction of a research advisor holding graduate faculty membership in the University Graduate School. Theses must follow the *Indiana University Guide to the Preparation of Theses and Dissertations*.

Curriculum

Health Outcomes (12 cr.):

AHLT W510 Trends and Issues in the Health Sciences (3 cr.)
SPEA H517 Managerial Epidemiology (3 cr.)
INFO I530 Seminar in Health Informatics Applications (3 cr.)
AHLT W540 Patient-Reported Outcomes and Economic Evaluation (3 cr.)

Electives (3 cr.):

(In consultation with graduate advisor) (3 cr.)

Research (15 cr.):

GRAD G651 Introduction to Biostatistics I (3 cr.)
AHLT W520 Evidence-Based Critical Inquiry in the Health Sciences (3 cr.)
AHLT W570 Research Communication in Health Sciences (3 cr.)
AHLT W599 Thesis in Health Sciences (6 cr.)

Total Minimum Credits: 30 cr.

Courses offered in other IUPUI schools:

GRAD G651 Introduction to Biostatistics I (3 cr.)
SPEA H517 Managerial Epidemiology (3 cr.)
INFO I530 Seminar in Health Informatics Applications (3 cr.)

For further information, contact Professor Joyce Mac Kinnon, Ed.D., Therapeutic Outcomes Research Program, School of Health and Rehabilitation Sciences, 1140 W. Michigan Street, Indianapolis, IN 46202; phone: (317) 274-1029; e-mail: jmackinn@iupui.edu.

Certificate in Health Sciences Patient Centered Outcomes

Certificate Director: Professor Joyce Mac Kinnon

Description and Purpose of the Program This four-course, 12-credit hour certificate is designed to provide credentialed health care professionals with information about the current trends and issues in health care, to include the growing use of technology, use of evidence to inform practice decisions, and the use of outcome measures focused on the individual patient/client. The certificate will provide clinicians the opportunity to demonstrate career development in an area becoming increasingly important to clinicians both nationally and internationally. All courses are offered online.

The certificate is constructed so that all courses can be used as part of the two advanced master's degrees offered by the Department of Health Sciences: the Master of Science in Health Sciences and the Master of Science in Therapeutic Outcomes research.

Students must complete all required course work (the four designated courses) with a grade of B (3.0) or better. Students will have three years to complete the certificate. The certificate director will be responsible for certifying completion of all requirements and will notify the University Graduate School once all requirements have been met. The director will ensure that certificate information is properly recorded with university offices.

Admission

Requirements Students accepted into the program must complete university, school, and program admission requirements. The minimum admission requirements are as follows.

1. A baccalaureate degree from an accredited institution (applicant must submit an official copy of all undergraduate transcripts).
2. Total undergraduate grade point average of 3.0 on a 4.0 scale.
3. Two letters of recommendation from those familiar with the applicant's academic and professional performance.
4. Eligibility for license or credential in a health care profession.
5. 300- to 500-word personal statement of academic and professional goals.
6. If applicable, a TOEFL score of at least 600.

Exceptions to these requirements may be granted by the School of Health and Rehabilitation Sciences Academic Studies and Research Development Committee upon written petition from the applicant and with written recommendation from the Chair of the Department of Health Sciences. The petition must include a full statement of conditions justifying the exception. Conditional admission will be for a stated time period and will entail specific conditions to be met to receive regular admission status.

No student will be permitted to work towards the certificate without first being admitted to the certificate program.

Prior Course Work Applied Toward Degree Requirements No credits will be accepted from other institutions to fulfill the requirements of the certificate. No undergraduate courses can be used to fulfill the requirements of the certificate.

Application Materials An applicant must submit completed application forms to the Office of Academic and Student Affairs, School of Health and Rehabilitation Sciences. Transcripts from all universities attended must be included. However, if the applicant has graduated from Indiana University, the school will obtain those transcripts directly. Non-Indiana University graduates must submit at least one official transcript from each university attended.

Curriculum

The certificate consists of four courses for a total of 12 credit hours. The courses are as follows.

AHLT W510 Trends and Issues in Health Sciences (3 cr.)

AHLT W520 Evidence-Based Critical Inquiry in the Health Sciences (3 cr.)

AHLT W540 Patient-Reported Outcomes and Economic Evaluation(3 cr.)

INFO I530 Seminar in Health Informatics Applications (3 cr.)

For further information, contact Professor Joyce Mac Kinnon, Ed.D., Certificate in Health Sciences Patient Centered Outcomes, School of Health and Rehabilitation Sciences, 1140 W. Michigan Street, Indianapolis, IN 46202; phone: (317) 274-1029; e-mail: jmackinn@iupui.edu.

Department of Nutrition and Dietetics

The Nutrition and Dietetics Department offers three postbaccalaureate programs: two certificate programs—the Dietetic Internship and the Pediatric Nutrition Fellowship—and the Master of Science in Nutrition and Dietetics. The three programs require separate enrollments; the internship may not be completed concurrently with the master's program or Pediatric Nutrition Fellowship. However, the Pediatric Nutrition Fellowship may be completed as part of the Master of Science in Nutrition and Dietetics. In addition to graduate course work, the Nutrition and Dietetics Department also offers one undergraduate nutrition class.

Chair: Professor of Clinical Nutrition Jacquelynn O'Palka

Professors Emeriti: Bernice Hopp, Louise Irwin, Ada Marie Van Ness, Arlene Wilson

Professors: Sue Brady, Karyl Rickard

Associate Professor: Judith Ann Ernst

Associate Professor in Clinical Nutrition and Dietetics: Sara Blackburn

Dietetic Internship at Indiana University–Purdue University Indianapolis

The Dietetic Internship Program, founded in 1918, is accredited by the American Dietetic Association. The program is 10 months long with emphasis on medical nutrition therapy and food systems management. The Dietetic Internship Program includes 8 credits of graduate course work (the equivalent of one full-time semester) and a minimum of 1,184 supervised clinical practice hours. The program begins in late August and concludes in late June. The Dietetic Internship Program accepts 16 interns annually.

Admission requirements for the internship include a bachelor's degree from an accredited college or university, a minimum cumulative grade point average of 2.9 (on a 4.0 scale), completion of current academic requirements of the American Dietetic Association (must be verified by approved undergraduate dietetic program), and work experience.

For further information, contact Professor Jacquelynn O'Palka, Ph.D., R.D., Chair, Nutrition and Dietetics, IUPUI, 224 Coleman Hall, 1140 W. Michigan Street, Indianapolis, IN 46202; phone: (317) 278-0933; e-mail: jopalka@iupui.edu.

Master of Science in Nutrition and Dietetics at Indiana University–Purdue University Indianapolis

EDUCATIONAL PROGRAM

Location of the Program The program is located at the Indiana University Medical Center in Indianapolis and uses facilities throughout central Indiana.

Description and Purpose of the Program This graduate program, offered through the Indiana University Graduate School, is designed for health care professionals who have already earned a baccalaureate degree in nutrition or dietetics. The objective of this program is to provide an opportunity for health care professionals and nutrition students to deepen their knowledge base, improve critical thinking skills, and develop research skills in nutrition and dietetics.

The curriculum is designed for the student with a special interest in health promotion or in the nutritional requirements and provision of medical nutrition therapy in acute and chronic conditions such as diabetes or in the care of special populations such as preterm infants. Program affiliations throughout central Indiana provide the opportunity for the student to work with patient populations in both outpatient and inpatient settings as well as with the general public.

The curriculum will not prepare the student to sit for the Registration Examination for Dietitians. Concurrent enrollment in the Master of Science in Nutrition and Dietetics and the Pediatric Nutrition Fellowship is possible. However, concurrent enrollment in the Master of Science in Nutrition and Dietetics and the Dietetic Internship Program is not permitted.

Course Requirements Students will be required to take graduate-level courses in biochemistry, statistics or biostatistics, and physiology. Other courses and clinical study (open only to students who are registered dietitians) may be selected from the graduate-level offerings of the Nutrition and Dietetics Department and from other schools and departments on the Indiana University–Purdue University Indianapolis campus.

Minimum Requirements for the Degree To earn the M.S. degree, a minimum of 37 credit hours (43 if the Pediatric Nutrition Fellowship is included) at the graduate level are required. Candidates for this degree may petition to apply up to 8 credit hours of graduate work from other institutions or programs to this degree. There are both thesis and nonthesis options.

Admission

General Information

Admission Requirements The School of Health and Rehabilitation Sciences offers the M.S. in Nutrition and Dietetics through the University Graduate School. Students accepted into the program must meet all the requirements of both the University Graduate School and the School of Health and Rehabilitation Sciences. The minimum admission requirements are: a bachelor's degree from an accredited institution; a current health care practice credential or proof of completion of undergraduate major in nutrition or dietetics; cumulative undergraduate GPA of at least 3.0 on a 4.0 scale; an appropriate level of achievement on the Graduate Record Examination (GRE); and for international students, a suitable level of achievement on the Test of English as a Foreign Language (TOEFL).

Applicants must submit the following: (1) official undergraduate transcripts; (2) a 300- to 500-word personal statement of academic and professional goals; (3) three letters of recommendation from those familiar with the applicant's academic and professional performance; (4) official scores of the GRE and the GRE Writing Assessment Exam, taken within the last five years; (5) for international students, official TOEFL scores.

Applications and further information may be obtained by writing to:

Office of Research and Graduate Studies
School of Health and Rehabilitation Sciences
Indiana University–Purdue University Indianapolis
1140 W. Michigan Street
Indianapolis, IN 46202-5119

Grade Requirement A minimum of a 3.0 (B) grade point average in graduate work is required for continuance in graduate study. When the grade point average of a student falls below 3.0 or the student is not making sufficient progress toward the degree, the Health and Rehabilitation Sciences Academic Studies and Research Development Committee will review the student's record and recommend to the dean that the student be placed on probation. Unless the student achieves a 3.0 grade point average, or begins making satisfactory progress in the next semester of enrollment, the student will not ordinarily be allowed to continue in the graduate program. For more information about academic regulations, contact the program director.

For further information, contact Professor Jacquelynn O'Palka, Ph.D., R.D., Chair, Nutrition and Dietetics, IUPUI, 224 Coleman Hall, 1140 W. Michigan Street, Indianapolis, IN 46202; phone: (317) 278-0933; e-mail: jopalka@iupui.edu.

The Pediatric Nutrition Fellowship

The Pediatric Nutrition Fellowship is part of the Leadership Education Excellence in Pediatric Nutrition Program, located at the James Whitcomb Riley Hospital for Children in Indianapolis. The Nutrition and Dietetics Department and the Department of Pediatrics within the Indiana University School of Medicine jointly sponsor this program, which has been supported by the Bureau of Maternal and Child Health and Resources Development (Health and Human Services) since 1978.

The Pediatric Nutrition Fellowship for dietitians/ nutritionists is four to six months in length. The fellowship consists of didactic (10 hours per week) and clinical experiences to provide or enhance the pediatric nutrition knowledge, clinical expertise, and leadership skills of the dietitian/nutritionist. The four-month fellowship provides a core of pediatric nutrition competencies related to infants, children, and adolescents with special health needs. During the last two months of the six-month fellowship, fellows may specialize in one of three areas: (1) care of newborns in intensive care units and following discharge; (2) nutritional care of children with special health needs; or (3) nutritional care of adolescents, including those with diabetes. Core training occurs at Riley Hospital, community public health clinics, and the Indiana State Board of Health central office in Indianapolis. The fellowship program accepts four to six dietitians/ nutritionists annually. Although helpful, a master's degree is not required for fellowship eligibility. The Pediatric Nutrition Fellowship Program begins in January.

For further information, contact Professor Karyl Rickard, P.h.D., R.D., or Professor (Mary) Sue Brady, D.M.Sc., R.D., Pediatric Nutrition Fellowship Program, Nutrition and Dietetics Department, IUPUI, 224 Coleman Hall, 1140 W. Michigan Street, Indianapolis, IN 46202; phone: (317) 278-0933; fax: (317) 278-3940; e-mail: krickard@iupui.edu.

Courses in Nutrition and Dietetics

Courses in this department use the departmental code of AHLT.

“P” refers to a course prerequisite and “C” to a course that must be taken concurrently.

N265 Nutrition and Exercise (3 cr.) This course will allow the student to apply the principles of physiology, chemistry, and biology to describe the role of nutrition and exercise in the human body and to explore the interrelated and protective role of nutrition and exercise in wellness, health promotion, and disease prevention.

N544 Diet Therapy (3 cr.) P: dietetic internship. Study of physiological and biochemical alterations that occur during disease states and their effect on nutritional requirements and methods of providing nutrients.

N546 Medical Lectures (cr. arr.) Lectures by professional staff and invited guests in the health care field.

N550 Human Nutritional Pathophysiology I (3 cr.) P: B500, F503 or BIOL 557, or consent of instructor. An integrated study of the biochemical and physiological aspects of human macronutrient metabolism, with special reference to fundamental nutrition issues including determination of nutrient quality, nutrient interrelationships, and energy balance in the normal human adult and in common clinical problems.

N552 Human Nutritional Pathophysiology II (3 cr.) P: N550 or consent of instructor. A continuation of N550. An integrated study of the biochemical and physiological aspects of human fluid and micronutrient metabolism with special reference to nutritional pathophysiology involving fluid and micronutrient metabolism.

N560 Review of Nutrition Standards (3 cr.) Review of various nutrition standards, including those of the United States, the United Kingdom, Canada, and the World Health Organization. Course includes a review of all cited literature for one of the nutrients listed in the Recommended Dietary Allowances.

N563 Recent Advances in Dietetics (3 cr.) P: dietetic internship. Study of research methodology utilized in dietetics. Course includes critique of literature and preparation of research proposal.

N570 Pediatric Nutrition I (3 cr.) P: B500, BIOL 557, undergraduate metabolic nutrition course, or consent of instructor. An application of principles of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of healthy infants, children, and adolescents and those with the most common pediatric conditions, illnesses, or disorders of broad nutritional significance.

N572 Advanced Pediatric Nutrition (3 cr.) P: N550, N570, or consent of instructor. An application of principles of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of infants, both preterm and term, and patients with complex pediatric conditions/illnesses that have a significant nutritional component.

N574 Nutrition Management of High Risk Neonates and Infants (3 cr.) P: N550, N572, or consent of instructor. An application of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of neonates, both preterm and term, who require intensive care. Discussions will include nutrition management issues related to the infant during hospitalization, at discharge and in the home environment.

N590 Dietetic Internship (4-10 cr.) P: dietetic internship. Supervised clinical experience in clinical and community nutrition and food service systems management. Course meets the requirements of the American Dietetic Association for the postbaccalaureate experience needed for dietetic registration. Previous admission into dietetic internship required. May be taken for a maximum of 22 credit hours. Not applicable to a graduate degree program.

N591 Seminar in Nutrition and Dietetics (1 cr.) Exploration of various topics and issues in nutrition. May be repeated for a maximum of 4 credits.

N593 Topics in Nutrition (1-3 cr.) P: consent of instructor. Exploration of a selected topic in nutrition at an advanced level. May be repeated once for credit if topics differ.

N595 Readings in Nutrition (1-3 cr.) P: consent of instructor. Individualized readings on topics not covered in regular course offerings.

N596 Clinical Dietetics (cr. arr.) Clinical study in specialized areas of dietetics. May be taken more than once with the consent of the department for a maximum of 15 credit hours.

N597 Management Issues in Dietetics (1 cr.) P: dietetic internship. Advanced study in institutional and hospital dietetic management, including personnel, financial, operational, and regulatory issues.

N598 Research in Dietetics (cr. arr.) Original research as approved by the department.

Department of Occupational Therapy

An educational program in occupational therapy is located on the Indiana University–Purdue University Indianapolis campus.

Description of the Profession Occupational therapy is the art and science of assisting people to do those activities/occupations that are important to them despite impairment, disability, or handicap. In this context, “occupation” refers to all of the everyday activities that occupy people’s time and give meaning to their lives—primarily, activities of daily living, work and productive activities, and play and leisure skills (AOTA, 1994). Occupational therapists can work in mental health, pediatrics, geriatrics, physical disabilities, community wellness programs, work programs, or other specialty areas.

Graduates of the Program The postbaccalaureate professional degree program in occupational therapy is designed to prepare the graduate to meet professional standards for occupational therapy practice. Upon completion of the program, a graduate will be expected to demonstrate entry-level competence in basic knowledge and application of physical, behavioral, and basic sciences to the practice of occupational therapy. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful passage of this exam, the individual will be an Occupational Therapist, Registered (OTR).

Credential Required to Practice OTR (Occupational Therapist Registered)

Licensure Requirements to Practice All states have registration requirements. Graduates must take the responsibility to ascertain and conform to the specific registration requirements of the state in which they plan to practice. State registration requirements are usually based on the results of the NBCOT certification examination.

Master of Science in Occupational Therapy at Indiana University–Purdue University Indianapolis

Department Chair Associate Professor Thomas Fisher

Associate Professor Jeffrey L. Crabtree

Associate Professors Emeriti T. Kay Carl, Cel Hamant, Nancy Lamport, Carol Nathan, Erna Simek

Assistant Professors Michael Justiss, Arlene Schmid

Associate Professor of Clinical Occupational Therapy Janet Everly

Lecturer J. Robin Janson

Adjunct Instructors Elaine Ewing Fess, Sandra Morzorati, Susan Swinehart

Research Advisory Council Michele J. Catallier, Shereen D. Farber, Judy R. Feinberg, Elaine Ewing Fess, Dan Poff, Karen Bruner Stroup

Educational Program

This program is designed for students who do not have a degree or certificate in occupational therapy, but who have a baccalaureate degree in any major and are ready to apply for the entry-level graduate program in occupational therapy. The best undergraduate major of study is one in an area in which the student would enjoy working after receiving the undergraduate degree, and should be selected based on the student’s interests. The M.S. in O.T. program does not have a preference as to the major of study for the bachelor’s degree as long as the prerequisite courses are completed.

Length of the Program Two years, including summers.

Structure of the Professional Program The academic and fieldwork portions of the curriculum are designed as full-time experiences.

Design of the Professional Curriculum Students entering the Master of Science in Occupational Therapy program will attend six academic semesters. The curriculum content includes basic knowledge of occupational performance, disruption in occupational performance, technical skills, occupational therapy theory and practice, interpersonal communication, creative problem solving, research, understanding human occupation as it relates to health and wellness, and beginning professional practice (Fieldwork Level I). There are also Fieldwork II requirements. Fieldwork Level II must be completed within 24 months of completing all academic course work. The curriculum content contains all of the subject matter required in an accredited occupational therapy program.

Additional Cost In addition to regular university fees, students should expect to spend approximately \$1,400 on textbooks while in the program. Students should be prepared to assume living and travel expenses associated with fieldwork experiences. Fieldwork II assignments may be out of state. The department will work closely with students with regard to fieldwork placements.

Opportunity for Students to Work The class schedule for full-time occupational therapy students is rigorous, although part-time employment during the evening or weekend hours is possible for some students.

Program Facilities The Occupational Therapy Program offices are located on the third floor of Coleman Hall. Classrooms are located on the second and ground floors of Coleman Hall and in other buildings on the Indianapolis campus.

Location of Fieldwork Sites Fieldwork Level I occurs in a variety of settings, including hospitals, rehabilitation centers, nursing homes, school systems, community sites, and other health and wellness facilities in Indiana. Fieldwork Level II is directed toward age ranges (children, young adults, or older adults) and may be located throughout the United States, depending on the student's individual assignment. Before starting fieldwork experience, students may be required to undergo drug testing and/or a criminal background check.

Accreditation The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Applicants should be advised that as of January 1, 2007, occupational therapy educational programs will be accredited only at the postbaccalaureate degree level.

Admission

General Information

Students accepted into the program must complete the program admission requirements listed below before the first day of classes. Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class Cumulative grade point average, prerequisite GPA, and group interview.

Class Size Up to 40 students are admitted for each fall semester.

Application Deadline January 15 of the year before desired entry into the program.

Prerequisite Course Requirements In order to be eligible to enter the program, the candidate must have a baccalaureate degree and must have completed all prerequisite courses while maintaining at least a 3.0 cumulative GPA.

Prerequisite Courses: Minimum Credits

Behavioral Science Courses

Abnormal Psychology/Psychopathology: 3 cr.

Human Growth (birth through death) and Development: 3 cr.

Biological Science Courses (with a lab)

Human Anatomy (course description required): 3 cr.*

Human Physiology (course description required): 3 cr.*

Other Courses

Medical Terminology: 1 cr.

Statistics: 3 cr. *

Minimum Cumulative Grade Point Average Requirement A 3.0 on a 4.0 scale requirement is required at the time of program application and must be maintained throughout the admissions process. For purposes of admission only, the grades for *all* courses from any university (whether transferred into the IU system or not) will be used in the calculation of the admission GPA. The IU grading system will be used to figure admission GPA (e.g., A = 4.0, A- = 3.7, etc.). Courses that are transferred into IU from another university without the grade listed on the IU transcript will have the grade from the originating university used to figure the GPA. Credits from a university using the quarter system will be converted to count as semester credits.

Minimum Grade Requirement in a Stated Prerequisite Course C (2.0 on a 4.0 scale).

Repeated Courses Applicants whose cumulative grade point average is at least 2.0 on a 4.0 scale and who have repeated courses may petition to have their *admission* grade point average recalculated. The recalculation will use the most recent grade of the repeated course. This repeat option includes the use of the Indiana University FX option and is applied with the following restrictions: it can be used for a total of no more than 15 credits; the grade will be deleted not more than twice for a given course; and each attempt will count toward the 15 credit hours. If more than 15 credit hours are repeated, the applicant will determine which of the repeated courses are to be deleted. The petition must be attached to the application.

Academic Bankruptcy Applicants whose grade point average is at least 2.0 on a 4.0 scale may petition the program for up to one year (fall, spring, and summer) of academic bankruptcy based on compelling nonacademic reasons. The bankrupted semesters must be consecutive. Academic bankruptcy is for admission purposes only and in no way affects the university's official grade point average. Course work completed in a semester that has been bankrupted for admission purposes cannot be used for the fulfillment of program prerequisites or counted as credit hours toward the degree. The petition must be attached to the application.

*Human Anatomy, Human Physiology, and Statistics must be completed no more than seven years before date of entry.

Interview A group interview is required. Selection of the candidates to be interviewed will be based solely on the cumulative and prerequisite grade point averages. Interview topics are highlighted in an interview letter sent to all applicants.

Clinical Observation Hours All applicants must complete a minimum of 12 observational hours in clinical occupational therapy. Three different facilities (e.g., nursing home, hospital, long-term care facility) need to be visited. Forms for clinical observational experiences can be found on the OT department's Web site: <http://www.shrs.iupui.edu/ot/>.

International Student Applicants There are special application procedures for those who are not citizens of the United States or who have had their previous schooling outside of the United States. International student applicants interested in the Master of Science in Occupational Therapy program should obtain an international application packet from the IUPUI Office of International Affairs. Information and an international application packet may be downloaded from the Web at www.international.iupui.edu. Because of the extra procedures required in evaluating foreign credentials, there is an application fee for international students in addition to the OT program application fee. International student applicants, except those whose native language is English, are expected to submit results of the Test of English as a Foreign Language (TOEFL). The TOEFL is given worldwide throughout the year. IUPUI's school code number for the TOEFL application is 1325. The Occupational Therapy Program faculty has established a minimum TOEFL test score of 550 (paper-based) or 200 (computer-based) for program eligibility. All newly admitted international students are also required to take the IUPUI English (ESL) examination administered by the IUPUI ESL Program and Office of International Affairs before registration for classes. Students are required to take any ESL courses that are determined to be necessary by this testing until they have fulfilled university and program requirements for English proficiency.

Curriculum—Master of Science in Occupational Therapy (M.S. in O.T.) Postbaccalaureate Professional Program*

Semester 1, Year 1, Summer Session

T560 Introduction to Occupational Science and Occupational Therapy	3 cr.
T571 Kinesiology for the Occupational Therapist	3 cr.
<hr/>	
6 cr.	

Semester 2, Year 1, Fall Semester

T542 Occupations of Infants and Children	5 cr.
T557 Group Process in Occupational Therapy	2 cr.
T561 Theoretical Foundations of Occupational Therapy	3 cr.
T567 Research and Occupational Therapy	3 cr.
T575 Applied Neuroscience for the Occupational Therapist	3 cr.
<hr/>	
16 cr.	

Semester 3, Year 1, Spring Semester

T525 Research and Reflective Seminar I	1 cr.
T552 Occupations of Adolescents and Young Adults	5 cr.

T558 OT Management in Today's Health and Community Systems 3 cr.
T568 Evidence-Based Research in Occupational Therapy 3 cr.
T572 Pathophysiology: Impact of Conditions on Occupations 3 cr.

15 cr.

Semester 4, Year 2, Summer Session I (May and June)

Fieldwork Level II A (8 weeks)
T695 Infants and Children 5 cr.

Semester 4, Year 2, Summer Session II (July and August)

Fieldwork Level II B (8 weeks)
T696 Adolescents and Young Adults 5 cr.

10 cr.

Semester 5, Year 2, Fall Semester

T625 Research and Reflective Seminar II 2 cr.
T662 Occupations of Adults and Older Adults 5 cr.
W 510 Trends and Issues in Health Sciences 3 cr.
T580 OT Elective **and**
T667 Non-thesis OT Project **or** 6 cr.
T701 OT Thesis 6 cr.

16 cr.

Semester 6, Year 2, Spring Semester

T655 Technologies in OT 3 cr.
(4 weeks—January)
T697 Fieldwork II C
Adults and Older Adults 5 cr.
(8 weeks—February and March)
658 Professional Trends and Issues in OT 1 cr.
T580 OT Elective **and** 3 cr.
T668 Nonthesis OT Project Completion **or** 2 cr.
T702 OT Thesis Completion 2 cr.

14 cr.

Additional Information

- For each additional semester necessary for completion of thesis or project, the student will enroll in 1 credit.
- The nonthesis option requires the student to take one 3 credit elective and participate in a scholarly project.
- The thesis option does not require an elective.
- Fieldwork I is integrated into the occupations courses.
- Areas of occupations (ADL, IADL, Education, Work, Leisure, Play, and Social Participation) will be addressed in all three occupations courses.
- Students may elect to take a specialty Fieldwork Level II—a fourth rotation (8 weeks).

Prior to entering the OT program, admitted students are required to have CPA certification (successful completion of a health care provider CPR course for infants, children, and adults that includes a written examination and skills assessment); current immunizations; TB test; criminal background check; and personal health insurance. If a documented physical problem makes a person incapable of performing CPR, the person must be able to pass the required written examinations.

*Expected Graduation: May or August, depending on when the student completes the thesis or project.

Fellowships In addition to financial assistance obtained through the IUPUI Office of Student Financial Aid, fellowship opportunities are available through the Occupational Therapy Department. Following admission into the M.S. in O.T. Program, students may seek information from the department chair regarding fellowship opportunities specific to occupational therapy.

For further information, contact Professor Thomas Fisher, Department Chair, Occupational Therapy, IUPUI, Coleman Hall 311, 1140 W. Michigan Street, Indianapolis, IN 46202-5119; phone: (317) 274-8006.

Courses in Occupational Therapy

Courses in this department use the departmental code of AHLT.

T525 Research and Reflective Seminar I (1 cr.) Course will facilitate the synthesis of research, reflect the curriculum themes and outcomes, and support the plan of scholarly contribution.

T542 Occupations of Infants and Children (5 cr.) Course will focus on the development, support, and disruption of performance in areas of occupation of infants and children utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

T552 Occupations of Adolescents and Young Adults (5 cr.) Course will focus on the development, wellness, and disruption of performance in areas of occupation of adolescents and young adults utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

T553 Topics in Occupational Therapy (1-5 cr.)

T557 Group Process in Occupational Therapy (2 cr.) Principles and concepts of group process related to occupational therapy practice.

T558 Occupational Therapy Management in Today's Health and Community Systems (3 cr.) A study of the occupational therapist's role in the management of service delivery in both health and community systems. Managed care, managerial functions, professionalism, ethics, and various laws are emphasized.

T560 Introduction to Occupational Science and Occupational Therapy (3 cr.) Examination of the use of occupation as a therapeutic tool through the study of occupation, occupational science, activity analysis, and therapeutic use of self.

T561 Theoretical Foundations of Occupational Therapy (3 cr.) Conceptualization and synthesis of existing models, frames of reference, paradigms, and theories of occupational therapy for practice.

T567 Research and Occupational Therapy (3 cr.) Course is designed to prepare the student to participate in research, emphasizing the use of technology.

T568 Evidence-Based Research in Occupational Therapy (3 cr.) Prepares the student to evaluate occupational therapy practice and assure that it is increasingly evidence-based by examining the design and implementation of beginning-level research studies, developing the basic skills necessary for the publication and presentation of research projects, and developing a basic understanding of the process of securing grants.

T571 Kinesiology for the Occupational Therapist (3 cr.) Course introduces the occupational therapy graduate student to the principles of human movement including biomechanical analysis, joint structure and function, muscle physiology, and musculoskeletal function for occupational performance.

T572 Pathophysiology: Impact of Conditions on Occupations (3 cr.) Identification and study of major medical and psychiatric conditions including clinical description, etiology and pathology, medical/ surgical treatment, rehabilitation, and prognosis. Treatment team approach and legal issues will be presented. Labs will emphasize occupational impact of medical/psychiatric conditions.

T575 Applied Neuroscience for the Occupational Therapist (3 cr.) Course will build upon the student's understanding of anatomy. Using the resources of the course, students will master the vocabulary, comprehend foundational concepts, and apply this information through case studies.

T580 Graduate Electives (3 cr.) One graduate elective is required. OT students who choose to do a thesis are not required to take an elective. Students will be encouraged to take an elective that complements their area of interest. During the second semester of their second year, an additional elective could be taken, after planning with their faculty advisor.

T625 Research and Reflective Seminar II (2 cr.) Course will facilitate the synthesis of research, reflect the curriculum themes and outcomes, and continue to support the plan of scholarly contribution.

T643 Occupations of Adults and Older Adults (5 cr.) Course will focus on the disruption of performance in areas of occupation of adults and older adults utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

T655 Technologies in Occupational Therapy (3 cr.) This lecture and laboratory course introduces the concepts of positioning, environmental adaptations, orthotics, prosthetics, computer uses and technologies, assistive devices, and adaptive equipment. Low technology will be the focus; some expansion to high technology will also be discussed.

T658 Professional Trends and Issues in Occupational Therapy (1 cr.) P: W510. Course involves student research, discussion and demonstration of knowledge, emphasizing reimbursement, system delivery, service models, clinical education, credentialing, and other current issues in OT. Several class topics will be students' choice.

T667 Nonthesis OT Project (3 cr.) Course prepares the student to design and implement a beginning research study.

T668 Nonthesis OT Project Completion (2 cr.) Course is designed to allow the student to complete the research study project.

T695 Fieldwork Level II-A: Infants and Children (5 cr.) P: Successful completion of semesters I and II professional courses. An eight-week fieldwork experience in an infant and child area of practice with pediatric occupational therapy services.

T696 Fieldwork Level II-B: Adolescents and Young Adults (5 cr.) P: Successful completion of semesters I and II professional courses. An eight-week fieldwork experience in an adolescent and young adult area of practice with occupational therapy services.

T697 Fieldwork Level II-C: Adults and Older Adults (5 cr.) P: Successful completion of semesters I, II, III, and IV professional courses. An eight-week fieldwork experience in an adult and older adult area of practice with occupational therapy services.

T698 Fieldwork Level II-D: Specialty (optional) (3-5 cr.) P: successful completion of T695, T696, and T697. Four-to eight-week optional experience providing OT students an opportunity to select a specialized practice area.

T701 OT Thesis (6 cr.) Proposal development leading to thesis as directed by the chair of the thesis committee.

T702 OT Thesis Completion (2 cr.) Research leading to thesis as directed by the chair of the thesis committee.

Department of Physical Therapy

An educational program in physical therapy is located on the Indiana University–Purdue University Indianapolis campus.

Description of the Profession As members of the health care team, physical therapists help restore clients to normal function of the musculoskeletal, neuromuscular, integumentary, cardiovascular, and pulmonary systems through interventions including therapeutic exercise, physical agents, and assistive devices. The client's physical therapy needs are determined through evaluation and examination of muscle strength and tone, joint status, posture, sensory status, functional mobility, exercise tolerance as it relates to cardiorespiratory status, skin condition, pain, and other medical conditions that impair physical function. Physical therapists are concerned with health promotion and disease prevention as well as restoration of function following disease, injury, or loss of a body part. In addition to patient care, the physical therapist participates in administrative, teaching, and research activities and provides consultative services. Physical therapists work in hospitals, outpatient facilities, industrial clinics, governmental and voluntary health agencies, educational settings, extended care facilities, and private practice settings.

Graduates of the Program The educational experiences of the Physical Therapy Program curriculum are designed to graduate a physical therapist with skills as a generalist. Graduates of the program are eligible to apply for licensure in the state in which they will practice.

Credential Required to Practice P.T. (Physical Therapist)

Licensure Requirements to Practice All states require that an individual graduate from an accredited physical therapy program and successfully complete the national physical therapy licensure examination in order to practice as a physical therapist.

Doctor of Physical Therapy at Indiana University–Purdue University Indianapolis

Department Chair Associate Professor Lisa Riolo

Professor Emerita Ruth Ladue

Professor Joyce Mac Kinnon

Associate Professor Rebecca Porter

Associate Professors of Clinical Physical Therapy Cheryl Bainbridge, Mary Loghmani

Assistant Professors Tracy Dierks, Julie Robicaud, Stuart Warden

Visiting Lecturer Lorrie Ippensen-Vreeman

Visiting Assistant Research Professor Daniel Vreeman

Educational Program

Length of the Program The course of study is 35 months (98 graduate credit hours) of graduate professional course work.

Structure of the Program The program is presented in a full-time, day format only.

Design of the Professional Curriculum The physical therapy curriculum is organized so that the lecture and laboratory course work is integrated with patient care experiences. Full-time clinical education experiences of varying length occur throughout the course of study. The Physical Therapy Program course of study develops an understanding of normal and abnormal physical structure and function. The curriculum focuses on the management of patient problems rather than procedures. The graduate of the Physical Therapy Program demonstrates competencies in evidence-based physical therapy practice parameters and the basic skills of critical inquiry, administration, and patient education. Additionally, the graduate shows the ability and interest to continue professional development.

Opportunity for Students to Work Because of the intense nature of the program, students are not encouraged to seek outside employment during their enrollment.

Additional Cost In addition to Physical Therapy Program tuition and university fees, students should expect to pay program-related expenses. Contact the program office in Coleman Hall for a current cost sheet.

Facilities Physical Therapy Program offices are located in Coleman Hall. Lecture and laboratory classes are located in Coleman Hall, Long Hospital Building, and other locations on the IUPUI campus.

Accreditation Indiana University has received continuing accreditation for the postbaccalaureate professional education program from the Commission on Accreditation in Physical Therapy Education (CAPTE).

Admission

General Information

Students accepted into the program must complete the school's admission requirements and the following Physical Therapy program-specific admission requirements before the first day of classes. Admission to the professional program is competitive and selective; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class Admission into the Indiana University Doctor of Physical Therapy program is based on the overall grade point average, the mathematics and science prerequisite courses grade point average, the applicant's suitability for the physical therapy profession as reported by a volunteer experience supervisor's evaluation of generic abilities, and a statement of personal values and purpose for attending Indiana University's Doctor of Physical Therapy program.

Class Size 36 students each fall semester.

Specific Requirements The following admission policies apply to the Indiana University Doctor of Physical Therapy Program.

Total Number of Prerequisite Credit Hours Applicants may have no more than two Doctor of Physical Therapy program prerequisite courses unfinished at the time of program application (see below). *No waivers for degree completion or course prerequisites will be granted by the physical therapy program.*

Limitations of Course Work The prerequisite credit hours in human anatomy, human physiology, chemistry, physics, and statistics must be completed no more than seven years before date of entry.

Minimum Cumulative Grade Point Average 3.2 on a 4.0 scale. The minimum grade point average must be met at the time of application and maintained until admission.

Minimum Specific Grade Point Average 3.2 on a 4.0 scale in all credit hours attempted in prerequisite courses. The minimum grade point average must be met at the time of application and maintained until admission.

Minimum Grade Requirement in a Stated Prerequisite Course C (2.0 on a 4.0 scale).

Technical Standards See School of Health and Rehabilitation Sciences' technical standards.

Medical Requirements Basic immunizations as determined by the Student Health Services must be completed by the first day of classes. Students must demonstrate proof of health insurance before entry into the program and must maintain health insurance throughout their enrollment.

Volunteer Experience In addition to prerequisite course work, students must complete observational, volunteer, or other work experiences in both hospital inpatient and outpatient physical therapy settings (minimum equivalent of one day, eight hours) in order to appreciate the differences in physical therapists' responsibilities in each setting. Each experience must be of a sufficient length of time to enable the supervising physical therapist to adequately complete the IU DPT Program's Generic Abilities Assessment Form included as part of the application portfolio.

Additional Requirements Accepted applicants, conditionally accepted applicants, and applicants placed on the alternate list must complete all requirements for their baccalaureate degree before enrolling in the Doctor of Physical Therapy Program and maintain the following:

- a 3.0 grade point average in each semester following notification of their status;
- a minimum cumulative grade point average of 3.2 on a 4.0 scale in all attempted credit hours; and,
- a minimum grade point average of 3.2 on a 4.0 scale in all credit hours attempted in prerequisite courses.

International Student Applicants There are special application procedures for those who are not citizens of the United States or who have had their previous schooling outside of the United States. International student applicants interested in the Doctor of Physical Therapy Program should obtain an international application packet from the IUPUI campus Office of International Affairs. Information and an international application packet may be downloaded from the Web at www.international.iupui.edu. Because of the extra procedures required in evaluating foreign credentials, there is an application fee for international students in addition to the DPT Program application fee. International student applicants, except those whose native language is English, are expected to submit results of the Test of English as a Foreign Language (TOEFL). The TOEFL is given worldwide throughout the year. IUPUI's school code number for the TOEFL application is 1325. The Physical Therapy Program faculty has established a minimum TOEFL test score of 600 (paper-based) or 250 (computer-based) for program eligibility. All newly admitted international students are also required to take the IUPUI English (ESL) examination administered by the IUPUI ESL Program and Office of International Affairs before registration for classes. Students are required to take any ESL courses that are determined to be necessary by this testing until they have fulfilled university and program requirements for English proficiency.

Curriculum

Prerequisites

Before entering the DPT Program, students must have completed requirements for their baccalaureate degree and the following prerequisite courses. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Listed credit hours are minimums.

Humanities/Social Sciences 6 cr.

(Two courses in areas such as sociology, anthropology, art, history, or philosophy)

Introductory Statistics 3 cr.

Human Anatomy

(one course with laboratory) 3-4 cr.

Human Physiology

(one course with laboratory) 3-4 cr.

Chemistry (two courses with laboratory) 8 cr.

Physics (two courses with laboratory) 8 cr.

(**Note:** Level of the anatomy, physiology, chemistry, and physics courses must be appropriate for science majors.)

Introductory Psychology 3 cr.

Human Lifespan Development 3 cr.

Students must demonstrate proficiency in medical terminology before entering the professional program. Proficiency can be demonstrated through formal course work, online instruction with certificate of completion, or self-study with departmental examination. Students must also be competent writers and demonstrate computer literacy, including knowledge of e-mail, the Internet, database searches, and spreadsheet and word processing capabilities.

Credit

Hours

Semester 1, Year 1, Fall Semester

P511 Framework for Clinical Decision Making 1

F503 Human Physiology 4

P513 Functional Anatomy and

Clinical Biomechanics 3

D850 Gross Anatomy 8

16

Semester 2, Year 1, Spring Semester

P646 Physical Agent/Modality Interventions 2

P515 Physical Therapy

Examination/Interventions I 6

P534 Introduction to Motor Sciences 2

P530 Medical Conditions and Pathophysiology 3

P570 Pharmacology for Physical Therapists 3

16

Semester 3, Year 1, Summer Session 1 (6 weeks)

P599 Clinical Education I3

3

Semester 4, Year 1, Summer Session 2 (4 weeks)

P514 Evidence-Based Critical Inquiry I 2

P680 Health Promotion and Community Outreach	2
<hr/>	
4	

Semester 5, Year 2, Fall Semester

D852 Neuroscience and Clinical Neurology	5
P533 Motor Control and Motor Development	2
P526 Physical Therapy Examination/Interventions II	4
P645 Evidence-Based Critical Inquiry II	2
P643 Psychosocial Dimensions of Physical Therapy Practice	2
<hr/>	
15	

Semester 6, Year 2, Spring Semester

P524 Cardiopulmonary Practice Patterns	3
P641 Neurorehabilitation I	4
P541 Musculoskeletal Practice Patterns I	4
P650 Integumentary Practice Patterns	2
P532 Legal and Ethical Issues in Physical Therapy	2
<hr/>	
15	

Semester 7, Year 2, Summer Session 2 (6 weeks)

P695 Clinical Education II	3
<hr/>	
3	

Semester 8, Year 3, Fall Semester

P622 Musculoskeletal Practice Patterns II	4
P642 Neurorehabilitation II	4
P660 Special Topics in Physical Therapy	3
P661 Prosthetic and Orthotic Interventions	2
P664 Administration and Management of Physical Therapy Services	3
<hr/>	
16	

Semester 9, Year 3, Spring Semester

P696 Clinical Education III (12 weeks)	6
P697 Clinical Education IV (6 weeks)	3
P675 Capstone Seminar	1
<hr/>	
10	

Total Credits **98**

Optional Course

P685 Independent Study	1-3
------------------------	-----

Students must successfully complete and maintain current Health Care Professional Level CPR certification before beginning clinical education experiences.

Fellowships The Constance Brown Memorial Fellowship, established in memory of a deceased classmate, is awarded to an outstanding first-year physical therapy student, as are the Patricia Rae Evans and the Stephen O. Jones Fellowships. The Katherine Belzer Fellowships are awarded to outstanding second- year students. The Frances C. Ekstam Fellowship, in honor of the Physical Therapy Program’s first director, is awarded to an outstanding third-year physical therapy student.

Awards The program recommends to the university superior academic students for degrees awarded with distinction. The William D. Porter Award is presented to a DPT degree program graduate selected by faculty as having demonstrated excellence in both the study and clinical application of neurological rehabilitation techniques. The award is in recognition of Mr. William D. Porter, who contributed to the education of innumerable Indiana University physical therapy students through his textbook photographs and classroom audiovisual materials.

Graduation Requirements Satisfactory completion of 98 graduate credit hours including clinical education. All course work must be completed in compliance with the program and school’s academic and professional policies.

For further information, contact Professor Lisa Riolo, Chair, Department of Physical Therapy, IU, Coleman Hall 120, Indianapolis, IN 46202-5119; phone: (317) 278-1851.

Courses in Physical Therapy

Courses in this department use the departmental code of AHPT.

P511 Framework for Clinical Decision Making (1 cr.) An overview of the profession of physical therapy and a framework for the process of clinical decision making. Includes the role of physical therapy in contemporary health care delivery, the disablement model, and an introduction to the APTA *Guide to Practice* as components of the clinical reasoning process.

P513 Functional Anatomy and Clinical Biomechanics (3 cr.) Integration of foundational knowledge of gross anatomy with structure and function of the neuromusculoskeletal system and human motion. Includes the study of the concepts of biomechanics, and joint structure and function as they apply to physical therapy interventions.

P514 Evidence-Based Critical Inquiry I (2 cr.) Introduction to clinical research methodology and critical interpretation of the professional literature.

P515 Physical Therapy Examination/ Interventions I (6 cr.) First of two courses covering examination, evaluation, and intervention aspects of physical therapy practice. Emphasis is on history taking, systems review, functional examination and intervention, and documentation.

P524 Cardiopulmonary Practice Patterns (3 cr.) Provides the essential knowledge base for development of exercise prescriptions for well populations and for physical therapy interventions for patients with cardiopulmonary pathologies or dysfunctions.

P526 Physical Therapy Examination and Interventions II (4 cr.) The second of two courses covering examination, evaluation, and interventional aspects of physical therapy practice. Regional application is emphasized along with corresponding documentation.

P530 Medical Conditions and Pathophysiology (3 cr.) Overview of pathophysiology and medical management for common disorders of the endocrine, immune, neurological, genitourinary, and gastrointestinal systems. Included are fundamental principles of pharmacology and diagnostic imaging as utilized in medical management.

P532 Legal and Ethical Issues in Physical Therapy (2 cr.) Includes essential information related to ethical, legal, and professional practice regulations and standards of care. Interpersonal communication skills for the healthcare environment are also presented.

P533 Motor Control and Motor Development (2 cr.) Overview of human neuromusculoskeletal development across the lifespan.

P534 Introduction to Motor Sciences (2 cr.) Principles and concepts of motor learning and motor control for the development of physical therapy interventions.

P541 Musculoskeletal Practice Patterns I (4 cr.) Physical therapy management of patients with impaired posture, joint mobility, motor function, and muscle performance. Integrates previous course work involving evaluation and interventions.

P570 Pharmacology for Physical Therapists (3 cr.) Survey of contemporary pharmacology including pharmacokinetic principles with special emphasis on the relation of drug therapy to therapeutic interventions provided by physical therapists.

P599 Clinical Education I (3 cr.) Initial full-time clinical experience lasting six weeks. This course will serve as the introduction to clinical integration of physical therapy knowledge and skills. Students will be assigned to specific sites.

P622 Musculoskeletal Practice Patterns II (4 cr.) Physical therapy management of patients with impaired joint mobility, motor function, muscle performance associated with spinal dysfunction, connective tissue disorders, trauma, and surgical procedures.

P641 Neurorehabilitation I (4 cr.) Physical therapy management of individuals with stroke and spinal cord and brain injuries will be covered, applying a functional approach to movement to the analysis of clinical signs and symptoms, and examination and evaluation of those signs. Students will plan treatment interventions based on these findings.

P642 Neurorehabilitation II (4 cr.) Physical therapy management of individuals with movement disorders, balance, and vestibular problems, cerebral palsy, and genetic disorders will be covered to include signs and symptoms, examination, and evaluation. Students will plan treatment interventions based on these findings.

P643 Psychosocial Dimensions of Physical Therapy Practice (2 cr.) Social, psychological, and behavioral components of patient-therapist interactions are illustrated, including grief, loss, motivation, social support, and cultural influences among diverse patient populations.

P645 Evidence-Based Critical Inquiry II (2 cr.) Development, approval, and generation of the proposal for the review of the literature related to a specific topic in patient outcomes assessment or other approved area.

P646 Physical Agent—Modality Interventions (2 cr.) Includes both theory and application of thermal, acoustic, infrared, and electrotherapeutic physical agents utilized in physical therapy interventions.

P650 Integumentary Practice Patterns (2 cr.) The physical therapy management of the integumentary system with special emphasis on physical therapy interventions for burns and various types of wounds.

P660 Selected Topics in Physical Therapy Practice (3 cr.) Introduction to emerging physical therapy practice patterns in such areas as women's health, occupational health, chronic metabolic and immunologic diseases, and cognitive and emotional disorders.

P661 Prosthetic and Orthotic Interventions (2 cr.) Includes both theory and application of orthotic and prosthetic devices and equipment utilized in physical therapy interventions.

P664 Administration and Management of Physical Therapy Services (3 cr.) The administration and management of physical therapy services in the context of multiple types of healthcare systems.

P675 Capstone Seminar (1 cr.) Capstone seminar experience integrating classroom and clinical learning. Presentations mentored by clinical and academic faculty will be required.

P680 Health Promotion and Community Outreach (2 cr.) Essential concepts related to the roles of physical therapists in prevention and in the promotion of health, wellness, and fitness. Course includes application of concepts through service component in selected community agencies.

P695 Clinical Education II (6 cr.) Full-time clinical experience lasting twelve weeks, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

P696 Clinical Education III (3 cr.) Full-time clinical experience lasting six weeks, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

P697 Clinical Education IV (3 cr.) Full-time clinical experience lasting six weeks, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

P685 Independent Study (1-3 cr.) This course offers students an opportunity to learn from faculty activities by participating in research or teaching labs in an area of interest. The educational objectives and assignments are customized by faculty according to the intent of the learning activity.

"P" refers to a course prerequisite and "C" to a course that must be taken concurrently.

Administrative Officers

Dean, Mark Sothmann, Ph.D.

Associate Dean for Academic and Student Affairs, Joyce Mac Kinnon, Ed.D.

Department Chairs

Health Sciences, Joyce Mac Kinnon, Ed.D.

Nutrition and Dietetics, Jacquelynn O'Palka, Ph.D.

Occupational Therapy, Thomas Fisher, Ph.D.

Physical Therapy, Lisa Riolo, Ph.D.

Faculty

Credential Abbreviations

C.S.—Certified Specialist in Pediatric Nutrition

F.A.D.A.—Fellow, American Dietetic Association

F.A.O.T.A.—Fellow, American Occupational Therapy Association

N.C.S.—Neurologic Clinical Specialist

O.T.R.—Registered Occupational Therapist

P.T.—Physical Therapist

R.D.—Registered Dietitian

Faculty Emeriti

Carl, T. Kay, *B.S. (Indiana University, 1967), O.T.R. (1967), Assistant Professor Emerita of Occupational Therapy*

Hamant, Celestine, *M.S. (Butler University, 1971), O.T.R. (1964), Associate Professor Emerita of Occupational Therapy*

Hopp, Bernice, *M.S. (Indiana University, 1962), Professor Emerita of Nutrition and Dietetics*

Irwin, Louise, B.S. (*Purdue University, 1939*), *Professor Emerita of Nutrition and Dietetics*

Ladue, Ruth A., M.A. (*Stanford University, 1967*), P.T. (1945), *Assistant Professor Emerita of Physical Therapy*

Lampert, Nancy, M.S. (*Butler University, 1984*), O.T.R. (1953), *Associate Professor Emerita of Occupational Therapy*

Nathan, Carol D., Ed.D. (*Indiana University, 1988*), O.T.R. (1958), F.A.O.T.A. (1979), *Associate Dean of the Faculties and Associate Professor Emerita of Occupational Therapy*

Simek, Erna, M.H.A. (*Washington University, 1954*), O.T.R. (1944), *Associate Professor Emerita of Occupational Therapy*

Van Ness, Ada Marie, M.S. (*Ohio State University, 1962*), *Assistant Professor Emerita of Nutrition and Dietetics*

Wilson, Arlene, M.S. (*Purdue University, 1956*), *Professor Emerita of Nutrition and Dietetics*

Faculty

Bainbridge, Cheryl K. (P.T.); *Clinical Associate Professor of Physical Therapy; B.S., Indiana University, 1969; M.S.Ed., Indiana University, 1975*

Blackburn, Sara A. (R.D.); *Associate Professor of Clinical Nutrition and Dietetics; B.S., Purdue University, 1972; M.S., Purdue University, 1973; D.Sc., Boston University, 1980*

Brady, (Mary) Sue (R.D., F.A.D.A.); *Professor of Nutrition and Dietetics; B.S., Marian College, 1968; R.D. Dietetic Internship, Indiana University Medical Center, 1969; M.S., Indiana University, 1970; D.M.Sc., Indiana University School of Medicine, 1987*

Crabtree, Jeffrey (O.T.R., F.A.O.T.A.); *Associate Professor of Occupational Therapy; B.S., University of Washington, 1975; M.S., San Francisco State University, 1992; O.T.D., Creighton University, 1999*

Dierks, Tracy; *Assistant Professor, Department of Physical Therapy; B.S., University of Nebraska, 1999; M.S., University of Nebraska, 2001; Ph.D., University of Delaware, 2005*

Ernst, Judith Ann (R.D.); *Associate Professor of Nutrition and Dietetics; B.S., University of Illinois, 1975; R.D. Dietetic Traineeship (Jefferson City, Missouri), 1977; M.S., Purdue University, 1977; D.M.Sc., Indiana University, 1988*

Everly, Janet (O.T.R.); *Acting Clinical Associate Professor of Occupational Therapy; B.S., Indiana University, 1979; M.S., University of Indianapolis, 1987; Doctoral Candidate, Indiana University*

Fisher, Thomas F. (O.T.R., F.A.O.T.A.); *Associate Professor and Chair, Department of Occupational Therapy; B.S., Indiana University, 1977; M.S., Purdue University, 1982; Ed.S., University of Kentucky, 1995; Ph.D., University of Kentucky, 2000.*

Ippensen-Vreeman, Lorrie (PT); *Visiting Lecturer, Department of Physical Therapy; B.S. University of Illinois, 1999; D.P.T. Duke University 2003*

Janson, J. Robin (O.T.R.); *Lecturer, Department of Occupational Therapy; B.S., Indiana University, 1989; M.S., Indiana University, 2004*

Justiss, Michael D. (O.T.R.); *Assistant Professor, Department of Occupational Therapy; B.S., University of Pittsburgh, 1993, 1995; M.O.T., Duquesne University, 2000; Ph.D., University of Florida, 2005*

Loghmani, Mary T. (P.T.); *Clinical Associate Professor of Physical Therapy; B.S., Indiana University, 1983; M.S., University of Indianapolis, 1983*

Mac Kinnon, Joyce L. (P.T.); *Professor and Associate Dean for Academic Affairs; B.A., Ohio Wesleyan University, 1972; M.P.T., Baylor University, 1974; Ed.D., North Carolina State University, 1987*

O'Palka, Jacquelynn (R.D.); *Professor of Clinical Nutrition and Chair, Department of Nutrition and Dietetics; B.S., California State University at Northridge, 1968; M.S., Pennsylvania State University, 1970; Ph.D., Pennsylvania State University, 1973*

Porter, Rebecca (P.T.); *Associate Professor of Physical Therapy, Executive Director of Enrollment Services, and Associate Vice Chancellor for Student Services; B.S., Indiana University, 1972; Ph.D., Indiana University, 1991*

Rickard, Karyl (R.D., F.A.D.A.); *Professor of Nutrition and Dietetics; B.S., University of Wyoming, 1966; Dietetic Internship, V.A. Medical Center (Houston), 1967; M.S., University of Wisconsin, Madison, 1970; Pediatric Nutrition Fellowship, University of Washington Child Development Center (Seattle), 1970; Ph.D., Purdue University, 1978*

Riolo, Lisa (P.T, N.C.S); *Associate Professor and Chair, Department of Physical Therapy; B.S., Quinnipiac University, 1985; M.Ed., Temple University, 1989; Ph.D., University of Connecticut, 1993*

Robbins, Christopher; *Research Associate, Department of Health Sciences; B.S., University of Michigan, 1995; M.P.A., University of Michigan, 2003*

Robichaud, Julie (P.T.); *Assistant Professor, Department of Physical Therapy; B.S., Louisiana State University Medical Center, 1987; M.H.S., University of Florida, 1990; Ph.D., University of Florida, 1997*

Schmid, Arlene (O.T.R.), *Assistant Professor, Department of Occupational Therapy; B.S./M.S., D'Youville College, 1997; Ph.D., University of Florida, 2005*

Sothmann, Mark S.; *Professor and Dean, School of Health and Rehabilitation Sciences; B.S., University of Iowa, 1971; M.S., Purdue University, 1976; Ph.D., Purdue University, 1982*

Vreeman, Daniel (P.T.); *Visiting Assistant Research Professor, Department of Physical Therapy; B.A., Cornell University, 2000; D.P.T., Duke University, 2003*

Warden, Stuart (P.T.); *Assistant Professor, Department of Physical Therapy; B.S., University of Melbourne, 1997; Ph.D., University of Melbourne, 2001*