

# School of Health and Rehabilitation Sciences

## Welcome to the School of Health and Rehabilitation Sciences!

### Dean's Remarks

Thank you for your interest in the Indiana University School of Health and Rehabilitation Sciences (SHRS). The School of Health and Rehabilitation Sciences is located on the campus of Indiana University-Purdue University Indianapolis (IUPUI). The School 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 more than 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 Professions. On this campus, the School of Health and Rehabilitation Sciences joins the Schools of Dentistry, Medicine, Nursing, Public Health-Indianapolis, 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; by individual and collaborative research initiatives, national awards, service to the community, presentations at regional and national conferences, 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 of 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, are leaders of national professional societies, reviewers for federal granting agencies, and invited speakers. Their research findings are 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. The principal goal of our school's faculty is to educate the next generation of practitioners and researchers.

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 health opportunities in undergraduate and graduate professional education.

To promote excellence in education, research, and service, the School 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 maintain up-to-date facilities and offer scholarships through generous donations from 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 provides our students with 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 rewarding employment sectors. The School of Health and Rehabilitation Sciences strives to provide our students with the most comprehensive educational experience that will help them realize their educational and career goals.

Dr. Augustine Agho, Dean

School of Health and Rehabilitation Sciences

February 3, 2014

## 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.

## Contact Information

[Indiana University School of Health and Rehabilitation Sciences](#) Coleman Hall (CF) 120 1140 W. Michigan Street Indianapolis, IN 46202 (317) 274-4702

**Deanna Hart** - Director of Student Enrollment Services - delhart@iu.edu

## History

The School of Health and Rehabilitation Sciences traces its origins to 1941, with the initial offering of allied health sciences degrees through the Indiana University School of Medicine. In 1958, 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.

The Division of Allied Health Sciences was granted school status at the April 1991 meeting of the Trustees of Indiana University. 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. In 2010, the school received approvals from the IU Board of Trustees and the Indiana Commission on Higher Education to offer a graduate degree in physician assistant studies and an undergraduate degree in Health Sciences. During its history of almost 50 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.

## Our Mission, Vision, & Values

### Vision

The vision of the School of Health and Rehabilitation Sciences is to be recognized nationally and globally as a leader in health and rehabilitation 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
- 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, as well as a commitment to diversity, and the pursuit of best practices.

### Statement of Values

In fulfilling our mission, we are committed to embracing and demonstrating the following fundamental core values:

#### Academic Excellence and Student Success

- Achieving student success through the delivery of high-quality, flexible, accessible, and learning-centered programs and services
- Evaluating and improving student learning outcomes that reflect the highest academic standards

- Developing and implementing high quality, flexible, accessible, learning-centered teaching and learning technologies, methods, and strategies to advance student learning and success

#### Engagement

- Engaging in effective collaborations that provide meaningful involvement of faculty, students, and staff in educational, and local and international service learning opportunities
- Acknowledging that mutually beneficial relationships are the best method for achieving excellence in community engagement
- Partnering with internal and external stakeholders in a collegial manner that is consistently professional, respectful, and cordial

#### Diversity and Inclusion

- Creating a collegial community that embraces diversity and inclusiveness and works to demonstrate this commitment in our teaching, research, scholarship, and creative activities
- Treating everyone with dignity and appreciating diversity of individuals, ideas, contributions, and expressions
- Promoting a community that facilitates full and equal access to learning in and outside the classroom

#### Integrity and Honesty

- Advancing state-of-the-art of health and rehabilitation sciences through translational research and service
- Achieving national recognition in teaching, research, scholarship, and creative endeavors
- Ensuring effective, responsible, equitable and ethical management of all resources, facilities, and spaces
- Setting high performance expectations and holding ourselves accountable for the quality of our work and the results we achieve as individuals and as team members
- Using best practice to assess the impact of our teaching, service, scholarship, creative activities, as well as administrative and student services

#### Positive and Conducive Work and Learning Environment

- Creating a collegial, mutually respectful, and professionally rewarding work and learning environment for faculty, students, and staff
- Encouraging teamwork and professional development to ensure a high level of competence, expertise, and satisfaction
- Developing and retaining highly motivated, well-trained staff by rewarding top performers
- Valuing the contributions of all and engaging in open, civil, and authentic communication

## Health and Rehabilitation Sciences

### Doctor of Philosophy in Health and Rehabilitation Sciences

The PhD in Health and Rehabilitation Sciences develops scholars who, through their leadership and original research, will contribute to the knowledge base of health and rehabilitation sciences. Graduates will be able to

be employed in universities, health care facilities and industries that focus on teaching others and advancing knowledge in health and rehabilitation.

### Graduate Application Deadline

- Fall (August) semester: October 1 - March 15
- **At this time, spring or summer admission is not offered.**

### Admission Requirements

All applicants must be accepted into IUPUI, the School of Health and Rehabilitation Sciences, and the Doctor of Philosophy in Health and Rehabilitation Sciences. The minimum requirements for admission are listed below.

1. Completion of a post-baccalaureate degree in health and rehabilitation sciences or in a related health care discipline, or completion of a baccalaureate degree with professional experience.
2. Resume or curriculum vitae
3. A 300-500 word personal statement of learning objectives, research interest, and leadership potential.
4. Three letters of recommendation.
5. Cumulative GPA of 3.0 or higher on a 4.0 scale in any prior degree completion program.
6. Competitive scores on the verbal and quantitative sections and a score of 3.5 or better on the analytical writing section of the GRE, completed within 5 years before matriculation into the Ph.D. program. Successful completion of a post graduate degree will waive the matriculation time period.
7. If applicable, a TOEFL score of 550P, or 213C (or equivalent on the iBT version) is required for applicants who did not graduate from an accredited United States college or university, or whose native language is not English.
8. The Admissions Committee will review applications and make acceptances.
9. Admission interview

**NOTE:** No student will be permitted to work toward a degree without first being admitted to the PhD in Health and Rehabilitation Sciences degree program. Students must also identify a research mentor within the first year of the program.

### Application Directions

Please fill out the [Graduate Online Application](#) and submit a \$60 non-refundable application fee. Also use the information below to complete the application.

- Under Intended Program and Plan select the following:
  - What type of degree do you intend to pursue: **Doctoral/Ph.D.**
  - Academic Program: **Graduate School Health and Rehabilitation**
  - Academic Plan: **Health and Rehab Science Ph.D.**
  - Are you applying to a dual degree program: **No**

### Recommendations

Enter minimum of 3 recommenders with a valid email and they will be notified to submit a recommendation.

### Personal Statement

Required, upload into the application.

### Submission

An applicant must submit complete application materials to the address listed below. Transcripts from all universities attended must be included. However, if the applicant is a graduate of 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 non-refundable application fee is required from all applicants who have never attended Indiana University.

*IU School of Health and Rehabilitation Sciences*

*Student Enrollment Services*

*Coleman Hall 120*

*1140 West Michigan Street*

*Indianapolis, IN 46202-5119* [shrsinfo@iupui.edu](mailto:shrsinfo@iupui.edu)

### Priority Admission

Priority will be given to students who indicate that they plan to attend full time, and to those who have secured sources of funding to support full time status.

### Transfer Credit

A maximum of 30 semester credits may be transferred from the student's post-baccalaureate course work, as approved by the student's advisory Committee and the University Graduate School. No course may be transferred from another institution unless the course was completed with a grade of "B" or higher.

### Exceptions

Any exceptions to the admissions policies must be requested in writing to the Admissions Committee. The request must be accompanied by a letter recommending either support or denial from the director of the Ph.D. program.

## Health Sciences

### Bachelor of Science in Health Sciences

The Bachelor of Science in Health Sciences is an program designed to meet the needs of three specific student groups: (1) students who want to prepare for entry and mid-level positions in for-profit and not-for-profit health care organizations; (2) students who want to apply to graduate health professions programs, and (3) health care professionals who have already obtained an associate's degree in an allied health field and would like to obtain a baccalaureate degree. This undergraduate degree is a particularly excellent choice for any student interested in occupational therapy, physical therapy, physician assistant studies, medicine, or nursing.

The [Office of Undergraduate Admissions](#) is responsible for coordinating BS in Health Science admissions. Please see their website for current admission standards and requirements.

### Certificate Programs

The Department of Health Sciences offers three certificate programs in the areas of Gerontology, Global Health and Rehabilitation Studies, and Rehabilitation and

Disability Studies. Each certificate requires 18-20 credit hours of course work. Participants must be admitted to the University as an undergraduate degree or non-degree seeking student. Undergraduate degree seeking students must be at the sophomore level in order to enter a Certificate Program.

### Master of Science in Health Sciences

The Master of Science in Health Sciences is an interdisciplinary graduate degree designed for health and rehabilitation professionals and educators interested in pursuing advanced education at the master's level. Graduates of the program will acquire advanced knowledge and understanding of current trends and issues, and the problem-solving skills to prepare them to assume leadership roles in practice and educational settings.

### Graduate Application Deadline

- Fall (August) semester: October 1 - March 15
- **At this time, spring or summer admission is not offered.**

### Admission Requirements

This is an online program. Students on a F1 or J1 student visa are not eligible for admission to this program.

All applicants must be accepted into IUPUI, the School of Health and Rehabilitation Services, and the M.S. in Health Science program. The minimum requirements for admission are listed below.

1. A baccalaureate degree from an accredited institution (applicant must submit an official copy of all undergraduate transcripts)
2. Cumulative undergraduate grade point average of 3.0 on a 4.0 scale
3. At least one undergraduate statistics or research methods course completed with a grade of "B" or better
4. Three letters of recommendation from those familiar with the applicant's academic and professional performance
5. 300 to 500 word personal statement of academic and professional goals, must include experience as a health and rehabilitation professional or educator
6. If applicable, a TOEFL score of 550P, or 213C (or equivalent on the iBT version) is required for applicants who did not graduate from an accredited United States college or university, or whose native language is not English.
7. Admission interview

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

### Application Directions

Please fill out the [Graduate Online Application](#) and submit a \$60 non-refundable application fee. Also use the information below to complete the application.

- Under Intended Program and Plan select the following:
  - What type of degree do you intend to pursue: Master's

- Academic Program: Graduate School Health and Rehabilitation
- Academic Plan: Health Sciences M.S.
- Are you applying to a dual degree program: No

### Recommendations

Enter minimum of 3 recommenders with a valid email and they will be notified to submit a recommendation.

### Submission

An applicant must submit complete application materials to the address listed below. Transcripts from all universities attended must be included. However, if the applicant is a graduate of 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 non-refundable application fee is required from all applicants who have never attended Indiana University.

*IU School of Health and Rehabilitation Sciences*

*Student Enrollment Services*

*Coleman Hall 120*

*1140 West Michigan Street*

*Indianapolis, IN 46202-5119* shrsinfo@iupui.edu

### Coursework 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.

## Admission

### Pre-admission Status

Enrollment at Indiana University does not guarantee admission to the professional or graduate 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 for:

#### Health Sciences

- Bachelor of Science in Health Sciences

- Doctor of Philosophy in Health and Rehabilitation Sciences
- Master of Science in Health Sciences
- Undergraduate Certificate Programs
- Master of Physician Assistant Studies

#### **Nutrition and Dietetics**

- 
- Dietetic Internship Program
- Master of Science in Nutrition and Dietetics

#### **Occupational Therapy**

- Master of Science in Occupational Therapy
- Doctor of Occupational Therapy Post-Professional

#### **Physical Therapy**

- Doctor of Physical Therapy

#### **Admission Policies for Graduate and Professional Programs**

##### **Prerequisite Course Work**

Applicants must complete prerequisite courses at a regionally accredited 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:

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

##### **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 considered by the programs admission committee. The selection of a class is based on program admission criteria. All applicants receive written notification of their admission status.
4. Individuals interested in being admitted to one of the schools programs should contact the program of interest annually for an update of admission criteria.
5. The program applications are revised each year. Applicants must obtain an application for the year in which they wish to apply.
6. Applicants should check the current program website for submission deadlines.
7. 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.
8. 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.

##### **Academic Advising**

The School of Health and Rehabilitation Sciences undergraduate baccalaureate program has a dedicated student enrollment counselor who is available to assist undergraduate students interested in either the B.S. in H.S. degree or one of the School's undergraduate certificates. The School's Director of Student Enrollment Services 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 schools 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 are 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

Students who plan to graduate in fall, spring, or summer must file an intent to graduate form with the Office of Academic and Student Affairs in the semester prior to the graduation semester. 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 Office of Student Financial Services. 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. All students must show proof of health insurance before beginning the professional program.

### International Students

Foreign nationals enrolled in the school have 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 may 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 University 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:

[School of Health and Rehabilitation Sciences Alumni Association](#)

340 W. Michigan Street Indianapolis, IN 46202

(317) 274-8828

## Nutrition and Dietetics

The Master of Science in Nutrition and Dietetics is designed for the health care professional interested in strengthening his/her knowledge and practice of nutrition across the continuum of patient care.

### Admission Requirements

- Baccalaureate degree from an accredited college or university.
- Undergraduate GPA of 3.0 (4 point regional scale).
- Be a registered dietitian through the Commission on Dietetic Registration.
- An appropriate level of achievement on the Graduate Record Exam (GRE). Submit scores to GRE code 1325.
- Three (3) letters of recommendation describing the applicant's potential as a graduate student and professional practitioner.
- Proof of dietetic registration through the Commission on Dietetic Registration.

### Application Deadline

Students are admitted to either the Spring (January) semester, or the Fall (August) semester. The deadline for admission is 10 days prior to the start of the term.

### How to Apply

You must apply using the [online application form](#) (paper applications are not available) and submit a \$60 non-refundable application fee. If you have any difficulty completing the online application, please contact the Director of Student Enrollment Services at (317) 278-7238.

Please use the information below for successful application submission.

- Under Intended Program and Plans select the following:
  - What type of degree do you intend to pursue: Master's
  - Academic Program: Graduate School Health and Rehabilitation
  - Academic Plan: Nutrition and Dietetics M.S.
  - Are you applying to a dual degree program: No

### Recommendations

Enter a minimum of three (3) recommenders with a valid email address and they will be notified to submit a recommendation.

### International Applicants

International students should visit the [Office of International Affairs](#).

## Occupational Therapy

Admission to the professional Master of Science in Occupational Therapy program is competitive. Applications are accepted beginning July 18th, and are due no later than October 1st of each year for enrollment the following summer.

Students accepted into the M.S. in O.T. program must complete the admission criteria listed below.

### Prerequisites

- Introductory Psychology
- Introductory Sociology or Anthropology
- Abnormal Psychology/Psychopathology
- Life Span/Human Development Psychology
- Statistics - including inferential statistics\*
- Human Anatomy (with a lab)\*
- Human Physiology (with a lab)\*
- Medical Terminology

\*These courses need to be completed within the past seven years prior to application deadline.

Students with concerns about whether the class they are taking will meet the prerequisite requirement should provide a course description to the Director of Student Enrollment Services, who will discuss with the admissions coordinator for the Department of Occupational Therapy.

### Application Information

Students must meet the following criteria by the application deadline:

- The program uses OT Centralized Application Services (OTCAS)
- A baccalaureate degree from a regionally accredited institution prior to matriculation into the program
- Minimum cumulative grade point average (GPA) of 3.2 on a 4.0 scale
- Completed all or only one (1) prerequisite outstanding by the application deadline of October 1<sup>st</sup>. Outstanding prerequisite cannot be Human Anatomy with lab, Human Physiology with lab, or Statistics.
- Minimum prerequisite grade point average (GPA) of 3.2 on a 4.0 scale with no lower than a "C" in any one prerequisite
- Completed a minimum of 12 hours of observation and/or volunteer work in at least three different Occupational Therapy practice settings (such as acute care hospital, outpatient clinic, community mental health center, school system, and so forth) with either an Occupational Therapist (OTR) or an Occupational Therapy Assistant (COTA). A form validating this observation is required and is available at the link below
- AP course credit is accepted to meet prerequisite course requirements. However, if a letter grade is not given, this may impact your GPAs.
- Online courses are accepted EXCEPT for required science courses with laboratory experiences.
- If Dual Credit courses are being used, they must be recorded on a college transcript with a grade.
- For applicants for whom English is not the native language, a minimum TOEFL score of 560P
- A completed application

### Application Materials

Applications are accepted July 18 - October 1 annually. All application materials must be postmarked by the application deadline. You must apply using the online application forms; paper applications are not available.

1. IUPUI [Online Graduate Application for Admission](#)\* and \$60 non-refundable application fee.

2. OTCAS application. Must be in "Complete" status by application deadline.
3. Official transcripts from all institutions attended.
4. Required Observation Form: <http://shrs.iu.edu/admissions/apply/ms-occupational-therapy/application.html>
5. Prerequisite Course Completion Form: <http://shrs.iu.edu/admissions/apply/ms-occupational-therapy/application.html>

\*Please use the information below for successful submission of the IUPUI Online Graduate Application for Admission.

- Under Intended Program and Plan select the following:
  - What type of degree do you intend to pursue Master's
  - Academic Program: Health and Rehabilitation Graduate
  - Academic Plan: Occupational Therapy M.S.
  - Are you applying to a dual degree program: No
  - Term: Summer

### Recommendations

Skip this section, the observation forms replace letters.

### Personal Statement

Skip this section, not required.

### Tuition

For the 2014-2015 academic year, the tuition rate per credit hour is \$502.80 for Indiana residents and \$966.60 for nonresidents. A non-refundable deposit of \$500 is required at the time the student accepts admission into the program. The deposit will be credited to the student's first semester tuition if the student matriculates into the program. For more information about financial aid and tuition, go to the IUPUI Bursar website: <http://bursar.iupui.edu/apps/costestimator.aspx>.

## Physical Therapy

The Doctorate of Physical Therapy (D.P.T.) Program participates in the PTCAS program and accepts applications from July 1 through October 1 of each year to begin the program the following fall. Students who have met all admission requirements and rank in the top 80-100 based on academic criteria (cumulative GPA, Math/Science prerequisite GPA, GRE scores) will be invited to an on-campus interview. The interview is mandatory for both in and out of state invited applicants, so please be prepared to make travel arrangements to the IUPUI campus when requested.

### International Students

International students should visit [iapply.iupui.edu/graduate](http://iapply.iupui.edu/graduate) on the International Affairs website.

### Prerequisites

Prior to entering the D.P.T. degree program, students must have completed a baccalaureate degree from a regionally accredited institution and the following prerequisite courses. See the next section, Academic Requirements, for details.

- Introductory Statistics (1 semester)
- Human Anatomy (1 semester with lab)\*

- Human Physiology (1 semester with lab)\*
- Chemistry (2 semesters with labs)\*
- Physics (2 semesters with labs)\*
- Introductory Psychology (1 semester)
- Human Lifespan Development (1 semester)

Applicants will also need Medical Terminology demonstrated with formal coursework, online instruction with certificate of completion.

AP course credit is accepted to meet prerequisite course requirements, although the lack of a letter grade for a prerequisite course may impact the prerequisite GPA calculation.

Online courses are accepted EXCEPT for required science courses with laboratories.

If dual credit courses are being used, they must be recorded on a college transcript with a grade.

\*Courses must be at a level for science majors

**NOTE:** Please consult with an undergraduate academic advisor for appropriate courses and semester sequence.

### Academic Requirements

The following criteria must be met by the application deadline.

1. Enrollment in the final year or completion of a baccalaureate degree from a regionally accredited institution.
2. Completion of all prerequisites or no more than two prerequisites remaining for completion.
3. A cumulative grade point average (GPA) of 3.2.
4. A math/science GPA of 3.2.
  - Includes grades earned in chemistry, physics, human anatomy, human physiology, and statistics.
5. Official Graduate Record Examination (GRE).
  - Visit the GRE website at [www.ets.org/gre](http://www.ets.org/gre)
  - You must select PTCAS Institution Code 7692 to receive your test results and share with the program.
6. Completion of Personal Essay included in the PTCAS online application for admission.
7. Completion of 40 clinical observation hours or work experience recorded on the PTCAS online application.
  - Must be from both inpatient and outpatient settings.
  - A minimum of 20 hours is required in each setting.
  - Additional hours are encouraged.

### Application Information

The D.P.T. program at IUPUI participates in the Physical Therapist Centralized Application Service, known as PTCAS. The program uses a centralized application service in addition to the required IUPUI Graduate application. To learn more about the PTCAS application process, please visit the PTCAS web site at [www.ptcas.org](http://www.ptcas.org).

Submit application and supplemental materials July 1 through October 1 to be considered.

Applicants are evaluated for admission based upon:



- cumulative GPA
- math/science GPA
- prerequisite grades
- GRE scores
- observational hours
- personal statement
- admission interview

Significance is given to overall GPA and verbal GRE scores.

### Alternate List

Applicants not admitted to the class may be placed upon an alternate list and will be considered should a place in the program become available.

### Policies

1. Applicants with no more than two (2) course prerequisites in progress may also apply for contingent admission to begin classes in fall semester.
2. Applicant's baccalaureate degree must be completed by June 15. No waivers or exceptions will be granted by the physical therapy program.
3. All prerequisites must be completed with a grade of "C" or better (2.00 on a 4.00 scale).
4. All applicants must have taken the GRE no more than 5 years prior to application.
5. Applicants will be allowed to apply one AP credit course toward the completion of their prerequisite requirements. If the AP course is a math/science prerequisite, GPA calculations will be obtained by omitting that specific course.
6. For applicants for non-native English speakers, a minimum TOEFL score of 628P, 267C, or 113i is required at the time of application. This policy is waived if the applicant has received an undergraduate degree from an accredited school in the United States by time of entrance into the program.

### Observational Experience

In addition to prerequisite course work, students must complete observational, volunteer or other work experiences in both inpatient (hospital based) and outpatient physical therapy settings (minimum of 20 hours in each). This allows the applicant to appreciate the differences in physical therapists' responsibilities in each setting. Each experience must be of sufficient length of time to enable the supervising physical therapist to adequately verify your experiences.

Applicants will enter all paid or volunteer PT observation hours on the PTCAS application. Verification is required of observation hours reported, this can be completed via electronic PT signatures or paper PT signatures as part of the PTCAS application process, details below:

### Electronic PT Signatures (strongly preferred)

1. Select the "ELECTRONIC" verification type.
2. Enter the e-mail address for the P.T.
3. After entering the experience, click the "SEND FOR VERIFICATION" button for that entry from your list of experiences.
4. Alert the P.T. to watch for an automated e-mail with the subject "PTCAS Observation Hour Verification Request".

5. If PTCAS e-mail is not received, instruct the P.T. to check spam/junk e-mail folders as some e-mail servers filter out messages from PTCAS.

### Paper PT Signatures

Use this option if the physical therapist does not have Internet access or previously verified your hours on a different form (e.g., the IU D.P.T. Clinical Observation Experience form).

1. Select the "PAPER" verification type.
2. Print the PTCAS observation hours verification form (PDF) for that particular experience.
3. Each bar-coded form is unique to both you and the physical therapist.
4. Deliver the form to the physical therapist.
5. Arrange for the signed form to be mailed to PTCAS.

If the physical therapist previously signed a different form (IU D.P.T. Clinical Observation Experience form) to verify your hours, attach it to the PTCAS verification form and send both forms to PTCAS in a single envelope. Send only one signed form per experience, regardless of the number of programs you designate.

Additional instructions are available on the [PTCAS website](#).

### Medical Requirements

Basic immunizations as determined by [IUPUI Campus Health](#) must be completed by the first day of classes. Students must demonstrate proof of health insurance prior to entry into the Program and must maintain health insurance throughout their enrollment. List of basic immunizations include:

- Hepatitis B+ (3 vaccines)
- Measles-Mumps-Rubella (MMR)
- Tetanus/Diphtheria/Pertussis (Tdap required)
- TB Skin Test (completed within 3 months of beginning fall courses)
- Varicella (adequate titer, 2 vaccines, laboratory proof)
- Polio

Students are required to provide results from a 10-panel drug test.

### Expenses

Credit hour rate for 2014-2015 is \$502.80 for in-state residents and \$966.60 for out-of-state residents. Total tuition-only cost for in-state residents is \$53,296.80 and for out-of-state residents \$102,459.60. A non-refundable deposit of \$250 is required at the time the student accepts admission into the program. This deposit will be credited to the student's first semester tuition if the student matriculates into the program. The deposit will not be refunded if the student chooses not to attend the program after accepting the offer of admission.

### Application Materials

Please read the directions below carefully and thoroughly. The majority of application materials will be submitted to PTCAS; however, there are two supplemental materials that are to be submitted directly to the IU D.P.T. Program.

### Materials to be submitted to PTCAS

- PTCAS application and fee.
- Official transcripts from all institutions attended.

- Official GRE scores (less than 5 years old) to PTCAS Institutional Code: 7692.
- Reporting of observation hours (see the section Observational Experience).
- Personal Essay.
- IU D.P.T. program custom questions (2 total).
- NO references required.

Arrange for your PTCAS materials to be sent to the address below no later than October 1:

[Physical Therapist Centralized Application Service](#) PO Box 9112 Watertown, MA 02471

**Materials submitted directly to the IU D.P.T. program**

- [Prerequisite Course Completion Form](#)
- [IUPUI Graduate Online Application\\*](#) (include \$60 as the non-refundable application fee)

Please use the information below for successful IUPUI application submission:

- Under "Intended Program and Plan" select the following:
  - What type of degree do you intend to pursue: Doctoral/Ph.D.
  - Academic Program: Health and Rehabilitation Professional
  - Academic Plan: Physical Therapy D.P.T.
  - Are you applying to a dual degree program: No
  - Term: please select Fall of the year of program entry
- Recommendation, skip this section, the observation verifications replace letters on PTCAS.
- Personal Statement, skip this section, included in PTCAS.

**Submission**

Arrange for your IU D.P.T. materials to be sent to the address below no later than October 1.

[IU School of Health and Rehabilitation Sciences](#)

ATTN: Director of Student Enrollment Services 1140 West Michigan Street, CF 120 Indianapolis, IN 46202

\*If you have any difficulty completing the IU Graduate Application, please contact:

Director of Student Enrollment Services  
(317) 274-7238

Admission to the professional program is competitive and completion of the application process, as well as invitation to the admission interview, does not guarantee admission to the program. Students accepted into the D.P.T. program must complete all specific admission requirements.

**Physician Assistant Studies**

The Master of Physician Assistant Studies program is intended for individuals with prior experience (paid or volunteer) in a health related field, and with a commitment to provide health care in underserved and rural communities. The program consists of seven (7) consecutive semesters over 27 months and includes 75

credit hours of didactic courses and 36 credit hours of clinical rotations for a total of 111 credits.

**Specific Admissions Requirements**

- **Application:** Completion of the IUPUI graduate application and the CASPA application
- **Minimum degree:** baccalaureate degree from a regionally accredited school.
- **Minimum cumulative GPA:** 3.0 on a 4.0 scale as calculated by CASPA.
- **Minimum prerequisite mathematics and science GPA:** 3.2 on a 4.0 scale as calculated by CASPA. These courses have an asterisk in the table below.
- **Prerequisite courses:** Students must receive a minimum grade of C (2.0 on a 4.0 scale) for all prerequisite courses. All science courses must be for science majors. Online courses are acceptable except science courses with labs. Only one prerequisite course may be outstanding at the time of application. AP course credit is accepted to meet prerequisite course requirements, although the lack of a letter grade for a prerequisite course may impact the prerequisite GPA calculation. If dual credit courses are being used, the course must be recorded on the transcript with a grade.

Human Anatomy with lab*	1 semester
Human Physiology with lab*	1 semester
Microbiology with lab*	1 semester
General Chemistry with lab*	2 semesters
Statistics or Biostatistics* (must include inferential)	1 semester
Other Human Biology with lab*	3-5 credits
Organic Chemistry with lab*	1 semester
Introductory Psychology	1 semester
Medical Terminology	Minimum 1 credit

- **Clinical experience:** A minimum of 500 hours of direct patient care involvement (within the past five years) must be completed at the time of application submission. Direct patient care experience can be achieved either through full-time, or part-time, employment as well as volunteer services. Applicants may apply experience either providing direct patient care in a health care setting or observing health care being provided. A minimum of 10 hours must be observing a practicing Physician Assistant. Clinical experiences involving direct patient care are evaluated on an individual basis.
- **Technical Standards:** Students are required to meet technical standards established by the MPAS Program. These standards are available upon request.
- **Medical requirements:** Immunizations as determined by the Center for Disease Control and Prevention for health care providers must be

completed prior to the first day of classes. Some clinical sites may require additional immunizations. Students must demonstrate proof of health insurance before entry into the program and must maintain health insurance throughout their enrollment.

- **International Student Applicants:** Applicants who complete coursework outside of the United States must have their official foreign transcripts evaluated and translated by a PA Program approved independent educational evaluating service based in the United States at their own expense. The evaluation should establish a degree equivalent evaluation and course-by-course equivalent evaluation for all foreign coursework. No PA Program courses will be waived for prior completion of similar courses at a foreign medical school. In addition to the program requirements, International applicants must meet additional requirements as determined by the IUPUI Office of International Affairs <http://international.iupui.edu/>. This includes U.S. students who studied abroad

For international students where English is not the first language, the TOEFL test is required with the following minimum scores for each section:

Reading: 22

Listening: 22

Speaking: 26

Writing: 24

#### **For more information, contact:**

*IU School of Health and Rehabilitation Sciences*

*Director of Student Enrollment Services*

*Coleman Hall 120*

*1140 West Michigan Street  
Indianapolis, IN 46202-5119*

*shrsinfo@iupui.edu*

## **Transfer Students**

Undergraduate students seeking admission to the Bachelor of Science in Health Sciences or the undergraduate Certificate programs should consult with the [Office of Undergraduate Admissions](#) for current requirements.

## **Academic Policies & Procedures**

### **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 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 services director 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 are 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 selfsupport, 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 have 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 may 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.

## Bachelor of Health Sciences

### Program Objectives:

The Health Sciences program has been designed to meet the needs of three specific student groups: (1) students who want to prepare for entry and mid-level positions in for profit and not for profit health care organizations, (2) students who want to apply to graduate health professions programs, and (3) health care professionals who have already obtained an associate's degree in an allied health field and would like to obtain a baccalaureate degree. This undergraduate degree is a particularly excellent choice for any student interested in occupational therapy, physical therapy, medicine, nursing, or physician assistant studies.

### Degree Map for Health Sciences

To view the Health Sciences degree map, please refer to the [Degree Map](#) website.

### Curriculum:

The SHRS-W courses for the Bachelors of Science in Health Sciences (BSHS) are offered both online and in the classroom. The minimum required credit hours for the BSHS degree are 120 credit hours, divided among required core courses, and elective courses. The core curriculum is 76 credit hours; and the remainder of the credit hours are from elective courses.

For those students seeking to earn one of the three undergraduate Certificates, those credits are applied as elective credits. For students seeking to attend graduate school, the pre-requisite courses are applied as elective credits.

The BSHS degree program consists of a required set of core courses, and elective courses. There is also the option to add an undergraduate Certificate. There are three to from which to choose, as well as the option to prepare for graduate level health profession programs:

- Gerontology Certificate
- Global Health and Rehabilitation Certificate
- Rehabilitation and Disabilities Studies Certificate
- Preparation for Graduate Health Professions Programs

The undergraduate Certificate appears on the transcript in addition to the BSHS degree. Students not enrolled in the BSHS degree may take the courses required for the certificate without enrolling in the BSHS degree program.

#### Electives:

A student must take 44 credit hours of elective courses in addition to the required 76 credit hours of core courses to total a minimum of 120 credit hours. Students with a focus on gerontology may want to include additional psychosocial courses directed towards this population. Students with a focus on international rehabilitation may want to include electives in a foreign language. Students with a focus on rehabilitation and disability studies may want to include additional courses in management, finance, and personnel. Students with a focus on preparing for an advanced clinical degree must take additional courses as required for prerequisites in their particular clinical discipline of interest.

#### Certificates:

As noted above, students may enroll in one or more of the three certificates offered by the department without enrolling in the degree program. A formal application is required to enroll in a certificate without enrolling in a degree program. Application can be made using the University's online application and paying the application fee.

## Bachelor of Health Sciences

### Certificate in Gerontology

[Student Consumer Information About this Program](#)

The 18 credit hour **Certificate in Gerontology** \* is designed to provide students with information concerning the physical and psychosocial aspects of aging, health and disability among the elderly, and prepare students for employment in adult healthcare facilities.

- *SHRS N 265* Nutrition and Exercise or equivalent (3 credits)
- *SHRS W 350* Survey of Programs for Older Adults (3 credits)
- *SHRS W 370* Psychosocial Aspects of Aging (3 credits)
- *SHRS W 375 Physical Change & Aging* (3 credits)
- *SHRS W 410* Service Learning in a Geriatric Setting (3 credits)
- *SHRS W 450* Seminar in Gerontology (3 credits)

NOTE: Not all courses are offered all semesters.

\* Available at the undergraduate level only.

### Certificate in Global Health and Rehabilitation Studies

[Student Consumer Information About this Program](#)

The 18 credit hour **Certificate in Global Health and Rehabilitation Studies** is designed to enhance student knowledge and awareness of global rehabilitation and health care systems and the interplay among social,

political, economic, technological, and cultural factors of society that affect the incidence of disease and disability.

- *SHRS N265* Nutrition and Exercise or equivalent (3 credits)
- *SHRS W 250* Health and Rehabilitation Systems Across the World (3 credits)
- *SHRS W 270* Seminar in Global Rehabilitation and Health (3 credits)
- *SHRS W 380* Health and Rehabilitation Professionals in Dev. Countries (3 credits)
- *SHRS W 460* Global Perspectives in Nutrition, Health, Disease, and Disability (3 credits)
- *SHRS W 470* International Service-Learning in Rehabilitation (3 credits)\*\*

NOTE: Not all courses are offered all semesters.

\*\* This course has an international component with a separate fee. Students must have a valid passport.

### Certificate in Rehabilitation and Disability Studies

[Student Consumer Information About this Program](#)

The 20 credit hour **Certificate in Rehabilitation and Disability Studies** is designed to prepare students to appreciate and understand the changing needs of people with disabilities and to prepare students for employment in a wide range of rehabilitation related positions in for-profit and nonprofit rehabilitation facilities and agencies.

- *HIM M 330* Medical Terminology course or equivalent (2 credits)
- *SHRS W 320* Survey of Adaptive Rehabilitation Technology (3 credits)
- *SHRS W 330* Approaches to Rehabilitation Case Management (3 credits)
- *SHRS W 340* Psychological Aspects of Disabilities (3 credits)
- *SHRS W 420* Proposal Writing for Community Based Rehabilitation Programs (3 credits)
- *SHRS W 430* Practicum in Rehabilitation and Disability (3 credits)
- *SHRS W 440* Medical Aspects of Disabilities (3 credits)

NOTE: Not all courses are offered all semesters.

### Admission Requirements

Participants must be admitted to the University as an undergraduate degree or non-degree seeking student. Undergraduate degree seeking students must be at the sophomore level in order to enter the Certificate Program. Contact the Director of Student Enrollment Services, (317) 274-7248, for additional information or to be admitted to a certificate program.

### To Apply

Domestic students visit and follow the instructions for applying.

International students visit and follow instructions for applying.

### Contact information

For additional information regarding admissions and curriculum, email us at [shrsinfo@iupui.edu](mailto:shrsinfo@iupui.edu).

Distance Education course delivery questions may be directed to the Community Learning Network at (317) 278-7600.

Online classes are listed at . Click on Distance Education or [www.registrar.iupui.edu](http://www.registrar.iupui.edu).

### Ph.D. in Health and Rehabilitation Sciences

#### Degree Objective

To develop scholars who, through their leadership and original research, will contribute to the knowledge base of health and rehabilitation sciences. Graduates will be able to be employed in universities, health care facilities and industries that focus on teaching others and advancing knowledge in health and rehabilitation.

#### Admissions Policy

Requirements, in addition to those of the Graduate School, include:

- Completion of a post-baccalaureate degree in health and rehabilitation sciences or in a related health care discipline, or completion of a baccalaureate degree with professional experience
- Resume or curriculum vitae
- A 300-500 word personal statement of learning objectives, research interest, and leadership potential
- Competitive scores on the verbal and quantitative sections, and a score of 3.5 or better on the analytical writing section of the GRE completed within 5 years before matriculation into the Ph.D. program. Successful completion of a post graduate degree will waive the matriculation time period
- Interview

A maximum of 30 semester credits may be transferred from the student's post-baccalaureate course work as approved by the student's Advisory Committee and the University Graduate School. No course may be transferred from another institution unless the course was completed with a grade of "B" or higher.

Any exceptions to the admissions policies must be requested in writing to the Ph.D. Admissions Committee.

#### Curriculum Requirements

The minimum requirements for the Ph.D. are 90 credit hours of advanced study, of which 30 semester credits may be transferred from the student's post-baccalaureate degree of study, as approved by the student's Advisory Committee and the University Graduate School.

The credits for the Ph.D. are distributed in the following categories:

#### Health and Rehabilitation Sciences Core Curriculum (12 credits in required courses)

W660	Rehabilitation Theories and Applications	3 cr.
W661	Theories of Health Promotion and Disease Prevention	3 cr.
W662	Rehabilitation Services in	3 cr.

W672	Healthcare Systems and Delivery Teaching Practicum within area of specialization	3 cr.
------	--	-------

#### Health and Rehabilitation Sciences Concentration (30 credits)

Students will select one of the three areas of concentration identified by the Institute of Medicine.

Students must declare an area of concentration and identify appropriate coursework within the SHRS and across campus in consultation with their Advisory Committee. Areas of concentration include:

- Pathophysiology and Impairment Research
- Functional Limitations/Functional Participation Research
- Health Services Research

#### Research Core (42 credits)

GRAD-G505	The Responsible Code of Research	1 cr.
GRAD-N802	Techniques of Effective Grant Writing	3 cr.
NURS-W540	Writing for Publication	3 cr.
SHRS-W670	Research Practicum within concentration	6 cr.
	Statistics and Research Design courses (courses must be approved by the student's Advisory Committee as part of the student's plan of study)	9 cr.
	Dissertation	20 cr.

#### Electives (6 credits)

Six (6) credit hours of elective course work at the graduate level will be taken as part of the student's plan of study.

These courses must be approved by the student's Advisory Committee and should be chosen to enhance the focus of the student's area of concentration in health and rehabilitation sciences.

#### Comprehensive Examination

Near, and usually in, the last semester of course work, students will be required to take a comprehensive written qualification examination in health and rehabilitation sciences, prepared by the student's Advisory Committee. Only students who pass the exam may continue in the program. Students may be able to retake the examination one time if they fail to pass the first time. The retake must occur within six months of the original examination.

## Index

- Doctor of Philosophy in Health and Rehabilitation Sciences
- Doctor of Physical Therapy

### Doctor of Physical Therapy

- *Department Chair:* Peter Altenburger
- *Associate Professor:* Peter Altenburger, Tracy Dierks, Robyn Fuchs, Mary T. Loghmani, Stuart Warden
- *Associate Clinical Professor of Physical Therapy:* Amy Bayliss, Valerie Strunk
- *Assistant Professors:* Keith Avin, Mary Beth Brown, Kristine Miller, William Thompson
- *Assistant Clinical Professors of Physical Therapy:* Valerie Strunk
- *Director of Clinical Education:* Valerie Strunk

### Length of the Program

The course of study is 35 months (105 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 P.T. curriculum is organized so that the lecture and laboratory course work is integrated with patient care experiences. Full-time clinical education experiences and integrated clinical experiences of varying length occur throughout the course of study. The 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 D.P.T. Program demonstrates competencies in evidence-based P.T. 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 D.P.T. 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

D.P.T. Program offices are located in Coleman Hall. Lecture and laboratory classes are located in Coleman Hall, Long Hall, 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

Students accepted into the Program must complete the school's admission requirements and the following D.P.T. 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 D.P.T. Program is based on the applicant's overall GPA, GPA in mathematics and science prerequisite courses, GRE scores, and interview score.

### Class Size

38 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.

### Minimum Cumulative GPA

3.2 on a 4.0 scale. The minimum cumulative GPA must be met at the time of application and maintained until admission.

### Minimum Specific GPA

3.2 on a 4.0 scale in all credit hours attempted in prerequisite courses. The minimum GPA 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

Students are required to meet technical standards established by the School of Health & Rehabilitation Sciences. These standards are available upon request.

### Medical Requirements

Basic immunizations as determined by 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 of 20 hours in each setting for a combined total of 40) 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 D.P.T. 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 GPA of 3.2 on a 4.0 scale in all attempted credit hours
- a minimum GPA 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 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 or from the Web at <http://international.iupui.edu/>. Because of the extra procedures required to evaluate foreign credentials, there is an additional application fee for international students.

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 628P or 327C or 113I is required. This policy is waived if the applicant has received an undergraduate degree from an accredited school in the United States by the time of entrance into the program. 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 necessary as a result of this testing until they have fulfilled university and program requirements for English proficiency.

### Prerequisites

Before entering the D.P.T. program, students must have completed requirements for their baccalaureate degree, in any major, and the following undergraduate prerequisite courses. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Listed below are prerequisite minimums.

Introductory Statistics	1 semester
Human Anatomy	1 semester with lab
Human Physiology	1 semester with lab
Chemistry	2 semesters with labs
Physics	2 semesters with labs
Introductory Psychology	1 semester
Human Lifespan Development	1 semester
(Note: Level of the anatomy, physiology, chemistry, and physics courses must be appropriate for science majors.)	

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.

### Curriculum

#### Term 1, Year 1, Fall Semester

P510	Clinical Integration I	1 cr.
P511	Framework for Clinical Decision Making & Professionalism	2 cr.
P513	Functional Anatomy & Clinical Biomechanics	5 cr.
P515	Introduction to Physical Therapy Examination & Interventions I	3 cr.
D850	Human Structure	8 cr.
Total:		19 cr.

#### Term 2, Year 1, Spring Semester

P520	Clinical Integration II	1 cr.
P526	Introduction to Physical Therapy Examination & Interventions II	5 cr.
P531	Clinical Pathophysiology I & Pharmacology I	5 cr.
P534	Introduction to Motor Sciences	2 cr.
P646	Therapeutic Interventions	4 cr.
Total:		17 cr.

#### Term 3, Year 1, Summer Session 1 (6 weeks)

P599	Clinical Education I	3 cr.
Total:		3 cr.

#### Term 4, Year 1, Summer Session 2 (4 weeks)

P514	Evidence-Based Critical Inquiry I	2 cr.
Total:		2 cr.

#### Term 5, Year 2, Fall Semester

P533	Lifespan Motor Development & Motor Control	2 cr.
P535	Clinical Pathophysiology II & Pharmacology II	5 cr.



P643	Psychosocial Dimensions of Physical Therapy Practice	2 cr.
P645	Evidence Based Critical Inquiry II	2 cr.
D852	Neuroscience and Clinical Neurology	5 cr.
Total:		16 cr.

### Term 6, Year 2, Spring Semester

P524	Cardiopulmonary Practice Patterns	3 cr.
P541	Musculoskeletal Practice Patterns I	4 cr.
P610	Clinical Integration III	2 cr.
P641	Neurorehabilitation I	4 cr.
P650	Integumentary Practice Patterns	2 cr.
P680	Health Promotion and Community Outreach	2 cr.
Total:		17 cr.

### Term 7, Year 2, Summer Session 2 (6 weeks)

P532	Legal & Ethical Issues in Physical Therapy	2 cr.
P695	Clinical Education II	3 cr.
Total:		5 cr.

### Term 8, Year 3, Fall Semester

P622	Musculoskeletal Practice Patterns II	4 cr.
P642	Neurorehabilitation II	4 cr.
P660	Selected Topics in Physical Therapy	3 cr.
P661	Prosthetic & Orthotic Interventions	2 cr.
P664	Administration & Management of Physical Therapy Services	3 cr.
Total:		16 cr.

### Term 9, Year 3, Spring Semester

P696	Clinical Education III (10 weeks)	5 cr.
P697	Clinical Education IV (8 weeks)	4 cr.

P675	Capstone Seminar	1 cr.
Total:		10 cr.

### Total Credits: 105

#### Optional Course Electives:

- P685 Topics in Sports Rehabilitation 1 cr.
- P685 Instrumented Assisted Soft Tissue Mobilization (GRASTON) 1 cr.
- P699 Clinical Specialty Experience 1 cr.

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 Fellowship is awarded to outstanding first-year and 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. The Zachary H. Gregory Emerging Leadership Scholarship, established in memory of Zachary Gregory, DPT Class of 2010, is awarded to a third-year student who demonstrates emerging traits of both academic and professional leadership.

#### Awards

The program recommends to the university superior academic students for degrees awarded with distinction. The William D. Porter Award is presented to a D.P.T. 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

Graduation will be recommended after satisfactory completion of 106 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:

**Dr. Peter Altenburger, Chair, Department of Physical Therapy** Coleman Hall 326 Indianapolis, IN 46202-5119 (317) 278-1875

#### M.S. in Health Sciences

#### Location of the Program

This program is housed on the Indiana University Purdue University at Indianapolis. This is an online degree program.

#### Description of purpose of the program

The program is designed to meet the educational needs of practicing health and rehabilitation professionals and educators. All courses are offered in a distance format. Most of the courses taken to satisfy the requirements of the master's degree can be used to fulfill course

requirements for the PhD in Health and Rehabilitation Sciences.

The program consists of a minimum of 36 credit hours of course work, including a required 6 hour project or thesis.

#### Admission Requirements

This is an online program. Students on a F1 or J1 student visa are not eligible for admission to this program.

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. Minimum cumulative undergraduate grade point average of 3.0 on a 4.0 scale.
3. At least one undergraduate statistics or research methods course completed with a grade of "B" or better.
4. Three letters of recommendation from those familiar with the applicant's academic and professional performance
5. 300 to 500 word personal statement of academic and professional goals; must include experience as a health and rehabilitation professional or educator.
6. If applicable, a TOEFL score of 550P, or 213C (or equivalent on the iBT version) is required for applicants who did not graduate from an accredited United States college or university, or whose native language is not English.
7. Admission interview

#### 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.

#### Curriculum

A total of 36 credit hours is required to complete the degree, allocated as follows:

SHRS W510	Trends and Issues in Health Sciences	3
SHRS W520	Evidence Based Critical Inquiry in Health Sciences	3
SHRS W541	Administration and Supervision of Rehabilitation Organizations	3
SHRS W550	Health and Rehabilitation Systems Across the World	3

SHRS W561	Approaches to Rehabilitation Case Management	3
SHRS W562	Psychological Aspects of Disability	3
SHRS W625	Diversity Issues in Health and Rehabilitation Sciences	3
SHRS W663	Legal and Regulatory Aspects of Rehabilitation Organizations	3
SHRS W667	Ethical Issues in Rehabilitation Services	3
NURS R505	Measurement and Data Analysis (or equivalent)	3
SHRS W599 or 600	Project or Thesis	6

## Master's Programs

- Master of Physician Assistant Studies
- Master of Science in Health Sciences
- Master of Science in Nutrition and Dietetics
- Master of Science in Occupational Therapy

### M.S. in Nutrition and Dietetics

#### Location of the Program

The program is located at the Indiana University-Purdue University at Indianapolis. This is an online program.

#### Description and Purpose of the Program

This graduate program, offered through the Indiana University Graduate School, is designed for registered dietitians. The objective of this program is to provide an opportunity for registered dietitians to deepen their knowledge base, improve critical thinking skills, and develop research skills in nutrition and dietetics.

The curriculum is designed for the dietitian with a special interest in nutritional requirements and provision of medical nutrition therapy in acute and chronic conditions such as diabetes.

#### Course Requirements

Students are required to take graduate-level courses in biochemistry, statistics or biostatistics, and physiology. Other courses may be selected from the graduate-level offerings of the Department of Nutrition and Dietetics 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 36 credit hours 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 non-thesis options.

#### Curriculum

A total of 36 credit hours is required to complete the degree. Candidates for this degree may petition to apply up to eight credit hours of graduate work from other institutions or programs to this degree. The M.S. in Nutrition and Dietetics requires 30 credits hours of course work and six credits of research.

The hours are allocated as follows:

### 2016 Master of Science in Nutrition and Dietetics Degree Requirements for the Thesis and Non-Thesis Options

Requirements	Non-Thesis Option Credit Hours	Thesis Option Credit Hours
<b>Core Courses Sciences</b>	<b>7-9</b>	<b>7-9</b>
B 500 Biochemistry	3	3
Biol 556 Physiology I &	3	3
Biol 557 Physiology II	3	3
<b>Core Courses Research</b>	<b>12</b>	<b>12</b>
NURS R 505 Measurement and Data Analysis <b>OR</b>	3	3
PBHL P651 Biostatistics for Public Health		
SHRS N 563 Research Methods in Nutrition and Dietetics <b>OR</b> SHRS W 520 Evidence Based Critical Inquiry in the Health Sciences. <b>OR GRAD G</b> 610 Topics in Translational and Implementation Research	3	3
SHRS N 598 Research in Nutrition	6	6
<b>Nutrition Courses</b>	<b>15-17</b>	<b>15-17</b>
SHRS N 550 Human Nutritional Pathophysiology I	3	3

SHRS N 552 Human Nutritional Pathophysiology II 3 cr	3	3
Electives	9-11	9-11
<b>Total</b>	<b>36</b>	<b>36</b>

### Admission

The School of Health and Rehabilitation Sciences offers the M.S. in Nutrition and Dietetics through the Indiana 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
- proof of dietetic registration
- a cumulative undergraduate GPA of at least 3.0 on a 4.0 scale
- an appropriate level of achievement on the Graduate Record Examination (GRE)
- for international students, a suitable level of achievement on the Test of English as a Foreign Language (TOEFL)

Applicants must submit the following:

- official undergraduate transcripts
- a 300- to 500-word personal statement of academic and professional goals
- three letters of recommendation from those familiar with the applicant's academic and professional performance
- official scores of the GRE and the GRE Writing Assessment Exam, taken within the last five years
- proof of dietetic registration
- for international students, official TOEFL scores

### Grade Requirement

A minimum of a 3.0 (B) grade point average in graduate work is required for continuance in graduate study. If the grade point average of a student falls below 3.0 or the student is not making sufficient progress toward completion of 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 ordinarily will not be allowed to continue in the graduate program. For more information about academic regulations, contact the program director.

### For further information, contact: Director of Student Enrollment Services

IU School of Health and Rehabilitation Sciences  
IUPUI, Coleman Hall, Room 120  
1140 W. Michigan Street  
Indianapolis, IN 46202 (317) 274-7238

### M.S. in Occupational Therapy

- *Department Chair:* Professor Thomas Fisher
- *Associate Professors:* Jeffrey Crabtree, Michael Justiss, Chung-ju Liu, and Patricia Scott
- *Associate Professors:* Emeriti Cel Hamant, Nancy Lampion, T. Kay Carl, Carol Nathan, Erna Simek
- *Assistant Professors:* Crystal Massie
- *Clinical Assistant Professor of Occupational Therapy:* Martina Allen
- *Senior Lecturers:* Sharon Pape
- *Adjunct Faculty:* Candance Beitman, Elaine Ewing Fess, Robin Janson, Susan Meyers, and Lindsey Weaver

### 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 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 Master of Science in Occupational Therapy Program does not have a preference as to the major 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 level II 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 seven 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 and 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 IUPUI 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 (301) 652-AOTA.

Applicants should be advised that as of January 1, 2007, occupational therapy educational programs will be accredited only at the post-baccalaureate degree level.

### Admission

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 GPA, prerequisite GPA, baccalaureate degree, completion of required observation hours, and an admission interview.

### Class Size

Up to 36 students are admitted for each summer II semester.

### Application Deadline

October 1 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 3.2 cumulative GPA.

### Prerequisite Courses: Minimum Credits

#### Behavioral Science Courses

Abnormal Psychology/ Psychopathology	3 cr.
Human Growth (birth through death) and Development/Lifespan Development	3 cr.
Intro to Sociology or Anthropology	3 cr.
Intro to Psychology	3 cr.

#### Biological Science Courses (with a lab)

Human Anatomy	3-5 cr. *
---------------	-----------

(course description required)	
Human Physiology (course description required)	3-5 cr.*

**Other Courses**

Medical Terminology	1-2 cr.
Statistics (including descriptive & inferential statistics; 300 level minimum or equivalent)	3 cr. *

\*Human Anatomy, Human Physiology, and Statistics must be completed no more than seven years before application deadline.

**Minimum Cumulative GPA Requirement**

A 3.2 on a 4.0 scale 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 OTCAS grading system will be used to figure admission GPA (e.g., A = 4.0, A- = 3.7, etc.). 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)

**Minimum Grade Requirement in Repeated Courses**

Applicants whose cumulative GPA 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.

**Forgiveness Policy**

Applicants whose GPA 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 GPA. 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.

**Clinical Observation Hours**

All applicants must complete a minimum of 12 observation hours in clinical occupational therapy. Three different

facilities (e.g., nursing home, hospital, school system, long-term care facility) need to be visited. Forms for clinical observation experiences can be found at the [Department of Occupational Therapy](#).

**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 or from the Web at [www.international.iupui.edu](http://www.international.iupui.edu). Because of the extra procedures required to evaluate foreign credentials, there is an additional application fee for international students.

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 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 (EAP) examination administered by the IUPUI EAP Program and Office of International Affairs before registration for classes. Students are required to take any EAP courses that are determined necessary as a result of this testing until they have fulfilled university and program requirements for English proficiency.

**Curriculum**

**Semester 1, Year 1, Summer Session**

T560	Introduction to Occupational Science and Occupational Therapy	3 cr.
T571	Kinesiology for the Occupational Therapist	3 cr.
		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	4 cr.

	for the Occupational Therapist	
		17 cr.

T667	Non-thesis OT Project	3 cr.
T701	<b>OR</b> OT Thesis	6 cr.
		16 cr.

### Semester 3, Year 1, Spring Semester

T525	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

<b>Session I (May and June)</b>		
Fieldwork Level II A (8 weeks)		
T695 <b>OR</b> T696	Infants and Children <b>OR</b> Adolescents and Young Adults	5 cr. each
<b>Session II (July and August)</b>		
Fieldwork Level II B (8 weeks)		
T696 <b>OR</b> T695	Adolescents and Young Adults <b>OR</b> Infants and Children	5 cr. each
		5 cr.

### Semester 5, Year 2, Fall Semester

T625	Reflective Seminar II	1 cr.
T662	Occupations of Adults and Older Adults	5 cr.
T657	Psychosocial Dimensions of Therapeutic Relationships and Occupations	2 cr.
T580	OT Elective <b>AND</b>	3 cr.

### Semester 6, Year 2, Spring Semester

T655	Technologies in OT (4 weeks-January)	3 cr.
T695	Fieldwork Level II A, B, <b>OR</b> C	5 cr. each
T696	Infants and Children <b>OR</b>	
T697	Adolescents and Young Adults <b>OR</b>	
	Adults and Older Adults  (8 weeks— February and March)	
T658	Professional Trends and Issues in OT	2 cr.
T535	OT Elective	3 cr. (optional)
T 668	Non-Thesis OT Project Completion <b>OR</b>	2 cr.
T 702	OT Thesis Completion	2 cr.
		12 cr.

### Semester 7, Year 2, Summer I Semester

T695	Fieldwork Level II A, B, <b>OR</b> C	5 cr. each
T697	Adolescents and Young Adults  Adults and Older Adults	
		5 cr.

\*Expected graduation: June or August, depending on when the student completes the thesis, project, or fieldwork.

### Additional Information

- For each additional semester necessary for completion of thesis or project, the student will enroll in 1 credit
- Non-thesis option requires the student to take one 3 credit elective and participate in a scholarly project
- Thesis option does not require an elective
- Fieldwork I and Orthotics are integrated into the occupations courses

- Areas of occupations (ADL, IADL, Education, Work, Leisure, Play, Sleep/Rest, and Social Participation) are 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 Occupational Therapy Program, admitted students are required to have:

- Current immunizations
- TB test
- Criminal background check
- 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.

### Fellowships

In addition to financial assistance obtained through the IUPUI Office of Student Financial Aid, fellowship opportunities are available through the Department of Occupational Therapy. Following admission into the Master of Science in Occupational Therapy Program, students may seek information from the chair of the Department Fellowship/Scholarship Committee regarding fellowship opportunities specific to occupational therapy.

### For further information, contact: Professor Thomas Fisher, Chair

IUPUI Department of Occupational Therapy  
Coleman Hall 311  
1140 W. Michigan Street  
Indianapolis, IN 46202-5119 Phone: (317) 274-8006

### Master of Physician Assistant Studies

*Program Director:* Rebecca Rebman

*Clinical Professor:* Gaylen Kelton

*Assistant Professors:* Rebecca Rebman, Wei Li

*Lecturers:* Sarah Eli, Elisa Sterner

*Clinical Coordinators:* Jill Gardner, Michele Schultz

### Length of the program

The course of study is 27-months (seven consecutive semesters, 111 graduate credit hours) of graduate professional course work. The didactic phase is 15-months (75 credits hours) and the clinical phase is 12-months (36 credit hours).

### Structure of the program

The program is presented in a full-time, day format only.

### Design of the Professional Curriculum

***ARC-PA Standard B1.02*** *The curriculum must include core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.*

***STANDARD B1.03*** *The curriculum must be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.*

***STANDARD B1.04*** *The curriculum design must reflect sequencing that enables students to develop the competencies necessary for current and evolving clinical practice.*

The courses offered by the IU MPAS program have been specifically designed and sequenced to prepare students to administer medical care to patients. In accordance with the *ARC-PA Standards* and with the desire to graduate competent clinicians who are capable of delivering high quality medical care, rigorous academic standards have been established for continued matriculation in the IU MPAS Program. Students are expected to complete all course assignments as outlined in individual course syllabi and to meet the IU MPAS Program academic standards. The graduate of the IU MPAS program demonstrates competency in medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement and systems-based practice.

### Opportunities for students to work

Because of the intense nature of the program, students are not encouraged to seek outside employment during their enrollment. *ARC-PA Standard A3.04* *PA students must not be required to work for the program.*

### Additional Cost

In addition to MPAS Program tuition and university fees, students should expect to pay program-related expenses, which includes but are not limited to medical instruments and a student white coat. Contact the program office for a current cost sheet.

### Facilities

**The MPAS Program office is located at 2039 N. Capitol Ave. Lecture and lab courses are located at 2039 N. Capitol Ave, the Van Nuys Medical Sciences building, and other classrooms on campus.**

### Accreditation

The ARC-PA has granted **Accreditation - Provisional** to the **Indiana University Master of Physician Assistant Studies Program**.

Accreditation - Provisional is an accreditation status. The status indicates that the plans and resource allocation for the proposed program appear to demonstrate the program's ability to meet the *ARC-PA Standards*, if fully implemented as planned. Accreditation - Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The final provisional visit will be in fall 2016.

### Admission

Students accepted into the Program must complete the school's admission requirements and the following MPAS 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. The most competitive applicants will likely be those that have surpassed the minimum academic requirements and have a clear understanding of the program mission and the PA profession.

### Criteria Used for Selection of Class

**Admission into the Indiana University MPAS program is based on the applicant's cumulative GPA, prerequisite course mathematics and science GPA, GRE scores, personal statement, and interview score.**

### Class Size

44 students each summer semester.

### For more information, contact:

*IU School of Health and Rehabilitation Sciences*

*Director of Student Enrollment Services*

*Coleman Hall 120*

*1140 West Michigan Street*

*Indianapolis, IN 46202-5119 Phone: (317) 274-7238*

## Index

### Doctoral Programs

- Doctor of Philosophy in Health and Rehabilitation Sciences
- Doctor of Physical Therapy

### Master's Programs

- Master of Physician Assistant Studies
- Master of Science in Health Sciences
- Master of Science in Nutrition and Dietetics
- Master of Science in Occupational Therapy

### Bachelor's Programs

- Bachelor of Science in Health Sciences

### Undergraduate Certificate Programs

- Gerontology Certificate
- Global Health and Rehabilitation Studies Certificate
- Rehabilitation and Disability Studies Certificate

## Other Programs

### Dietetic Internship

The Dietetic Internship Program, founded in 1918, is accredited by the Accreditation Council for Education in Nutrition and Dietetics and meets 2012 accreditation standards. The program is 10 months long, with a concentration in clinical and customer service. The Dietetic Internship Program includes 8 credits of graduate course work (the equivalent of one full-time semester) and a minimum of 1,264 supervised clinical practice hours. The program begins in mid August and concludes in late June. The Dietetic Internship Program accepts 16 interns annually. Internships may be combined with the M.S. in Nutrition and Dietetics.

### Admission requirements

- a bachelors degree from a regionally accredited college or university
- meet current educational standards of ACEND

- minimum cumulative grade point average of 3.0 (on a 4.0 scale)
- GRE scores required, quantitative and verbal scores at 50th percentile or better
- 3 months work experience
- must participate in Academy of Nutrition and Dietetics Computer Match Process

### For further information, contact: Dr. Jacquelynn O'Palka, Professor and Chair

Department of Nutrition and Dietetics

Coleman Hall 224

1140 W. Michigan Street

Indianapolis, IN 46202

jopalka@iu.edu

## Dietetic Internship

**Scientific and Evidence Base of Practice:** integration of scientific information and research into practice

1. DI 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic, or other outcomes.
2. DI 1.2 Apply evidence-based guidelines, systematic reviews, and scientific literature (such as the ADA Evidence Analysis Library, Cochran Database of Systematic Reviews, and the US Department Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetic practice.
3. DI 1.3 Justify programs, products, services, and care using appropriate evidence or data.
4. DI 1.4 Evaluate emerging research for application in dietetics practice.
5. DI 1.5 Conduct research projects using appropriate research methods, ethical procedures, and statistical analysis.

**Professional Practice Expectations:** beliefs, values, attitudes and behaviors for the professional dietitian level of practice

1. DI 2.1 Practice in compliance with current federal regulations and state statues and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.
2. DI 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures.
3. DI 2.3 Design, implement, and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience.
4. DI 2.4 Use effective education and counseling skills to facilitate behavior change.
5. DI 2.5 Demonstrate active participation, teamwork and contributions in group settings.
6. DI 2.6 Assign appropriate patient care activities to DTR's and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.



7. DI 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
8. DI 2.8 Demonstrate initiative by proactively developing solutions to problems.
9. DI 2.9 Apply leadership principles effectively to achieve desired outcomes.
10. DI 2.10 Serve in professional and community organizations.
11. DI 2.11 Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals.
12. DI 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization, and work ethic within various organizational cultures.
13. DI 2.13 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration.
14. DI 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.

**Clinical and Customer Services:** development and delivery of information, products and services to individuals, groups and populations

1. DI 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status in a variety of settings.
  2. DI 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
  3. DI 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.
  4. DI 3.1.c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.
  5. DI 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.
6. DI 3.2 Develop and demonstrate effective communication skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.
7. DI 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.
8. DI 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions.
9. DI 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends.
10. DI 3.6 Coordinate procurement, production, distribution and service of goods and services.

11. DI 3.7 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

**Practice Management and Use of Resources:** strategic application of principles of management and systems in the provision of services to individuals and organizations

1. DI 4.1 Use organizational processes and tools to manage human resources.
2. DI 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
3. DI 4.3 Apply systems theory and process approach to make decisions and maximize outcomes.
4. DI 4.4 Participate in public policy activities, including both legislative and regulatory initiatives.
5. DI 4.5 Conduct clinical and customer service quality management activities.
6. DI 4.6 Use current informatics technology to develop, store, retrieve and disseminate information and data.
7. DI 4.7 Prepare and analyze quality, financial or productivity data and develops a plan for intervention.
8. DI 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
9. DI 4.9 Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes.
10. DI 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements and supplies.
11. DI 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.
12. DI 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.

## Doctor of Physical Therapy (D.P.T.)

A major mission of the Department of Physical Therapy is to prepare autonomous Doctors of Physical Therapy who by their commitment to advance the health and quality of life for all humanity are recognized as leaders among health professionals and the community. Graduates of this educational program will enter the profession as practitioners who are prepared to:

1. Practice as autonomous point-of-entry providers of physical therapy services in adherence to ethical, professional, and legal standards within a variety of clinical and community settings.
2. Communicate verbally and in writing with patient/clients and their caregivers, colleagues, legislators, third-party payors, and other constituents.
3. Demonstrate proficiency in providing culturally competent care across the lifespan.
4. Demonstrate decision-making skills including clinical reasoning, clinical judgment, and reflective practice.
5. Screen patients/clients to determine the need for further examination or consultation by a PT or referral to another health care professional.

6. Demonstrate competence in examination and re-examination of a patient/client using evidence based tests and measures.
7. Evaluate all available data (including examination, medical, and psychosocial) to establish and communicate a physical therapy diagnosis and to determine patient/client prognosis.
8. Establish a collaborative physical therapy plan of care that is safe, effective, patient/client-centered, and evidence-based.
9. Demonstrate accountability for the efficient, coordinated management of care (primary, secondary, or tertiary) based on the patient's/client's goals and expected functional outcomes.
10. Implement safe and effective physical therapy intervention plans within a variety of care delivery settings including reflective practice leading to optimal outcomes.
11. Provide effective education for patient/clients, caregivers, colleagues and the general public.
12. Contribute to the advancement of physical therapy practice through critical evaluation and informed application of the findings of professional and scientific literature.
13. Complete accurate and concise documentation in a timely manner that supports the problem solving process and follows guidelines and specific documentation formats required by the practice setting.
14. Participate in the administration of PT services including delegation and supervision of support personnel, management planning, marketing, budgeting, reimbursement activities and clinical education of students.
15. Provide consultation services to individuals and groups including by providing wellness and health promotion programs appropriate to physical therapy.
16. Formulate and implement a plan for personal and professional development and life-long learning based on self-assessment, reflection and feedback from others.
17. Demonstrate social and professional responsibility through mentoring and participation in professional and community organizations and activities.

## Master of Science in Health Sciences (M.S.)

The M.S. in Health Sciences degree is an interdisciplinary graduate degree program designed for health and rehabilitation professionals and educators. Students accepted into the M.S. in Health Sciences program will acquire advanced knowledge in, and an understanding of current trends and issues in health sciences.

They will be guided in developing the problem solving skills to prepare themselves to assume leadership roles in practice and educational settings. Graduates of the program will be able to:

1. Articulate the current trends and issues associated with the health sciences.
2. Describe theories of health promotion and disease prevention.
3. Compare and contrast health and rehabilitation systems across the world.

4. Critically evaluate research in rehabilitation.
5. Access systematic reviews and meta-analysis databases.
6. Engage in substantive research in health and rehabilitation.
7. Demonstrate an ethical approach with regard to rehabilitation services.
8. Demonstrate the use of evidence based practice concepts.
9. Articulate the ways in which diversity impacts health and rehabilitation.
10. Be employed upon graduation, or accepted into post graduate educational programs.

## Directory

### Doctoral Programs

- Doctor of Philosophy in Health and Rehabilitation Sciences (Ph.D.)
- Doctor of Physical Therapy (D.P.T.)

### Master's Programs

- Master of Physician Assistant Studies
- Master of Science in Health Sciences (M.S.)
- Master of Science in Nutrition and Dietetics (M.S.N.D.)
- Master of Science in Occupational Therapy (M.S.O.T.)

### Internships

- Dietetic Internship

### Undergraduate Certificate Programs

- [Gerontology Certificate](#)
- [Global Health and Rehabilitation Studies Certificate](#)
- [Rehabilitation and Disabilities Studies Certificate](#)
- [Bachelor of Science in Health Sciences](#)

## Master of Science in Nutrition and Dietetics (M.S.N.D.)

Graduate students earning the Master of Science in Nutrition and Dietetics degree will:

1. Demonstrate the knowledge and skills necessary to conduct original research, or complete a translational project within the discipline of nutrition and dietetics as evidenced by their master's thesis or project.
2. Communicate nutrition information effectively as evidenced by the defense of their thesis or project.
3. Think critically and creatively to evaluate the literature in the field of nutrition and dietetics as evidenced by their master's thesis or project.
4. Apply ethics within the field of nutrition & dietetics as evidenced by preparation of the master thesis or project.

## Master of Science in Occupational Therapy (M.S.O.T.)

A major objective of the Department of Occupational Therapy is to prepare competent and contemporary occupational therapists with a Master of Science. These practitioners, by their commitment to advance the health, wellness, and quality of life for the clients they serve are

recognized as leaders among health and rehabilitation professionals.

Graduates of this educational program will enter the profession as practitioners who are prepared to:

1. Be mindful, reflective, ethical, and critical thinking (reasoning) practitioners.
2. Anticipate, analyze, and address occupational needs using occupation-based interventions.
3. Advocate, communicate, and contribute to our discipline and profession in existing and emerging practice areas.
4. Value and demonstrate civic engagement, professional engagement and community participation.
5. Become role models, partners, and collaborators attentive to minority and underserved populations.
6. Discern entry-level positions that reflect their skills, interests, and abilities in a variety of practice settings.
7. Value life-long learning through continuing professional development, specialty certification, and/or doctoral education.
8. Analyze and synthesize program outcomes.
9. Adhere to safety regulations with patient/client care.
10. Adhere to ethical practices.
11. Use judgment in safety for self and others.
12. Demonstrate ability to collaborate through practice and/or discussion.
13. Produce clear documentation of client services.
14. Communicate effectively; verbally and non-verbally.
15. Demonstrate professional behaviors.

## Doctor of Philosophy in Health and Rehabilitation Sciences (Ph.D.)

Students accepted into the Ph.D. program will have a disciplinary expertise beyond the baccalaureate level. Examples of this include, but are not limited to, dietetics, occupational therapy, and physical therapy.

Program graduates will be educated so as to be able to use their disciplinary expertise to subsequently engage in substantive contributions in the field of rehabilitation in the areas of research, education and health services.

Graduates of the program will be able to:

1. Articulate the theoretical frameworks of rehabilitation with particular focus on its relevance to their discipline.
2. Describe theories of health promotion and disease prevention.
3. Demonstrate enhancement of their knowledge base of health and rehabilitation sciences from an interdisciplinary perspective.
4. Analyze health services methodological approaches to rehabilitation.
5. Critically evaluate research in rehabilitation.
6. Access systematic reviews and meta-analysis databases so as to deepen their knowledge of best practices in rehabilitation.
7. Engage in substantive research in rehabilitation as it relates to their discipline. This encompasses identifying a line of inquiry and developing

hypotheses; choosing appropriate methodology such as research design, instrumentation, and statistical analysis; collecting and analyzing data; and disseminating results.

8. Demonstrate an ethical approach to research activities.
9. Submit a research grant to an external agency.
10. Submit a manuscript to a peer reviewed publication.
11. Demonstrate the use of evidence based practice concepts to include the importance of considering patient/client values and preferences in their approach to rehabilitation.
12. Teach others about rehabilitation as it relates to their discipline.

## Master of Physician Assistant Studies (MPAS)

The role of the Physician Assistant is demonstrated in a wide range of organizational and clinical practice settings alongside physicians and other care providers. The profession has defined the knowledge, skills and attitudes required and the needed educational experiences requisite to the acquisition of the following six competencies. The original document adopted by the profession can be accessed at: [http://www.nccpa.net/PAC/Competencies\\_home.aspx](http://www.nccpa.net/PAC/Competencies_home.aspx). The elements within each of the six competencies that appear below have been adopted by the faculty of the Indiana University Master of Physician Assistant Studies Program to communicate expected entry-levels of performance at the time of graduation from the IU MPAS Program.

### 1. Medical Knowledge

Medical knowledge includes understanding pathophysiology, clinical presentations, differential diagnosis, disease and injury management and clinical prevention. PAs must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, PAs are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Specifically, PAs are expected to:

- Describe etiologies, risk factors, pathophysiology and epidemiology for medical conditions.
  - Recognize the signs and symptoms of medical, surgical and behavioral disorders.
  - Select and interpret appropriate diagnostic or lab studies.
  - Understand indications, contraindications, side effects, interactions and adverse reactions of pharmacologic agents and other relevant treatment modalities.
  - Identify appropriate sites of care for emergent, acute, and chronic presenting conditions.
  - Identify appropriate interventions for prevention of conditions.
  - Identify appropriate opportunities for counseling patients on the impact that proper nutrition has on health and wellness.
  - Identify appropriate methods to detect conditions in an asymptomatic individual.
  - Differentiate between medical and surgical conditions based upon alterations in anatomy,

physiology, laboratory findings and other diagnostic data.

- Formulate differential diagnoses using results of interview, exam and diagnostic studies.
- Provide appropriate care to patients with emergent, acute and chronic conditions.

## 2. Interpersonal and Communication Skills

Interpersonal & communication skills encompass verbal, nonverbal and written exchanges of information. PAs must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their families, physicians, professional associates and the health care system. Specifically, PAs are expected to:

- Demonstrate ability to establish a therapeutic and ethically sound relationship with patients.
- Elicit and convey information using effective interpersonal listening, questioning, written and verbal communication skills.
- Adapt communication style and messages to the context of the individual patient interaction.
- Demonstrate capacity to work effectively as a member of a health care team or professional group.
- Demonstrate an understanding of human behavior.
- Demonstrate emotional resilience, adaptability, flexibility and tolerance of ambiguity and anxiety.
- Accurately and adequately document and record information regarding the care process for medical, legal, quality and financial purposes.

## 3. Patient Care

Patient care includes age appropriate assessment, evaluation and management. PAs must demonstrate care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness. Specifically, PAs are expected to:

- Work effectively with physicians and other health professionals to provide patient-centered care.
- Demonstrate caring and respectful behaviors when interacting with patients and their families.
- Gather essential and accurate information about their patients, by eliciting a detailed history and by performing a thorough physical examination.
- Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence and clinical judgment.
- Demonstrate ability to develop and carry out patient management plans.
- Demonstrate the ability to counsel and educate patients and their families.
- Demonstrate the ability to perform medical and surgical procedures essential to PA practice.
- Demonstrate ability to assess health and illness risk to prevent disease and maintain health.

## 4. Professionalism

Professionalism involves the expression of positive values and ideals and prioritizing the interests of those being served above one's own as care is being delivered. PAs must know their professional and personal limitations and practice without impairment from substance abuse, cognitive deficiency or mental illness. Further, PAs must demonstrate a high level of responsibility, ethical practice,

sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Specifically, the PA is expected to:

- Function within legal and regulatory requirements effecting the role of the physician assistant.
- Exhibit a professional relationship with physician supervisors and other health care providers.
- Exhibit respect, compassion and integrity.
- Exhibit responses appropriate to the needs of the patient and society.
- Commit to being accountable to patients, society and the profession.
- Commit to excellence and ongoing professional development.
- Commit to the ethical principles pertaining to the provision or withholding of clinical care, confidentiality of patient information, informed consent and business practices.
- Demonstrate sensitivity and responsiveness to a patient's culture, age, gender and disabilities.
- Demonstrate self-reflection, critical curiosity and initiative.

## 5. Practice-based Learning & Improvement

A practice-based learning environment includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature and other information resources for the purpose of self-improvement. PAs must be able to assess, evaluate and improve their patient care practices. Specifically, the PA is expected to:

- Demonstrate ability to analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care team.
- Demonstrate ability to locate, appraise and integrate evidence from scientific studies related to patients' health problems.
- Demonstrate ability to appraise clinical studies and other information on diagnostic and therapeutic effectiveness using knowledge of study designs and statistical methods.
- Demonstrate ability to access online medical information using information technology to support patient care and personal professional development.
- Demonstrate ability to facilitate the learning of students and/or other health care professionals, and demonstrate a commitment to professional growth and life-long learning.
- Demonstrate ability to appropriately address gender, cultural, cognitive, emotional and other biases; gaps in medical knowledge; and physical limitations in themselves and others.

## 6. Systems-based Practice

Systems-based practice encompasses the societal, organizational and economic environments in which health care is delivered. PAs must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value, and should work to improve the larger health care system of which their practices are a part. Specifically, the PA is expected to:

- Use information technology to support patient care decisions and patient education.
- Effectively interact with different types of medical practice and delivery systems.
- Understand funding sources and payment systems that provide coverage for patient care.
- Participate in the delivery of cost-effective quality health care, and interact within an inter-professional health care environment.
- Advocate for quality patient care and assist patients in dealing with system complexities.
- Participate with precepting physicians and other providers in efforts to assess and improve the delivery of care and patient outcomes.
- Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care.
- Acknowledge the value of medical information and clinical data systems to the provision of effective and efficient quality patient care.
- Use the systems responsible for the appropriate payment of services.
- Contribute to the Physician Assistant profession through scholarship, leadership, education and service to the profession and community.

## Contact Information

If you would like to speak with someone directly about our school, please contact:

**Kaitlin Bell, Assistant to the Dean** (317) 274-4704  
[kaitbell@iupui.edu](mailto:kaitbell@iupui.edu)

## Academic Programs

### Doctoral Programs

- Doctor of Philosophy in Health and Rehabilitation Sciences
- Doctor of Occupational Therapy Post-Professional
- Doctor of Physical Therapy

### Master's Programs

- Master of Physician Assistant Studies
- Master of Science in Health Sciences
- Master of Science in Nutrition and Dietetics
- Master of Science in Occupational Therapy

### Internships

- Dietetic Internship

### Bachelor's Programs

- Bachelor of Science in Health Sciences

### Undergraduate Certificate Programs

- Gerontology Certificate
- Global Health and Rehabilitation Studies Certificate
- Rehabilitation and Disabilities Studies Certificate

## Courses

### BS in Health Sciences

**SHRS-W 365 Diversity Issues in Health and Rehabilitation Services (3 cr.)** Designed to prepare

students to appreciate diversity and understand the interrelationship of race, gender, culture, and ethnicity and how they affect access and use of health and rehabilitation services.

### SHRS-W 210 Introduction to Rehabilitation (3 cr.)

Understanding the historical, philosophical, and organizational context of the rehabilitation profession within the context of the health care delivery system. Based on the premise that understanding of and respect for health professionals is critical for effective functioning as a member of a health care team. Emphasizes expectations of students as beginning health professionals.

### SHRS-W 211 Orientation to Health and Rehabilitation Professions (2 cr.)

The major purpose of this course is to provide students with information to assist them in becoming acquainted with selected undergraduate and graduate health and rehabilitation science disciplines. Students will obtain information to develop realistic educational and career goals. **NOT OPEN TO STUDENTS WHO ENROLLED IN A HEALTH CAREERS LEARNING SEMINAR.**

### SHRS-W 361 Health Promotion and Disease Prevention (3 cr.)

Understanding the personal, cultural, and environmental factors affecting participation in health promotion and disease prevention activities; examining the application and relevance of the concepts of health, wellness, health promotion, and health education and a wide range of content specific topics in health promotion and disease prevention.

### SHRS-W 362 Legal and Regulatory Aspects in Rehabilitation (3 cr.)

Assisting students in the understanding of legal and regulatory challenges faced by rehabilitation professionals, covering legal issues in counseling and case management, and significant rehabilitation-related legislation in the United States from 1917 to the present.

### SHRS-W 363 Ethical Issues in Rehabilitation Services (3 cr.)

Examining contemporary ethical/moral considerations in the organization and management of rehabilitation agencies and the delivery of rehabilitation services. Practical applications of ethical principles to the delivery of rehabilitation service and client-provider relationships will be covered. The course will be a combination of lectures, case studies, debates, and guest speakers.

### SHRS-W 264 Disability and Society (3 cr.)

Focusing on the psychological, social, political, and economic circumstances of individuals with disabilities in American society and to broaden students' perspectives on disability issues through exposure to the personal accounts and writing of persons with disabilities, examination of professional practices, discussion of public policies, and completion of class projects.

### SHRS-W 441 Administration and Supervision of Rehabilitation Organizations (3 cr.)

Designed to provide an overview of rehabilitation organizations and teach students the foundations of administration, supervision, and coordination of rehabilitation agencies. Discussions will cover the major theories of leadership, management, and organizational communication.

**SHRS-W 442 Research in Health and Rehabilitation Sciences (3 cr.)** An introduction to the application of research methods in health and rehabilitation sciences, providing students with an overview of research methods used to collect, analyze, and interpret data, emphasizing the understanding of the application of statistical and research techniques to address problems related to rehabilitation services research.

**SHRS-W 445 Program Evaluation Methods in Rehabilitation (3 cr.)** This course will provide a broad overview of the application program evaluation methods in rehabilitation and the strategies used in program evaluation, focusing on scientific principles that may be instrumental in informing policies and programs aimed at improving the health on individuals and communities.

**SHRS-W 480 Independent Study in Health and Rehabilitation (3 cr.)** The purpose of this course is to give students the opportunity to do independent study and research in their area of interest. No formal lecture. Permission of Department Chair and instructor supervising the work will be required.

**SHRS-W 100 Learning Community Seminar Health Sci (2 cr.)** In this course, as a new student to the IUPUI Campus, you will have the opportunity to discuss and explore a number of resources available to you on the IUPUI Campus. Special emphasis will be placed on use of the library and library resources. The course will incorporate the first three components of the Personal Development Plan (PDP). You will also have the responsibility to research a particular health care profession of your choosing (from a list provided), write a paper about that profession, and orally present with a student partner your researched information to your fellow students.

**SHRS-W 220 Aging and the Older Person (3 cr.)** An introduction to the interdisciplinary study of gerontology as a social, behavioral, and biological science. Other issues to be covered will include participation of older persons in therapeutic recreation and leisure activities and current health issues and patterns of health in the aging process.

**SHRS-W 495 Health Internship (1-6 cr.)** This is an experiential learning course where students apply classroom learning in degree-related practical experience under the supervision of a mentoring supervisor and course instructor.

**SHRS-W 200 Survey of US Health Care Systems (3 cr.)** This course will explore the U.S. health care system as it relates to health and rehabilitation services. Discussion will focus on the components of the health care system, how they function, how they support other components, who works in the health care system, how the system is financed, the access to the system, and how the U.S. rehabilitation services compare to other systems in the world.

### **Gerontology Certificate**

**SHRS-W 220 Physical Change & Aging (3 cr.)** Provides foundation knowledge of the physical changes that accompany the natural aging process in addition to changes that accompany pathologies and/or disease processes related to the advancement of age. While highlighting general perspectives and theories on aging, the course outlines the usual and expected changes to

each system of the body specifically in the years following sexual maturity and throughout adulthood.

**SHRS-W 350 Survey of Programs for Older Adults (3 cr.)** An overview of the long-term care industry and the continuum of care, examining various long term care service providers such as nursing facilities, assisted living/retirement centers, adult foster care, and adult day care; critical issues and current trends related to long-term care, quality of life, and life satisfaction in adulthood.

**SHRS-W 370 Psychological Aspects of Aging (3 cr.)** Provides a broad overview of adult development and aging with an emphasis on the changes that occur across physical, cognitive, emotional, perceptual, and social domains of functioning. Analysis of the effects of and theoretical approaches of these changes on the occupational, social, and personality adjustment of the aging adult.

**SHRS-W 410 Service-Learning in Geriatrics (3 cr.)** Designed to give the student direct work experience in various aging agencies and long-term care institutions. This experiential component allows the student an opportunity to apply his/her newly acquired normative and cognitive skills and knowledge in an actual work setting.

**SHRS-W 450 Seminar in Gerontology (3 cr.)** This course provides an interdisciplinary investigation of selected facets of gerontology drawn from biological, behavioral, and social science. Topics covered will include mental health, housing, economics, transportation, preventive health and rehabilitation programs, long-term care insurance, retirement, work/leisure activities, and adult women and health.

**SHRS-N 265 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.

### **Global Health and Rehabilitation Studies Certificate**

**SHRS-W 250 Health and Rehabilitation Systems Across the World (3 cr.)** This course presents issues in global health and rehabilitation delivery systems from the viewpoint of many different disciplines with an emphasis on economically less developed countries.

**SHRS-W 380 Health and Rehabilitation Professionals in Developing Countries (3 cr.)** The primary purpose of this course is to help students understand the roles and expectations and the scope of training and educational preparation of health and rehabilitation professionals across the world with emphasis on economically less developed countries.

**SHRS-W 270 Seminar in Global Rehabilitation and Health (3 cr.)** This course is designed to cover current topics in international management and organization of health and rehabilitation services, governance, ethics, impact of donor organizations, and emerging global primary and public health care issues.

**SHRS-W 470 International Service-Learning in Rehabilitation (3 cr.)** Designed to give students direct experience in the organization and financing of rehabilitation services in other parts of the world, this experiential component allows students to apply

their newly acquired normative and cognitive skills and knowledge in an international rehabilitation institution. Students will travel abroad under the supervision of faculty.

**SHRS-N 265 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.

**SHRS-N 460 Global Perspectives in Nutrition, Health, Disease, and Disability (3 cr.)** Major emphasis on global perspectives with specific focus on economically less developed countries, examining existing and emerging issues in international nutrition that influence the health, well-being, and disability and the efficacy and effectiveness of nutritional interventions in the prevention of disease and disability among people living in developing countries.

### Health Sciences

**SHRS-W 510 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.

**SHRS-W 520 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.

**SHRS-W 540 Patient-Reported Outcomes and Economic Evaluation (3 cr.)** Explorations of selected patient-centered outcomes assessment methodology and its use in economic evaluation.

**SHRS-W 570 Research Communication in the Health Sciences (3 cr.)** Focuses on the conceptualization and writing of the thesis or practicum proposal.

**SHRS-W 799 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.

**SHRS-W 599 Thesis in Health Sciences (3 cr.)** Thesis in Health Sciences. Can be repeated. Focuses on the data collection, analysis and writing of the thesis.

**SHRS-W 550 Health and Rehabilitation Systems Across the World (3 cr.)** This course presents issues in global health and rehabilitation delivery systems from the viewpoint of many different disciplines with an emphasis on economically less developed countries.

**SHRS-W 661 Theories of Health Promotion and Disease Prevention (3 cr.)** This course focuses on the role of health behaviors such as eating nutritious foods, exercising, and avoiding unhealthy habits (i.e.: smoking) in health promotion and disease prevention. A principle concentration will be on health promotion within disabling conditions.

**SHRS-W 670 Research Practicum in Health and Rehabilitation Sciences (3-6 cr.)** Instructional orientation

to research arranged by student and approved by student's Advisory or Research Committee. This course may be repeated twice, total of 12 hours.

**SHRS-W 680 Independent Study in Health and Rehabilitation Sciences (1-4 cr.)** A course for students interested in specific interdisciplinary topics in health and rehabilitation sciences. This course may be repeated twice, total of 12 hours.

**SHRS-W 690 Dissertation Proposal in Health and Rehabilitation Sciences (3 cr.)** The student will submit a written proposal for original scholarly work that makes a significant contribution to research in the field of health and rehabilitation sciences. The proposal will include a comprehensive introduction to the topic, relevant literature review and an indication of the methodology to be used for the student's dissertation. The proposal must be formally presented and approved by the student's Research Committee before the student can enroll in SHRS W692. This course can be taken more than once.

**SHRS-W 692 Dissertation in Health and Rehabilitation Sciences (3 cr.)** An original scholarly manuscript that makes a significant contribution to research in the field of health and rehabilitation sciences. Topic will be selected by the student and his/her Research Committee. The student must present the dissertation at a formal meeting with his Advisory Committee.

**SHRS-W 600 Project in Health Sciences (3 cr.)** Individual investigation in the form of an organized scientific contribution or a comprehensive analysis in a specified area related to the health sciences.

**SHRS-W 594 Administration of Health Sciences Education (3 cr.)** Principles of effective organization, supervision and administration of educational programs in the health sciences.

**SHRS-W 625 Diversity Issues in Health and Rehabilitation Services (3 cr.)** This course is designed to prepare students to formulate strategies to address the interrelationship of race, gender, culture, and ethnicity and how they affect access and use of health and rehabilitation services.

**SHRS-W 640 Medical Aspects of Disability (3 cr.)** The primary emphasis of this survey course is on medically determined aspects of disabling impairments and disabilities. Students will learn the functional limitations associated with major disabling conditions particularly as they relate to the delivery of rehabilitation services.

**SHRS-W 660 Rehabilitation Theories and Applications (3 cr.)** This course explores the theories common to all rehabilitation therapies and forms a foundation for rehabilitation sciences. Included are theories specific to rehabilitation and adaptation to disease, disability and injury; attachment, adaptation and resiliency; cognition; motor learning; empowerment; loss and grief; psych-immunology; and the societal response to stigmatized groups. These theories are applied to rehabilitation practice and research design across the life span to include habilitation to congenital disorders.

**SHRS-W 662 Health and Rehabilitation Systems Delivery (3 cr.)** This course analyses emerging trends in health care systems and delivery associated with rehabilitation. Areas to be covered include organizational

infrastructures, finance, public policy, and implications for disparate patient populations.

**SHRS-W 667 Ethical Issues in Health and Rehabilitation Services (3 cr.)** This course is designed to explore contemporary ethical issues and concerns related to the delivery, organization, and management of rehabilitation services. It is structured to present theories of ethical practice related to rehabilitation care delivery and to address the practical applications of ethical principles to the delivery of rehabilitation services and client-provider relationships. It will be provided in a distance format.

**SHRS-W 672 College Teaching Methodologies (3 cr.)** Instruction in teaching theories and methodologies to include teaching a unit of instruction in the student's concentration area. This course may be taken more than once. NOTE: Any student who has a major interest in teaching is advised to incorporate other instructional teaching methodology courses into his/her plan of study

### MS in Health Sciences

**SHRS-W 650 Global Perspectives in Nutrition, Health, Disease, and Disability (3 cr.)** Major emphasis on global perspectives with specific focus on economically less developed countries, examining existing and emerging issues in international nutrition that influence the health, well-being, and disability and the efficacy and effectiveness of nutritional interventions in the prevention of disease and disability among people living in developing countries.

**SHRS-W 551 Health and Rehabilitation Professionals in Developing Countries (3 cr.)** The primary purpose of this course is to help students understand the roles and expectations and the scope of training and educational preparation of health and rehabilitation professionals across the world with emphasis on economically less developed countries.

**SHRS-W 552 Seminar in Global Rehabilitation and Health (3 cr.)** This course is designed to cover current topics in international management and organization of health and rehabilitation services, governance, ethics, impact of donor organizations, and emerging global primary and public health care issues.

**SHRS-W 562 Psychological Aspects of Disability (3 cr.)**

P: Medical terminology course or equivalent. Students will review medical terminology and gain an understanding of major disabling conditions, the psychological and vocational aspect of adjustment to disability and chronic long term illness, and examine psychological and social theories related to disability and chronic illness and Code of Ethics.

**SHRS-W 641 Proposal Writing for Community-Based Rehabilitation Programs (3 cr.)**

An interactive educational opportunity to develop skills related to fund development in a community rehabilitation setting, providing an overview of the grant development process. Students will research local and national funding sources and learn about traditional and non-traditional sources to develop and maintain community-based rehabilitation programs. Includes guest speakers.

**SHRS-W 642 Practicum in Rehabilitation and Disability (3 cr.)**

Designed to give students direct work experience in various private and public sector rehabilitation agencies, this experiential component allows the student an opportunity to apply his/her newly acquired normative and cognitive skills and knowledge in an actual work setting.

**SHRS-W 561 Approaches to Rehabilitation Case Management (3 cr.)**

Exploring the historical perspective, technological and humanitarian advances, and major issues in the rehabilitation administrative environment; discussing and analyzing the legislative mandates relative to their effects on shaping the administrative environment in rehabilitation; acquiring knowledge of the process and significance of administrative competency in delivering services to rehabilitation consumers.

**SHRS-W 651 International Service-Learning in Rehabilitation (3 cr.)**

Designed to give students direct experience in the organization and financing of rehabilitation services in other parts of the world, this experiential component allows students to apply their newly acquired normative and cognitive skills and knowledge in an international rehabilitation institution. Students will travel abroad under the supervision of faculty.

**SHRS-W 710 Special Topics in Health & Rehabilitation Science (3 cr.)**

This course provides students with an opportunity to engage in focused study of a substantive area of health and rehabilitation science directly related to the student's identified area of theoretical and research interest. May be repeated with the permission of the student's advisory committee.

**SHRS-W 541 Administration and Supervision of Rehabilitation Organizations (3 cr.)** Designed to expand students' knowledge of administration, supervision, and leadership practice. Students will develop an in-depth understanding of leadership practice in a rehabilitation organization.

**SHRS-W 560 Survey of Adaptive Rehabilitation Technology (3 cr.)** Assisting students in the knowledge/awareness of available high-tech/low-tech equipment, or product systems that are used in rehabilitation settings to increase, maintain, or improve functional capabilities of individuals with disabilities, emphasizing the application of clinically-based strategies for determining an individual's need for and acceptance of adaptive technology to improve functional outcomes.

### Nutrition and Dietetics

**SHRS-N 550 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.



**SHRS-N 265 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.

**SHRS-N 500 Nutrition I (3 cr.)** P: Graduate standing, undergraduate course in biological sciences or consent of instructor. This course applies the principles of physiology, chemistry, and biology to describe the role of nutrition and exercise in wellness, health promotion and disease prevention. This class is taught online.

**SHRS-N 544 Medical Nutrition 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.

**SHRS-N 546 Medical Lectures (1-6 cr.)** Lectures by professional staff and invited guests in the health care field.

**SHRS-N 552 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.

**SHRS-N 560 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.

**SHRS-N 563 Research Methods in Nutrition and Dietetics (3 cr.)** P: dietetic internship. Study of research methodology utilized in dietetics. Course includes critique of literature and preparation of research proposal.

**SHRS-N 570 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.

**SHRS-N 572 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.

**SHRS-N 574 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.

**SHRS-N 576 Leadership Development in Pediatric Nutrition (3 cr.)** P: consent of instructor. This course is an entry-level leadership development series of experiential learning activities, including a leadership development project for post-graduate health care professionals and fellows.

**SHRS-N 590 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.

**SHRS-N 591 Seminar in Nutrition and Dietetics (1 cr.)** P: consent of instructor. Exploration of various topics and issues in nutrition. May be repeated for a maximum of 4 credits.

**SHRS-N 593 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.

**SHRS-N 420 Human Nutrition Through the Lifespan (3 cr.)** The study of nutritional needs during different stages of the human life cycle from pregnancy and lactation through infancy, childhood, adolescence and adulthood to later maturity, including an introduction to cultural food patterns, principles of nutrition assessment and agencies offering nutrition services.

**SHRS-N 595 Readings in Nutrition (1-3 cr.)** P: consent of instructor. Individualized readings on topics not covered in regular course offerings.

**SHRS-N 596 Clinical Dietetics (1-15 cr.)** 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.

**SHRS-N 567 Management Issues in Dietetics (1 cr.)** P: dietetic internship. Advanced study in institutional and hospital dietetic management, including personnel, financial, operational, and regulatory issues.

**SHRS-N 598 Research in Dietetics (1-9 cr.)** Original research as approved by the department.

**SHRS-N 460 Global Perspectives in Nutrition, Health, Disease, and Disability (3 cr.)** Major emphasis on global perspectives with specific focus on economically less developed countries, examining existing and emerging issues in international nutrition that influence the health, well-being, and disability and the efficacy and effectiveness of nutritional interventions in the prevention of disease and disability among people living in developing countries.

**SHRS-N 553 Nutrition & the Microbiome (3 cr.)** P: N550 or consent of instructor. An integrated study and application of the biochemical and physiological aspects of human and Microbiome macronutrient metabolism with special reference to the Microbiome, gut brain axis and immunity; the potential interrelationship between the Microbe and common chronic condition. Required course for Nutrition and Dietetics master students.

## Occupational Therapy-MS

**SHRS-T 525 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.

**SHRS-T 542 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.

**SHRS-T 552 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.

**SHRS-T 557 Group Process in Occupational Therapy (2 cr.)** Principles and concepts of group process related to occupational therapy practice.

**SHRS-T 558 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.

**SHRS-T 560 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.

**SHRS-T 561 Theoretical Foundations of Occupational Therapy (3 cr.)** Conceptualization and synthesis of existing models, frames of reference, paradigms, and theories of occupational therapy for practice.

**SHRS-T 567 Research and Occupational Therapy (3 cr.)** Course is designed to prepare the student to participate in research, emphasizing the use of technology.

**SHRS-T 568 Evidence-Based Practice 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.

**SHRS-T 571 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.

**SHRS-T 572 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.

**SHRS-T 575 Applied Neuroscience for the Occupational Therapist (4 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.

**SHRS-T 580 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.

**SHRS-T 625 Reflective Seminar II (1 cr.)** Course will facilitate the synthesis of research, reflect the curriculum themes and outcomes, and continue to support the plan of scholarly contribution.

**SHRS-T 655 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.

**SHRS-T 657 Psychosocial Dimensions of Therapeutic Relationships and Occupations (2 cr.)** Understanding and application of therapeutic use of self in establishing and maintaining client therapist in using a helping model and therapeutic dialogue.

**SHRS-T 658 Trends and Issues in Occupational Therapy (2 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.

**SHRS-T 667 Nonthesis OT Project (3 cr.)** Course prepares the student to design and implement a beginning research study.

**SHRS-T 668 Nonthesis OT Project Completion (2 cr.)** Course is designed to allow the student to complete the research study project.

**SHRS-T 701 OT Thesis (6 cr.)** Proposal development leading to thesis as directed by the chair of the thesis committee.

**SHRS-T 702 OT Thesis Completion (2 cr.)** Research leading to thesis as directed by the chair of the thesis committee.

**SHRS-T 553 Topics in Occupational Therapy (1-5 cr.)**

**SHRS-T 662 Occupations of Adults and Older Adults (5 cr.)** This 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.

### **Occupational Therapy-OTD**

**SHRS-T 720 Professional Doctoral Seminar I (1 cr.)** First of a series of three doctoral seminars during which students articulate their educational goals and monitor their progress toward reaching those goals. The first course in this series will help students identify their strengths and challenges related to their educational, professional, and practice goals. In this course students will plan coursework to meet their goals.

**SHRS-T 725 Professional Doctoral Seminar II (1 cr.)** Second in a series of three seminars in which students monitor their educational goals in relationship to the program courses. In this seminar students have the opportunity to adapt the remaining coursework of the program to support their goals. Students update their ePortfolio (or other approved document) to document their progress toward meeting their educational, professional, and clinical goals.

**SHRS-T 750 Advanced Practice Capstone Project Proposal (4 cr.)** One of three courses that form the capstone project. The student identifies a capstone project proposal in consultation with the doctoral advisor. The capstone project **proposal** is composed of the background information and literature that supports the project and detailed description of the project methodology. Capstone topics are chosen based on students' educational, professional, and/or practice goals and range from development of an online course, to systematic review of literature, to an ethnographic study, to secondary analysis of existing data. Students can also participate in faculty research.

**SHRS-T 760 Advancements in Occupational Science (3 cr.)** Course introduces the student to advancements in occupational science. It also provides students an overview of the literature of occupational science in relation to: 1) emerging trends in inter-professional education and practice; 2) ways of addressing psychological and social well-being in practice and 3) health and participation issues in the occupational therapy practice from all ages and diagnoses, and from traditional areas of practice to emerging areas such as primary care.

**SHRS-T 770 Applied Translational Research in Occupational Therapy (3 cr.)** Course provides the student with the underpinnings needed to translate findings from inter-disciplinary, evidence based healthcare research into practical application. Students apply these findings to practices that affect health outcomes in individual patients and populations. The course goal is to prepare the student to improve health through the application of both occupational therapy and inter-disciplinary research.

**SHRS-T 775 Evidence-Based Practice in Occupational Therapy (3 cr.)** Prepares the student to evaluate occupational therapy practice, service, and applied research, and assure that practice is increasingly evidence-based by developing

critical thinking skills, critically evaluating the research literature, and follows the tenants of best practice.

### **SHRS-T 790 Occupational Science Practicum in Practice, Education, or Leadership and Administration (4 cr.)**

In consultation with the doctoral advisor, students will engage in a minimum of 60 hours of practicum experience in a setting approved by the student's advisor and that supports their capstone project. This could include a needs assessment, data gathering, student teaching, interviewing, observation, or practical experience in a setting applicable to the student's capstone project.

**SHRS-T 820 Professional Doctoral Seminar III (1 cr.)** Course is designed to prepare Third in a series of three courses in which students monitor their educational goals in relationship to the program courses. In this seminar students continue to evaluate their progress toward meeting their educational, professional, and practice goals. At the completion of this course students will have a final Portfolio (or other approved form) that includes the student's coursework, accomplishments, reports, papers, and all other artifacts that document having reached the student's educational, professional, and clinical goals. e the student to participate in research, emphasizing the use of technology.

**SHRS-T 850 Advanced Practice Capstone Project Completion & Presentation (4 cr.)** For the course the student completes and presents the capstone project. Submission of the completed project for publication is encouraged.

### **SHRS-T 860 Leadership & Administration in Occupational Therapy (3 cr.)**

Course reviews pertinent literature and other sources of information as a basis for discussing best-practice in management and supervision, health policy and administration, leadership, advocacy, and entrepreneurship. Prepares students with leadership and administrative skills to assist in the application of these skills in practice.

**SHRS-T 755 Teaching in Occupational and Rehabilitation Sciences (3 cr.)** The main goals for students in this course are 1) to form useful conceptual frameworks for thinking about such issues in post-professional teaching as student learning, teaching methods, and assessment of teaching and learning and 2) to gain practical skills and knowledge for teaching effectively in a post-professional settings.

### **Physical Therapy**

**SHRS-P 511 Clinical Decision Making and Professionalism (2 cr.)** An overview of the profession of physical therapy and the professional education process. 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.

**SHRS-P 513 Functional Anatomy and Clinical Biomechanics (5 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.

**SHRS-P 514 Evidence-Based Critical Inquiry I (2 cr.)** Introduction to clinical research methodology and critical interpretation of the professional literature.

**SHRS-P 515 Physical Therapy Examination & Interventions I (3 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.

**SHRS-P 524 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.

**SHRS-P 526 Physical Therapy Examination & Interventions II (5 cr.)** The second of two courses covering examination, evaluation, and interventional aspects of physical therapy practice. Regional application is emphasized along with corresponding documentation.

**SHRS-P 532 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.

**SHRS-P 533 Lifespan Motor Control and Motor Development (2 cr.)** Overview of human neuromusculoskeletal development across the lifespan.

**SHRS-P 534 Introduction to Motor Sciences (2 cr.)** Principles and concepts of motor learning and motor control for the development of physical therapy interventions.

**SHRS-P 541 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.

**SHRS-P 599 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.

**SHRS-P 622 Musculoskeletal Practice Patterns II (4 cr.)** Physical therapy management of patients with impaired joint mobility, motor function, and muscle performance associated with spinal dysfunction, connective tissue disorders, trauma, and surgical procedures.

**SHRS-P 641 Neurorehabilitation I (4 cr.)** Physical therapy management of stroke, spinal cord, and brain injury.

**SHRS-P 642 Neurorehabilitation II (4 cr.)** Physical therapy management of individuals with movement disorders, balance/vestibular problems, cerebral palsy, and genetic disorders.

**SHRS-P 643 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.

**SHRS-P 645 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.

**SHRS-P 646 Introduction into Therapeutic Interventions (4 cr.)** This course provides an introduction to the theory and application of therapeutic interventions utilized in physical therapist practice. Interventions include: (1) therapeutic exercise testing and prescription; (2) thermal, acoustic, mechanical, and electrotherapeutic physical agents; and (3) basic concepts of soft tissue massage.

**SHRS-P 650 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.

**SHRS-P 660 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.

**SHRS-P 661 Prosthetic and Orthotic Interventions (2 cr.)** Includes both theory and application of orthotic and prosthetic devices and equipment utilized in physical therapy interventions.

**SHRS-P 664 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.

**SHRS-P 510 Integrated Clinical Education I (1 cr.)** The initial part-time weekly clinical laboratory experience which provides student exposure to clinical physical therapy practice in various patient care settings.

**SHRS-P 675 Capstone Seminar (1 cr.)** Capstone seminar experience integrating classroom and clinical learning. Presentations mentored by clinical and academic faculty will be required.

**SHRS-P 680 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.

**SHRS-P 695 Clinical Education II (3 cr.)** Full-time clinical experience of 6 weeks duration, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

**SHRS-P 697 Clinical Education IV (4 cr.)** Full-time clinical experience of 6 weeks duration, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

**SHRS-P 696 Clinical Education III (5 cr.)** Full-time clinical experience of 12 weeks duration, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

**SHRS-P 685 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.

**SHRS-P 535 Clinical Physiology, Pathophysiology & Pharmacology II (5 cr.)**

This course is a continuation of Clinical Physiology, Pathophysiology & Pharmacology I. Course content will focus on study of normal and abnormal physiology and pharmacology for the following modules: renal, gastrophysiology, oncology, hematology, endocrine and metabolic bone diseases.

**SHRS-P 520 Clinical Integration II (1 cr.)** The second part-time weekly clinical laboratory experience which provides student exposure to clinical physical therapy practice in various patient care settings.

**SHRS-P 531 Clinical Physiology, Pathophysiology & Pharmacology I (5 cr.)** This two part course is designed to provide students with knowledge in normal and abnormal physiology, including an understanding of how cells, tissues, organs and organ systems work together.

The first semester will include four blocks of normal and abnormal physiology and pharmacology for: cellular/neuro, muscle, metabolism and endocrinology

**SHRS-P 699 Clinical Elective (1-3 cr.)** Clinical education experience in a student-requested content area which provides students the opportunity to apply theory and skills in physical therapy examination and intervention with patients in a specialized physical therapy clinical practice area.

**SHRS-P 610 Integrated Clinical Education III (2 cr.)** The third part-time weekly clinical laboratory experience which provides student exposure to clinical physical therapy practice in various patient care settings.

**SHRS-P 501 Case Series Rounds I (2 cr.)**

A case-series clinical rounds course focusing on problem-based learning, where expert clinicians present real case studies.

**SHRS-D 850 Human Structure (8 cr.)**

Intensive introduction to the gross anatomy of the human body, including a complete dissection. Series of lectures on radiographic anatomy and clinical application of anatomy. Frequent conferences and discussions with members of staff.

**SHRS-P 701 Case Series Rounds III (1 cr.)**

A case-series clinical rounds course focusing on problem-based learning, where expert clinicians present real case studies.

**SHRS-D 852 Neuroscience and Clinical Neurology (5 cr.)**

A multidisciplinary consideration of structural, functional, and clinical features of the human nervous system.

**SHRS-P 601 Case Series Rounds II (2 cr.)**

A case-series clinical rounds course focusing on problem-based learning, where expert clinicians present real case studies.

**Physical Therapy**

**ANAT-D 528 Gross Anatomy For PA (5 cr.)** This is an introductory course in human gross anatomy designed to introduce the principal concepts, basic structure and function of the human body. Students will have the opportunity to learn, through dissection and demonstration of human cadaveric specimens, clinical and functional correlates of human anatomy.

**SHRS-K 818 Principles of Medical Pharmacology (3 cr.)**

This survey of pharmacology will teach the student general principles of drug action. Students will develop an understanding of the basic pharmacokinetic, pharmacodynamic, and pharmacogenetic principles underlying drug therapy; prototypic drugs and their adverse effects; the development of drug dependence and addiction; and an awareness of environmental toxins.

**SHRS-K 500 Introduction to the PA Profession (3 cr.)**

This course is primarily lecture style with some guest speakers and group project work. It provides students with an understanding of the history and development of the Physician Assistant (PA) profession and the PA's role in the health care system. Also explored are issues confronting practicing professionals such as regulations governing practice, credentialing, licensure, malpractice insurance, physician supervision, delegation and prescribing, providing culturally sensitive care and ethics.

**SHRS-K 501 Clinical Medicine for PA I (8 cr.)**

The first in a series of three, this course provides Physician Assistant students with the knowledge of a variety of general medical problems encountered in clinical practice. Students learn to evaluate and manage common problems, while utilizing and amplifying critical thinking skills and knowledge learned in basic science courses.

**SHRS-K 502 Clinical Medicine for PA II (13 cr.)**

The second in a series of three, this course provides Physician Assistant students with the knowledge of a variety of general medical problems encountered in clinical practice. Students learn to evaluate and manage common problems, while utilizing and amplifying critical thinking skills and knowledge learned in basic science courses.

**SHRS-K 503 Clinical Medicine for PA III (13 cr.)**

The third in a series of three, this course provides Physician Assistant students with the knowledge of a variety of general medical problems encountered in clinical practice. Students learn to evaluate and manage common problems, while utilizing and amplifying critical thinking skills and knowledge learned in basic science courses.

**SHRS-K 504 Clinical Therapeutics (3 cr.)**

This course builds on the general principles of pharmacology and teaches how they are used to make rational clinical prescribing decisions. Students will develop the pharmacologic and therapeutic skills that a physician

assistant will need to provide comprehensive patient care in clinical practice.

**SHRS-K 505 Health Promotion and Disease Prevention for PA (2 cr.)**

This course prepares the Physician Assistant student to apply the principles of health promotion and disease prevention across the patient lifecycle in clinical and/or community setting.

**SHRS-K 506 Behavioral Medicine (2 cr.)**

This course will focus on knowledge and clinical skills to assess and treat psychiatric and psychosocial conditions encountered during clinical rotations and clinical practice. The skills to examine patients' symptoms and behaviors related to emotional disorders, difficult patient and family interactions will be addressed.

The knowledge, skills, and approaches required to effectively provide care for patients with behavioral change needs which are encountered in everyday practice will also be addressed. Additionally, interpersonal and communication skills, professionalism competencies, and cultural and patient context topics will be components of the course.

**SHRS-K 507 Patient Evaluation I (3 cr.)**

This course prepares the Physician Assistant student to perform basic interviewing and history-taking skills. Students will explore the components of the complete physical examination, special testing, and documentation.

**SHRS-K 508 Patient Evaluation II (3 cr.)**

This course is a continuation of Patient Evaluation I in which students continue to explore the components of the complete physical examination, special testing, and documentation. They will be challenged to refine history taking and written documentation skills, further cultivate critical thinking, and begin to develop oral presentation skills.

**SHRS-K 509 U.S. Health Care: Systems, Policies and Public Health for PA (2 cr.)**

This course will explore U.S. health care systems and policies. Discussion will focus on policy formation; influencers on policy making (stakeholders and data); health care system operations; the impact policies have on U.S. health care outcomes; and the interaction of national, state, and local policies.

**SHRS-K 510 Introduction to Evidence Based Medicine for PA (1 cr.)**

Introduction to the use of evidence based literature to inform clinical decision making.

**SHRS-K 531 Clinical Physiology & Pathophysiology I (4 cr.)**

The purpose of this course is to provide physician assistant students with a knowledge base of human physiology and pathology as a foundation for their clinical practice. This is the first course in a two-semester sequence of courses.

**SHRS-K 531 Clinical Physiology & Pathophysiology I (4 cr.)**

The purpose of this course is to provide physician assistant students with a knowledge base of human physiology and pathology as a foundation for their clinical practice. This is the first course in a two-semester sequence of courses.

**SHRS-K 532 Clinical Physiology & Pathophysiology II (4 cr.)**

The purpose of this course is to provide physician assistant students with a fundamental knowledge of human physiology and pathology as a foundation for clinical practice. This is the second course in a two course sequence.

**SHRS-K 698 Concepts in Leadership and Management for PA (4 cr.)**

This online course provides students with the opportunity to perform a needs assessment within a clinical rotation(s) and assume the leadership role necessary for its proposed implementation.

Upon graduation, each PA is required to earn PI-CME (performance improvement continuing medical education credits), in order to maintain PANCE certification. This Quality Improvement Project is designed to introduce each of you to the concept of this additionally mandated competency measure, and is designed to be initiated during one of your clinical rotations. This Quality Improvement Project has been modified utilizing the principals of a PI-CME format, to allow you create a proposed project outline, without requiring you to collect/generate data.

Additionally, each student will complete online readings and reflective self-assessments, designed to identify their leadership qualities. Students will be required to write a 3 stage proposal, identifying a need, demonstrating problem solving techniques, and defining steps for success.

**SHRS-K 692 Clinical Rotation: Elective (2 cr.)**

K692 is the 2 or 4-week Elective Clinical Rotation that allows the student to choose to pursue an area of medical beyond that of the 9 core required rotations. The rotation exists to encourage expansion of opportunities to practice medicine in an area of interest that is available within the United States or abroad. This rotation serves to deepen their commitment and understanding of preventive, emergent, acute, and chronic treatment of patients, and their complications.

The rotation offers students an opportunity to create a clinical rotation unique to their interests and which fosters a deepening appreciation for the environment of global health, and the diverse ethnic, cultural and economic environments in which medicine is practiced.

Students self-select in order to participate in an international rotation overseas, as long as they practice under the direct supervision of a qualified preceptor.

**SHRS-W 520 Evidence Based Critical Inquiry (3 cr.)**

Applying evidence based critical inquiries into clinical practices

**SHRS-K 681 Clinical Rotation: Family Medicine (3 cr.)**

K681 is the 4-week Family Medicine Clinical Rotation requirement of the experiential year. This clinical rotation

is designed to provide students with a clinical opportunity in Family Medicine under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters, their complications and impact on patients across the life span.

**SHRS-K 682 Clinical Rotation: Outpatient Medicine (3 cr.)**

K682 is the 4-week Outpatient Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in a variety of outpatient medicine opportunities under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters, their complications, multiple co-morbidities and impact on patients across the life span.

**SHRS-K 683 Clinical Rotation: Women's Health (3 cr.)**

K683 is the 4-week Women's Health Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in Women's Health under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters, their complications and impact on patients across the life span.

**SHRS-K 684 Clinical Rotation: Pediatrics (3 cr.)**

K684 is the 4-week Pediatric Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in Pediatric Medicine under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters, their complications and impact on patients in the pediatric population.

**SHRS-K 695 Seminar in Physician Assistant Clinical Practice (1 cr.)**

This course is a continuation of some theory introduced in K500, with emphasis placed on preparing the clinical PA for the PANCE and employment. Students will integrate concepts and knowledge gained from didactic instruction and clinical rotations with emphasis placed on preparation for entering clinical practice.

Students will be introduced to past, current and emerging health care delivery systems and methods of health care reimbursement. Also explored are issues confronting practicing professionals such as risk management/malpractice, quality improvement, billing and coding, certification, preparation for the PANCE exam, employment search, CV preparation and professional liability. A Packrat II formative exam and Summative final exam are also a component of this course.

**SHRS-K 685 Clinical Rotation: Surgery (3 cr.)**

K685 is the 4-week Surgical Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in general surgery under the direct supervision of a qualified preceptor. This rotation introduces students to diverse pre-operative, intra-operative and post-operative conditions,

their complications and impact on patients across the life span.

**SHRS-K 686 Clinical Rotation: Behavioral Medicine (3 cr.)**

K686 is the 4-week Psychiatric Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in psychiatry under the direct supervision of a qualified preceptor. This rotation introduces students to acute and chronic mental health conditions, their complications and impact on patients across the life span.

**SHRS-K 694 Scholarly Inquiry and Research Project For PA II (1 cr.)**

This course allows Physician Assistant students to present their Master's degree project. Students will present their topic to their peers and faculty, using appropriate audiovisual equipment and handouts.

**SHRS-K 693 Scholarly Inquiry and Research Project For PA I (1.5 cr.)**

This course allows Physician Assistant students to complete a clinically relevant research project under his or her faculty advisor's supervision. Students will identify a clinically oriented question and use the principles of evidence-based critical inquiry to address the question.

**SHRS-K 691 Clinical Rotation: Elective (2.5 cr.)**

K691 is the 3-week Elective Clinical Rotation that allows the student to choose to pursue an area of medicine beyond that of the core rotations. The rotation exists to encourage expansion of opportunities to practice medicine in an area of interest that is available within the United States or abroad. This rotation serves to deepen the student's commitment and understanding of preventive, emergent, acute, and chronic treatment of patients, and their complications.

**SHRS-K 687 Clinical Rotation: Public Health and Community Medicine (3 cr.)**

K687 is the 4-week Community Medicine Clinical Rotation requirement of the experiential year. This clinical rotation was created and designed to provide students with a unique opportunity within a Community Medicine Health Center, to maximize the physician/physician assistant collaboration model, to further develop awareness of and coordination with all health team members, and to experience and participate the concept of a patient centered medical home. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters, their complications and impact on patients across the life span, within the underserved population.

**SHRS-K 688 Clinical Rotation: Internal Medicine (3 cr.)**

K688 is the 4-week Internal Medicine Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in inpatient medicine, under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters, their complications and impact on primarily adult and geriatric patients.

**SHRS-K 689 Clinical Rotation: Emergency Medicine (3 cr.)**

K689 is the 4-week Emergency Medicine Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in Emergency Medicine under the direct supervision of a qualified preceptor. This rotation introduces students to diverse preventive, emergent, acute, and chronic patient encounters, their complications and impact on patients across the life span.

**SHRS-K 690 Clinical Rotation: Specialty Selective (3 cr.)**

K690 is the 4-week Selective Clinical Rotation requirement of the experiential year. This clinical rotation is designed to provide students with a clinical opportunity in any area of specialty medicine or surgery of their choosing, under the direct supervision of a qualified preceptor. This rotation introduces students to diverse emergent, acute, and chronic patient encounters, their complications and impact on primarily adult and geriatric patients.

**Rehabilitation and Disabilities Studies Certificate**

**SHRS-W 320 Survey of Adaptive Rehabilitation**

**Technology (3 cr.)** Assisting students in the knowledge/awareness of available high-tech/low-tech equipment, or product systems that are used in rehabilitation settings to increase, maintain, or improve functional capabilities of individuals with disabilities, emphasizing the application of clinically-based strategies for determining an individual's need for and acceptance of adaptive technology to improve functional outcomes.

**SHRS-W 430 Practicum in Rehabilitation and Disability (3 cr.)** Designed to give students direct work experience in various private and public sector rehabilitation agencies, this experiential component allows the student an opportunity to apply his/her newly acquired normative and cognitive skills and knowledge in an actual work setting.

**SHRS-W 330 Approaches to Rehabilitation Case Management (3 cr.)** Exploring the historical perspective, technological and humanitarian advances, and major issues in the rehabilitation administrative environment; discussing and analyzing the legislative mandates relative to their effects on shaping the administrative environment in rehabilitation; acquiring knowledge of the process and significance of administrative competency in delivering services to rehabilitation consumers.

**SHRS-W 340 Psychological Aspects of Disability (3 cr.)** P: Medical Terminology Course or equivalent.

Students will review medical terminology and gain an understanding of major disabling conditions, the psychological and vocational aspect of adjustment to disability and chronic long term illness, and examine psychological and social theories related to disability and chronic illness and Code of Ethics.

**SHRS-W 420 Proposal Writing for Community-Based Rehabilitation Programs (3 cr.)** An interactive educational opportunity to develop skills related to fund development in a community rehabilitation setting, providing an overview of the grant development process. Students will research local and national funding sources and learn about traditional and non-traditional sources

to develop and maintain community-based rehabilitation programs. Includes guest speakers.

**SHRS-W 440 Medical Aspects of Disabilities (3 cr.)**

The primary emphasis of this survey course is on medically determined aspects of disabling impairments and disabilities. Students will learn the functional limitations associated with major disabling conditions particularly as they relate to the delivery of rehabilitation services. Current trends and methodologies involved in rehabilitation processes will be covered.

**HIA-M 330 Medical Terminology (or equivalent) (2 cr.)**

Understanding and use of the language of medicine including build, analyze, define, pronounce, and spell diagnostic terms that relate to the structure of the body systems. [vocabulary standards]