

School of Health and Rehabilitation Sciences

Welcome to the School of Health and Rehabilitation Sciences!

Dean's Remarks

We welcome 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). SHRS has provided leadership in health and rehabilitation sciences research and education to the citizens of Indiana, the region, and of the nation for more than 35 years.

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. The grade point average of students selected for our professional programs routinely ranks among the highest on the university campus. Our undergraduate students pursuing the bachelors of health science degree are routinely selected as members of the Top 100 students at IUPUI.

Our students' achievement of excellence is expressed through 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, both undergraduate and graduate degrees, they seek careers in a wide variety of settings to promote the health and well-being of residents 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 forward-looking 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 <http://bulletins.iu.edu/iupui/2016-2017/schools/health-rehab-science/the-schools-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.

Rebecca Porter, PhD, PT

Interim Dean

School of Health and Rehabilitation Sciences

March 30, 2017

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

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.

Length of Program

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

The 90 credit hours for the PhD are distributed among the following four content areas:

Health and Rehabilitation Sciences Core Curriculum – 15 credit hours

Research – 21 credit hours

Health and Rehabilitation Sciences Concentration – 30 credit hours

Electives – 6 credit hours

Dissertation – 18 credit hours

School of Health & Rehabilitation Sciences Theses and Dissertations: <https://scholarworks.iupui.edu/handle/1805/1639>

Admission Requirements

In order to be accepted into our PhD in Health and Rehabilitation Sciences degree program, you must complete the admission requirements established for the Graduate School, the School of Health and Rehabilitation Sciences, and when applicable, the Office of International Affairs.

- Completion of a post baccalaureate degree in health and rehabilitation sciences or in a health-related discipline from an accredited institution, or completion of a baccalaureate degree with professional experience
- Cumulative GPA of 3.0 on a 4.0 scale on prior degree completion program. Cumulative GPA will be calculated on courses with grades which are recorded on official university/college transcripts.
- Résumé or curriculum vitae
- Three letters of recommendation from those familiar with your academic and professional performance
- Admission interview
- If applicable, a TOEFL score of Paper-based test: 500 or higher
 - Computer-based test: 213 or higher
 - Internet-based test: 79 or higher
- A personal statement (300 to 500 words) addressing: Preparation for research (examples include course work in research, engagement in research projects or grants, and completion of a master's degree thesis)

Intended research focus

Learning objectives

Leadership potential

- Competitive GRE scores: Verbal section with a score of 153 or higher

Quantitative section with a score of 144 or higher

Analytical Writing section with a score of 3.5 or higher

Must be completed within five years before matriculation into the PhD program.

Required Application Materials

1. [IUPUI Online Graduate Application for Admission](#) and \$60 non-refundable application fee. This must be completed by **application deadline**. For "Intended Program and Plan," select the following:

- What type of degree do you intend to pursue? **Doctoral/PhD**
- Academic Program: **Health and Rehabilitation Graduate**
- Academic Plan: **Health and Rehab Science PhD**
- Are you applying to a dual degree program: **No**
- Term: **Fall**
- Recommendations: **Enter a minimum of three**
- Personal Statement: **Upload Personal Statement**

2. Official transcripts from all universities where courses were completed should be sent directly to:

IU School of Health and Rehabilitation Sciences
Student Enrollment Services
Coleman Hall 124
1140 West Michigan Street
Indianapolis, IN 46202-5119
shrsinfo@iupui.edu

3. GRE general test scores submitted to IUPUI

Tuition

Information about costs of attending, tuition, financial aid, and scholarships can be found at <https://shrs.iupui.edu/tuition-scholarships/tuition.html>.

Health Sciences

Bachelor of Science in Health Sciences

The Bachelor of Science in Health Sciences program offers you the opportunity to earn a bachelor's degree in the general field of health sciences. The curriculum is designed to prepare you for either graduate school or employment opportunities.

This interdisciplinary program is designed to meet the needs of three specific student groups:

- 1) students who want to prepare for entry- and mid-level positions in health care services

- 2) students who want to apply to graduate health professions programs (such as OT, PT, PA, Nursing, Dentistry, Medicine)
- 3) licensed health care professionals who have already obtained an associate's degree in an allied health field and would like to obtain a baccalaureate degree

Length of Program

120 credit hours, typically over four years

Admission Requirements

For students beginning college for the first time:

High School Diploma

Indiana Core 40 or Academic Honors

Minimum 3.0 GPA

Minimum combined SAT score of 1000 or ACT score of 21

For current IUPUI students:

Minimum 12 IU credits completed

Minimum 2.5 GPA

All SHRS courses must be completed with a grade of C or better

Meet with SHRS Academic Advisor

Required Application Materials

The Office of Undergraduate Admissions is responsible for coordinating BS in Health Science admissions. Please see their website at <https://www.iupui.edu/admissions/apply.html> for current admission standards and requirements

Tuition

Information about costs of attending, tuition, financial aid, and scholarships can be found at <https://shrs.iupui.edu/tuition-scholarships/tuition.html>.

Admission

Preadmission 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

Nutrition and Dietetics

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

Occupational Therapy

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

Physical Therapy

- Doctor of Physical Therapy

Physician Assistant Studies

- Master of Physician Assistant Studies

Nutrition and Dietetics

Master of Science in 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. If you are currently a registered dietitian and are interested in deepening your knowledge base, enhancing your professional practice and developing your research skills in Nutrition and Dietetics, then this program was designed for you. You will complete courses in biochemistry, statistics, physiology, research methods, research communication, and trends and issues in health care (total of 19 credits). You will then choose either adult or pediatric nutrition emphasis and complete an additional 12 or 15 credits of course work, and complete your thesis project (6 credits) or problem (3 credits).

Length of Program

A total of 36 credit hours of coursework presented entirely online, starting in August or January each year.

Admission Requirements

Applicants must meet the following criteria by the application deadline:

- Be a registered dietitian through the Commission on Dietetic Registration
- Baccalaureate degree from an accredited college or university

- Undergraduate GPA of 3.0
- Graduate Record Examination (GRE) scores, submit using IUPUI school code 1325
 - Quantitative and Verbal scores at the 50th percentile or higher are preferred
 - Writing Analytical score of 4.0 or better is preferred
- Three (3) letters of recommendation describing the applicant's potential as a graduate student and professional practitioner

International students should visit [Office of International Affairs](#). Students expecting to study using F1 or J1 visas are ineligible to enter the program.

Required Application Materials

1. [IUPUI Online Graduate Application for Admission](#) and \$60 non-refundable application fee. This must be completed by **application deadline**. For "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: **Nutrition & Dietetics MS**
- Are you applying to a dual degree program: **No**
- Term: **Fall or Spring**
- Recommendations: **Enter a minimum of three**
- Personal Statement: skip this section

Tuition

Information about costs of attending, tuition, financial aid, and scholarships can be found at <https://shrs.iupui.edu/tuition-scholarships/tuition.html>.

Occupational Therapy

Master of Science in Occupational Therapy

The purpose of the degree will be to provide entry-level occupational therapy education for individuals who (after completion of the program and fieldwork) will be eligible to sit for certification as an occupational therapist by the National Board for Certification in Occupational Therapy (NBCOT). This program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).

The Department of Occupational Therapy is transitioning to an entry-level Doctor of Occupational Therapy (OTD) degree program. The OTD program will replace the MS in OT degree program. It is anticipated the first application cycle for the OTD will be Fall 2017. For updates regarding the transition, please go to: .

Length of program

24 months (74 graduate credit hours) of professional course work and field work presented in a full-time day format, starting in June each year.

Prerequisites

- Human Anatomy with lab* (1 semester)
- Human Physiology with lab* (1 semester)
- Statistics (must include inferential)* (1 semester)
- Medical Terminology (minimum 1 credit hour)
- Abnormal Psychology (1 semester)
- Life Span/Human Development Psychology^ (1 semester)
- Introductory Psychology (1 semester)
- Introductory Sociology or Introductory Anthropology (1 semester)

*Courses must be completed not more than 7 years prior to application deadline.

^Course must include entire lifespan of human development from conception to death (infant to old age); multiple courses may be required.

ALL prerequisite courses must be a minimum of 3 credit hours (with the exception of Medical Terminology, which is a minimum of 1 credit hour). Course work must be complete with a grade of "C" or higher.

All science courses must be at a level for science majors and include a lab. Online courses are accepted *except* for science courses with labs.

Credit Retake Hours

Students are approved to retake up to 15 hours of prerequisite courses, and the higher grade will be used to calculate the prerequisite GPA. Cumulative GPA will include each course completed according to the institutional repeat policy where the course(s) were repeated.

Advanced Placement (AP) Credit/Dual Credit

High School Advance Placement (AP) credit appearing on official college transcripts is accepted if score is 3 or higher. If the AP credit is for a prerequisite course, the course is omitted from the prerequisite GPA. For dual credit courses, the course title must appear on an official college transcript with letter grade.

Admission Requirements

This program is designed for students who do not have a degree in occupational therapy, but have a baccalaureate degree from a regionally accredited institution, and are seeking an entry-level graduate program in occupational therapy. Application cycle is mid-July to October 1 annually.

Applicants must meet the following criteria by the application deadline:

- Complete a baccalaureate degree prior to the start of the graduate program. The program will not have a preference as to the background or type of bachelor's degree from a regionally accredited institution as long as the prerequisite courses are completed.
- A minimum cumulative grade point average of 3.2 on a 4.0 scale, and a minimum prerequisite GPA of 3.2/4.0. (All prerequisites must be completed with a minimum grade of C). GPAs will be calculated by OTCAS. All undergraduate and graduate course work is included in cumulative grade point average calculations.
- Completed all prerequisites, or have **only one (1) outstanding** by the application deadline. The outstanding prerequisite cannot be Anatomy, Physiology, or Statistics. The outstanding prerequisite course must be completed before start of the program in June with a grade of 'C' or higher while maintaining at least the required 3.2 admission cumulative GPA. **Final transcripts accounting for any outstanding prerequisite coursework must be received prior to matriculation into the program.**
- Completed a minimum of 12 hours of observation and/or volunteer work in at least three (3) different types of occupational therapy settings with a licensed occupational therapist or a licensed occupational therapy assistant. Types of occupational therapy settings can include: skilled nursing facility, rehabilitation center, hospital, school, and mental health facility. An [Observation form](#) validating this observation is required. Observation forms are to be submitted by email to shrsinfo@iupui.edu. Observation hours are also entered in the OTCAS application.
- Submitted [OTCAS application](#) in "Complete" status by **application deadline**. This means all application materials submitted to OTCAS have been received and documented by OTCAS. Applicants must submit materials to OTCAS several weeks in advance of this date in order to be considered 'complete' by the **application deadline**. Applications which are not in 'complete' status or which are submitted after the **application deadline** *will not be reviewed*.
- Submitted an [IUPUI Graduate/Professional Application](#) by the application deadline.

International applicants, or applicants with foreign transcripts, must meet additional requirements as determined by the IUPUI Office of International Affairs, <http://iapply.iupui.edu/>. For applicants whose native language is not English, submission of a TOEFL score which meets or exceeds the minimum score required by NBCOT, is also required.

Required Application Materials

1. [IUPUI Online Graduate Application for Admission](#) and \$60 non-refundable application fee. This must be completed by **application deadline**. For "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
- Personal Statement: skip this section

2. [OTCAS application](#)—must be in "Complete" status by **application deadline**. "Complete" status means all application materials submitted to OTCAS have been received and documented by OTCAS. Applicants must submit materials to OTCAS several weeks in advance of this date in order to be considered "Complete" by the **application deadline**. Applications which are not in "Complete" status by **application deadline** or which are submitted after the **application deadline** will not be reviewed.

3. [Required Observational Hours](#). Record all observation hours (**a minimum of 12 hours** of observation and/or volunteer work in at least three (3) different types of occupational therapy settings with a licensed occupational therapist or a licensed occupational therapy assistant) on the observation form validating this observation is required. Observation forms are to be submitted by email to shrsinfo@iupui.edu. Observation hours are to be entered in OTCAS, also.

4. [Prerequisite Course Completion Form](#): upload and submit with the IUPUI Graduate Application.

Admission to the professional Master of Science in Occupational Therapy program is competitive and selective; therefore, completion of the prerequisites and submission of an application does not guarantee admission to the program.

All application materials must be submitted by the application deadline to be considered. Students who have submitted an application by the application deadline and who have met all admission requirements will be ranked based on overall cumulative grade point average and prerequisite grade point average. The top 72 applicants, as determined by the academic criteria, will be invited to an on-campus interview. Should any interview spot become available, applicants from the completed/qualified list will be contacted for remaining interview spots. Interviews are held the first Saturday in December, or the second Saturday if severe weather occurs on the first Saturday. The interview is required for both in- and out-of-state invited applicants.

The final admission ranking is determined based on overall cumulative grade point average, prerequisite grade point average, and interview score. Thirty-six (36) applicants are admitted each year. 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.

Tuition

For the 2016-2017 academic year, the tuition rate per credit hour is \$523.11 for Indiana residents and \$966.60 for nonresidents. Additional information about additional costs of attending, financial aid, and scholarships can be found at <https://shrs.iupui.edu/tuition-scholarships/tuition.html>.

[aspx](#).

Physical Therapy

Doctor of Physical Therapy

To provide entry-level professional education to prepare individuals to sit for the National Physical Therapy Examination (NPTE) licensure exam and practice as autonomous physical therapists. This program is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Length of program

35 months (110 graduate credit hours) of professional course work and field work presented in a full-time day format, starting in August each year. Beginning 2018, the program will start in May each year.

Prerequisites

- Human Anatomy with lab (1 semester)
- Human Physiology with lab (1 semester)
- Statistics (1 semester - must include descriptive and inferential)
- General Chemistry with lab (2 semesters - inorganic)
- Physics with lab (2 semesters)
- Life Span/Human Development Psychology^ (1 semester)
- Introductory Psychology (1 semester)
- Medical Terminology (Matriculation requirement; not required for admission)*

^Course must include entire lifespan of human development from conception to death (infant to old age); multiple courses may be required.

ALL prerequisite courses must be a minimum of 3 credit. Prerequisite courses must be complete with a grade of "C" or higher.

*If offered admission to the DPT program, Medical Terminology is also required and must be demonstrated by formal course work, or online instruction with certificate of completion

All science courses must be at a level for science majors and include a lab. Online courses are accepted *except* for science courses with labs.

Credit Retake Hours

Students are approved to retake up to 15 hours of prerequisite courses, and the higher grade will be used to calculate the prerequisite GPA. Cumulative GPA will include each course completed according to the institutional repeat policy where the course(s) were repeated.

Advanced Placement (AP) Credit/Dual Credit

High School Advance Placement (AP) credit appearing on official college transcripts is accepted if score is 3 or higher. If the AP credit is for a prerequisite course, the course is omitted from the prerequisite GPA. For dual credit courses, the course title must appear on an official college transcript with letter grade.

Admission Requirements

This program is designed for students who do not have a degree in physical therapy, but have a baccalaureate degree from a regionally accredited institution, and are seeking an entry-level graduate program in physical therapy. Application cycle is July 1 to October 1 annually.

Applicants must meet the following criteria by the application deadline:

- Complete a baccalaureate degree prior to the start of the program. The program will not have a preference as to the background or type of bachelor's degree from a regionally accredited institution as long as the prerequisite courses are completed.
- A minimum cumulative grade point average of 3.2 on a 4.0 scale, and a minimum prerequisite GPA of 3.2/4.0. GPAs will be calculated by PTCAS. All undergraduate and graduate course work is included in cumulative grade point average calculations.
- Completed all prerequisites, or have **only one (1) outstanding** by the application deadline. The outstanding prerequisite course must be completed before start of the program with a grade of 'C' or higher while maintaining at least the required 3.2 admission cumulative GPA. **Final transcripts accounting for any outstanding prerequisite coursework must be received prior to matriculation into the program.**
- Completed the Graduate Record Examination (GRE) general test within 5 years of the application deadline and submitted test scores to PTCAS using code 7692.
- Completed a minimum of 40 hours of observation of physical therapy, a minimum of 20 inpatient hours and a minimum of 20 outpatient hours. Observation hours must be supervised by a licensed physical therapist. The observation hours and the contact information of the supervising PT are entered in the PTCAS application.
- Submitted [PTCAS application](#) in "Complete" status by **application deadline**. This means all application materials submitted to PTCAS have been received and documented by PTCAS. Applicants must submit materials to PTCAS several weeks in advance of

this date in order to be considered 'complete' by the **application deadline**. Applications which are not in 'complete' status or which are submitted after the **application deadline** will not be reviewed.

- Submitted an [IUPUI Graduate/Professional Application](#) by the application deadline.

International applicants, or applicants with foreign transcripts, must meet additional requirements as determined by the IUPUI Office of International Affairs, <http://iapply.iupui.edu/>. For applicants for whom English is not the native language, a minimum TOEFL score of 628P or 267C or 113i is required at 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.

Applicants who previously matriculated in any physical therapy program in the United States are not eligible for admissions into the IU DPT Program

Required Application Materials

1. [IUPUI Online Graduate Application for Admission](#) and \$60 non-refundable application fee. This must be completed by **application deadline**. For "Intended Program and Plan," select the following:
 - What type of degree do you intend to pursue? Doctoral/PhD
 - Academic Program: Health and Rehabilitation Professional
 - Academic Plan: Physical Therapy DPT
 - Are you applying to a dual degree program: No
 - Term: Summer
 - Recommendations: skip this section
 - Personal Statement: skip this section
2. [PTCAS application](#)—must be in "Complete" status by **application deadline**. "Complete" status means all application materials submitted to PTCAS have been received and documented by PTCAS. Applicants must submit materials to PTCAS several weeks in advance of this date in order to be considered "Complete" by the **application deadline**. Applications which are not in "Complete" status by **application deadline** or which are submitted after the **application deadline** will not be reviewed. Official transcripts from all universities where courses were completed should be sent directly to PTCAS.
3. [Required Observational Hours](#). Record all observation hours (**a minimum of 40 hours** of physical therapy observation with a licensed physical therapist, minimum 20 inpatient and minimum 20 outpatient). Observation hours are to be entered in PTCAS.
4. [Prerequisite Course Completion Form](#): upload and submit with the IUPUI Graduate Application.
5. [Declaration of Intent to Complete Degree Requirements Form](#): as you complete the IUPUI Online Graduate Application by uploading the completed form under Department Information then Additional Upload section. You need to submit the above form if you do not currently hold a baccalaureate (bachelor's) degree by the application deadline. Note: All degree requirements must be completed before the start of classes in May. All coursework must be completed prior to the start of the

program in May. Those applying without a degree will be required to submit a final transcript with proof of degree awarded.

6. GRE general test scores submitted to PTCAS using code 7692

Admission to the professional Doctor of Physical Therapy program is competitive and selective; therefore, completion of the prerequisites and submission of an application does not guarantee admission to the program.

All application materials must be submitted by the application deadline to be considered. Students who have submitted an application by the application deadline and who have met all admission requirements will be ranked based on overall cumulative grade point average and prerequisite grade point average. The top 80-100 applicants, as determined by the academic criteria, will be invited to an on-campus interview. Interviews are held the first Friday in December, or the second Saturday if severe weather occurs on the first Saturday. The interview is required for both in- and out-of-state invited applicants.

The final admission ranking is determined based on overall cumulative grade point average, prerequisite grade point average, Verbal GRE score, observation hours, personal statement, and interview. There are 38-40 applicants are admitted each year. 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.

Tuition

For the 2016-2017 academic year, the tuition rate per credit hour is \$523.11 for Indiana residents and \$966.60 for nonresidents. Additional information about additional costs of attending, financial aid, and scholarships can be found at <https://shrs.iupui.edu/tuition-scholarships/tuition.html>.

Physician Assistant Studies

Master of Physician Assistant Studies

The program is intended for individuals with prior experience in a health related field (paid or volunteer) and who have a commitment to provide health care in underserved and rural communities. Students completing the program will be eligible to sit for the Physician Assistant National Certifying Examination (PANCE) and practice as a physician assistant. This program is fully accredited by the Accreditation Review Commission on Educations for the Physician Assistant (ARC-PA).

Length of program

27 months (111 graduate credit hours) of graduate professional course work and field work presented in a full-time day format, starting in May each year.

Prerequisites

- Human Anatomy with lab (1 semester)
- Human Physiology with lab (1 semester)

- Statistics or Biostatistics (1 semester - must include inferential)
- General Chemistry with lab (2 semesters - inorganic)
- Organic Chemistry with lab (1 semester)
- Microbiology with lab (1 semester)
- General Biology with lab (1 semester)
- Upper Level Human Biology^ (1 semester)
- Introductory Psychology (1 semester)
- Medical Terminology (minimum 1 credit)

ALL prerequisite courses must be a minimum of 3 credit. Prerequisite courses must be complete with a grade of "C" or higher.

^Upper level human biology examples: genetics, immunology, molecular or cell biology, lab preferred.

All science courses must be at a level for science majors and include a lab. Online courses are accepted *except* for science courses with labs.

Credit Retake Hours

Students are approved to retake one (1) prerequisite course up to 5 credit hours, and the higher grade will be used to calculate the prerequisite GPA. Cumulative GPA will include each course completed according to the institutional repeat policy where the course was repeated.

Advanced Placement (AP) Credit/Dual Credit

High School Advance Placement (AP) credit appearing on official college transcripts is accepted if score is 3 or higher. If the AP credit is for a prerequisite course, the course is omitted from the prerequisite GPA. For dual credit courses, the course title must appear on an official college transcript with letter grade.

Admission Requirements

Consistent with the Indiana University Physician Assistant Program mission to be responsive to the needs of medically underserved communities of the State of Indiana, we will be seeking applicants with strong academic preparation, **evidence of dedication to medically-underserved areas and populations, and clinical / professional experience. In support of the program's mission, preference is given to two types of applicants: 1) active military personnel or veterans, and 2) applicants from a medically-underserved county in Indiana.** Application cycle is July 1 to October 1 annually.

Applicants must meet the following criteria by the application deadline:

- Complete a baccalaureate degree prior to the start of the program. The program will not have a preference as to the background or type of bachelor's degree from a regionally accredited institution as long as the prerequisite courses are completed.
- A minimum cumulative grade point average of 3.2 on a 4.0 scale, and a minimum prerequisite GPA of 3.2/4.0. GPAs will be calculated by CASPA. All

undergraduate and graduate course work is included in cumulative grade point average calculations.

- Completed all prerequisites, or have **only one (1) outstanding** by the application deadline. The outstanding prerequisite course must be completed before start of the program with a grade of 'C' or higher while maintaining at least the required 3.2 admission cumulative GPA. **Final transcripts accounting for any outstanding prerequisite coursework must be received prior to matriculation into the program.**
- Completed the Graduate Record Examination (GRE) general test within 5 years of the application deadline and submitted test scores to CASPA using code 3752.
- Completed a minimum of 500 direct patient care hours in a hospital or inpatient facility within the past 5 years. A minimum of 10 hours must be observing a licensed Physician Assistant. The observation hours and the contact information of the supervisor are entered in the CASPA application.
- Submitted [CASPA application](#) in "Complete" status by **application deadline**. This means all application materials submitted to CASPA have been received and documented by CASPA. Applicants must submit materials to CASPA several weeks in advance of this date in order to be considered 'complete' by the **application deadline**. Applications which are not in 'complete' status or which are submitted after the **application deadline** *will not be reviewed*.
- Submitted an [IUPUI Graduate/Professional Application](#) by the application deadline.

International applicants, or applicants with foreign transcripts, must meet additional requirements as determined by the IUPUI Office of International Affairs, <http://iapply.iupui.edu>. Applicants must have TOEFL scores in highest tier. Foreign transcripts must be translated and evaluated by WES, and submitted to shrsinfo@iupui.edu.

Applicants who previously matriculated in any physician assistant program in the United States are not eligible for admissions into the IU MPAS Program

Required Application Materials

1. [IUPUI Online Graduate Application for Admission](#) and \$60 non-refundable application fee. This must be completed by **application deadline**. For "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: Physician Assistant MPAS
- Are you applying to a dual degree program: No
- Term: Summer
- Recommendations: skip this section
- Personal Statement: skip this section

2. [CASPA application](#)—must be in "Complete" status by **application deadline**. "Complete" status means all application materials submitted to CASPA have been received and documented by CASPA. Applicants must submit materials to CASPA several weeks in advance

of this date in order to be considered "Complete" by the **application deadline**. Applications which are not in "Complete" status by **application deadline** or which are submitted after the **application deadline** will not be reviewed. Official transcripts from all universities where courses were completed should be sent directly to CASPA.

3. [Required Observational Hours](#). Record all direct patient care hours (**a minimum of 500**) in CASPA in the Experiences section.

4. [Prerequisite Course Completion Form](#): upload and submit with the IUPUI Graduate Application.

5. [Declaration of Intent to Complete Degree Requirements Form](#): as you complete the IUPUI Online Graduate Application by uploading the completed form under Department Information then Additional Upload section. You need to submit the above form if you do not currently hold a baccalaureate (bachelor's) degree by the application deadline. Note: All degree requirements must be completed before the start of classes in May. All coursework must be completed prior to the start of the program in May. Those applying without a degree will be required to submit a final transcript with proof of degree awarded.

6. Two letters of reference, one of which must come from a practicing Physician Assistant with whom the applicant worked or observed, submitted electronically via the CASPA application.

7. Personal Statement submitted via the CASPA application.

8. GRE general test scores submitted to CASPA using code 3752

Admission to the professional Master of Physician Assistant Studies Program is competitive and selective; therefore, completion of the prerequisites and submission of an application does not guarantee admission to the program.

All application materials must be submitted by the application deadline to be considered. Students who have submitted an application by the application deadline and who have met all admission requirements will be reviewed. There will be 90-100 applicants selected for an on-campus interview. Interviews are held mid-October. The interview is required for both in- and out-of-state invited applicants.

Admission decisions will be made based upon the combination of all admission requirements. 44 applicants will be offered a place in the Program. Preference will be given to residents of medically underserved counties in Indiana as well as military personnel and honorably discharged veterans. 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.

Tuition

For the 2016-2017 academic year, the tuition rate per credit hour is \$528.48 for Indiana residents and \$761.94 for nonresidents. Additional information about additional costs of attending, financial aid, and scholarships can be found at <https://shrs.iupui.edu/tuition-scholarships/tuition.html>.

Transfer Students

Transfer Students

Undergraduate students seeking admission to the Bachelor of Science in Health Sciences or undergraduate Certificate programs should consult with the IUPUI Office of Undergraduate Admissions for current university requirements. Please see their website at <https://www.iupui.edu/admissions/apply.html>.

Tuition

Information about costs of attending, tuition, financial aid, and scholarships can be found at <https://shrs.iupui.edu/tuition-scholarships/tuition.html>.

Dietetic Internship Graduate Certificate

Dietetic Internship Graduate Certificate

The mission of the Dietetic Internship Program is to provide advanced education and supervised practice opportunities for future leaders in the application and advancement of dietetics. Satisfactory completion of the Dietetic Internship Graduate Certificate Program prepares the student to sit for the Registration Examination for Dietitians.

Length of Program

The Dietetic Internship Graduate Professional Certificate Program combines eight credits of graduate course work with 1,264 hours of supervised practice over fall, spring and summer I semesters.

Admission Requirements

Applicants must meet the following criteria by the application deadline:

- **Application:** As part of the DICAS application, applicants must submit a Declaration of Intent to Complete Form or a verification form signed by the program director of an ACEND accredited undergraduate dietetics program
- **Minimum Degree:** Applicants must have earned a baccalaureate degree from a regionally accredited college or university. Applicants must meet current educational standards of ACEND.
- **Minimum Cumulative GPA:** Overall Academic GPA of 3.0 is required. Minimum GPA for course work

in the major is 3.0. Science grades in biochemistry and physiology must be B or better. Grades in upper level course work (300 and 400 level) within the dietetics major must be a B or better. Note: Grades more than 5 years old will be less heavily weighted.

- Three months' work experience is required. Work experience within or outside the profession is acceptable.
- GRE Scores are required. Quantitative and Verbal scores at the 50th percentile or better are preferred. An analytical writing score of 4.0 or better is preferred.

Required Application Materials

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredits the Indiana University SHRS Dietetic Internship Graduate Certificate Program. The SHRS Dietetic Internship Graduate Certificate Program will participate in the Dietetic Internship Computer Application Service (DICAS) for the spring 2016 Computer Match.

To apply to the Dietetic Internship Graduate Certificate Program, you must complete the following:

1. Submit application, Declaration of Intent to Complete or Verification Form, letters of reference, personal statement, and answers to specific questions through [DICAS](#) by **February 15, 2018**, at 11:59 PM (Eastern).
2. Send official transcripts from all colleges and universities attended, postmarked no later than **February 15, 2018** to the following address:

DICAS Transcript Department
P.O. Box 9118
Watertown, MA 02472

Please contact DICAS at dicasinfo@dicas.org or 617-612-2855 for questions about DICAS application materials and fees.

3. Register online at the [D&D Digital website](#) as required by ACEND.
4. See the ACEND Website for a complete description of applicant responsibilities <http://www.eatrightacend.org/ACEND/content.aspx?id=6442485428>

Match Day & Second Round Application Process

Match Day April 1, 2018, D&D Digital will post the intern names and their matches.

If you match with us, you must contact us by telephone (317) 278-0933 or (317) 278-0934 or by email jopalka@iu.edu or by fax 317-278-3940 to accept your match by Monday April 2, 2018 on or before 6 PM EST.

On April 7, 2018, following the Appointment Day (April 1), the D&D Digital website will list DI programs with open positions. If we have open positions, applicants who do not receive a computer match should follow our .

The SHRS Dietetic Internship Program will accept sixteen (16) applicants for the 2017-2018 class.

Tuition

Information about costs of attending, tuition, financial aid, and scholarships can be found at <https://shrs.iupui.edu/tuition-scholarships/tuition.html>.

Doctor in Occupational Therapy- Post Professional

Doctor of Occupational Therapy Post-Professional Degree

This full time post-professional program is designed to provide OT practitioners with the knowledge and skills necessary to advance their careers within the profession in positions such as faculty, advanced OT practitioners, and translational researchers.

Length of the Degree

This 3-consecutive semesters program is offered in an online format with optional one-day meetings on campus at the beginning and end of each semester.

Admission Requirements

- Completed master's degree from any academic field(not exclusively in Occupational Therapy)
- Minimum graduate GPA of 3.2
- Licensed OT, or eligible
- Evidence of current AOTA and state OT organization membership
- Official transcript of completed Master's degree
- Curriculum Vitae or Professional Resume
- Personal statement of professionals and educational goals
- Three professional references
- Phone Interview
- Completed IUPUI Graduate/Professional Application

Application Information

This full-time **online** program covers three semesters beginning in the Fall and ending in the summer semester each year.

Before applying to the Doctor of Occupational Therapy Post-Professional degree program, you should review the [admission requirements](#). Review of this material will help you determine your suitability for the program and what materials you will need to submit for a successful application.

Doctor of Occupational Therapy- Entry Level

Doctor of Occupational Therapy Entry-Level

At Indiana University, we plan to transition to the Doctor of Occupational Therapy in the summer of 2018. Occupational Therapy academic coursework and fieldwork are integrated into a curriculum that's occupation- focused, evidence – based, client – centered, and organized around the AOTA identified six areas of practice (1) Mental Health, (2) Productive Aging, (3) Children and Youth, (4) Rehabilitation Disability and Participation, (5) Work and Industry, and (6) Health and Wellness. You'll study the concepts, theory, and practice of occupational

therapy with professors and practitioners known in health care communities worldwide.

The purpose of the degree will be to provide entry-level occupational therapy education for individuals who (after completion of the program, fieldwork, and doctoral experiential(Pre-doctoral Residency) will be eligible to sit for the certification as an occupational therapist by the National Board for Certification in Occupational Therapy.

Length of program

36 months (102 graduate credit hours) of professional course work and field work presented in a full-time day format, starting in May each year. Coursework is primary fact to face format at IUPUI campus. Some courses are hybrid design and one course is completed online.

Prerequisites

- Human Anatomy with lab* (1 semester)
- Human Physiology with lab* (1 semester)
- Statistics (must include inferential)* (1 semester)
- Physics with lab (1 semester)
- Medical Terminology (1 semester, minimum 1 credit)
- Abnormal Psychology or Psychopathology (1 semester)
- Life Span/Human Development Psychology^ (1 semester)
- Introductory Psychology (1 semester)
- Introductory Sociology or Introductory Anthropology (1 semester)

*Courses must be completed not more than 7 years prior to application deadline.

^Course must include entire lifespan of human development from conception to death (infant to old age); multiple courses may be required.

ALL prerequisite courses must be a minimum of 3 credit hours (with the exception of Medical Terminology, which is a minimum of 1 credit hour). Course work must be completed with a grade of "C" or higher. All science courses must be at a level for science majors and include a lab. Online courses are accepted except for science courses with labs.

Credit Retake Hours

Students are approved to retake up to 15 hours of prerequisite courses, and the higher grade will be used to calculate the prerequisite GPA. Cumulative GPA will include each course completed according to the institutional repeat policy where the course(s) were repeated.

Advanced Placement (AP) Credit/Dual Credit

High School Advance Placement (AP) credit appearing on official college transcripts is accepted if score is 3 or higher. If the AP credit is for a prerequisite course, the course is omitted from the prerequisite GPA. For dual credit courses, the course title must appear on an official college transcript with letter grade.

Admission Requirements

This program is designed for students who do not have a degree in occupational therapy, but have a baccalaureate degree from a regionally accredited institution, and are

seeking an entry-level graduate program in occupational therapy. **Application cycle is anticipated to begin in Fall 2017.**

Before applying to the program, students will have:

- A baccalaureate degree. The program will not have a preference as to the background or type of bachelor's degree from a regionally accredited institution as long as the prerequisite courses are completed.
- Applicants who have not yet completed their bachelor's degree at the time of application but expect to have it completed by the start of the Occupational Therapy program must complete the [Declaration of Intent to Complete Degree Requirements Form](#), which must be signed by the applicant and a school official (academic advisor, program chair, or equivalent) verifying degree candidacy including the anticipated graduation date with the application. This form must be sent directly from the school to the Occupational Therapy Program at shrsinfo@iupui.edu.
- A minimum cumulative grade point average of 3.2 on a 4.0 scale, and a prerequisite GPA of 3.2/4.0. (All prerequisites must be completed with a minimum grade of C; undergraduate and graduate courses may be used as long as they meet the pre-requisite content requirements). GPAs will be calculated by OTCAS. All undergraduate and graduate course work is included in cumulative grade point average calculations.
- Completed all prerequisites, or have **only one outstanding** by the application deadline of **application deadline**. The outstanding prerequisites cannot be Anatomy, Physiology, or Statistics. The outstanding prerequisite course must be completed by start of progression into the program in May with a grade of 'C' or higher while maintaining at least the required 3.2 admission cumulative GPA. **Final transcripts accounting for any outstanding prerequisite coursework must be received prior to matriculation into the program.**
- Completed a minimum of 40 hours of observation and/or volunteer work in at least three (3) different types of occupational therapy settings with a licensed occupational therapist or a licensed occupational therapy assistant. Types of occupational therapy settings can include: skilled nursing facility, rehabilitation center, hospital, school, and mental health facility. An [Observation form](#) validating this observation is required.
- Graduate Record Examination (GRE) general test scores and will submit directly to OTCAS.
- An [OTCAS application](#) in "Complete" status by **application deadline**. This means all application materials submitted to OTCAS have been received and documented by OTCAS. Applicants must submit materials to OTCAS several weeks in advance of this date in order to be considered 'complete' by the **application deadline** deadline. Applications which are not in 'complete' status or which are submitted after the **application deadline** *will not be reviewed*. **OTCAS Applications for the Doctor**

of Occupational Therapy Entry-Level will not be available until 2017.

- A completed [IUPUI Graduate/Professional Application](#) by the Application Deadline of October 15, 2017.

International applicants, or applicants with foreign transcripts, must meet additional requirements as determined by the IUPUI Office of International Affairs, <http://iapply.iupui.edu/>. For applicants whose native language is not English, submission of a TOEFL score which meets or exceeds the minimum score required by NBCOT, is also required.

Required Application Materials

We **anticipate** that applications will be accepted from **August 15 - October 15, 2017**.

1. [IUPUI Online Graduate Application for Admission](#) and \$60 non-refundable application fee. This must be completed by **application deadline**. For "Intended Program and Plan," select the following:

- What type of degree do you intend to pursue? Doctorate
- Academic Program: Health and Rehabilitation Graduate
- Academic Plan: Occupational Therapy OTD
- Are you applying to a dual degree program: No
- Term: Summer 2018
- Recommendations: skip this section
- Personal Statement: skip this section

2. [OTCAS application](#)—must be in "Complete" status by **application deadline**. "Complete" status means all application materials submitted to OTCAS have been received and documented by OTCAS. Applicants must submit materials to OTCAS several weeks in advance of this date in order to be considered "Complete" by the **application deadline**. Applications which are not in "Complete" status by **application deadline** or which are submitted after the **application deadline** will not be reviewed.

3. [Required Observational Hours](#). Record all observation hours (**a minimum of 40 hours** of observation and/ or volunteer work in at least three (3) different types of occupational therapy settings with a licensed occupational therapist or a licensed occupational therapy assistant) on the observation form validating this observation is required. . Observation forms are to be submitted by email to shrsinfo@iupui.edu. Observation hours are to be entered in OTCAS, also.

4. [Prerequisite Course Completion Form](#): upload and submit with the IUPUI Graduate Application.

5. [Declaration of Intent to Complete Degree Requirements Form](#): as you complete the IUPUI Online Graduate Application by uploading the completed form under Department Information then Additional Upload section.

You need to submit the above form if you do not currently hold a baccalaureate (bachelor's) degree by the **application deadline**. Note: All degree requirements must be completed before the start of classes in May. All coursework must be completed prior to the start of the

program in May. Those applying without a degree will be required to submit a final transcript with proof of degree awarded. Applicants holding a bachelor's degree at the time of application may omit this form from the application packet.

6. GRE general test scores submitted to OTCAS.

Admission to the professional Doctor of Occupational Therapy program is competitive and selective; therefore, completion of the prerequisites and submission of an application does not guarantee admission to the program.

All application materials must be submitted by the application deadline to be considered. Students who have submitted an application by the application deadline and who have met all admission requirements will be ranked based on overall cumulative grade point average, prerequisite grade point average, and GRE scores. The top 72 applicants, as determined by the academic criteria, will be invited to an on-campus interview. Should any interview spot become available, applicants from the completed/qualified list will be contacted for remaining interview spots. Interviews are held the first Saturday in December, or the second Saturday if severe weather occurs on the first Saturday. The interview is required for both in- and out-of-state invited applicants.

The final admission ranking is determined based on overall cumulative grade point average, prerequisite grade point average, and interview score. Thirty-six (36) applicants are admitted each year. 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.

Tuition

For the 2016-2017 academic year, the tuition rate per credit hour is \$523.11 for Indiana residents and \$966.60 for nonresidents. Additional information about additional costs of attending, financial aid, and scholarships can be found at <https://shrs.iupui.edu/tuition-scholarships/tuition.html>.

Health Sciences

In order to be accepted into our Undergraduate Certificates in Health Sciences degree program, you must be admitted to IUPUI as an undergraduate degree or non-degree seeking student. Contact our Health Sciences Academic Counselor for additional information or to schedule a counseling appointment.

If you are not currently admitted to IUPUI, you will need to complete the admission requirements established for IUPUI, the School of Health and Rehabilitation Sciences, and when applicable, the Office of International Affairs. IUPUI's minimum admission requirements are determined by your student status.

The Office of Undergraduate Admissions handles:

- [New Freshman Students](#)

- [Transfer Students](#)

The Office of International Admissions handles:

- [International Students](#)

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

A student enrolled in the Bachelors of Science in Health Science degree program is assigned to one of two program advisors. 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 professional 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.

Please see the [Student Health website](#) for further information.

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

The Bachelor of Science in Health Sciences (BSHS) program offers the opportunity to earn a baccalaureate degree in the general field of health sciences. Courses can be taken on campus, online, or in a combination of the two methods to fit your learning style.

The flexibility of the BSHS program provides enough elective credits to earn an additional minor, certificate, or prepare for graduate program pre-requisites.

For more information on this bachelor's degree, including curriculum, please visit the [Bachelor of Science in Health Sciences](#) webpage.

Health Science Undergraduate Certificates

The Department of Health Sciences offers four undergraduate certificates to complement a Bachelor's degree or be earned individually. For more information on these programs, including curriculum, please visit the [Undergraduate Certificates](#) webpage.

Ph.D. in Health and Rehabilitation Sciences

Our PhD program in health and rehabilitation sciences offers you access to faculty working on the forefront of research. Our curriculum is supported by research, teaching, and faculty already in place at IUPUI.

Our PhD degree minimum requirements are 90 credit hours of advanced study. You may transfer up to 30 credit hours from your master's degree, as approved by your advisory committee and the university graduate school.

For more information, including content areas please go to the [PhD in Health & Rehabilitation Sciences](#) page on our website.

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

Doctor of Physical Therapy

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

- 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
- Communicate verbally and in writing with patient/clients and their caregivers, colleagues, legislators, third-party payers, and other constituents
- Demonstrate proficiency in providing culturally competent care across the lifespan
- Demonstrate decision-making skills including clinical reasoning, clinical judgment, and reflective practice
- Screen patients/clients to determine the need for further examination or consultation by a PT or referral to another health care professional
- Demonstrate competence in examination and re-examination of a patient/client using evidence-based tests and measures
- Evaluate all available data (including examination, medical, and psychosocial) to establish and communicate a physical therapy diagnosis and to determine patient/client prognosis
- Establish a collaborative physical therapy plan of care that is safe, effective, patient/client-centered, and evidence-based
- 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
- Implement safe and effective physical therapy intervention plans within a variety of care delivery

- settings including reflective practice leading to optimal outcomes
- Provide effective education for patient/clients, caregivers, colleagues, and the general public
 - Contribute to the advancement of physical therapy practice through critical evaluation and informed application of the findings of professional and scientific literature
 - 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
 - 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
 - Provide consultation services to individuals and groups including wellness and health promotion program appropriate to physical therapy
 - Formulate and implement a plan for personal and professional development and life-long learning based on self-assessment, reflection, and feedback from others
 - Demonstrate social and professional responsibility through mentoring and participation in professional and community organizations and activities

The curriculum comprises 110 graduate credit hours. It incorporates strong foundational, clinical, and applied sciences that contribute to the unique body of knowledge in physical therapy and rests on five fundamental concepts. For more information on the curriculum please visit the [Doctor of Physical Therapy](#) website.

Doctor in Occupational Therapy- Post Professional

The Doctor of Occupational Therapy (OTD) Post-Professional Degree is an online program in the School of Health and Rehabilitation Sciences. This full-time **online** program covers three semesters beginning in the fall semester and ending in the summer semester each year. This program is designed to provide OT practitioners with the knowledge and skills necessary to advance their careers within the profession in positions such as faculty, advanced OT clinicians, and translational researchers.

The curriculum for students in the program is can be found on [Doctor of Occupational Therapy \(OTD\) Post-Professional Degree](#) website.

The IU OT Program is fully accredited by the [Accreditation Council for Occupational Therapy Education](#) (ACOTE) through 2022. For more information, contact ACOTE.

ACOTE
P.O. Box 31220
Bethesda, MD 20824-1220
Phone: 301-652-6611, ext. 2914
Fax: 301-652-1417
Email: accred@aota.org

Doctor of Occupational Therapy- Entry Level

The Doctor of Occupational Therapy (OTD) Entry-Level Degree is designed to provide entry-level occupational therapy education for individuals who (after completion of the program, fieldwork and doctoral experiential [Pre-

doctoral Residency]) with intent to be eligible to sit for certification as an occupational therapist by the National Board for Certification in Occupational Therapy (NBCOT). This program is anticipated to begin in May 2018.

Length of program: 36 months (102 graduate credit hours) of professional course work and fieldwork presented in a full-time day format, starting in May each year. Coursework is primarily face to face format at IUPUI campus. Some courses are hybrid design and one course is completed online.

Curriculum for the students in this program is still be developed. Updated information will be posted on the [Occupational Therapy](#) website.

The Indiana University Doctor of Occupational Therapy Entry-Level Degree Program is in the process of applying for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at

4720 Montgomery Lane
652-AOTA

Phone: (301)

Suite 200
www.acoteonline.org

Web:

Bethesda, MD 20814-3449

The program must be granted Candidacy Status, have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

National Board for Certification in Occupational Therapy (NBCOT)

12 South Summit Avenue

Suite 100

Gaithersburg, MD 20877

Phone: (301) 990-7979

Web: <http://www.nbcot.org/>

E-mail: info@nbcot.org

Technology and required competencies:

Courses will utilize the Canvas Learning Management System for posting course information (syllabi, schedules, course materials, online discussions, assignments, quizzes, videoconferencing, etc.). Once officially enrolled at IUPUI, students will have access to resources (software, training, etc.) and support from University Information Technology Services (UITS) <https://uits.iu.edu>. User information for Canvas can be found at: <http://guides.instructure.com>.

It is essential for students admitted to the program to have proper technology equipment and software in addition to the skills and knowledge to successfully participate in all aspects of coursework. Computing requirements include:

- Personal laptop computer with webcam and microphone (see IU Computing Guide website: <https://kb.iu.edu/d/antk> for recommendations).
- Printer (options: printing stations are available on campus including Coleman Hall)
- Software: High speed internet access from home (dial-up or DSL will be insufficient)
- Web browser with Flash, Shockwave and Java plugins

Proficiency in use of:

- University email communication system – students are expected to check their University email accounts during weekdays when enrolled in coursework, fieldwork and Pre-Doctoral Residency
- Internet and Library Databases searching including, but not limited to: PubMed, OVID, CINAHL, ERIC
- Microsoft office applications including Word, Excel, EndNote, PowerPoint and in addition, Google docs, Box (any additional software requirements specified within course syllabi)

M.S. in Health Sciences

The Master of Science in Health Sciences is currently being restructured. Please refer to the [Masters of Science in Health Sciences](#) website for further information.

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

If you are currently a registered dietitian and are interested in deepening your knowledge base, enhancing your professional practice and developing your research skills in Nutrition and Dietetics, then this program was designed for you. You will complete courses in biochemistry, statistics, physiology, research methods, research communication, and trends and issues in health care (total of 19 credits). You will then choose either adult or pediatric nutrition emphasis and complete an additional 12 or 15 credits of course work, and complete your thesis project (6 credits) or problem (3 credits).

A total of 36 credit hours are required for the MS degree completion. For more information on the curriculum, please visit the [Master of Science in Nutrition and Dietetics](#) webpage.

MS ND Thesis and Problem

The Master of Science Program in Nutrition and Dietetics requires a thesis or a problem. A problem is a smaller scale inquiry project. Students who elect to complete a problem will be required to enroll in an additional 3 credits of course work. During the thesis/problem process you will focus on a nutrition topic of interest to you. The Nutrition

and Dietetics faculty will mentor and guide you through the process of selecting and completing a study.

M.S. in Occupational Therapy

The Master of Science in Occupational Therapy is delivered in 24 months (seven semesters), beginning Summer II session of the year accepted. The educational program consists of both academic course work and supervised fieldwork experiences. The curriculum for students in the program is can be found on [Master of Science in Occupational Therapy](#) website.

Total Credits for Masters of Science in Occupational Therapy: Minimum of 74

As a component of the occupation's course, Level I Fieldwork is an exposure to occupational therapy practice involving hands-on experiences located in medical, educational, and community settings in the Indianapolis area to compliment class work. Each Level I is approximately 40 hours.

Fieldwork Level II experiences are full time for 8 weeks. Fieldwork involves diverse populations in settings similar to that of Level I across the lifespan.

The curriculum requires a scholarly contribution (individual thesis or non-thesis research group project). Students admitted to the program need knowledge and skills for computers, compatible software programs, and access to the Internet.

Upon successful completion of both academic and fieldwork experiences, students are eligible to take the certification examination offered through the [National Board for Certification in Occupational Therapy](#) (NBCOT). For the protection of students and the profession, those who have had felony convictions may be restricted from sitting for this examination and should contact NBCOT with related questions prior to applying.

The IU OT Program is fully accredited by the [Accreditation Council for Occupational Therapy Education](#) (ACOTE) through 2022. For more information, contact ACOTE.

ACOTE
P.O. Box 31220
Bethesda, MD 20824-1220
Phone: 301-652-6611, ext. 2914
Fax: 301-652-1417
Email: accred@aota.org

Master of Physician Assistant Studies

The Indiana University Master of Physician Assistant (IUMPAS) Studies Program is a 27 month/7 semester program intended for individuals with a commitment to provide healthcare services in underserved urban and rural communities. The program includes 73.5 semester hours of didactic coursework and 37.5 hours of clinical rotations for a total of 111 semester hours. The program objectives are based on competencies that are expected of any practicing physician assistant as well as the mission of the IUMPAS program.

The program addresses 6 broad areas:

- Didactic coursework (fundamental science and medical knowledge)

- Clinical skills (including communication, patient interview and physical exam techniques, critical thinking, and clinical procedures)
- Professionalism
- Inter-professional collaborative education and work environments
- Cultural awareness
- Clinical rotations in urban/rural community-based practice settings as well as rotations in large, university-affiliated academic medical centers

For more information on this program's curriculum please visit the [Master of Physician Assistant Studies Program](#) webpage.

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Indiana University School of Health & Rehabilitation Sciences Master of Physician Assistant Studies Program sponsored by Indiana University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be March 2027. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

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Doctoral Programs

- Doctor of Philosophy in Health and Rehabilitation Sciences
- Doctor of Occupational Therapy Entry-Level (anticipated start date, May 2018)
- Doctor of Occupational Therapy Post-Professional
- Doctor of Physical Therapy

Master's Programs

- Master of Physician Assistant Studies
- 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
- Certificate in Nutrition
- Rehabilitation and Disabilities Studies Certificate

Other Programs

The IU School of Health and Rehabilitation Sciences (SHRS) Dietetic Internship Graduate Certificate Program, founded in 1918, is the second oldest dietetic internship in the United States. It was accredited at the national level in 1927 by the American Dietetic Association and was the only program of its kind in Indiana until 1972. As of June 2017 the SHRS Dietetic Internship Graduate Certificate Program graduated more than 1,600 dietitians.

For more information on the Dietetic Internship Graduate Certificate Program, including curriculum, please visit the [Dietetic Internship Graduate Certificate Program](#) website.

The Dietetic Internship Graduate Certificate Program meets the ACEND 2012 Accreditation Standards. The program's declared area of concentration is Clinical and Customer Service. The program is scheduled for site visit and reaccreditation in 2018.

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 statutes 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.
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. 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.

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.

- 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

Academic Programs

Doctoral Programs

- Doctor of Philosophy in Health and Rehabilitation Sciences
- Doctor of Occupational Therapy Entry-Level (anticipated start date, May 2018)
- Doctor of Occupational Therapy Post-Professional
- Doctor of Physical Therapy

Master's Programs

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

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- Certificate in Nutrition
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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.

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 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 300 Career Development for Health Professionals (2 cr.) Career planning and placement strategies, assessment of labor market information, market surveys, and development of customized portfolios. Emphasis given to projects, papers, and independent research on the various health professions.

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 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 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 375 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 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 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 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 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 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.

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-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.

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 375 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.

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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-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.

Nutrition and Dietetics

SHRS-N 550 Human Nutritional Pathophysiology I (3 cr.) P: B 500, F 503 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: SHRS-N 550 or consent of instructor. A continuation of SHRS-N 550. 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: SHRS-N 550, SHRS-N 570, 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: SHRS-N 550, SHRS-N 572, 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. Not applicable to a graduate degree program. May be taken for a maximum of 22 credit hours.

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: SHRS-N 550 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.

SHRS-N 265 Translating Nutrition: From Theory to Practice (3 cr.)

P: SHRS-N 265. This course provides students with the knowledge and skills to translate nutrition principles in planning and selecting nutritionally adequate, appetizing and aesthetically pleasing personalized menus/meal plans with emphasis on sustainability, resource management and food safety.

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

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: SHRS-W 510. 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.

SHRS-T 695 Fieldwork Level II-A: Infants & Children (5 cr.) P: Successful completion of Semesters I, II and III professional courses. This experience is a full-time, eight-week Fieldwork Level II experience providing occupational therapy services in a setting that serves infants and/or children.

SHRS-T 696 Fieldwork Level II-B: Adolescents and Young Adults (5 cr.) P: successful completion of Semesters I, II and III professional courses. This experience is a full-time, eight-week Fieldwork Level II experience providing occupational therapy services in a setting that serves adolescents and young adults.

SHRS-T 697 Fieldwork Level II-C: Adults & Older Adults (5 cr.) P: Successful completion of semesters I-V professional courses. This experience is a full-time, eight-week Fieldwork Level II experience providing occupational therapy services in a setting that serves adults and older adults.

SHRS-T 698 Fieldwork Level II-D: Specialty (optional) (3-5 cr.) P: successful completion of T695, T696, and T697. Four to eight week optional experience providing occupational therapy students an opportunity to select a specialized practice area.

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 and 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.

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]

Occupational Therapy-OTD-PP

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.) 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.

Graduate Courses 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.

SHRS-W 541 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 Trends and Issues 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-Centered Outcomes Research (3 cr.) Explorations of selected patient-centered outcomes evaluation methodology and research evidence related to the health professions at an advanced level.

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

SHRS-W 570 Approaches to Rehabilitation Case Management (2-3 cr.) P: SHRS-W 520 and consent of both instructor and research advisor. Instruction and consultation in the preparation of master's thesis proposals, including computer applications for conducting online literature searches, developing an individual bibliographic database, designing an original research project, and devising a sound methodology. Final outcome is a completed thesis proposal for submission to a graduate student's thesis committee. Course is open only to health sciences graduate students pursuing the research/thesis track in their program of study. Students must begin the course with a specific research agenda already approved by their research advisor.

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 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 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 625 Diversity Issues in Health and Rehabilitation Services (3 cr.) 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 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.

SHRS-W 660 Rehabilitation Theories and Application (3 cr.) This course explores theories common to all rehabilitation therapies and forms a foundation for rehabilitation sciences. Theories such as adaption to disease, cognition, disability, and injury are applied to rehabilitation practice and research design across the life span.

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, in health promotion and disease prevention. A principal concentration will be on health promotion within disabling conditions.

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 663 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 664 The Professoriate for Health and Rehabilitation Professionals (3 cr.) This course explores the professoriate for health and rehabilitation professionals through the framework of academic promotion and tenure. Discussion and assignments will have practical application and cover university systems and structure, assessment and accreditation, and the search, acquisition, and responsibilities (teaching, research, and service) of employment within the professoriate.

SHRS-W 667 Ethical Issues in Rehabilitation Services (3 cr.) Designed to explore contemporary ethical issues and concerns related to the delivery, organization, and management of rehabilitation services.

SHRS-W 670 Research Practicum in Health and Rehabilitation Sciences (3-6 cr.) Instructional orientation to research; includes laboratory experience in the student's concentration area. This course may be taken more than once.

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

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.

SHRS-W 690 Dissertation Proposal in Health & Rehabilitation Sciences (3-9 cr.) Students will submit a written proposal for original scholarly work that makes a significant contribution to research in the field of health and rehabilitation sciences. Proposal to include introduction to topic, literature review, and indication of methodology. This course may be taken more than once.

SHRS-W 692 Dissertation in Health & Rehabilitation Sciences (3-9 cr.) P: W690 Original scholarly dissertation that makes a significant contribution to the field of health and rehabilitation sciences. Topic to be selected by the student and his/her Research Committee.

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.

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 PAF 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.) This 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.) This 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.) This 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.) This 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.) This 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.) This 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.) This 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.) This 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.) This 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.) This 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.) This 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.

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 375 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 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.