



ROCKY MOUNTAIN  
UNIVERSITY of  
HEALTH PROFESSIONS

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# UNIVERSITY COURSE CATALOG 2025

RMUoHP is accredited by the Northwest Commission on Colleges and Universities (NWCCU; 8060 165th Avenue NE Ste 100, Redmond, WA 98052-3981), an institutional accrediting body recognized by the Secretary of the U. S. Department of Education.

The Emergency Nurse Practitioner certificate program at Rocky Mountain University of Health Professions has been granted academic program validation from the American Academy of Emergency Nurse Practitioners, 7729 E. Greenway Road, #300 Scottsdale, AZ 85260, 480.585.6105 <https://www.aanp-natl.org>

The Physical Therapy Fellowship in Neonatology at Rocky Mountain University of Health Professions is accredited by the American Board of Physical Therapy Residency and Fellowship Education (1111 N. Fairfax St., Alexandria, VA 22314, 800-999-2782). <http://www.abptrfe.org/home.aspx>

The Accreditation Council on Optometric Education (ACOE) has granted Rocky Mountain University of Health Professions the preaccreditation status of Preliminary Approval. Preliminary Approval status signifies satisfactory progress toward accreditation. Achieving Preliminary Approval status is not a guarantee that the ACOE will grant Rocky Mountain University of Health Professions an accreditation status. Participants who graduate from a program in Preliminary Approval status are not deemed to have completed an accredited program. For more information, see the ACOE's website at [www.theACOE.org](http://www.theACOE.org).

The entry-level Doctor of Occupational Therapy program at RMU have been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA

The entry-level Master of Occupational Therapy Bridge Program at RMU have been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA

The Accreditation Review Committee on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Rocky Mountain University of Health Professions Physician Assistant Program sponsored by Rocky Mountain University of Health Professions. 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 2029. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. Address: 12000 Findley Road, Suite 150, Johns Creek, GA, 30097, email: [arc-pa@arc-pa.org](mailto:arc-pa@arc-pa.org); Website: <http://www.arc-pa.org/>. The Physical Therapy Fellowship in Neonatology at Rocky Mountain University of Health Professions is accredited by the American Board of Physical Therapy Residency and Fellowship Education (1111 N. Fairfax St., Alexandria, VA, 22314, 800-999-2782). <http://www.abptrfe.org/Home.aspx>.

The Master of Science (M.S.) education program in Speech-Language Pathology at Rocky Mountain University of Health Professions is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (2200 Research Boulevard, #310, Rockville, MD 20850, 800-849-2071 or 301-296-5700.

The Clinical Mental Health Counseling and School counseling master's degree programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and have been determined to be... "in full compliance with all applicable accreditation standards and policies." The accreditation cycle for the Clinical Mental Health Counseling and School Counseling specialty areas runs through October 31, 2031.

Noted Limitations - Post masters counseling certificate programs are not accredited by CACREP, nor are the additional three MS degree programs offered (Addictions Counseling; Marriage, Couples, and Family Counseling; Clinical Rehabilitation Counseling) <https://www.cacrep.org>

The entry-level Doctor of Physical Therapy (DPT) program is accredited by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org)).

The Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and post-graduate APRN certificate programs at Rocky Mountain University of Health Professions are accredited by the Commission on Collegiate Nursing Education, Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791, <http://www.ccnaccreditation.org>.

RMUoHP reserves the right to change, without notice, any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, faculty, curricula, and courses. This document is not a contract or an offer of a contract.



# Rocky Mountain University of Health Professions

## Course Designators

Course Designator	Description
ACP	Advanced Clinical Practice
AG	Aging
ASP	Applied Scholarly Project
AST	Assistive Technology
AT	Athletic Training
ATH	Athletic Training
CC	Core Course
CO	Counseling
DMS	Doctor of Medical Science
DNP	Post-professional DNP
ENP	Emergency Nurse Practitioner
FN	Functional Nutrition
FNP	Family Nurse Practitioner
HLA	Healthcare Leadership and Administration
HP	Human and Sport Performance
HPE	Health Professions Education
HS	Health Science
HT	Hand Therapy
LD	Leadership
MOT	Entry-level Master of Occupational Therapy
N	Neurology / Neuroscience Systems
NUR	Nursing
OD	Optometry
OS / OSS	Orthopedic Sport Sciences
OT	Entry-level OTD
OTD	Post-professional OTD
P	Pediatrics
PAS	Physician Assistant
PED	Pediatrics-OTD
PMH	Psychiatric Mental Health
PT	Physical Therapy
RS	Rehabilitative Science-MSHS
SL	Service Learning
SLP	Speech-Language Pathology
WE	Health Promotion and Wellness

# Course Codes and Descriptions

## A

### **ACP 710      Lifestyle Medicine** (3 credits)

This course explores the principles and practices of Lifestyle Medicine, with particular focus on the integration of Lifestyle Medicine into PA practice. An in-depth exploration of Lifestyle Medicine occurs, centering around the use of evidence-based lifestyle therapeutic approaches, such as predominantly whole food plant-based diet, exercise, sleep, tobacco cessation and alcohol moderation, stress management, emotional resilience, and other non-drug modalities. Discussion includes the utilization of Lifestyle Medicine to prevent, treat, and even reverse lifestyle-related chronic disease.

### **ACP 720      Patient Safety in Clinical Practice** (3 credits)

This course provides an introduction to the science of safety and how it relates to problems with patient safety in the healthcare setting. Discussion includes the role of both individuals and the healthcare system in improving patient safety and reducing medical errors. The course reviews institutional responses to adverse events, including the topics of medical malpractice and risk management. The course emphasizes the importance of teamwork and good communication. Students learn models for improving safety in hospitals and other healthcare settings.

### **ACP 730      Population Health Issues** (3 credits)

This course explores the definition of Population Health and how principles of population health integrate into clinical practice. Topics discussed include attributes and components of the population health paradigm, health promotion, elimination of health disparities, behavior change, continuity of care, information technology, decision making support, and the ethical dimension of population health. The business value of better health from a population health approach is also discussed, with some discussion of the role of health advocacy and assistance programs.

### **AG 716      Neurodegenerative Disease: Addressing Participation in Occupation** (3 credits)

This course will require students to examine current and emerging best practices for addressing participation in occupation for an older adult experiencing a neurodegenerative disease process. This course requires students to explore the role of occupational therapy on promoting participation in occupation for the aging population. Neurological diseases covered within this course include Alzheimer's disease, Parkinson's disease, and polyneuropathies. Students will engage in critical reasoning within forum discussions, analyzing intervention strategies, and development of a client- based case study.

**AG 726      Productive Aging      (3 credits)**

This course examines evidence associated with the cognitive-behavioral aspects of aging and daily activity performance and participation needs of older adults. The course emphasizes designing and executing therapeutic and health-promoting plans by applying the best available evidence for productive aging, aging-in-place, and the prevention of injury and illness.

**AG 738      Application of Evidence for the Provision of Care for Persons with Dementia      (3 credits)**

This interdisciplinary course provides opportunity to examine issues and evidence related to dementia care and family caregiving, including non-pharmacologic intervention approaches, theoretical frameworks, environmental modification, caregiver education, and their application in clinical settings. Students will explore the complexities of addressing the need to promote participation and optimize quality of life for those in this growing population.

**ASP 710      ASP I: Project Development & Proposal      (3 credits)**

During the first half of the semester, students are guided through the project development and proposal process. The latter half of the course is for students to revise and submit a proposal for their project. Approval of the project is accomplished prior to completion of this course. Students are advised to develop a proposal that is a comprehensive and in-depth study of a highly relevant issue encountered as a PA in the clinical, academic, or administrative setting. The expectation is that this project will be accomplished over multiple semesters.

**ASP 720      ASP II: Literature Review      (3 credits)**

In this course, the approved applied scholarly project is initiated and principles of scientific inquiry will guide the investigation. Students will be searching and gathering available, recent literature and composing several aspects of their comprehensive and in-depth study of a highly relevant issue encountered as a PA in the clinical, academic, or administrative setting.

**ASP 730      ASP III: Dissemination      (3 credits)**

In this course, students continue the investigation of the literature and composition of the final aspects of the comprehensive and in-depth study of a highly relevant issue encountered as a PA in the clinical, academic, or administrative setting. Students compile their final written product suitable for publication. The final product is compiled from segments of the proposal and project, comprising an extensive, in-depth review of the literature as it pertains to the selected issue. Students will then create an abbreviated version of the project following the submission guidelines of an appropriate peer-reviewed journal. Additionally, students will create a poster presentation that will be submitted for presentation at an appropriate professional conference of the student's choice.

**AST 716      Assistive Technology Taxonomy & Evaluation      (3 credits)**

This course requires students to explore the role of occupational therapists in assistive technology in both the educational and medical profession. Theoretical frameworks are reviewed to guide the application of assistive technology for children and adults with disabilities across various environmental contexts in addition to exploration of specialized clinical competencies. Students will review assistive technology taxonomy and theoretical framework that will guide the assistive technology assessment process. Strategies for assessment include identifying area of need, evaluating consumer skills and personal preferences, assessing environmental factors, and selecting technology systems.

**AST 726      Assistive Technology Intervention & Environment Modifications      (3 credits)**

This course requires students to explore the role of occupational therapists in assistive technology interventions and environmental modifications across various environmental contexts. Focus will be on analyzing assistive technology products/devices and features matched to the needs and personal preferences of clients and evidence-based research outcomes. Specific assistive technology areas to be discussed include technology for learning disabilities, computer access, cognitive aids, augmentative and alternative communication devices, sensory aides, electronic aides to daily living, and environmental modifications.

**AST 736      Assistive Technology Implementation & Outcome Studies      (3 credits)**

This course requires students to synthesize information from the assistive technology assessment and tool features matched to the clients' needs to develop an implementation strategy for successful assistive technology use. Focus will be on development and implementation of an assistive technology plan and coordination of care across environmental contexts, identifying measurable outcomes for progress, training clients and care team, follow-up and documentation. Students will analyze outcome studies on assistive technology effectiveness and incorporate evidence-based research into assistive technology practice.

**AT 617      Evidence-based Advanced Therapeutic Interventions      (3 credits)**

This course provides an advanced analysis of how to search for and appraise published reports on therapeutic modalities and tissue healing. Students will acquire advanced knowledge and skill in interpreting the medical literature to make informed decisions regarding the best therapeutic modality applications, procedures, and protocols to use for individual patients. Integration of a systematic review and standardized patient approach to learning is utilized.

**AT 700      Athletic Training Seminar      (3 credits)**

The seminar course will help students acclimate, familiarize, and become knowledgeable around their intended dissertation topic. Students will engage in literature review and on-going discussions to facilitate knowledge and understanding of their specific content area as it relates to their dissertation.



**ATH 610      Advanced Emergency Applications & Care** (3 credits)

This course is designed to provide an intensive study of emergency care skills in ambulatory medicine with exposure to triaging and managing urgent and emergent medical procedures in catastrophic settings. Proper techniques for complex fractures and joint dislocations, application of specialty casting and splinting techniques, and interventions used during immobilization to address movement dysfunctions are addressed. The focus is on planning for, examining, and managing immediate, emergent, and acute situations, particularly for physically active individuals.

**ATH 620      Advanced Primary Care & Prevention** (3 credits)

This is an advanced course for students to take a deeper dive into common and uncommon diseases, disorders, illnesses, and other general medical conditions affecting the health of physically active individuals across the lifespan. Students will learn to recognize signs, symptoms, and predisposing factors of pathology along with appropriate interventions and establishing referral criteria. The focus is on appraising evidence on patient care, refining primary care clinical examination techniques, establishing evidence-based preventative measures, and optimizing appropriate referral decision-making.

**C**

**CC 507.2      Quantitative Topics in Published Research** (2 credits)

This course involves the study of basic statistics, data analysis methods, and results commonly reported by authors in physical therapy literature. Students will interpret statistics reported in journal articles and make judgments about the appropriateness of reported methods, interpretations, and conclusions based on research designs, data, and assumptions underlying applied statistical methods. Examples from current physical therapy literature will be cited throughout the course to illustrate concepts and improve students' abilities to interpret and critique the work of others. An overview of survey research methods as well as data analysis and data display strategies are provided for use in Pediatric Science Capstone projects and in clinical practice (client / parent satisfaction surveys and needs assessments).

**CC 811E      Doctoral Residency 5** (3 credits)

Doctoral Residency. One course per semester until completion.

**CO 610      Counseling Orientation & Ethics** (3 credits)

A review of the historical, philosophical, societal, cultural, economic and political dimensions of and current trends in the community mental health movement; a historical perspective of the counseling profession, counselor roles and functions, professional affiliations, and professional legal and ethical decision-making skills.

**CO 611      Social & Cultural Counseling      (3 credits)**

Present the cultural context of the counseling relationship; examination of issues and concerns related to such factors as culture, ethnicity, age, gender, sexual orientation, religious and spiritual values, socioeconomic status and other various unique characteristics.

**CO 612      Human Development      (3 credits)**

Theories of human development; developmental crises, tasks and transitions across one's lifespan; theories of learning and personality development; strategies for facilitating optimal human development.

**CO 613      Research Methods & Program Evaluation      (3 credits)**

An overview of the qualitative and quantitative research methods, including the ability to critically examine research and the basic principles of disseminating professional knowledge.

**CO 614      Career Counseling      (3 credits)**

Exploration of educational and career planning – theories, decision-making models, assessment inventories, and resources, and its integration with human development.

**CO 615      Assessment & Testing      (3 credits)**

Examination of the most frequently used assessment and testing procedures in counseling, outcome evaluation, multicultural issues, ethical and legal issues.

**CO 616      Psychodiagnosis      (3 credits)**

Examination of the development of diagnostic and case conceptualization skills, major theories of etiology & treatment, and diagnostic principles and skills.

**CO 617      Crisis, Trauma & Suicide      (3 credits)**

An introduction to the theories, principles and concepts of crisis intervention; contemporary techniques of crisis intervention and resolution used in community, school, family and individual counseling settings and the prevention and treatment of trauma.

**CO 618      Substance Abuse & Addictions      (3 credits)**

Examination of substance abuse and process addictions in multiple populations - the effects of drugs and/or other addictive behaviors on the client and others. The various etiologies – including diagnosis and implications for counseling and treatment.

**CO 619      Theories in Counseling      (3 credits)**

Examination of the major models of counseling and psychotherapy, theoretical integration, review of outcome research, and its implication with the counseling relationship.

**CO 630      Counseling Skills** (3 credits)  
Introduction to the knowledge, techniques, skills, and processes basic to initiating and conducting an effective counseling relationship; discussion and attention to the specific nature and process of helping, as well as the unique attitudes and skills required of the effective helper.

**CO 631      Group Counseling** (3 credits)  
Overview of the theoretical and experiential components of the nature of group counseling, group dynamics, and group leadership.

**CO 640      Foundations of School Counseling - Models & Systems** (3 credits)  
Foundation of school counseling, including; history, comprehensive guidance, and the politics of counseling services in schools.

**CO 641      College & Career Readiness** (3 credits)  
Theories and techniques for developmental counseling with children, including college and career readiness, social development, normal and abnormal development and other issues such as bullying, suicide, substance use and so forth, that children and adolescents face.

**CO 642      School Counseling Interventions for Student Success** (3 credits)  
The organization, administration and delivery of school counseling services in grades PK-12 (elementary, middle, and secondary schools).

**CO 650      Mental Health Care Systems** (3 credits)  
Overview of the knowledge and skills necessary to successfully operate in mental health care treatment systems.

**CO 651      Psychopharmacology & Treatment Planning** (3 credits)  
Introduction to the field of psychopharmacology. Integration of diagnostic, case conceptualization, and treatment planning skills; review of best practice guidelines.

**CO 653      Practice of Marriage & Family Counseling** (3 credits)  
The practical application of system theory in use with counseling couples and families with a focus on effective skills and techniques.

**CO 659      Human Sexuality** (3 credits)  
This course seeks to foster healthy attitudes toward sexuality by providing knowledge and having discussions about the formation of sexual attitudes and myths, the physiology of human sexual systems, psychological aspects of sex roles, love and human sexuality, sexual minorities, and the legal aspects of sexuality.

**CO 661      Mindfulness & Meditation** (3 credits)  
This course is an overview of the Bio-Psycho-Social-Spiritual Aspects of Mindfulness and Meditation, including the history, current research, major theories, and therapeutic benefits of mindfulness; with a primary focus on mindfulness application in counseling and wellness settings.



**CO 670      Counseling Practicum      (3 credits)**

Supervised counseling with clients, including development of counseling skills through intensive weekly group and individual supervision. Completion of a minimum of 100 clock hours, with at least 40 client contact hours. Students develop conceptual and professional skills related to their practice at a clinical placement site and practice various specified counseling- and related-activities.

**CO 671A      Counseling Internship: Mental Health      (3 credits)**

Supervised counseling with clients, continued development of student counseling skills. Includes weekly group and individual supervision. Must complete a minimum of 600 clock hours including at least 240 client contact hours in each specialized area (Mental Health, School, Addictions, Clinical Rehabilitation or Marriage, Couples, and Family Counseling). Students develop conceptual and professional skills related to their specialty at an approved placement site and practice various specified counseling- and related-activities. Students must demonstrate competence of the integration of all knowledge and skills in counseling.

**CO 671B      Counseling Internship: Mental Health      (3 credits)**

Supervised counseling with clients, continued development of student counseling skills. Includes weekly group and individual supervision. Must complete a minimum of 600 clock hours including at least 240 client contact hours in each specialized area (Mental Health, School, Addictions, Clinical Rehabilitation or Marriage, Couples, and Family Counseling). Students develop conceptual and professional skills related to their specialty at an approved placement site and practice various specified counseling- and related-activities. Students must demonstrate competence of the integration of all knowledge and skills in counseling.

**CO 671C      Counseling Internship: Mental Health      (2 credits)**

Supervised counseling with clients, continued development of student counseling skills. Includes weekly group and individual supervision. Must complete a minimum of 600 clock hours including at least 240 client contact hours in each specialized area (Mental Health, School, Addictions, Clinical Rehabilitation or Marriage, Couples, and Family Counseling). Students develop conceptual and professional skills related to their specialty at an approved placement site and practice various specified counseling- and related-activities. Students must demonstrate competence of the integration of all knowledge and skills in counseling.

**CO 671D      Counseling Internship: Mental Health      (1 credit)**

Supervised counseling with clients, continued development of student counseling skills. Includes weekly group and individual supervision. Must complete a minimum of 600 clock hours including at least 240 client contact hours in each specialized area (Mental Health, School, Addictions, Clinical Rehabilitation or Marriage, Couples, and Family Counseling). Students develop conceptual and professional skills related to their specialty at an approved placement site and practice various specified counseling- and related-activities.

Students must demonstrate competence of the integration of all knowledge and skills in counseling.

**CO 672A      Counseling Internship: School** **(3 credits)**

Supervised counseling with clients, continued development of student counseling skills. Includes weekly group and individual supervision. Must complete a minimum of 600 clock hours including at least 240 client contact hours in each specialized area (Mental Health, School, Addictions, Clinical Rehabilitation or Marriage, Couples, and Family Counseling). Students develop conceptual and professional skills related to their specialty at an approved placement site and practice various specified counseling- and related-activities. Students must demonstrate competence of the integration of all knowledge and skills in counseling.

**CO 672B      Counseling Internship: School** **(3 credits)**

Supervised counseling with clients, continued development of student counseling skills. Includes weekly group and individual supervision. Must complete a minimum of 600 clock hours including at least 240 client contact hours in each specialized area (Mental Health, School, Addictions, Clinical Rehabilitation or Marriage, Couples, and Family Counseling). Students develop conceptual and professional skills related to their specialty at an approved placement site and practice various specified counseling- and related-activities. Students must demonstrate competence of the integration of all knowledge and skills in counseling.

**CO 672C      Counseling Internship: School** **(2 credits)**

Supervised counseling with clients, continued development of student counseling skills. Includes weekly group and individual supervision. Must complete a minimum of 600 clock hours including at least 240 client contact hours in each specialized area (Mental Health, School, Addictions, Clinical Rehabilitation or Marriage, Couples, and Family Counseling). Students develop conceptual and professional skills related to their specialty at an approved placement site and practice various specified counseling- and related-activities. Students must demonstrate competence of the integration of all knowledge and skills in counseling.

**CO 672D      Counseling Internship: School** **(1 credit)**

Supervised counseling with clients, continued development of student counseling skills. Includes weekly group and individual supervision. Must complete a minimum of 600 clock hours including at least 240 client contact hours in each specialized area (Mental Health, School, Addictions, Clinical Rehabilitation or Marriage, Couples, and Family Counseling). Students develop conceptual and professional skills related to their specialty at an approved placement site and practice various specified counseling- and related-activities. Students must demonstrate competence of the integration of all knowledge and skills in counseling.

**CO 675A     Counseling Internship: Marriage, Couples, & Family** (3 credits)

Supervised counseling with clients, continued development of student counseling skills. Includes weekly group and individual supervision. Must complete a minimum of 600 clock hours including at least 240 client contact hours in each specialized area (Mental Health, School, Addictions, Clinical Rehabilitation or Marriage, Couples, and Family Counseling). Students develop conceptual and professional skills related to their specialty at an approved placement site and practice various specified counseling- and related-activities. Students must demonstrate competence of the integration of all knowledge and skills in counseling.

**D**

**DMS 610     Evidence-Based Practice** (3 credits)

Serving as a prelude to the applied scholarly project, this course focuses on concepts of evidence-based practice. Specifically, the course covers the foundational principles of research design, epidemiology, biostatistics, and searching the medical literature. Additional focus for the course includes critical evaluation of the literature and synthesis of EBP principles into realistic practice settings.

**DMS 614     Professional & Scientific Writing** (3 credits)

This course reviews PubMed, Index Medicus, other search methodologies, American Medical Association Manual of Style editorial format, the composition of a scientific/professional manuscript, the style of scientific and professional writing, its construction and formats. Students will complete a literature review and a case report during this course, with emphasis placed on professional and scientific writing techniques, as well as proper formatting and citation.

**DMS 790     Practicum I** (3 credits)

During this course, students will design and propose a graduate practicum based on clinical practice, healthcare administration, or medical education that they feel will help them gain practical knowledge and skills that may be applied in clinical, administrative, or academic settings. Key topics include the development of learning objectives, the design of learning activities, and the determination of assessment methods. Emphasis will be placed on the enhancement of scientific inquiry proficiency, synthesis of evidence-based practice principles, and achievement of personal and professional growth.

**DMS 795     Practicum II** (3 credits)

During this course, students complete the practicum project developed and approved during the Practicum I course. Students collaborate with their selected mentor and DMSc faculty as they execute the practicum project. Through the execution of the practicum, students apply specialized knowledge and skills to increase their capabilities and develop as leaders in clinical, administrative, or academic settings. Prior to the end of the semester,

students submit a standardized and comprehensive report on the execution and completion of this practicum.

**DNP 650      Epidemiology and Population Health      (3 credits)**

This course will provide an introduction to epidemiology that will prepare the advanced practice nurse with an understanding of epidemiological concepts as they relate to health and healthcare. Concepts that pertain to clinical practice and population health as well as implications for screening, prevention and disease control will be included.

**DNP 665      Clinical Leadership I: Advanced Clinical Pharmacology      (3 credits)**

This course is designed to build on Advanced Pharmacology with a focus on clinical applications of pharmacotherapeutics for special and vulnerable populations, including social, legal, and ethical considerations. Students will also explore the impact of pharmacogenetics and pharmacogenomics on prescribing in clinical practice, including concepts of genetics and application of genomics to individualizing pharmacotherapeutics.

**DNP 666      Executive Leadership I: Regulatory      (3 credits)**

This course is designed to provide the advanced practice nurse with an understanding of state and federal political advocacy and its impact on practice regulation and healthcare delivery. Innovation and leadership are incorporated into the examination of the policy-making processes to influence state and federal regulatory changes. Students will explore state and federal legislative agendas; legislative bill interpretation and drafting; legislative monitoring and lobbying; and providing testimony for regulatory issues related to practice and healthcare delivery. Students will discuss the future of political advocacy for the advanced practice nurse through an examination of current issues that impact practice and healthcare both nationally and globally.

**DNP 715      Clinical Leadership II: Clinical Focus      (3 credits)**

This course explores the process of clinical leadership within the context of evaluating evidence-based practice, system processes, evaluating outcome measurements, interprofessional communication, and evaluation of patient outcomes. Students will participate in a practicum to investigate advanced levels of systems thinking, clinical judgement, healthcare deliverance, and improving patient outcomes. This course includes a 60 hours clinical leadership immersion residency designed to prepare the students for a career in clinical leadership.

**DNP 716      Executive Leadership II: Fundamentals of Leadership      (3 credits)**

This course explores the art and science of leadership. Each student will explore their current leadership skills and apply current theories. Through the coursework, the student will be exposed to multiple styles of leadership used within the healthcare setting and reframe their leadership style based on what fits into their value system and system structure.

**DNP 718     Statistics & Evidence-Based Practice II** (3 credits)

This course will focus on evaluating available literature for inclusion in Evidence-based Practice (EBP) within the healthcare system with emphasis on Evidence-based Management (EBM) in clinical and management decision making. The student will also understand and interpret statistics within current research and quality improvement projects to determine their application to practice.

**DNP 725     Scholarly Project I: Project Formation** (4 credits)

This course is the first of a 3-course series designed to assist students in the development of an evidence-based project. The scholarly project is the culminating learning experience in the DNP program. Learning focuses on project planning including emphasis on project management, gathering evidence, developing vision/goals/outcomes for the project, and applying theories/frameworks to structure the overall process. The IRB process will be independent of the SP courses.

**DNP 745     Advanced Scientific Underpinnings** (3 credits)

This course explores the theoretical foundations of practice, the conceptual models to implementation research, and strategies to implement evidence-based approaches to practice. Learning focuses on the application of theory-directed design, implementation, and evaluation while applying evidence to transform healthcare systems.

**DNP 750     Scholarly Project II: Project Implementation** (4 credits)

This course is the second of a 3-course series designed to integrate all previous course work and experiences into the development of an evidence-based practice (EBP) project. In addition, this course will provide key information about the Institutional Review Board process so that the student will be able to assure a safe and ethical environment for the project participants.

**DNP 765     Clinical Leadership III: Internship in the Clinical Setting** (3 credits)

This course explores the process of clinical leadership within the context of applying evidence-based practice, implementing practice change, evaluating outcome measurements, interprofessional collaboration, disseminating practice based scholarship, systems change, and patient outcome improvement'. Students will participate in a practicum to perform advanced levels of systems thinking, clinical judgement, healthcare deliverance, and improving patient outcomes. This course includes a 60 hours clinical leadership immersion residency designed to prepare the students for a career in clinical leadership.

**DNP 766     Executive Leadership III: Internship in the Executive Setting** (3 credits)

This course provides a 60 hour immersion residency with emphasis on advancing the knowledge, skills, and expertise required for the executive leader to influence change in complex healthcare systems and regulatory settings. This course further refines competencies related to evidence based practice, leadership, and advocacy to prepare students for executive leadership roles.

**DNP 775 Scholarly Project III: Project Evaluation & Publication (4 credits)**

This course is the third of a 3-course series to prepare and defend a system change project incorporating classwork from throughout the program. Students will demonstrate the knowledge of the DNP essentials through the planning, development and implementation of the scholarly project.

**DNP 811 A Scholarly Project IV: Project Continuation (3 credits)**

This course is the third of a three series course to prepare and defend a system change project incorporating classwork from throughout the program. Students will demonstrate the knowledge of the DNP essentials through the planning, development and implementation of the scholarly project. (Course can be repeated as A, B, C, etc. until completion)

**DNP 811 B Scholarly Project V: Project Continuation (3 credits)**

(Course can be repeated as A, B, C, etc. until completion)

**E**

**ENP 712 ENP Practicum I (Clinical) (2 credits)**

This course is the clinical companion to ENP 713 (Didactic). This clinical practicum will focus on caring for individuals across the lifespan with cardiovascular, pulmonary, infectious disease, immunology, oncology, and integumentary presentations in ambulatory, urgent, and emergent settings. In clinical settings, students will apply knowledge of advanced health assessment, pathophysiology, pharmacotherapeutics, and non-pharmacotherapeutics while considering differential diagnoses. Treatment plans will include genetic, age, gender, and cultural influences, laboratory findings, diagnostic studies, and procedures. Students will demonstrate the ability to collaborate and communicate with patients and the healthcare team, and professionalism in the role of an emergency nurse practitioner. (120 clinical clock hours)

**ENP 713 ENP Focus I (Didactic) (3 credits)**

This course is the didactic companion to ENP 712 (Clinical). The course will focus on care of individuals across the lifespan with cardiovascular, pulmonary, infectious disease, immunology, oncology, and integumentary presentations in ambulatory, urgent, and emergent settings. Students will be introduced to development of a differential diagnosis list, decision-making processes, patient management, and patient disposition, all while considering professional, ethical, and legal aspects. Content includes evidence-based guidelines for care, pathophysiology and pharmacology, and genetic, age, gender, and cultural influences.

**ENP 722      ENP Practicum II (Clinical)      (2 credits)**

This course is the clinical companion to ENP 723 (Didactic). This clinical practicum will focus on caring for individuals across the lifespan with gastrointestinal, musculoskeletal, psychiatric, environmental, hematology, toxicology, and traumatic presentations in ambulatory, urgent, and emergent settings. In clinical settings, students will apply knowledge of advanced health assessment, pathophysiology, pharmacotherapeutics, and non-pharmacotherapeutics while considering differential diagnoses. Treatment plans will include genetic, age, gender, and cultural influences, laboratory findings, diagnostic studies, and procedures. Students will demonstrate the ability to collaborate and communicate with patients and the healthcare team, and professionalism in the role of an emergency nurse practitioner. (120 clinical clock hours)

**ENP 723      ENP Focus II (Didactic)      (3 credits)**

This course is the didactic companion to ENP 722 (Clinical). The course will focus on care of individuals across the lifespan with gastrointestinal, musculoskeletal, psychiatric, environmental, hematology, toxicology, and traumatic presentations in ambulatory, urgent, and emergent settings. Students will be introduced to development of a differential diagnoses list, decision-making processes, patient management, and patient disposition, all while considering professional, ethical, and legal aspects. Content includes evidence-based guidelines for care, pathophysiology and pharmacology, and genetic, age, gender, and cultural influences.

**ENP 732      ENP Practicum III (Clinical)      (3 credits)**

This course is the clinical companion to ENP 733 (Didactic). This clinical practicum will focus on caring for individuals across the lifespan with renal, genitourinary, reproductive, endocrine, neurologic, and head, eye, ear, nose, and throat system presentation in ambulatory, urgent, and emergent settings. In clinical settings, students will apply knowledge of advanced health assessment, pathophysiology, pharmacotherapeutics, and non-pharmacotherapeutics while considering differential diagnoses. Treatment plans will include genetic, age, gender, and cultural influences, laboratory findings, diagnostic studies, and procedures. Students will demonstrate the ability to collaborate and communicate with patients and the healthcare team, and professionalism in the role of an emergency nurse practitioner. (180 clinical clock hours)

**ENP 733      ENP Focus III (Didactic)      (2 credits)**

This course is the didactic companion to ENP 732 (Clinical). The course will focus on care of individuals across the lifespan with renal, genitourinary, reproductive, endocrine, neurologic, and head, eye, ear, nose, and throat system presentation in ambulatory, urgent, and emergent settings. Students will be introduced to development of a differential diagnose list, decision-making processes, patient management, and patient disposition, all while considering professional, ethical, and legal aspects. Content includes evidence-based guidelines for care, pathophysiology and pharmacology, and genetic, age, gender, and cultural influences.



## E

### **FN 630      Functional Nutrition      (3 credits)**

Functional medicine is an approach to treating health conditions and preventing disease through the identification and treatment of root causes for health conditions. It is founded upon the perspective that nutrition therapy considers the individual-specific information founded upon the nutrition assessment model assessing mind, body, spirit, environment, and community to promote lifestyle behavior change that will result in measurable health and wellness benefits.

### **FNP 710      FNP Practicum I: Primary Care & Prevention (Clinical)      (3 credits)**

This course is the first clinical practicum in a series of three practicum courses in the FNP Program that prepares the student for advanced nursing practice as family nurse practitioners. The three practicum courses should show patient interactions across the lifespan including pediatrics, adult, geriatrics and women's health. Students will further their skill development in the primary care of individuals and families across the lifespan with acute and chronic conditions. Students are guided through the application processes for recognition and certification as a family nurse practitioner. (180 clinical clock hours)

### **FNP 711      FNP Focus I: Primary Care & Prevention (Didactic)      (3 credits)**

This course is the first clinical didactic in a series of three clinical didactic courses in the FNP Program that prepares the student for advanced nursing practice as family nurse practitioners. The three didactic courses will include lifespan care including pediatrics, adult, geriatrics and women's health. Students will further their skill development in the primary care of individuals and families across the lifespan with acute and chronic conditions. Students are guided through the application processes for recognition and certification as a family nurse practitioner.

### **FNP 720      FNP Practicum II: Adult & Geriatrics (Clinical)      (3 credits)**

This course is the second of three practicum courses in the FNP Program that prepares the student for advanced nursing practice as family nurse practitioners. The three practicum courses should show patient interactions across the lifespan including pediatrics, adult, geriatrics and women's health. Students will further their skill development in the primary care of individuals and families across the lifespan with acute and chronic conditions. Students are guided through the application processes for recognition and certification as a family nurse practitioner. (180 clinical clock hours)

### **FNP 721      FNP Focus II: Adult & Geriatrics (Didactic)      (3 credits)**

This course is the second clinical didactic in a series of three clinical didactic courses in the FNP Program that prepares the student for advanced nursing practice as family nurse practitioners. The three didactic courses will include lifespan care including pediatrics, adult, geriatrics and women's health. Students will further their skill development in the primary care of individuals and families across the lifespan with acute and chronic

conditions. Students are guided through the application processes for recognition and certification as a family nurse practitioner.

**FNP 730      FNP Practicum III: Women & Children (Clinical)      (3 credits)**

This course is the third practicum course in the FNP Program that prepares students for advanced nursing practice as family nurse practitioners. Students will further their skill development in the primary care of individuals and families across the lifespan with acute and chronic conditions. Students are guided through the application processes for recognition and certification as a family nurse practitioner. (180 clinical clock hours)

**FNP 731      FNP Focus III: Women & Children (Didactic)      (3 credits)**

This course is the third clinical didactic in a series of three clinical didactic courses in the FNP Program that prepares the student for advanced nursing practice as family nurse practitioners. The three didactic courses will include lifespan care including pediatrics, adult, geriatrics and women's health. Students will further their skill development in the primary care of individuals and families across the lifespan with acute and chronic conditions. Students are guided through the application processes for recognition and certification as a family nurse practitioner.

## H

**HLA 620      Healthcare Leadership      (3 credits)**

Concepts of leadership related to current healthcare organizations are examined. Specific concepts including communications, public relations, team building, negotiation, and conflict resolution are explored. Strategic aspects such as vision, viewpoint and admission included. Managing uncertainty is discussed in relation to healthcare organizations. Contemporary leadership challenges, communication strategies and crisis communication are explored. Leadership functions and decision-making are analyzed.

**HLA 670      Organizational Behavior & Management in Healthcare      (3 credits)**

This course supports knowledge of the theories of organizations, the use of leadership, management processes, and organizational structures and outcomes. Specific topics include governance, strategic management and marketing, human resources management, recruiting, training, process improvement, management theory, and employee wellbeing. This course is designed for future managers and leaders of healthcare organizations and those who expects to have extensive involvement with each from the perspective buyers, insurers, or policymakers. The course provides students with knowledge about how the best healthcare provider organizations deliver high quality, cost-effective healthcare, how the response to their environment, and how they reach and implement decisions about future activities.

**HLA 680 Strategic Change Management for Healthcare Organizations (3 credits)**

This course offers student opportunities to investigate and integrate change management practices to strategically position healthcare organizations for the future. Organization strategic position will be discussed with application to relevant theoretical models, and necessary change management practices resulting in development of organizational adaptability.

**HLA 700 Healthcare Legal & Ethical Issues (3 credits)**

This course explores the legal and ethical issues and dilemmas in the delivery of healthcare. The principles and practical application of laws and regulations affecting operational decisions of healthcare providers, health plans, and third-party payers are discussed. Also addressed are social, moral, and ethical issues encountered in the balance of patient interests, needs and rights.

**HLA 710 Management & Entrepreneurship in Healthcare (3 credits)**

Introduces current and aspiring healthcare leaders to key dimensions of effective management and entrepreneurship. Explores professional, legal, and ethical aspects of development as healthcare professionals seeking to develop management and entrepreneurship opportunities. Synthesize of entrepreneurial and management competencies to plan and implement a simulated interdisciplinary business venture are explored.

**HLA 740 Healthcare Delivery (3 credits)**

This course will train healthcare leaders to implement or teach principles of delivering better healthcare at lower costs through improving clinical and non-clinical processes. This course will introduce methods and tools for conducting quality improvement projects. Also discussed will be methods of health services research, teams and teamwork, outcome measurement, and medical informatics. A key learning experience of this course will be developing and implementing a quality improvement project.

**HP 600 Applications of Strength & Conditioning in Sport Performance (3 credits)**

This course will focus on the foundational applications of strength and conditioning including key theories, concepts, and scientific principles. Topics will include review of the structure and function of body systems, exercise physiology, biochemistry, anatomy, and biomechanics. Special consideration will be placed on how principles of strength and conditioning relate to various systems and client populations.

**HP 610 Advanced Sport Performance Technology (3 credits)**

This course will focus on technologies that have been developed to reach human interests or goals related to a particular sport. It will focus on the types, and appropriate selection and use of technology by which sport performance coaches attempt to improve training and competitive surroundings and enhance overall athletic performance. The course will provide knowledge and application of using specialized equipment and the latest modern technologies to perform tasks more efficiently, such as equipment, athletic sports gear (clothing and footwear), advanced computer stimulations and motion capture.

**HP 620      Methods & Programming in Strength & Conditioning      (3 credits)**

This course will expose students to advanced methods in various venues of strength and conditioning. Current research and practice are examined for advanced training strategies in use at different levels of competition. Students will examine different methods currently in use in the field and discussed in the literature on selected topics and demonstrate appropriate implementation of advanced training methods. Additionally, this course will refine the students' ability to construct an advanced training program designed to enhance performance in specific ways. The student will demonstrate the ability to critically analyze and alter a training program.

**HP 706      Sports Nutrition for Human Performance      (3 credits)**

This course will discuss, in detail, scientific and practical applications of nutrition for sports. Integrated discussions spanning exercise physiology and nutrition on topics that relate to aerobic and anaerobic performance, health, weight gain, weight loss and recovery will be covered. Class assignments will broaden the student's knowledge, writing ability and competence at both retrieving and summarizing scientifically-based information.

**HP 710      Applications of Exercise Science in Tactical Fitness      (3 credits)**  
**& Performance**

This course will introduce students to the various methods and strategies for improving performance in military, law enforcement, and fire department venues. Topics such as injury prevention and tactical job preparation will be discussed with students completing applied projects in selected tactical operations. Tactical fitness research and literature will serve as the content for developing professionals capable of supporting the tactical field with evidence-based practice.

**HP 714      Recovery & Regeneration      (3 credits)**

This course will examine the science and history behind various advanced methods of recovery and regeneration techniques for the human body. The evidence will be reviewed in numerous topics including nutritional strategies, sleep habits, hydrotherapies, cryotherapy, sports supplementation, nutrient timing, and massage therapy. Through an evidence led approach, students will demonstrate the ability to evaluate and identify various types of fatigue, prescribe the appropriate regeneration modality, and periodize a recovery program based upon the principles learned in previous coursework.

**HPE 620      Clinical Education Experiential Design & Application for      (3 credits)**  
**Healthcare Professions**

This course addresses the many issues germane to experiential or clinical education in the healthcare professions by reviewing the design, implementation and assessment of clinical experience in the healthcare fields. Among the topics to be covered include supervisory policies and practices, communication, feedback, developing clinical expertise and reasoning skills, professionalism, student learning documentation and mapping, preceptor/supervisor training and development, and the role of entrustable professional activities, competencies and milestones in student clinician development.

**HPE 670      Learning Assessment & Evaluation      (3 credits)**

This course examines a variety of assessment models and techniques used to evaluate student classroom performance, student clinical performance, instructor performance and educational programs. Students will design and execute assessment plans, interpret assessment data and develop continuous improvement plans.

**HPE 700      Design & Implementation of Inter-Professional Education      (3 credits)**

Students will acquire the best evidence available and comprehensive appreciation for the many challenges, limitations, and opportunities in designing and implementing interprofessional education. This class will investigate the available literatures on IPE from around the world and across healthcare professions: what works, what doesn't, what to expect, how to go about tackling the IPE challenge, and what to expect in the way of challenges.

**HPE 718      Climate of Higher Education      (3 credits)**

This course will focus on presenting and analyzing contemporary social, political and economic issues surrounding higher education and the effects these issues have on healthcare education programs. Current challenges in healthcare education programs will also be explored. Students will learn how to successfully navigate the role of a faculty member in the higher education environment. A brief history of higher education will be included.

**HPE 740      Learning Theory & Design      (3 credits)**

This course incorporates a learner centered approach to course development and instructional delivery based on the best evidence of how people learn. Students will demonstrate both traditional and innovative instructional techniques and strategies for teaching in didactic settings based upon the evidence-base of best teaching practices.

**HPE 752      Curriculum Design for Healthcare Professions      (3 credits)**

Students will learn how effective health professions curricula must integrate the basic and clinical sciences, connect didactic to experiential learning, be competency-based and time-variable, include andragogic underpinnings and approaches of delivery, and create meaningful program outcomes and assessment opportunities that verify quality and excellence. In addition timely issues such as the curricular incorporation of clinical experiences/education, the sociocultural aspects of healthcare, and pertinent accreditation issues and constraints for healthcare professions will be addressed.

**HPE 760      Instructional Technology: Design, Theory, & Application      (3 credits)**

This course explores the history and theory of instructional technology used in educational settings. Focus is on identifying, discussing and comparing various instructional technology utilized in the design and delivery of online, blended, and traditional classroom learning environments. Best practices of current instructional technologies applied in higher education classrooms are systematically designed, created, shared, and reviewed.

**HS 506      Data and Decision-Making      (3 credits)**

This course will focus on the use and application of statistics commonly found in the field of exercise science. Topical areas include but are not limited to determining appropriate statistical tests to perform, interpreting results and determining appropriate follow-up tests as needed. Emphasis is on design of experiments and appropriate statistical test usage, and interpretation of results.

**HS 507      Evidence-Based Practice      (3 credits)**

This course is designed to prepare health care professionals with the knowledge, skills and abilities necessary to make independent judgments about the validity, results, and application of clinical research and to implement evidence-based clinical practice in their careers. This course will focus on the concepts of evidence-based practice with emphasis on forming answerable clinical questions and effective literature search strategies.

**HS 509      Integrated Biomechanics      (3 credits)**

In this course, students will develop an understanding of the concepts of movement integration and assessment to possess a general appreciation of biomechanical relationships. The body as an interconnected unit will serve as the foundational framework for learning and application. Students will recognize and apply treatment restoration to enhance movement quality for various client/patient populations. This course will emphasize the need for continual study and sourcing of various biomechanical information.

**HS 602      Applications of Education Practice      (3 credits)**

This course will explore best practices of the application of educational instruction and delivery for individuals working in a variety of employment settings with diverse populations including clients, patients, students and community learners. This course will include topics associated with generational learning, learning styles, learning design for groups and individuals along with various styles of delivery.

**HS 606      Cancer Exercise Specialist      (3 credits)**

This course is designed for health and fitness professionals seeking to attain a higher level of mastery and work with cancer patients during and after cancer surgery and treatment and into survivorship. Participants will gain a complete understanding of the entire cancer process from diagnosis and treatment to reconstruction and survivorship. A unique and individualized programming to improve the patient's ability to cope with the mental and physical stress following cancer diagnosis and treatment is emphasized. Completion of this course will lead to the Cancer Exercise Specialist-Æ Advanced Qualification offered by Cancer Exercise Training Institute (CETI).

**HS 630      Motor Control & Movement Analysis      (3 credits)**

Discussion and analysis of scientific principles related to the mechanical understanding of motor control and the human body in motion. Review of related literature and research in motor learning and control. The focus of this course will be on qualitative analysis of motor

assessment as related to musculoskeletal assessment and corrective exercise interventions.

**HS 640      Healthcare Leadership & Ethics      (3 credits)**

Leadership concepts related to current healthcare organizations are examined. Specific concepts, including communications, public relations, team building, negotiation, and conflict resolution are explored. Strategic aspects such as vision, viewpoint, and admission are included. Managing uncertainty is discussed in relation to healthcare organizations. Contemporary leadership challenges, communication strategies, ethics, and crisis communication are explored. Leadership functions and decision-making are analyzed.

**HS 650      Social Determinants of Health      (3 credits)**

This course is designed to help the learner gain an in-depth understanding of social determinants that influence health and well-being that include education, economic stability, health policies, access to healthcare, neighborhood environments, and social/community factors that impact health. Discussion of inequalities and health disparities will be considered along with evidence-based approaches toward mitigating health disparities.

**HS 686A      Health Science Thesis      (3 credits)**

In this course, the student will develop and propose a master's level thesis research project in their specific area of study. Students will be mentored by faculty to develop and propose a project that can be accomplished in the subsequent course (HS 688B). Ideally, this course concludes with an oral defense of the written thesis proposal. Throughout this course, the instructor will help students overcome challenges and obstacles and provide strategies for accountability, time management, and dealing with factors that might influence thesis progress. Graded pass/fail. (*prereq: HS 506*)

**HS 686B      Health Science Thesis      (3 credits)**

Students who have chosen the thesis option will be required on-site to complete a defense of their thesis project.

**HS 710      Evidence-based Practice      (3 credits)**

This course is designed to prepare healthcare professionals with the knowledge, skills, and abilities necessary to make independent judgments about the validity of sources of evidence. The primary focus is on critical appraisal of research, including identifying potential sources of bias and making a professional judgment of the seriousness of the risk of bias. This course will also cover the concepts of evidence-based practice with emphasis on forming answerable clinical questions and effective literature search strategies. The evaluative approach to appraising the research literature will prepare the students to critique and judge evidence based on the accuracy and validity of diagnostic tests, effectiveness of clinical interventions, prognosis for patients with health-related conditions, and chance of harm or benefit from select preventative and therapeutic factors. Within key activities and assignments, students will formulate a key clinical



question, rapidly search medical and health-related databases, perform a critical appraisal of research evidence, and describe the application of the evidence.

**HS 712      Research Methods: A Quantitative Approach      (3 credits)**

This course provides an introduction to general research principles and research ethics. The student will be introduced to the following topics in the research process: question formulation, principles of measurement, basic design and methodological features, issues of reliability and validity, and fundamentals of conducting a literature review. A quantitative article critique will be conducted in class and outside of class. The class format will include lecture, small group discussion, and practice.

**HS 714      Scientific/Professional Writing      (1 credit)**

This pass/fail course reviews PubMed, Index Medicus, other search methodologies, American Psychological Association editorial format, the composition of a scientific/professional manuscript, and the style of Scientific/professional writing, its construction and formats.

**HS 715      Concepts of Measurement      (3 credits)**

In this course, students will explore concepts related to the development and use of standardized measurement tools. Important concepts for exploration include validity, reliability, responsiveness of the tool, confidence intervals, as well as likelihood ratios. Various forms of assessments, including patient reported outcomes and performancebased measures, will be explored along with their respective measurement concepts. Learners will critique measurement tools in their discipline and will explore the overall process for validating a measure. Further, learners will explore the potential reach of tools to populations or groups not tested. Prerequisite: HS 710 (*prereq: HS 710*)

**HS 718      Scholarly Writing in Health Sciences      (3 credits)**

This course equips students with advanced writing skills and essential techniques for scholarly communication in health sciences. Emphasizing clarity, conciseness, and rigor, the course covers search methodologies, proper formatting, editing, and composition of professional manuscripts. Students will develop coherence, precision, and logical flow in their work through structured exercises, peer review, and revision. By course end, students will be prepared to produce impactful, well-crafted scholarly work that meets professional and academic standards in health sciences.

**HS 720      Survey of Qualitative Research      (3 credits)**

This course introduces the student to qualitative research methods and their applications to problems and phenomena in healthcare. Emphasis is placed on the appropriate use and differences of qualitative methods, their philosophical underpinnings, and application to clinical issues.

**HS 722      Biostatistics I      (3 credits)**

The purpose of this course is to introduce the student to biostatistics, the science of evaluating information in a biological setting. Such topics as simple descriptive statistics, basic probability concepts, probability distributions (normal & binomial), sampling distributions, correlations, regression, t-tests and one-way ANOVA testing.

**HS 727      Survey Research      (3 credits)**

This course will familiarize students with the theory, development, and application of survey research design and methods. Students will learn the principles and practices of conducting survey research, including developing psychometrically sound accounting for and reducing sources of error, designing appropriate sampling strategies, assessing the reliability and validity of self-constructed questionnaires, administering surveys through various means, and analyzing and reporting survey research results. How to integrate qualitative inquiry with survey research to develop and conduct a mixed-method study, including writing results, will be emphasized. (*prereq: HS 722*)

**HS 730      Epidemiologic Methods      (3 credits)**

This course will introduce the student to important epidemiological methodology/concepts commonly used in evidence-based practice/medicine. The course will focus on the common observational designs, and common measures of disease frequency, risk association, and validity of diagnostic tests. The use and construction of receiver operating curves will be discussed. The course will also include an introduction into logistic regression and survival analysis methods in how they apply to disease outcomes/disorders. Students will conduct and apply basic epidemiological concepts using statistical software and learn how to design and develop. The student will be provided with information to aid in data collection and management. (*prereq: HS 710*)

**HS 732      Biostatistics II      (3 credits)**

The purpose of this course is to build upon the topics introduced in Biostatistics 1. This course will cover such topics as factorial ANOVA, ANCOVA, MANOVA, multiple linear regression and non-parametric group comparisons. (*prereq: HS 722*)

**HS 734      Qualitative Research II      (3 credits)**

This course is the second in a two-course sequence on qualitative research methods that extends and elaborates on the topics covered in HS 720. Major approaches used in conducting qualitative research and the application of these methods to problems and phenomena in healthcare will be examined. The emphasis of the course is on the collection, management, analysis, and interpretation of qualitative data. Exploration and application of topics such as sampling, interviewing and observation techniques, data analysis methods, and reporting of qualitative research will be addressed. Evaluation and critique of research studies utilizing qualitative methods will also be examined. (*prereq: HS 720*)

**HS 735      Qualitative Interviewing Techniques      (2 credits)**

This course provides a theoretical framework for interviewing approaches for various situations, types of interviewing formats (e.g. focus group, evaluation interview, cultural interview) and development of interview formats. Recording, analyzing, and reporting interview data, ethical and relationship issues, and research on interviewing methods. *(prereq: HS 720)*

**HS 736      Mixed Methods Integration      (1 credit)**

This course provides students with techniques used to integrate quantitative and qualitative data, analysis and results based upon a mixed methods study design. Writing tips of a mixed methods publication is also included. *(prereq: HS 720)*

**HS 740      Teaching & Learning Theory      (3 credits)**

This course incorporates a learner centered approach to course development and instructional delivery based on the best evidence of how people learn. Students will demonstrate both traditional and innovative instructional techniques and strategies for teaching in didactic and clinical settings based upon the evidence-base of best teaching practices.

**HS 742      Biostatistics III      (3 credits)**

The purpose of this course is to build upon the topics introduced in Biostatistics 2. This course will cover such topics as logistic regression, advanced data cleaning procedures, advanced non-parametric methods, measurement tool reliability and development of data visualizations. *(prereq: HS 722, HS 732)*

**HS 746      Leadership in Health Sciences      (3 credits)**

This course focuses on developing essential leadership skills in health sciences, emphasizing mentorship, change management, and quality improvement. Students will create a personal leadership statement to define their approach and values while exploring strategies to support and inspire team members. Key topics include mentorship techniques for guiding future professionals, methods for implementing sustainable change management, and strategies for fostering continuous quality improvement in healthcare. Through case studies, practical exercises, and peer discussions, students will gain tools to cultivate a culture of excellence, adaptability, and mentorship within diverse health science settings.

**HS 751      Case Series Single Subject Design      (3 credits)**

This course will seek an in-depth exploration and practice regarding the mechanics, design and construction of case series and single subject research designs in a healthcare environment. Students will develop and submit a single subject/case series research design related to individual dissertation topics or to relevant clinical questions. *(prereq: HS 712)*

**HS 762 Literature Review Analysis & Synthesis (3 credits)**

This course provides the student with skill sets to conduct a literature search, analysis and synthesis on a selected research topic complimentary of their dissertation. Research will be systematically selected based upon quality of design/methods, relevance to proposed dissertation/study instruments and linkage to research hypothesis/questions. Submission of a synthesis paper with literature summary table will be included.

**HS 765 Manuscript & Grant Writing (3 credits)**

This course will provide students with opportunities to explore a variety of professional and scientific writing techniques for publication. Students will learn the best practices in the formatting, submission, and dissemination of research findings, culminating in the ability to develop and submit competitive manuscripts to peer-reviewed journals. Students will prepare an outline of a manuscript related to their dissertation based upon a chosen journal's guidelines. Additionally, an overview of the grant writing process will be presented. Variations of funding organizations, types of grant proposals, and grant writing best practices will be covered. Opportunities for grant funding for health science research, including searching for grant opportunities and developing a grant proposal, will be emphasized. (*prereq: HS 712*)

**HS 770 Research Practicum (1 cr) (1 credit)**

Faculty-directed clinical, basic, or applied research practicum, which may include but not limited to review of literature preparation, human subjects committee proposal development, data collection, and presentation/manuscript preparation. Graded Pass/Fail.

**HS 770 Research Practicum (3 cr) (3 credits)**

Faculty-directed clinical, basic, or applied research practicum, which may include but not limited to review of literature preparation, human subjects committee proposal development, data collection, and presentation/manuscript preparation. Graded Pass/Fail.

**HS 800 Dissertation Prep I (3 credits)**

The conduct of scientific inquiry requires careful planning and forethought to assure the eventual implementation of a study will successfully result in interpretable and meaningful measurements and that valid conclusions may be drawn. This course will provide students with the necessary background and experience to formulate a clearly delineated hypothesis/research question-driven dissertation prospectus that can be used to convince funding agencies and/or doctoral committees to support the study. Emphasis will be placed on developing a clear background, scientific/clinical rationale, and hypothesis/research question along with the start of a methods section and strategies to form a dissertation committee. In addition, this course will provide key information about the responsible conduct of research, the informed consent process, and the Institutional Review Board process so the student will be able to design a safe and ethical environment for their volunteer subjects. (*prereq: HS 762*)

**HS 810      Dissertation Prep II** (3 credits)

This course is a continuation of HS800 Dissertation Prep I where students will finalize their written prospectus. Students will continue securing dissertation committee commitments and be prepared to defend a mock prospectus defense via presentation while on campus. Students prepare for the Institutional Review Board process by completing the CITI Human Subjects Research course, becoming familiar with the online submission platform, and drafting informed consent documents. (*prereq: HS 800*)

**HS 833A      Qualifying Exam Preparation** (3 credits)

This course is designed to assist students in the preparation for qualifying exams on core competency material and to complete the exam. The course will prepare students to develop a study strategy and plan for the exam as well as participate in discussions concerning material that comprise the exam questions.

**HS 877B      Writing for Publication** (3 credits)

In this course students will learn how to transform research into publishable articles, drafting, editing and revising work with guidance and feedback of instructor and peer review. Technical writing and organizational skills will be reviewed. Common guidelines for publication will be discussed. Students with enough data from dissertations will start developing manuscripts for publication.

**HS 877C+      Dissertation Residency** (3 credits)

Dissertation Residency. One course per semester until completion.

**HT 718      Seminar for Upper Extremity Specialists** (3 credits)

This course will require students to examine current and emerging best practices for addressing participation in occupation for individuals with musculoskeletal and neurological disorders involving the upper quadrant. This course requires students to explore the role of occupational/hand therapy on transitioning from a reductionist model to promoting meaningful activity and participation. Students will adopt language from the ICF to incorporate treatment of body structures and function to promote activities and participation while considering individual and societal perspectives of participation. Students will share research and clinical expertise on hand therapy related interventions including orthosis management for tendon injury, nerve injury, fractures, degenerative diseases and movement disorders. Students will engage in critical reasoning within forum discussions, analyzing intervention strategies, electronic presentations and development of a client-based case study. Students will be indoctrinated in EBP and utilization of technology in hand therapy.

## L

### **LD 718      Essentials of Practice Management & Administration      (3 credits)**

This course will allow the student to explore the foundations associated with designing, promoting, and leading a healthcare organization. The course will offer instruction regarding the following principles: financial planning; budgeting, marketing/branding; strategic planning, space designing, and core principles associated with developing and or leading a healthcare organization. The student will utilize current best evidence and clinical practice guidelines in establishing business planning principles for owning or operating a healthcare organization. Students will engage in critical reasoning within forum discussions and through the development of an executive business summary.

## M

### **MOT 608      Essentials of Practice Management & Administration      (2 credits)**

This course will allow the student to explore the foundations associated with designing, promoting, and leading a healthcare organization. The course will offer instruction regarding the following principles: financial planning; budgeting, marketing/branding; strategic planning, space designing, and core principles associated with developing and or leading a healthcare organization. The student will utilize current best evidence and clinical practice guidelines in establishing business planning principles for owning or operating a healthcare organization. Students will engage in critical reasoning within forum discussions and through the development of an executive business summary.

### **MOT 616      Advocacy in OT: Policy, Legal, & Ethical Contexts      (2 credits)**

This course raises awareness of important policy, legal and ethical issues affecting the domain and process of occupational therapy. The course examines evidence supporting ways to advocate for others as leaders in healthcare and to self-advocate to function within an ethical decision-making framework. Emphasis is placed upon a) gaining awareness of efforts to empower clients [i.e., person, population or organization] to seek and obtain resources to fully participate in occupations, b) exploring methods to influence policy change and c) examining strategies to identify, manage and reduce risk of legal and professional ethical problems. (*prereq: MOT 601, MOT 610*)

### **MOT 617      Pediatric Evaluation & Intervention w/Lab      (3 credits)**

This course explores evaluation of occupational performance, performance components, and occupational environments among adults. Typical occupational performance problems evaluated by occupational therapists will be investigated. Issues related to screening, assessment, evaluation, and the interpretation of such will be addressed. This course explores aspects of typical and atypical development across childhood and adolescence, focusing on occupational performance, performance skills, and occupational environments rehabilitation or habitation among children and youth. The primary focus is on occupation-based program/intervention planning. Students will utilize evidence-based

decision-making and clinical reasoning necessary to practice with these special populations will also be an emphasis during this course. (*prereq: MOT 606, MOT 613*)

**MOT 619      Level I A Fieldwork (1 week or equivalent)      (1 credit)**

The clinical education of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of clients. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended for the student to be independent in performance. Qualified personnel for supervised Level I fieldwork include but are not limited to, occupational therapists, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. (*prereq: MOT 623*)

**MOT 621 Scholarly Inquiry II (3 credits)**

This course provides an overview of research design from the perspective of the hierarchy of levels of evidence. Students will examine common designs of studies in terms of problem statements, question formulation, methodological features, and significance of findings for application in practice. The course will prepare students to judge evidence based on: 1) reliability and validity of diagnostic tests, standardized assessments and outcome measures 2) effectiveness of clinical interventions for a client; population or organization; 3) natural history of health-related conditions; and 4) risk of harm from select preventative and therapeutic interventions. Quantitative article critiques will be conducted to strengthen students' abilities to analyze the relationship between research question and study design to facilitate understanding of how evidence informs practice.

**MOT 625    Adult Physical & Neurological Evaluation w/Lab** (3 credits)

This course explores evaluation of occupational performance, performance components, and occupational environments, and occupational analysis among adults in relation to physical and neurological function. Typical occupational performance problems evaluated and analyzed by occupational therapists will be investigated. Issues related to screening, assessment, evaluation, and the interpretation of such will be addressed. This course explores aspects of typical and atypical physical and neurological performance in adulthood, focusing on occupational performance, performance skills, and occupational environments rehabilitation among adults. The primary focus is on evaluation and assessment/analysis. Students will utilize evidence-based decision-making and clinical reasoning necessary to practice with these special populations. (*prereq: MOT 618*)

**MOT 626    Adult Psychosocial Evaluation, & Intervention w/Lab**                      (2 credits)

This course explores evaluation of occupational performance, performance components, and occupational environments, occupational analysis and intervention among adults in relation to psychological, behavioral and/or neurocognitive function. Typical occupational performance problems evaluated and treated by occupational therapists will be investigated. Issues related to screening, assessment, evaluation, and the interpretation of such will be addressed. Individual and group Interventions for psychosocial, behavioral,



and neurocognitive conditions will be explored. Intervention strategies targeting primary, secondary, and tertiary prevention will be explored and critically analyzed. This course explores aspects of typical and atypical mental health and functional cognition, focusing on occupational performance, performance skills, and occupational environments rehabilitation among adults. The primary focus is on evaluation and assessment/analysis but will also focus on individual and group occupation-based program/intervention planning. Students will review and integrate current best evidence related to interventions supporting participation and performance in meaningful occupations. Students will utilize evidence-based decision-making and clinical reasoning necessary to practice with these special populations.

**MOT 627     Adult Physical & Neurological Interventions** (2 credits)

The course will focus primarily on the application of occupation-based interventions in psychosocial settings. Occupational therapy theories and frames of reference are used to identify and prevent/reduce occupational performance problems related to physical and neurological dysfunction. Intervention strategies targeting primary, secondary, and tertiary prevention will be explored and critically analyzed. Common settings where occupational therapists address conditions and/or impairments will be explored. The study of theory and frames of reference related to occupation-based interventions for adult persons with physical and neurological disorders or injury will be explored and applied. Students will review and integrate current best evidence related to interventions supporting participation and performance in meaningful occupations. (*prereq: MOT 618*)

**MOT 629     Level I B Fieldwork (1 week or equivalent)** (1 credit)

The clinical education of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of clients. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended for the student to be independent in performance. Qualified personnel for supervised Level I fieldwork include but are not limited to occupational therapists, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. (*prereq: MOT 613*)

**MOT 630     Health & Wellness in OT Practice** (2 credits)

Building on prior courses reflecting evidence-based practice and occupational therapy principles and practice, this course emphasizes principles of public and community-based practice through occupation. The course exposes students to research associated with emerging roles for occupational therapists in health promotion, prevention and primary healthcare. Students are challenged to conceptualize how occupational therapy can meet growing societal needs in the context of population health issues and initiatives, an occupational justice framework, and models of behavior change. (*prereq: MOT 617, MOT 623, MOT 626*)

**MOT 631     Program Development for Community Health** (2 credits)

Building on prior courses reflecting evidence-based practice and occupational therapy principles and practice, this course emphasizes principles of program development and evaluation. The course will provide an opportunity for the learner to design and develop occupation-based programs for groups, and populations related to primary health care, health promotion or community-based programs. Mechanisms of program development such as a feasibility study, proposal preparation, grant writing, and business planning will be reviewed along with topics associated with reimbursement, basic survey design, and program evaluation. Students will choose a program approach, and a target population will be investigated. Students will utilize evidence-based decision-making and clinical reasoning necessary to practice with these special populations will also be a focus during this course. (*prereq: MOT 617,MOT 626,MOT 627*)

**MOT 635     Assistive Technology & Environmental Design** (3 credits)

This course exposes students to the provision of assistive technology for clients throughout the lifespan to help enhance their participation and performance in meaningful occupations and enhance their quality of life. Students will be exposed to specific models and frames of reference, assessment tools and assistive technology (communication aids, environmental controls, low vision, community mobility, computers and software, and technology for care), and strategies to support the implementation and daily use of such adaptations. This course includes an on-campus component where students will participate in environmental assessment and design, equipment and technology adaptations for clients of all ages to address psychosocial, neurocognitive, physical and neurological needs. (*prereq: MOT 613,MOT 617,MOT 618,MOT 623,MOT 626,MOT 627*)

**MOT 641     Geriatric Clinical Conditions in OT** (1 credit)

This course explores the commonly seen conditions (physical, neurological, and psychological conditions experienced by geriatric individuals, groups and populations in the United States. The course will review diagnostic and intervention features from the lens of a medical model, holistic perspective, and the social determinants of health.

**MOT 643     Geriatric Evaluation & Intervention w/ Lab** (3 credits)

This course explores evaluation of occupational performance, performance components, and occupational environments among geriatric populations. The content will be learned through a problem-based learning approach, instructor and student-lead seminar, structured observation, group discussion, case studies, and student presentations. Typical occupational performance problems evaluated by occupational therapists will be investigated. Issues related to screening, assessment, evaluation, will be addressed.

**MOT 650     Advanced Topics w/Lab** (3 credits)

The purpose of this course is for occupational therapy students to gain advanced knowledge and skills of assessment and interventions related to driving habilitation/rehabilitation, low vision among young adults, adults, and geriatrics, and other emerging practice areas. An additional focus will be placed on the collaboration of occupational therapy with interdisciplinary teams. This course includes an on-campus component where students will participate in activity analysis, intervention and evaluation



**N 724            Neurological Screenings and Outcomes Assessment            (3 credits)**

This course will explore the selection, utilization, and interpretation of screening and outcome assessments within the current healthcare environment including standardized tools for assessment of health status based on the validity, reliability and responsiveness of the instrument, and how the assessments relate to the International Classification of Functioning, Disability, and Health (ICF) model.

**N 727            Advanced Neurologic Practice Part I            (3 credits)**

This course will focus on comprehensive management of individuals with stroke, traumatic brain injury, brain tumor, and neurodegenerative health conditions. The pathophysiology, pharmacology, and imaging will be used to design evidence-based interventions, grounded in the International Classification of Functioning, Disability, and Health (ICF) framework, that foster advanced clinical decision making for prediction, prevention, plasticity, and participation in neurorehabilitation practice.

**N 729            Advanced Neurologic Practice-Part II            (3 credits)**

This course will focus on the comprehensive management of individuals with spinal cord injury, demyelinating, and vestibular health conditions. The pathophysiology, pharmacology, and imaging will be used to design evidence-based interventions, grounded in the International Classification of Functioning, Disability, and Health (ICF) framework, that fosters advanced clinical decision making for prediction, prevention, plasticity, and participation in neurorehabilitation practice. (*prereq: N 727*)

**NUR 550        Scientific Underpinnings            (3 credits)**

This course explores the evaluation and application of scientific evidence and research to nursing science. Students will demonstrate the ability to correctly evaluate research data based on levels and types of evidence. Students will be able to evaluate clinical practice guidelines using valid and reliable tools to determine which guidelines apply to their specific practice, including cost, availability, and patient preference.

**NUR 570        Health Policy & Finance            (3 credits)**

This course will explore the principles of healthcare policy and finance for the advanced practice nurse. Healthcare policy includes the impact of politics and legislative advocacy on healthcare and its delivery as it relates to access to care and diversity in populations in the US and globally. The course will also explore the principal ways US healthcare is structured and financed at the national, state, and local levels. Current and emerging issues and principles of business finance related to clinical care delivery will be analyzed using case studies and participative learning experiences. Implications for advanced practice leaders will be explored.

**NUR 635        Advanced Pharmacology            (3 credits)**

This course is designed to provide the advanced practice nurse with evidence-based knowledge for the safe and appropriate pharmacotherapy in various settings and for diverse populations across the lifespan. Basic and advanced pharmacology principles will be applied to the prescribing and monitoring of agents/drugs utilized in health promotion

and the treatment of conditions commonly encountered, including client education and legal and ethical considerations.

**NUR 654      Advanced Health Assessment** (3 credits)

The course will focus on advanced physical assessment, communication, and diagnostic reasoning skills for the advanced practice nurse to care for individuals and families across the lifespan. Skills obtained in this course will be used to analyze health and alterations in health for individuals and families and prepare the student for independent practice.

**NUR 656      Advanced Pathophysiology** (3 credits)

This course is a system-focused pathophysiology course that includes advanced concepts of functioning as it relates the family nurse practitioner's ability to manage illness across the lifespan. Special attention will be given to advanced concepts that correlate with clinical decisions related to diagnosis and therapeutic management. Genetic, environmental and lifestyle factors will also be included as they relate to the epidemiology of disease.

**NUR 710      Quality Improvement & Evidence-Based Practice I** (4 credits)

This course will focus on theory, methods and tools necessary for advanced practice leaders to facilitate quality improvement (QI) in the healthcare setting. Emphasis on the role of Evidence-based Practice (EBP) and Evidence-based Management (EBM) in clinical and management decision making within quality improvement programs will be included. Analysis of economic, social and political issues that affect quality in today's healthcare setting will be examined.

**NUR 720      Organizational Behavior Management & Informatics** (4 credits)

Health professionals operate within various formal and informal organizations. In order to develop and support initiatives that improve the nation's health, professionals must utilize a broad set of organizational, leadership, and business skills. This course will focus on concepts from organizational behavior and management that are essentials in meeting such initiatives. This course is also designed as a survey course for the advanced practice nurse to explore major existing and emerging technologies and their potential impact. Systems are addressed that support patient centered, safe, effective, timely, efficient and equitable care. An emphasis is placed on the role that information technology supports these systems and on development and use of technologies in 21st century healthcare. Electronic medical records (EMRs), patient safety systems and web-based patient and professional education are among the topics explored.

**NUR 730      Health Promotion & Prevention in Populations** (3 credits)

This course will direct the student in the examination of published guidelines designed to integrate and institute evidence-based clinical prevention and health services for individuals, aggregates, and populations across the lifespan.

**NUR 740      Roles, Leadership, & Ethics** (3 credits)

This course examines principles of leadership and role development of the advanced practice nurse and incorporates ethical decision-making, interprofessional collaboration, and navigating evidence-based system changes. The exploration of leadership models, styles, strategies, and roles will provide a foundation for establishing professional leadership goals. Examining practice regulations; professionalism and ethical practices; and interprofessional collaborations will provide a multi-dimensional view of the role and contributions of the advanced practice nurse to safe, high-quality, and cost-effective healthcare.

**NUR 770      Transition to Practice with Capstone Portfolio** (3 credits)

This final course in the master's program will address issues associated with entry into practice, including licensure, certification, credentialing, and contract negotiations. The student will finalize an electronic portfolio of essential assignments from each course taken which will demonstrate completion of the advanced practice requirements, including clinical hours and care across the lifespan.

**O**

**OD 511      Ocular Diagnostics and Therapeutics I** (3.5 credits)

Students begin development of their knowledge and skills in optometric medical care. Ophthalmic medical evaluation and management skills are introduced. A case-based approach to the integration of data will be used to develop critical thinking skills and practical use of data in the development of diagnoses and treatment plans.

**OD 512      Family Practice / Primary Care I** (3 credits)

This course introduces the student to medical interviewing techniques, health history content, medical record documentation and preliminary primary care tests. Lecture will incorporate the theory of the procedures and proper sequencing. The laboratory will emphasize the performance of procedures accurately and efficiently.

**OD 513      Medical Optics I** (2.5 credits)

This course covers fundamental optics, light propagation, and imaging, including lenses, prisms, mirrors, microscopes, telescopes and optical instrument theory with an emphasis on application in ophthalmic medical care. Lab practice will complement the lectures demonstrating how the optical principles can be applied in clinic.

**OD 514      Medical Anatomy I** (3 credits)

Medical Anatomy I is a course that covers histology and related cell biology of connective, nervous, bone, digestive, cardiac, renal, hepatic, reproductive and integumentary systems. It will begin with developmental anatomy and continue with the regional study of gross anatomy. Clinical correlates are emphasized when appropriate and radiological imaging is

used to reinforce this concept. In this course, the gross anatomy of the central nervous system and general thoracic regions will be studied.

**OD 515      Medical Biochemistry / Genetics I      (2.5 credits)**

This course is designed to provide a basis for the fundamental understanding of biochemistry and genetics. Diseases will be discussed from genetic, metabolic and/or nutritional viewpoints and compared with normal biochemical processes. The course will explain pathologies at the molecular level and will emphasize certain biochemical principles related to the eye. It will provide the student with the level of contemporary knowledge base that will lead to an understanding of the etiologies and implications of metabolic and inherited conditions with ocular and visual implications.

**OD 516      Modern Medical Practice      (2 credits)**

This course discusses the strategies for successful practice management within the modern medical model, using best business practices. It also includes contemporary and future innovations in the practice of optometric medicine from the development of new technologies and instrumentation, better management strategies, research in pharmacogenetics, detection of markers predictive of disease, pharmaceutical discoveries and better optical solutions to current refractive disorders.

**OD 521      Ocular Diagnostics and Therapeutics II      (3 credits)**

Students continue development of their knowledge and skills in advanced refractive and medical ophthalmic evaluation and management. The course will continue to use a case-based and problem-solving methodology in the synthesis and evaluation of optometric data and management of refractive problems and ocular disease.

**OD 522      Family Practice / Primary Care II      (3 credits)**

Using a case-based approach, problems will be presented to students that demand an integration of various ethical, social, legal and psychological considerations in addition to diagnostic and therapeutic challenges. Students will be expected to actively participate in discussions and resolution of the issues. While the students are expected to do the necessary research and consultation to conclude with final recommendations, they will be supervised and directed by a faculty mentor. Student presentations and reports should include documentation that supports their conclusions. These will be used in the final assessment of their students learning.

**OD 523      Medical Optics II      (2.5 credits)**

This course emphasizes the medical optics in ophthalmic patient care. Higher order aberrations and pupillary effects are discussed as well as the optical principles of correcting the refractive error by spectacles, contact lenses and ophthalmic surgery. The optics of clinical instruments is presented. Laboratory experiences will complement lecture by demonstration of optical principles in ophthalmic instruments.



**OD 524      Medical Anatomy II      (3 credits)**

The regional study of gross anatomy continues with studies of the upper and lower abdomen, upper extremities and the neck. Specific lectures on the microanatomy of the kidneys and liver will be covered to reinforce clinical correlates. Developmental anatomy and radiographic images are used as appropriate to help the students gain a deeper understanding between anatomy and physiology.

**OD 525      Medical Biochemistry / Genetics II      (2.5 credits)**

This course is a continuation of the previous course in the principles of biochemistry and genetics. Diseases will be discussed from genetic, metabolic and/or nutritional viewpoints and compared with normal biochemical processes. The course will explain pathologies at the molecular level and will emphasize certain biochemical principles related to the eye. It will provide the student with the level of contemporary knowledge base that will lead to an understanding of the etiologies and implications of metabolic and inherited conditions with ocular and visual implications.

**OD 526      Medical Microbiology / Immunology I      (2.5 credits)**

This course is designed to provide the student with an understanding of the association of the immune response with protection against disease, its use in diagnosis and therapy, and the effects of the immunodeficiency and pathogenic conditions that result from abnormalities in the immune system. In addition, the course is designed to provide the student with a basis for understanding the relationship between host defenses, the clinically significant microorganisms, their transmission, pathogenic mechanisms, and association with infectious diseases in humans.

**OD 611      Ocular Diagnostics and Therapeutics III      (3 credits)**

Students continue the development of advanced patient assessment and management skills. Summative practice evaluations prepare students for patient care experiences that will qualify them for internship in the clinical course. Students also learn to acquire ophthalmic images using specialized imaging technologies.

**OD 612      Family Practice / Primary Care III      (3.5 credits)**

Clinical cases involving multidisciplinary involvement will be presented. Participation will include discussion by physicians, nurses, pharmacists, social workers, public health personnel and other professional personnel as well as optometrists to exemplify and provide proper sequential and/or parallel management and arrive at an integrated approach in solving the patient's issues.

**OD 613      Medical Optics III      (2.5 credits)**

This course covers the ophthalmic materials, and optical characteristics of ophthalmic lenses prescribed in the correction of refractive errors. It includes discussion of materials, fabrication, lens design, verification and other procedures associated with dispensing, including frame selection and quality control issues.

**OD 614      Medical Anatomy III** (3 credits)

The regional study of the head and neck continues in this course. A careful study of the osteology, musculature, connective, nervous, circulatory and lymphatic systems are covered. There will be an emphasis on clinical correlates, especially as it relates to the eye and vestibular systems. Special attention is given to ensure the connection between anatomy and physiology is explained, and that basic principles of pathology are introduced via radiographic images.

**OD 615      Visual Perception** (2 credits)

This course presents the science of monocular sensory vision emphasizing the anatomy and visual physiology of the retinal photoreceptor layer and post-retinal neurology. Emphasis is placed on understanding the duplex nature of cone vs rod vision, spatial and temporal aspects of visual perception and includes a discussion of the biophysics of light stimulation in vision. Clinical testing correlates of monocular vision and perception are covered.

**OD 616      Medical Microbiology / Immunology II** (2.5 credits)

This course is a continuation of the previous course in microbiology and immunology. The course is designed to provide the student with a basis for understanding the relationship between host defenses, the clinically significant microorganisms, their transmission, pathogenic mechanisms, and association with infectious diseases in humans and discuss its clinical relevance.

**OD 621      Ocular Diagnostics and Therapeutics IV** (3 credits)

This course introduces the use of contact lenses as a corrective modality in primary care optometric medicine. A clinically-based approach will include anatomical, physiological, refractive and lifestyle considerations in patient selection, material selection, lens manufacturing and design, and wearing schedule. Laboratory experience in fitting, verification, assessment, management and troubleshooting will prepare students for patient care experiences.

**OD 622      Internal Medicine I** (3 credits)

The purpose of this course is to train the student in the skills necessary to identify the signs of disease. The course covers the clinical procedures necessary to evaluate the general status of the body systems, especially those areas where the patient's histology is suggestive of alterations from normal. The course will emphasize overall neurological evaluation and cardiovascular assessment including blood pressure measurement, EKG evaluation and auscultation of the carotid artery for the presence of bruits as well as other systemic evaluations. The course also identifies certain areas for which the optometric physician needs in depth knowledge to facilitate proper laboratory testing and imaging. The student will be expected to have previously completed or to complete Basic Life Support training at the Provider level.

**OD 623      Medical Physiology I      (3.5 credits)**

This course is designed to expand student knowledge in medical physiology by linking anatomical elements with their normal functions. It facilitates the integration of the several disciplines through a pathophysiological approach that links with pathology, pharmacology and clinical medicine. There is an emphasis placed on the systems involving renal, cardiovascular, endocrine and hepatic functions.

**OD 624      Medical Anatomy IV      (2.5 credits)**

This course is a detailed study of the gross ocular anatomy of the human eye, adnexa, and surrounding tissues supporting the structure and function of the visual system. It will investigate the histology and clinical micro- structure of the eye as well as embryological integration to the normal and abnormal development of ocular anatomy. There will also be an introduction to a clinical approach to the assessment and management of ocular anatomical disorders.

**OD 625      Pediatrics      (2.5 credits)**

This course concerns the diagnosis and management of the major refractive, binocular and ocular disorders and well as the systemic diseases commonly occurring in the pediatric population especially those where there is an ocular component. There is also a discussion of normal growth and development markers and expectations in this population. Various testing alternatives and strategies for the management of the visual conditions in children are discussed. Students participate in medical internship screenings of school age children as part of this course.

**OD 626      Biostatistics / Medical Research Methodology      (2 credits)**

This course covers development of a research hypothesis, experimental design, specific aims and statistical analysis. It will involve writing of research proposals, grant applications, and documents required for human subject and animal research. Training required for carrying out research and clinical trials will be discussed. Students will be better prepared for the presentation of papers and posters and for publication in peer-reviewed journals.

**OD 631      Medical Leadership I      (1.5 credits)**

This course will discuss issues of professional and medical ethics, legal requirements and ethical decision making. The concepts of leadership theory are presented in the context of professional responsibilities. The changing landscape of leadership from patient care to family to community is described in detail. The development of personal leadership styles will be introduced. This course will also address service, professionalism, communication, and personal development. Topics include service as a valued entity in the optometric profession both locally and nationally. The various dimensions of professionalism in the healthcare professions are discussed including personal beliefs, decision making and non-discrimination.

**OD 632      Internal Medicine II      (3 credits)**

This course covers the major systemic diseases that have ocular and visual implications and reviews their etiology as discussed in pathology, the patient's signs and symptoms and other clinical assessments to not only reach a definitive diagnosis but also develop effective management plans. Since many systemic diseases have ocular correlates or implications, management often takes the form of co-management. The course will emphasize certain diseases such as diabetes, cardiovascular disorders, infectious and other conditions prevalent in the general patient population. Students will complete Advanced Life Support training and certification as part of this course.

**OD 633      Medical Physiology II      (4 credits)**

This course continues the discussion of the medical physiology that was introduced in OD 613. The homeostatic status and changes of these molecules are discussed in consideration of the changes brought about by aging. There is a discussion of the production of free radicals including oxygen free radicals and the quenching of some of these radicals by various vitamins. The course emphasizes the physiology and biochemistry of ocular tissues such as the sclera, choroid, aqueous, the vitreous, the lens and the cornea.

**OD 634      Neuro-Ophthalmology I      (2.5 credits)**

This course is designed to provide a broad understanding of the human central nervous system with an emphasis on functional and clinical neuroanatomy, the application of this knowledge to localize and diagnose neuropathology, and the ability to interpret diagnostic imaging of the brain and spinal cord. However, this course will also provide students with a foundation in the normal structure and function of the CNS at the molecular, cellular, and histological levels, and CNS development as a basis for understating CNS pathology and treatment. The course will begin with fundamental aspects of neuroscience (including gross neuroanatomy, neuro-histology, neurophysiology) and then examine regional neuroanatomy, functional systems, and clinical correlates starting with the peripheral nervous system and then progressively moving up the neuro-axis from the spinal cord to the cerebral cortex.

**OD 635      Medical Pharmacology I      (3.5 credits)**

This course begins with the principles underlying pharmacokinetics, pharmacodynamics and therapeutics. It discusses routes of administration, dosages and associated nomenclature. The course then uses a survey approach to various classes of systemic medications, their cellular mechanisms, actions and indications. There is also a discussion of individual drug selection and administration based on the individual's genetic profile in order to select the best medication for the individual patient.

**OD 636      Gerontology and Low Vision      (2 credits)**

This course addresses the etiology and epidemiology of vision impairment and associated diseases, the assessment and examination of the low vision patient including necessary modifications to the testing procedures and the prescribing of optical and non-optical devices. It covers orientation and mobility issues, patient counseling and locally-based

services available to support the patients. Geriatric topics will also be included. Students participate in medical internship training at nursing homes and assisted living facilities as part of this course.

**OD 711 Medical Leadership II (1.5 credits)**

This course provides skills to step into and succeed in leadership positions and acquire skills needed to excel as heads of departments, divisions, projects, and institutions at large. Topics discussed are medical management, including communication, mentoring, process and quality improvement, financial planning, and medical research. Participants will learn about the medical legislative process and the evolution in scope of practice in medicine.

**OD 712 Principal Clinical Experience I (4 credits)**

This course serves as an introduction to clinical patient care and clinical operations. It consists of active involvement in direct patient care. The students will conduct testing for patients and will refine their clinical procedures and examination techniques/sequencing including refraction. Emphasis is placed on professional and proper doctor- patient communication and inter-professional communication within a clinic/hospital setting. Students will begin integrating their clinical training into critical thinking skills that should result in appropriate diagnoses and management of the patient.

**OD 713 Medical Pathology I (3 credits)**

This course covers the causes and underlying mechanisms of diseases. It addresses basic pathological processes associated with cell injury, cell death, acute and chronic inflammation, tissue repair and regeneration, healing, fibrosis and neoplasia. It includes a discussion of the pathology associated with various body systems with specific attention paid to those pathological changes involving ocular manifestations of systemic disease, particularly those most common in the population.

**OD 714 Neuro-Ophthalmology II (2.5 credits)**

The course presents the scientific basis underlying human vision by focusing on the principles of binocularity and stereopsis, related concepts and their application particularly when binocularity is abnormal. The course covers basic concepts such as the horopter, fusion, retinal correspondence and others. It also covers the neurological pathways and systems involved in maintaining normal binocularity so as to lay down the foundation for an understanding of the clinical presentation and testing in the evaluation of normal and abnormal binocular conditions discussed in later courses. Topics of discussion include the neurology of eye movements including the innervation of the eye muscles and the control of version, vergence, and saccadic eye movements. Course emphasis will be placed upon understanding normal and abnormal eye movements, their assessment and management.

**OD 715 Medical Pharmacology II (3.5 credits)**

This course continues the presentation of pharmaceutical management of systemic conditions in various organ systems. Ocular manifestation of systemic diseases and therapeutic co-management are taught. It includes discussions of topical, oral, and injectable medications, autonomic drugs, anesthetics, lubricants, and various diagnostic

and therapeutic medications. Emphasis is placed on the pharmacokinetics, pharmacodynamics, cellular interactions, indications and contra-indications, dosages and ocular and systemic toxicity of drugs used in the management of ocular conditions and associated systemic disease.

**OD 716      Surgery I** **(2.5 credits)**

This course presents expanded therapeutic laser procedures, including: discussions of laser physics and tissue interaction, laser hazards and safety, and clinical laser treatments for open angle glaucoma, narrow angle glaucoma, and pseudophakic capsular opacities as well as the practice management aspects of outpatient laser and refractive surgery. This course includes the evaluation and management, such as the surgical decision-making in the care of patients, for cataract surgery. All pre-surgical testing, counselling, and preparation for the patients are presented as are postoperative medical management protocols.

**OD 721      Clinical and Board Review** **(3 credits)**

This course is a guided review of previous coursework with an emphasis on preparation for taking the National Boards. Topics will include those required by the National Board of Examiners in Optometry

**OD 722      Principal Clinical Experience II** **(4 credits)**

Students continue in the clinic as active participants in primary patient care. Students receive the patient information gathered by the technicians and advanced technology which the clinician will use for diagnosis and management. Students will continue to develop their critical thinking skills. They will also order appropriate testing and/or conduct specialized imaging procedures as part of the patient care team. Increased independence and higher expectations for the students will be applied in their clinical assessments.

**OD 723      Medical Pathology II** **(4 credits)**

This course covers the diagnosis and management of the diseases of the anterior segment, including those resulting from systemic disease. This course emphasizes those conditions affecting the ocular adnexa, conjunctiva, cornea, anterior chamber, iris, and crystalline lens. It addresses the etiology, diagnosis and management of infectious, autoimmune, neuromuscular, degenerative and neoplastic conditions as well as those involving surgical and laser interventions. Assessment techniques, specific to the anterior segment will be discussed as well as laboratory testing and detailed management protocols.

**OD 724      Neuro-Ophthalmology III** **(3 credits)**

This course discusses the diagnosis and management of strabismus and amblyopia, their etiologies, risk factors, classification and the interventional strategies including optical management, surgery and oculomotor rehabilitation in the contemporary practice of optometric medicine. Congenital or acquired disorders such as nystagmus, saccadic eye movements and higher order vision information processing conditions are covered. Prognoses and expected outcomes are discussed.

**OD 725      Public Health / Epidemiology      (2 credits)**

This course provides instruction regarding the promotion and improvement of public health through organized efforts of interdisciplinary teams that improve the quality of life by prevention of diseases in a community. It will place particular emphasis on eye diseases and/or conditions among high-risk and vulnerable populations. It discusses effects of disease on the health and well-being of society and provides instruction into the benefits of health screenings and standards of care. The course reviews major epidemiological eye studies together with those determinants that contribute to ocular diseases and conditions in aging and poverty. Other topics include those factors that contribute to or worsen the effect of visual impairment such as pharmacological factors or cognitive impairment in the aging population or psychological factors in the young. There will also be in-depth discussions of health care policies.

**OD 726      Radiology      (1 credit)**

This course introduces the student to the medical specialty of radiology and provides a fundamental understanding of the field of radiology, including ordering and interpretation of medical imaging.

**OD 731      Ocular Diagnostics and Therapeutics V      (2 credits)**

This course builds upon the knowledge presented in previous courses. Fitting strategies utilizing advanced technology for specialized contact lens design including presbyopia, anterior segment anomalies, therapeutic lenses, post-surgical and post-trauma patients, corneal refractive therapy as well as contact lenses for the geriatric and pediatric populations will be presented. Case examples will be used to encourage independent decision making for complicated problems in contact lens fitting. Laboratory experience in fitting, verification, assessment, management and troubleshooting will prepare students for patient care experiences.

**OD 732      Principal Clinical Experience III      (4 credits)**

This course is designed to prepare the student for externships. Students are expected to display increased efficiency and timely adherence to a clinical schedule. Critical thinking skills and appropriate diagnosis and patient management should continue to be demonstrated by the student. At this point, students should consult with their mentors with confidence, displaying high standards of independence and excellence in their clinical assessments and should demonstrate knowledge and self-awareness in cases where referrals or consultations are warranted.

**OD 733      Medical Pathology III      (4 credits)**

This course focuses on the diagnosis and treatment of disorders involving the posterior segment of the eye, including those resulting from systemic diseases. The anatomical, physiological, histological and pathological processes which occur during ocular disease will be presented. Emphasis will be placed on the medical management of conditions involving the vitreous, retina, and uveal tract as well as posterior segment pathology associated with systemic diseases. This course contains a comprehensive presentation of primary and secondary glaucoma, including etiology, mechanisms, prevalence and

classification. The course emphasizes diagnostic testing and imaging utilizing advanced technologies, procedures, photographic techniques and management options including medical, surgical and laser procedures.

**OD 734      Neuro-Ophthalmology IV** **(2.5 credits)**

This course provides an in-depth discussion of the diagnosis and management strategies for various neurological disorders that also affect vision. Other systemic conditions such as some vascular or cardiac etiologies or space- occupying lesions of the brain may also contribute to visual abnormalities or loss. Testing and neurological evaluation is discussed in depth and is accompanied by various radiological and other technologies that help the diagnostic process. The diagnostic strategies for the confirmation of acquired brain injuries are also covered in detail.

**OD 735      Surgery II** **(2.5 credits)**

This course discusses expanded therapeutic procedures starting with an introduction to ophthalmic surgical procedures. It then introduces OSHA guidelines and asepsis, suture and suturing techniques, entropion repair, chalazion management, postoperative wound care and radiofrequency surgery. Injections are covered starting with local injection sites, venipuncture, local anesthesia, emergency surgical procedures anaphylaxis and other emergencies. This course presents the evaluation and management, including surgical decision-making in the care of oculoplastic procedures candidates. All pre-surgical testing, counselling and preparation of the patients are presented as are the post-operative medical management protocols.

**OD 736      Dermatology** **(1 credit)**

This course introduces the student to the medical specialty of dermatology and provides a fundamental understanding of the common diagnoses and treatments within dermatology, particularly periocular and head/neck lesions.

**OS 742      Advanced Practice in Biomedical Testing & Technology** **(3 credits)**

This course will focus on exploring the ever-growing number of biomedical tests, tools, and technologies marketed for utilization along the continuum of orthopedic practice. The psychometric properties, appropriateness, and clinical utility, including validity, reliability, responsiveness, sensitivity and specificity of tools, tests, and technologies will be explored. Current evidence-based testing and technology recommendations and their application to various patient populations and orthopedic settings will be presented. Students will engage in a variety of independent and collaborative learning activities to critically appraise the evidence for the use of tools, tests and technologies for enhanced decision making in orthopedic clinical care. Students will gain knowledge, skills and abilities in the utilization and implementation of select novel specialized biomedical technologies in orthopedics to include markerless 3-Dimensional motion capture.



This course takes a learner-centered approach to enhance knowledge, skills, and abilities related to orthopedic surgical patient care. In this course, students develop advanced skills in the critical appraisal and the application of orthopedic surgical research findings. Current evidence-based surgical techniques and their implications on tissue healing, pre- and post-surgical rehabilitation, return to daily living/activity timelines and short and long-term patient outcomes will be presented. Students will engage in various independent and collaborative learning activities to critically appraise the evidence for surgical patient management from direct-access indications for imaging referral to pre-operative therapeutic care and discharge. Students will bring it all together by choosing a common surgical procedure and developing an up-to-date, evidence-based post-surgical rehabilitation protocol.

In this course students explore and develop an understanding how to use and interpret the wide range and ever-growing number of biomedical tests and imaging practices in the orthopedic and sports medicine area of care. The skills to make decisions as to which test, under what conditions, to demonstrate the most efficacious outcomes will be studied. This process, in turn will allow students to develop the best rational for including biomedical testing and imaging into the process of diagnosis, intervention and prognosis. This diagnostic skill set, in its advanced form, is critical to ultimately determining the best interventions which in tun drive the optimal prognosis for our patients and athletes. These tests and measures include, but are not limited to, MRI, CT, Radiographs, and scintigraphy in musculoskeletal disorders. A thorough comprehension of AACR criteria for each condition is assumed.

In Multi-Level Systems in Orthopedic Sports Science students learn how to consider the complexity and hierarchy of orthopedic and sport systems through analogy and representation with graphical modeling (causal and conceptual). Students use equational logic, probability and graph theory to build realistic and usable models for both clinical diagnostic reasoning and research. These unified models for reasoning, as well as research, provide a common framework for engaging clinicians with research and researchers with clinical reasoning. At the end of this course, students can systematically consider why, what to do, and how to respond to the comment: "It's complicated." The underlying inferential rule is induction. Models are built based on a summary of systematically structured observations of reality (research). Students should take this class after having completed coursework in statistics. (*prereq: HS 722, HS 732*)

This course is an introduction to Neuroscience and is designed to develop the students' understanding of the relationship between neuronal structure and function. The course presents information relevant to an understanding of the fundamental concepts in clinical and basic neuroscience. This course provides the students with the foundation for further study of the basic function of the nervous system and a background for practical study in

the interpretation of signs, symptoms and presentation of neurological disorders. Further students will learn introductory neurological examinations (cranial nerve testing, sensation testing, and other clinical exams) in the context of activity and occupation, emphasizing the functional considerations for neuroscience in clinical practice.

**OT 708      Essentials of Practice Management & Administration      (2 credits)**

This course allows the students to explore the foundations associated with designing, promoting, and leading a healthcare organization. The course will offer instruction regarding the following principles: financial planning, budgeting, marketing/branding, strategic planning, space designing, and core principles associated with developing and or leading a healthcare organization. The students will utilize current best evidence and clinical practice guidelines in establishing business planning principles for owning or operating a healthcare organization. Students will engage in critical reasoning within forum discussions and through the development of an executive business summary.

**OT 710      Culture & Occupation      (2 credits)**

This course provides the students with an in-depth exploration of the intricate relationship between culture and occupation. Occupations are life-sustaining, purposeful, and meaningful. Students will critically examine how cultural values, beliefs, customs, and practices influence occupational engagement, participation, and identity across the lifespan of diverse populations. The course focuses on cultural humility, emphasizing the application of cultural sensitivity and responsiveness to clinical practice, communication skills, advocacy, and research within occupational therapy.

**OT 716      Advocacy in OT: Policy, Legal & Ethical Contexts      (2 credits)**

This course raises awareness of important policy, legal and ethical issues affecting the domain and process of occupational therapy. The course examines evidence supporting ways to advocate for others as leaders in traditional and emerging areas of practice and to self-advocate to function within an ethical decision-making framework. Emphasis is placed upon a) gaining awareness of efforts to empower clients [i.e., person, population or organization] to seek and obtain resources to fully participate in occupations, b) exploring methods to influence policy change and c) examining strategies to identify, manage and reduce risk of legal and professional ethical problems.

**OT 717      Children/Youth OT Evaluation & Interventions w/Lab      (6 credits)**

This course explores the evaluation of occupational performance, performance components, and occupational environments among children and youth. The course incorporates the occupational therapy process, including screening, assessment, evaluation, and intervention planning across traditional and emerging pediatric settings. The course explores aspects of typical and atypical development across childhood and adolescence, focusing on occupational performance, performance skills, and occupational environments rehabilitation or habilitation among children and youth. Students will be introduced to occupation-based assessments and evidence-based interventions for children and youth including sensory integration, motor learning, cognitive, and behavioral approaches. The primary focus is on occupation-based program/intervention planning for

pediatric-specific occupations including play, feeding and eating, and educational performance. Students will utilize evidence-based decision-making and clinical reasoning necessary to practice with these special populations across pediatric practice settings.

**OT 719      Level 1 A Fieldwork      (1 credit)**

The educational exposure of Level I fieldwork is to introduce the students to the fieldwork experience, apply knowledge to practice, and develop an understanding of the needs of clients. Level I fieldwork is integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. In addition to the educational exposure to fieldwork, this course will include discussions and preparatory activities to increase the students' participation in Level I and Level II fieldwork experiences. Throughout the course, the students engage in professional interactions with community members (healthcare providers and clients) to increase professional behaviors. The focus of these experiences is not intended for the students to be independent in performance. Qualified personnel for supervised Level I fieldwork include but are not limited to, occupational therapists and assistants, psychologists, physician assistants, teachers, social workers, optometrists, nurses, and physical therapists.

**OT 720      Scholarly Inquiry I      (4 credits)**

This course introduces the students to qualitative research methods and their applications to problems and phenomena in healthcare. Emphasis is placed on the appropriate use and differences of qualitative methods, their philosophical underpinnings, and their application to clinical issues. Students are introduced to mixed methods designs in preparation for Scholarly Inquiry II. This course reviews effective literature search methodologies for identifying and critically appraising scholarly evidence, PubMed, Index Medicus, other search methodologies, the American Psychological Association editorial format, the composition of a scientific/professional manuscript, and the style of Scientific/professional writing, its construction, and formats.

**OT 721      Scholarly Inquiry II      (3 credits)**

This course provides an overview of quantitative research design from the perspective of the hierarchy of levels of evidence. Students will examine common designs of studies regarding problem statements, question formulation, methodological features, and significance of findings for application in practice. The course will prepare students to judge evidence-based on: 1) the reliability and validity of diagnostic tests, standardized assessments, and outcome measures 2) the effectiveness of clinical interventions for a client, population, or organization; 3) the natural history of health-related conditions; and 4) risk of harm from select preventative and therapeutic interventions, through the development of research prospectus. Quantitative article critiques will be conducted to strengthen students' abilities to analyze the relationship between research questions and study design to facilitate understanding of how evidence informs practice and scholarship. (prereq: OT 720)

**OT 723      Clinical Conditions for Mental Health in OT      (2 credits)**

This course will provide the students with the foundational knowledge of the psychological conditions commonly addressed by occupational therapy in traditional settings (community, inpatient, outpatient) and non-traditional settings.

**OT 725      Adult Physical & Neurological Conditions in OT      (2 credits)**

This course provides the students with an understanding of major orthopedic, neurological, neurodegenerative, and physical diseases, injuries, and disorders that may impact adult occupational performance. The course reviews diagnostic and general intervention features from the lens of a medical model, a holistic perspective, and the social determinants of health. The students will gain emerging professional reasoning for analyzing the impact of physical and neurological conditions on performance skills, occupation engagement, and community participation.

**OT 726      Mental Health Evaluations & Interventions in OT w/Lab      (6 credits)**

This course explores the evaluation of occupational performance, performance components, and occupational environments focused on psychosocial factors and mental health across the lifespan, with an emphasis on adults and older adult populations. Issues related to screening, assessment, evaluation, and the interpretation of typical occupational performance problems evaluated by occupational therapists will be investigated and addressed. The course further focuses on applying occupation-based interventions in psychosocial settings. Occupational therapy theories and frames of reference are used to identify and prevent/reduce occupational performance problems related to psychosocial dysfunction. Intervention strategies targeting primary, secondary, and tertiary prevention are explored and critically analyzed. Common settings where occupational therapists address psychosocial conditions and/or impairments is explored. Finally, this course exposes students to research associated with emerging roles for occupational therapists in health promotion, prevention, and primary healthcare. Students are challenged to conceptualize how occupational therapy can meet growing societal needs in the context of population health issues and initiatives, an occupational justice framework, and models of behavior change.

**OT 727      Adult Physical & Neurological Evaluations & Interventions      (6 credits)  
in OT w/Lab**

This course explores the evaluation, intervention, and outcomes of occupational performance, performance components, and occupational environments focused on physical and neurological factors among adults. The course addresses screening, assessment, evaluation, interpretation, and intervention planning associated with typical occupational performance problems among adults. The study of theory and frames of reference related to occupation-based interventions for adult persons with physical and neurological disorders or injuries explored and applied. The students will review and integrate current best evidence related to restorative and adaptive interventions supporting participation and performance in meaningful occupations. The students gain introductory skills for fabricating orthotics, assessing durable medical equipment needs, and the safe and effective use of clinical modalities. Finally, the student will demonstrate

professional reasoning and sound judgment regarding safety for adult populations through the occupational therapy process.

**OT 728      Older Adult considerations for Evaluations & Interventions in OT w/Lab      (3 credits)**

This course explores the evaluation of occupational performance, performance components, and occupational environments among older adult populations. Typical occupational performance problems evaluated by occupational therapists will be investigated. Issues related to screening, assessment, and evaluation, will be addressed. The implementation theory and frames of reference related to occupation-based interventions for geriatric persons with physical, neurological, cognitive, and psychosocial disorders or injuries will be explored and applied. Students will review and integrate current best evidence related to interventions supporting participation and performance in meaningful occupations and productive aging.

**OT 729      Level I B Fieldwork      (1 credit)**

The educational exposure of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of clients. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended for the students to be independent in performance. Qualified personnel for supervised Level I fieldwork include but are not limited to, occupational therapists and assistants, psychologists, physician assistants, teachers, social workers, optometrists, nurses, and physical therapists. (*prereq: OT 719*)

**OT 731      Program Development & Evaluation for Community Health Practice in OT      (2 credits)**

Building on prior courses reflecting evidence-based practice and occupational therapy principles and practice, this course emphasizes principles of program development and evaluation. The course will provide an opportunity for the learner to design and develop occupation-based programs for groups, and populations related to primary health care, health promotion or community-based programs. Mechanisms of program development such as feasibility study, proposal preparation, grant writing, and business planning will be reviewed along with topics associated with reimbursement, basic survey design, and program evaluation. Students will choose a program approach and target population; appraise the state of the evidence in the selected realm, and generate an evidence-based executive summary of a program that promotes. Prerequisites: OTD 710, OTD 712, OTD 714, HS 720 (*prereq: OTD 710,OTD 714,HS 720,OTD 712*)

**OT 735      Assistive Technology & Environmental Design in OT w/Lab      (4 credits)**

This course exposed students to the provision of assistive technology for children/youth and adults to enhance their participation and performance in meaningful occupations and enhance their quality of life. Students will be exposed to specific models and frames of reference, assessment tools, and assistive technology (play and leisure aides,

communication aids, environmental controls, low vision, community mobility, computers, and software, and technology for care), and strategies to support the implementation and daily use of such.

**OT 736      Assistive Technology & Environmental Design      (2 credits)**  
**(Adults & Geriatrics)**

This course exposed students to the provision of assistive technology for children and youth to enhance their participation and performance in meaningful occupations and enhance their quality of life. Students will be exposed to specific models and frames of reference, assessment tools and assistive technology (communication aids, environmental controls, low vision, community mobility, computers and software, and technology for care), and strategies to support the implementation and daily use of such.

**OT 739      Level I C Fieldwork      (1 credit)**

The educational exposure of Level I fieldwork is to introduce students to the fieldwork experience, to apply knowledge to practice, and to develop an understanding of the needs of clients. Level I fieldwork shall be integral to the program's curriculum design and include experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. The focus of these experiences is not intended for the students to be independent in performance. Qualified personnel for supervised Level I fieldwork include but are not limited to, occupational therapists and assistants, psychologists, physician assistants, teachers, social workers, optometrists nurses, and physical therapists. (*prereq: OT 719,OT 729*)

**OT 740      Leadership in OT Practice      (2 credits)**

This course examines current research and practices of leadership. The students examine the influence of emerging technologies, shifting accountabilities between providers and consumers, health care reform and AOTA's current vision in relation to evolving leadership principles and characteristics. Evidence-based tools are analyzed for their contribution to developing leadership as a meaningful activity. Issues of change, creativity and innovation, interprofessional collaboration, leadership delivery models, self-mastery, professional integrity, credibility and other leadership-related concepts are themes that underpin the course. Special emphasis is placed upon self-exploration of intentions for leading in health and human service beyond degree conferral.

**OT 741      Geriatric Clinical Conditions in OT (Psychosocial, Physical,      (2 credits)**  
**& Neurological)**

This course explores the commonly seen conditions (physical, neurological, and psychological conditions experienced by geriatric individuals, groups and populations in the United States. The course will review diagnostic and intervention features from the lens of a medical model, holistic perspective, and the social determinants of health.

**OT 743      Geriatrics Occupational Analysis & Evaluation (Psychosocial,      (2 credits)**  
**Neurological, & Physical Rehabilitation)**

This course explores evaluation of occupational performance, performance components, and occupational environments among geriatric populations. The content will be learned through a problem-based learning approach, instructor and student-lead seminar, structured observation, group discussion, case studies, and student presentations. Typical occupational performance problems evaluated by occupational therapists will be investigated. Issues related to screening, assessment, evaluation, will be addressed.

**OT 744      Occupation-Based Interventions in Geriatric Settings w/Lab      (2 credits)**

The study of theory and frames of reference related to occupation-based interventions for geriatric persons with physical and neurological disorders or injury will be explored and applied. Students will review and integrate current best evidence related to interventions supporting participation and performance in meaningful occupations.

**OT 745      Professional Development & Preparation for Level II      (2 credits)**  
**Fieldwork Experience**

This course will prepare the students with the understanding, tools, and resources to be successful in their fieldwork experience. This course provides the student with an increased understanding of professional competencies in communication, receptiveness to professional feedback, taking initiative, dependability, and other interpersonal behaviors that are essential learning outcomes of the fieldwork experience. This course prepares students for professional development through the exploration of professional ethics, career development, and ongoing professional responsibility. The students will understand the individual and site expectations to fulfill and complete a successful fieldwork experience.

**OT 749      Advanced Topics in OT w/Lab      (4 credits)**

The purpose of this course is for the occupational therapy students to gain knowledge and skills of assessment and interventions related to driving habilitation/rehabilitation and low vision among young adults, adults, and geriatrics. An additional focus will be placed on the collaboration of occupational therapy with optometrists. The purpose of this course provides students with more advanced experience with priority topics in occupational therapy practice. 1) Low vision and interprofessional collaboration with optometry among the aging population. 2) Assessment and interventions related to driving habilitation/rehabilitation and low vision among young adults, adults, and geriatrics for occupational therapy students to gain knowledge and skills in, again focusing on the collaboration of occupational therapists with optometrists. 3) Teaching and learning in clinical and academic settings. Knowledge will be applied in modules to offer students opportunities to explore how best to teach clients [i.e., person, population, or organization], professional peers, and students in academic or clinical settings. 4) Theories and interventions related to health and wellness coaching across occupational therapy-related settings, populations, and conditions.

**OT 750      Level II A Fieldwork (12 weeks)      (7 credits)**

The OTD curriculum at RMU contains both an academic and a fieldwork component. The academic component is designed to provide the student with a firm foundation in basic health sciences, occupational therapy theory and models, use of the Occupational Therapy Practice Framework: Domain and Practice 4th Ed, screening/evaluation, occupational based intervention techniques, evidence-based practice, critical thinking and clinical thinking, emerging practice trends, communication and professionalism. The fieldwork component is designed to integrate all of this didactic knowledge with hands-on, practical experience. (*prereq: OT 745*)

**OT 751      Level II B Fieldwork (12 weeks)      (7 credits)**

The OTD curriculum at RMU contains both an academic and a fieldwork component. The academic component is designed to provide the student with a firm foundation in basic health sciences, occupational therapy theory and models, use of the Occupational Therapy Practice Framework: Domain and Practice 4th Ed, screening/evaluation, occupational based intervention techniques, evidence-based practice, critical thinking and clinical thinking, emerging practice trends, communication and professionalism. The fieldwork component is designed to integrate all of this didactic knowledge with hands-on, practical experience. (*prereq: OT 745, OT 750*)

**OT 760      Preparation for Doctoral Capstone Experience      (1 credit)**

This seminar-type course is designed to provide students with the knowledge and skills that will aid them in the successful completion of their doctoral capstone experience (14 week) in the Winter semester of their 3rd year.

**OT 762      Doctoral Capstone Project I      (1 credit)**

This course launches students towards the initiation of the capstone project. Constructs examined in this course build upon foundational course assignments and challenge students to demonstrate commitment to being/becoming practice-scholars. Through continued scholarly discourse, self-reflection, and examination of knowledge translation/transfer of evidence-based practice; students formulate the proposal for the capstone project. Students generate a working draft capstone proposal as a final course project and will receive instructor feedback to further refine their capstone project proposal that will be used to complete their final capstone project. Instructor(s) review parameters for: capstone project options, expected level of rigor, individualized deliverables based on the type of capstone project, the impact of the project on healthcare, contribution to the occupational therapy field, and the process to optimize successful completion of the required capstone project for the OTD degree. Instruction on the application of evidence-based practice and dissemination of subsequent works of scholarship are provided. Students conclude the course with the approval of the capstone proposal by their Faculty Advisor, Subject Matter Expert, and Primary Course Instructor/Doctoral Capstone Coordinator. (*prereq: OT 760, OT 761*)



**OT 763      Doctoral Capstone Project II** (3 credits)

This course allows the students to implement aspects of their capstone project initiation document to further explore the literature, design and develop deliverables, and then complete the required Institutional Review Board requirements for the OTD capstone project. Students are supported by their Faculty Advisor, Subject Matter Expert, and Primary Course Instructor/Doctoral Capstone Coordinator. (*prereq: OT 762,OT 760,OT 761*)

**OTD 710      Evidence-based Practice** (3 credits)

This course prepares occupational therapists with knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in their careers. This course will focus on the concepts and process of evidence-based practice with emphasis on forming answerable clinical questions, utilizing effective literature search strategies, and incorporating methods to organize the literature. Students will learn how to dissect a research study and interpret the data, statistics and results reported in scientific literature as it relates to occupational therapy practice. Based on didactic information, presentation of case scenarios, and clinical experience, students will be required to formulate clinical questions, rapidly search medical and health-related databases, critically appraise evidence, and describe application of evidence in a clinical context.

**OTD 712      Quantitative Inquiry** (3 credits)

This course provides an overview of research design from the perspective of the hierarchy of levels of evidence. Students will examine common designs of studies in terms of problem statements, question formulation, methodological features, and significance of findings for application in practice. The course will prepare students to judge evidence based on: 1) reliability and validity of diagnostic tests, standardized assessments and outcome measures 2) effectiveness of clinical interventions for a client; population or organization; 3) natural history of health-related conditions; and 4) risk of harm from select preventative and therapeutic interventions. Quantitative article critiques will be conducted to strengthen students' abilities to analyze the relationship between research question and study design to facilitate understanding of how evidence informs practice. (*prereq: OTD 710,HS 720*)

**OTD 714      Capstone Project I** (2 credits)

This course launches students towards the initiation of the Capstone Project. Constructs examined in this course build upon foundational courses and challenge students to demonstrate commitment to being/becoming practice-scholars. Through continued scholarly discourse, self-reflection, and examination of knowledge translation/transfer as a consequence of evidence-based practice, students formulate the proposal for the Capstone Project. Instructor reviews parameters for: options for project, expected rigor, deliverables, impact of project on healthcare and occupational therapy and the process to optimize successful completion. Students conclude course with approval of project proposal by the Program Director or Designee. (*prereq: OTD 710,HS 714,HS 720*)

**OTD 716      Healthcare Advocacy: Policy, Legal & Ethical Context      (2 credits)**

This course raises awareness of important policy, legal and ethical issues affecting the domain and process of occupational therapy. The course examines evidence supporting ways to advocate for others as leaders in healthcare and to self-advocate to function within an ethical decision-making framework. Emphasis is placed upon a) gaining awareness of efforts to empower clients [i.e., person, population or organization] to seek and obtain resources to fully participate in occupations, b) exploring methods to influence policy change and c) examining strategies to identify, manage and reduce risk of legal and professional ethical problems.

**OTD 730      Health & Wellness in Occupational Therapy Practice      (2 credits)**

Building on prior courses reflecting evidence-based practice and occupational therapy principles and practice, this course emphasizes principles of public and community-based practice through occupation. The course exposes students to research associated with emerging roles for occupational therapists in health promotion, prevention, and primary healthcare. Students are challenged to conceptualize how occupational therapy can meet growing societal needs in the context of population health issues and initiatives, and occupational justice framework, and models of behavior change. (*prereq: OTD 710,OTD 714,HS 720*)

**OTD 731      Program Development & Evaluation for Community Health      (2 credits)**  
**& Practice in Occupational Therapy**

Building on prior courses reflecting evidence-based practice and occupational therapy principles and practice, this course emphasizes principles of program development and evaluation. The course will provide an opportunity for the learner to design and develop occupation-based programs for groups, and populations related to primary health care, health promotion or community-based programs. Mechanisms of program development such as feasibility study, proposal preparation, grant writing, and business planning will be reviewed along with topics associated with reimbursement, basic survey design, and program evaluation. Students will choose a program approach and target population; appraise the state of the evidence in the selected realm, and generate an evidence-based executive summary of a program that promotes the profession of occupational therapy as contributing to meeting the designated population's occupational needs. (prereq: OTD 710,OTD 712,OTD 714,HS 720)

**OTD 732 Capstone Project II (2 credits)**

This course continues the student towards the implementation of the Capstone Project proposal. The instructors/mentors' students through the parameters of the established capstone proposal including the type of project, expected rigor, implementation strategy and process, deliverables, impact of project on healthcare and occupational therapy and the process to optimize successful completion in OTD 742. Supervision and mentorship related to the implementation of development, data gathering, and clinical scholarship are provided. Students conclude course and proceed to OTD 742 with approval of project proposal by the Graduate Program Director or Designee. (*prereq: OTD 710,OT 712,OTD 714,HS 720*)

**OTD 742 Capstone Project****(3 credits)**

Students complete a Capstone Project reflecting the synthesis and application of evidence-based practice and occupational therapy principles learned within the RMUoHP Post-Professional OTD curriculum. The Capstone Project demonstrates achievement of GPD-approved\*, student-generated learning outcomes and a product of practice/clinical scholarship that informs occupational therapy practice. The quality of the Capstone Project shall meet high standards for professional presentation and illustrate application of best available evidence and integration of curricular content. The course requires students to engage with peers online for constructive feedback and accountability. Students submit and present a summation of the Capstone Project in the form of a “virtual” professional poster according to parameters outlined during class to peers and instructor by end of course. Students conclude course with final reflections upon the learning process. (*prereq: OTD 710,OT 712,OTD 714,OTD 732,HS 720*)

**P**

**P 510 Pediatric Pharmacology & Imaging****(1 credit)**

In this course, pharmacodynamics and pharmacokinetics of commonly prescribed medications and over-the-counter drugs are addressed for children receiving physical therapy. Potential drug complications of adverse effects and interactions are reviewed. An overview of brain and musculoskeletal imaging procedures occurs with emphasis on the neonatal brain and common musculoskeletal pathology in children. Students present pediatric cases and describe imaging and pharmacological components.

**P 528 Pediatric Science Capstone Seminar****(1 credit)**

In this seminar course, students have the opportunity to develop and present proposed pediatric science capstone topics, purpose and scope, feasibility issues, literature support, and potential obstacles. A method for determining effectiveness of each capstone project will be presented and discussed. A formal presentation with slides and facilitated discussion with peers will occur. Students will provide formal introductions of speakers. Written peer and instructor feedback are provided to enhance future presentation skills and leadership.

**P 529.2 Pediatric Science Capstone****(4 credits)**

The pediatric science capstone involves an individualized experience to expand knowledge, competency, and teaching in pediatrics. The project topic and design are negotiated with the faculty member and can be achieved in a variety of settings (clinical, education, administration). The capstone project may focus on 1) developing and evaluating a new clinical program, 2) designing and presenting a series of teaching modules, 3) writing and evaluating practice guidelines or policy and procedure manual for a new practice setting, 4) preparing a journal article for publication, 5) expanding the semester 2 directed independent study project from a single case into a case series analysis, or 6) other individualized pediatrics-related options A soft-bound technical report

of the project is submitted in addition to an electronic version. All capstone project methods and results are presented verbally to colleagues and other related professionals in practice settings where the project was conducted.

**P 544                      Pediatric Differential Diagnosis & Medical Screening for Practitioner Referral                      (2 credits)**

This course is designed to enhance the skill level of physical therapists working with children in conducting selected portions of an examination. This examination process includes taking a history for the pediatric client, reviewing systems beyond the system(s) typically of concern to therapists, addressing health promotion with children and families, and recognizing signs and symptoms that indicate the need for a referral to another health practitioner. The student is expected to bring knowledge of tests and measures and examination procedures unique to pediatric physical therapy.

**P 637                      Neonatal Case Report and Case Series Methods                      (1 credit)**

This course involves an introduction to case report and case series methodologies for application to the Neonatology Fellowship Project. The course emphasizes identification and review of neonatal case report literature on topics similar to the selected neonatology fellowship project. The background and methods of the neonatal case report or fellowship project will be completed and Institutional Review Board application requirements will be addressed.

**P 647                      Neonatal Capstone: Directed Independent Study                      (1 credit)**

This independent study involves the final design and development of the Neonatology Fellowship Capstone project. This process may involve analyzing a neonatal case series, writing a neonatal case report abstract, and designing a scientific poster. Other capstone project options may be focused on creating survey research on neonatology-related topics or developing clinical process maps and guidelines for a specialized neonatal population. This project occurs in the last phase of the Neonatology Fellowship. The case series or fellowship project is presented by power point lecture to the fellowship mentor team. An abstract for submission to a national conference and poster layout of the case description and analysis will be submitted using a template provided by Rocky Mountain University of Health Professions with inclusion of the logo from the Neonatology Fellowship clinical site.

**P 702                      Leadership In Pediatric Physical Therapy                      (3 credits)**

Models and perspectives are analyzed for administrating, leading, and consulting in pediatric therapy settings with strategies included for managing challenging work dynamics. Self-reflection is conducted on personal leadership style and approaches within the combined framework of Goleman's Emotional Intelligence model and Hagberg's Real Power model. Cultural Intelligence models are analyzed across a range of intercultural, inclusion, and ethical contexts involving children, families, and professional team members. A strategic planning format for future consultation opportunities is examined, and students present future consultation projects for analysis and discussion.

**P 703                    Seminar on Children & Youth in Early Interventions &                    (2 credits)**  
**Education Environments**

This course includes discussion and application of laws, practice guidelines, and service delivery models for early intervention and school-based practice settings. Development and use of individualized family service plans and individualized education programs are addressed. Clinical decision-making frameworks are used with peer-reviewed literature to analyze and support selected interventions through case-based presentations.

**P 704                    Pediatric Pathological & Genetic Conditions:                    (3 credits)**  
**Analysis & Interventions**

Overview and evidence-based practice analyses are presented on etiology, pathophysiology, clinical course, and key pediatric therapy management issues. Family dynamics and stressors are addressed in the context of trauma-informed care and grief processes.

**P 707.4                Topics in Oral-motor & Feeding Impairments in Infants with                    (2 credits)**  
**Medical Fragility**

Examination and management of feeding and swallowing disorders in infants and children with respiratory, neuromuscular or structural deficits are reviewed with discussion of related evidence. A range of interventions is explored including transitions to oral feeding from supplemental feeding lines. Cases are analyzed according to available evidence, multiple body system considerations, and clinical decision-making perspectives.

**P 736                    National Board Examination Processes and Preparation:                    (2 credits)**  
**Pediatric Specialty Certification and National Physical Therapy Licensure**

This elective course is focused on application, preparation, resources, and perceived challenges to national and specialty board examinations for pediatric physical therapists and international physical therapists. Analysis and review of key areas of the board examinations are prioritized. Focused self-assessment of study priorities guides individual study plans and group presentations. Strategies are highlighted for test anxiety, time management, and resource acquisition. This course provides opportunity and support for pediatric clinical specialists and international pediatric clinicians to prepare for national board examinations at the end of focused study in the post- professional Doctor of Physical Therapy program.

**P 740                    Lifespan Participation from Infancy to Adulthood                    (3 credits)**

Complex integration of mobility, sensory processing, & communication are analyzed in children to age 21 years. Using the cerebral palsy model, these three major processes are explored in the context of promoting or limiting participation in daily life. Case analyses and research evidence are used to examine effects and interaction of the following factors: pathomechanics, developmental kinesiology, sensory processing, respiration – communication, fatigue, pain, and resiliency.

**P 755            Pediatric Research Independent Study            (3 credits)**

A directed independent study option is offered to support a focused component in pediatric studies or pediatric research process not directly addressed in other courses. The focus, objectives, and activities are individually designed between the student and pediatric science concentration area director. The independent study option is offered during two online semesters but can be taken only once.

**PAS 501            Applied Human Anatomy            (4 credits)**

This course emphasizes the clinical application of human anatomy. Students learn to recognize normal anatomic structures and become familiar with common anatomic variations. This course covers topographical, radiological, and gross anatomy content pertinent to everyday primary care clinical practice. The cadaver laboratory offers hands-on-learning, facilitating abstraction of anatomical relationships and spatial orientation. Recognition of abnormal and pathologic findings is consistently stressed throughout the course, providing an applicable foundation for effective diagnostic evaluation and therapeutic intervention.

**PAS 502            Biomedical Science            (4 credits)**

This course is an overview of physiologic and pathophysiologic processes influencing the human body. Part of the course emphasizes genetic, molecular, and cellular level mechanisms while other content focuses on disease manifestation at the organ and systems levels. Basic principles of cell biology, histology, embryology, immunology, and molecular genetics are covered. Included also is an introduction to general pathology, infectious processes, nutrition, and environmental effects on the human organism. Case studies assist students in applying relative principles in clinical situations, and initiate the process of understanding dysfunction and pathology in clinical settings. Recognition of alterations of normal function is highlighted throughout.

**PAS 503            History and Physical Exam            (3 credits)**

This course challenges students to develop the knowledge and skills necessary to competently elicit a comprehensive, as well as problem-specific, medical history. Students are taught principles of physical examination and develop foundational skills including inspection, auscultation, percussion, and palpation. A focus on normal exam findings is emphasized to provide students a solid foundation for recognition of abnormal findings in later courses and eventual practice. Recording and documentation of medical records is introduced and practiced. This course focuses on adult exam and documentation. Specific material for pediatric and geriatric examination is addressed in their respective courses.

**PAS 504            Primary Care Fundamentals            (2 credits)**

This course provides students with a strong foundation for practicing primary care clinical medicine. Providing holistic, relationship-centered patient care is emphasized. Clinical medicine topics covered include pervasive diseases encountered, diagnosed, and managed in the primary care setting, such as diabetes mellitus, hypertension, and lipid disorders. Common diagnostic and health maintenance laboratory studies are also explored, including but not limited to, complete blood count, basic metabolic panel, kidney function

tests, liver function tests, lipid panels, and thyroid testing. Tailoring care to individual patients is discussed, particularly principles related to treating patients with chronic disease states, enabling students to subsequently consider disease processes of organ-systems in the context of patients with common underlying comorbidities.

**PAS 505      Digital Literacy & Technical Communications      (1 credit)**

In this course, students will develop skills to acquire quality, evidence-based information, and utilize this information to produce scholarly materials and communicate effectively with others in the healthcare field. An emphasis is placed on utilizing digital technology resources to acquire, communicate, and create scholarly works effectively in order to facilitate the students' ability to become lifelong learners. Topics covered include citation management systems, cloud-based information management, proper medical writing styles, and online forum discussions.

**PAS 506      Clinical Pharmacology Core      (3 credits)**

This course serves as a primer for future courses geared toward specific disease states, challenging students to learn core pharmacologic concepts foundational for subsequent utilization of pharmacotherapeutics in patient-centered practice. Principles of pharmacokinetics and pharmacodynamics are presented. Other topics include drug nomenclature, drug classification schemas, drug interactions, adverse drug reactions, autonomic nervous system pharmacology, analgesics and pain management principles, and individualized approaches to pharmacologic management of disease. Content related to prescriptive powers and prescriptive writing requirements is also provided.

**PAS 511      Professional Development I      (1 credit)**

This course is the first in a series designed to integrate the principles of professionalism, ethics, profession-specific issues, and the business of medicine, with the practice of medicine. Students are instructed in academic and intellectual honesty and professional conduct in relation to academics and clinical practice. Specific focus areas include history of the physician assistant profession, professionalism, medical ethics, and working as part of a healthcare delivery team.

**PAS 512      Professional Development II      (1 credit)**

This course is the second in a series designed to integrate the principles of professionalism, ethics, profession-specific issues, and the business of medicine, with the practice of medicine. Emphasis of this course is on the role healthcare providers play in the areas of public health, preventive medicine, and health maintenance.

**PAS 513      Professional Development III      (1 credit)**

This course is the third in a series designed to integrate the principles of professionalism, ethics, profession-specific issues, and the business of medicine, with the practice of medicine. This course examines many of the legal and practice-based issues of healthcare including: electronic data management, coding, billing, reimbursement, rules and regulations, confidentiality, certification and licensure, and safety.

**PAS 514      Professional Development IV** **(1 credit)**

This course is the fourth in a series designed to integrate the principles of professionalism, ethics, profession-specific issues, and the business of medicine, with the practice of medicine. This particular course evaluates health care disparities and provider sensitivity to cultural diversity, socioeconomic differences, and their impact on health and wellness. Complementary and alternative medical practice methods are also examined with particular attention given to integrative and preventive approaches.

**PAS 515      Professional Development V** **(1 credit)**

This course is the fifth in a series designed to integrate the principles of professionalism, ethics, profession-specific issues, and the business of medicine, with the practice of medicine. This particular course occurs during the final didactic semester just prior to students engaging in the final two full-time supervised clinical practice experiences (SCPEs) semesters. The focus during this course is developing skills needed to become a lifelong learner through practice-based learning/self-improvement and developing awareness of health policy and current trends/issues. There is a continued emphasis on professionalism as it applies to clinical practice.

**PAS 516      Professional Development VI** **(1 credit)**

This course is the sixth in a series designed to integrate the principles of professionalism, ethics, profession-specific issues, and the business of medicine, with the practice of medicine. This particular course covers the organizational and economic elements of systems-based practice. This course also focuses on cost-effective and efficient health care, case management, risk management, error prevention, patient safety, and quality improvement.

**PAS 517      Professional Development VII** **(1 credit)**

This course is the seventh in a series designed to integrate the principles of professionalism, ethics, profession-specific issues, and the business of medicine, with the practice of medicine. The focus of this final course in the series is on the professional expectations and responsibilities facing new physician assistant graduates. Students continue to cultivate the skills necessary for future career development and growth. Topics include curriculum vitae/resume development, job searching, interviewing, employment contracts, credentialing, privileging, mentoring, leadership development, and sustaining the PA profession.

**PAS 601      Clinical Medicine: Behavioral Dynamics** **(3 credits)**

This foundational course explores the psychosocial aspects of medicine. Students develop interpersonal and communication skills necessary to effectively communicate with patients and other healthcare professionals. Treatments are discussed from a biopsychosocial perspective with reference to psychotherapies, psychopharmacology, and environmental intervention. Recognition and management of common psychiatric and psychosocial problems encountered in primary care are highlighted. Indications for referral and hospitalization are discussed. Topics covered include but not be limited to: anxiety disorders, mood disorders, psychosis, substance use disorders, personality disorders,



eating disorders, and psychiatric emergencies and crises. Case-based learning and role-play is employed to provide enhanced understanding of applying evidence-based practices to individual patient needs and circumstances.

**PAS 602      Clinical Medicine: Hematology/Oncology      (2 credits)**

This course is a clinical medicine (CM) modular course using an organ-systems approach to facilitate student learning in the study of hematology and oncology. Focus includes commonly encountered medical issues affecting hematopoiesis, hemostasis, and the lymphoid organs. Topics emphasized include clinical presentation, epidemiology, pathophysiology, patient assessment, diagnosis, pathology, therapeutic interventions, disease management, and clinical course of common disorders. This course also includes introductory oncology content, with a focus on the global clinical aspects of cancer screening, diagnosis, staging, and therapeutic intervention. Organ-specific cancers are primarily discussed in corresponding CM modular courses.

**PAS 603      Clinical Medicine: Endocrinology      (2 credits)**

This course is a clinical medicine (CM) modular course using an organ-systems approach to facilitate student learning in the study of endocrinology. Commonly encountered medical problems primarily affecting metabolism and organs of the endocrine system are examined. Topics emphasized include clinical presentation, epidemiology, pathophysiology, patient assessment, diagnosis, pathology, therapeutic interventions, management, and clinical course of common diseases.

**PAS 604      Clinical Medicine: Infectious Disease      (2 credits)**

This course is a clinical medicine (CM) modular course emphasizing global considerations related to approaching infectious disease. Content includes mechanisms of transmission and pathogenicity, methods of diagnosis, antimicrobial pharmacotherapy, common and systemic clinical presentations, and methods for infection control and prevention. Common bacterial, viral, fungal, and parasitic pathogens are explored. Organ-specific and demographic predominant infectious diseases are primarily discussed in corresponding CM modular courses.

**PAS 605      Clinical Medicine: EENT      (2 credits)**

This course is a clinical medicine (CM) modular course using an organ-systems approach to facilitate student learning in the study of diseases and disorders of the eyes, ears, nose, and throat (EENT). Topics emphasized include clinical presentation, epidemiology, pathophysiology, patient assessment, diagnosis, pathology, therapeutic interventions, management, and clinical course of common diseases.

**PAS 606      Clinical Medicine: Cardiovascular/EKG      (4 credits)**

This course is a clinical medicine (CM) modular course using an organ-systems approach to facilitate student learning in the study of cardiovascular medicine. Commonly encountered medical problems primarily affecting the cardiovascular system are examined. The clinical presentation, epidemiology, pathophysiology, patient assessment, diagnosis, pathology, therapeutic interventions, management, and clinical course of these

conditions are explored. During this course students learn fundamentals of interpreting electrocardiograms (EKG), including recognition of common abnormal EKG patterns and differentiation from normal and normal variant EKG tracings.

**PAS 607      Clinical Medicine: Pulmonology      (2 credits)**

This course is a clinical medicine (CM) modular course using an organ-systems approach to facilitate student learning in the study of pulmonology. Commonly encountered medical problems primarily affecting the pulmonary system are examined. The clinical presentation, epidemiology, pathophysiology, patient assessment, diagnosis, pathology, therapeutic interventions, management, and clinical course of these conditions are explored.

**PAS 608      Clinical Medicine: Genitourinary      (2 credits)**

This course is a clinical medicine (CM) modular course using an organ-systems approach to facilitate student learning in the study of the genitourinary system. Focus for this course includes examination of commonly encountered genitourinary issues. Topics emphasized include clinical presentation, epidemiology, pathophysiology, patient assessment, diagnosis, pathology, therapeutic interventions, disease management, and clinical course of common diseases.

**PAS 609      Clinical Medicine: Gastroenterology      (2 credits)**

This course is a clinical medicine (CM) modular course using an organ-systems approach to facilitate student learning in the study of gastroenterology. Commonly encountered medical problems primarily affecting the gastrointestinal system are examined. The clinical presentation, epidemiology, pathophysiology, patient assessment, diagnosis, pathology, therapeutic interventions, management, and clinical course of these conditions are explored.

**PAS 610      Clinical Medicine: Pediatrics      (3 credits)**

This course examines important aspects of primary care pediatrics including assessment of the child patient, preventive health, and pediatric diseases and conditions. Specific issues of the newborn and older child are presented in such areas as perinatal care, child development & behavior, congenital & genetic disorders, pediatric infectious disease, pediatric respiratory issues, pediatric emergencies, injuries, and parenting. Pediatric pharmacotherapy are explored with emphasis on indications, contraindications, and medication dosing in relation to disease process type and patient demographics. The student also learns assessment techniques specific to the pediatric population.

**PAS 611      Clinical Medicine: Neurology      (2 credits)**

This course is a clinical medicine (CM) modular course using an organ-systems approach to facilitate student learning in the study of neurology. Focus for this course includes examination of commonly encountered neurologic issues. Topics emphasized in this course include clinical presentation, epidemiology, pathophysiology, patient assessment, diagnosis, pathology, therapeutic interventions, disease management, and clinical course of common diseases.

**PAS 613      Clinical Medicine: Surgery** **(1 credit)**

This course focuses on basic surgical concepts related to primary care as well as surgical specialties. The intent is to familiarize students with surgical concepts, topics and technique. Students learn to recognize signs and symptoms that may require surgical intervention. This course also emphasizes risk management for preoperative patients, pre- and postoperative care, wound assessment, and wound management.

**PAS 614      Clinical Medicine: Geriatrics** **(2 credits)**

This course provides a foundation for addressing medical problems commonly seen in the aging and elderly population. Additional instruction on preventive medicine, health maintenance, mobility limitations and access to healthcare, therapeutic interventions, medication awareness, and quality of life issues are emphasized. Instruction related to death and dying is also provided.

**PAS 615      Clinical Medicine: Women's Health** **(2 credits)**

This course addresses important aspects of women's health with an emphasis on obstetrical, gynecologic, and preventive care. Content includes a thorough exploration of physiology, pathophysiology, disease states, management options, and screening guidelines for women's health issues. Obstetrics focuses on the principles of prenatal, perinatal, and post-natal care. Complications arising in pregnancy and management of the more common emergent problems that occur in pregnancy are discussed.

**PAS 616      Clinical Medicine: Emergency Medicine** **(3 credits)**

This course provides fundamental instruction on the recognition and management of life-threatening patient presentations. Problem-based case studies and team-based activities are utilized extensively in this course. Team work, collaboration, cooperation, and valuing interdisciplinary contributions to managing patients is emphasized. BLS and ACLS certification is included as part of this course.

**PAS 617      Clinical Medicine: Dermatology** **(2 credits)**

This course is a clinical medicine (CM) modular course using an organ-systems approach to facilitate student learning in the study of dermatology. Focus revolves around commonly encountered dermatologic disorders. Topics emphasized in this course include clinical presentation, epidemiology, pathophysiology, patient assessment, diagnosis, pathology, therapeutic interventions, disease management, and clinical course of common diseases.

**PAS 618      Clinical Medicine: Orthopedics** **(2 credits)**

This course is a clinical medicine modular course using an organ-systems approach to facilitate learning in the study of orthopedic conditions, injuries, and disease processes. Focus for this course includes examination of commonly encountered musculoskeletal issues. Emphasis on proper examination and special exam tests for common orthopedic issues are discussed. Topics emphasized include clinical presentation, epidemiology, pathophysiology, patient assessment, diagnosis, pathology, therapeutic interventions, disease management, and clinical course of common diseases. Fundamental aspects of

interpreting imaging studies such as x-rays, MRI, and CT scans are developed. Identification of common fractures, subluxations, and dislocations common in primary care are discussed.

**PAS 690      Evidence-Based Practice 1      (1 credit)**

Serving as a prelude to the Applied Clinical Reasoning courses, this course focuses on concepts of evidence-based practice. Specifically, the course covers the foundational principles of research design, epidemiology, biostatistics, and searching the medical literature.

**PAS 692      Applied Clinical Reasoning 1      (3 credits)**

This course is the first in a series designed to challenge students to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary healthcare team. Students are challenged with simulated cases where they develop clinical skills evaluating standardized patients. Cases encompass acute and/or longitudinal care, and the emphasis is placed on the following: developing differential diagnoses, developing assessments and plans, the medical chart, medical documentation, and informed consent. Students give oral case presentations and integrate aspects of preventive care and public health in the context of acute care.

**PAS 693      Applied Clinical Reasoning 2      (2 credits)**

This course is the second in a series designed to challenge students to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary healthcare team. Building upon patient care skills developed in the first course, this course challenges students to evaluate and manage standardized patients in the context of acute and longitudinal care. Key content areas include: establishing patients in the primary care setting, admission orders, inpatient management, progress notes, discharge summaries, rehabilitative care, and utilization of an electronic healthcare record.

**PAS 694      Applied Clinical Reasoning 3      (2 credits)**

This is the final applied clinical reasoning course in the series designed to challenge students to develop clinical reasoning skills, think critically, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians while recognizing the contributions of members of the interprofessional health care team. Simulated patient scenarios are designed to facilitate a team approach to the care of acute and longitudinal cases. Emphasis is also placed on further developing interpersonal and communication skills.

**PAS 695      Evidence-Based Practice 2      (1 credit)**

Service as a companion to the Applied Clinical Reasoning courses, this course focuses on concepts of evidence-based practice. Specifically, the course covers principles of biostatistics, critical evaluation of the literature, and synthesis of EBP principles into realistic practice settings.

**PAS 700      Clinical Rotation Preparatory Seminar      (1 credit)**

This course provides students with an orientation to help them begin clinical rotations. This course will provide hands-on instruction for some procedures and skills that are important to clinical practice, including basic suturing and injections. A certification course for Pediatric Advanced Life Support is also offered. There will be units designed with the intention of providing students with various clinical pearls that will enhance their clinical rotation experience. Students will practice logging of clinical rotation activities and oral presentation of patient encounters. Students will also be encouraged to start thinking more about their Applied Scholarly Project and making plans accordingly. Additionally, this course evaluates students' readiness to proceed into the final three semesters of supervised clinical practice experiences (SCPEs). Students are expected to have a strong depth and breadth of knowledge and skills in the basic medical and clinical sciences, and must demonstrate essential cognitive and technical abilities learned in previous courses in order to proceed to SCPEs.

**PAS 701      Clinical Rotation (5 weeks)      (5 credits)**

Please refer to listing of supervised clinical practice experience types below

**PAS 702      Clinical Rotation (5 weeks)      (5 credits)**

Please refer to listing of supervised clinical practice experience types below

**PAS 703      Clinical Rotation (5 weeks)      (5 credits)**

Please refer to listing of supervised clinical practice experience types below

**PAS 704      Clinical Rotation (5 weeks)      (5 credits)**

Please refer to listing of supervised clinical practice experience types below

**PAS 705      Clinical Rotation (5 weeks)      (5 credits)**

Please refer to listing of supervised clinical practice experience types below

**PAS 706      Clinical Rotation (5 weeks)      (5 credits)**

Please refer to listing of supervised clinical practice experience types below

**PAS 707      Clinical Rotation (5 weeks)      (5 credits)**

Please refer to listing of supervised clinical practice experience types below

**PAS 708      Clinical Rotation (5 weeks)      (5 credits)**

Please refer to listing of supervised clinical practice experience types below

**PAS 799      Summative Seminar      (0 credits)**

The purpose of this pass/fail seminar is twofold: 1) for students to demonstrate knowledge, patient care skills, and professional competency sufficient to function as an entry-level physician assistant and 2) to prepare graduation candidates for the Physician Assistant National Certifying Examination (PANCE).

**PED 718      Examining Therapy's Role with Children & Youth      (3 credits)**

This course offers students the opportunity to explore and analyze evidence associated with current and emerging areas of occupational therapy practice addressing the occupational performance needs of children and youth. This course will analyze the current Pediatric Frames of References and best evidence available to guide occupational therapists in the evaluation and intervention process to provide contemporary and innovative occupational therapy services to children and youth in diverse environments. During this course, students will have the opportunity to develop a professional presentation and write a case study treatment plan.

**PED 728      Pediatric Occupational Therapy Service Delivery:      (3 credits)**  
**School-Based Services, Medical Practices, & the Community**

This new course will explore the environmental context of occupational therapy services for children and youth. Students will discuss laws governing occupational therapy services in both school-based and medical/private practice settings. Students will utilize evidence-based practice and relevant clinical practice guidelines within the setting discussed and analyze outcome effectiveness of occupational therapy services. Students will use critical reasoning to compare and contrast service delivery systems including early intervention, school-based services, medical practices, and community service delivery. A program service evaluation or client-based case study will allow students to synthesize new learning.

**PED 738      Sensory Processing, Social, & Behavioral Disorders:      (3 credits)**  
**Addressing Participation in Occupation**

This course requires students to explore the role of occupational therapy on promoting participation in occupation for children with sensory processing, social, and behavioral needs. Focus will be on analysis of current diagnostic criteria and critically questioning and appraising the state of current and emerging evidence on assessments, outcome measures and intervention to promote best practices for children and youth. Diagnoses covered within this course include sensory processing disorder, autism, ADHD, and anxiety. Students will engage in critical reasoning within forum discussions, analyzing intervention strategies, and developing a client-based case study.

**PMH 650      Assessment & Diagnosis of Psychiatric Disorders      (3 credits)**  
**Across the Lifespan**

This course explores the psychiatric assessment and diagnosis of psychiatric disorders. Learning focuses on advanced psychiatric assessment including the history of present illness, psychiatric review of systems, psychiatric history, and mental status exam. Students will also learn about diagnosis, case formulation, and treatment planning. The course explores the diagnostic criteria and codes of psychiatric disorders in the DSM-V.

**PMH 660     Psychotherapy Across the Lifespan** (3 credits)

This course explores the theoretical foundations of psychotherapy and strategies to implement evidence-based therapeutic modalities in advanced mental health nursing practice. Learning focuses on a variety of psychotherapeutic modalities including and covers the lifespan.

**PMH 682     Psychopharmacology** (3 credits)

In this course, students focus on prescribing and monitoring psychopharmaceutical and alternative therapeutic agents in conditions commonly encountered by the psychiatric/mental health advanced practice nurse. This course focuses on advanced concepts in neuroscience, pharmacogenomics, pharmacodynamics, pharmacokinetics in the integration of evidence-based prescribing, as well as ethical and legal aspects of pharmacotherapeutics.

**PMH 708     PMHNP Practicum I: Adults & Older Adults (Clinical)** (3 credits)

This course is the clinical companion to PMH 709 (didactic). In clinical settings, students will apply knowledge of advanced health assessment, psychopathophysiology, psychopharmacotherapeutics, and psychotherapy/therapeutic modalities in the recognition and management of acute and serious mental illness. The population of interest for this course is adult women and men and the older adult (65 plus years of age). Genetic, age, gender, and cultural influences will be considered as differential diagnosis and treatment plans are proposed and implemented. Laboratory findings, diagnostic studies will be integrated into the plan of care. The physical, ethical, and social aspects of providing mental health care to adults and aging adults will be incorporated into the plan of care. (180 clinical clock hours) (*prereq: PMH 650, PMH 682*)

**PMH 709     PMHNP Focus I: Adults & Older Adults (Didactic)** (3 credits)

This course is the didactic companion to PMH 708 (clinical). Students will transfer knowledge of advanced health assessment, psychopathophysiology, psychopharmacotherapeutics, and psychotherapy/therapeutic modalities to the recognition and management of acute and serious mental illness. The population of interest for this course is adult women and men and the older adult (65 plus years of age). Topics will include the genetic, age, gender, and cultural influences on psychiatric and mental health of older adults, as well as laboratory findings and diagnostic studies. The physical, ethical, and social aspects of providing mental health care to adults and aging adults will be explored.

**PMH 710     Advanced Neuroscience Psychiatry** (3 credits)

This course provides a detailed review of the neuroscience model beginning with neuroanatomy and neurophysiology (cells, circuits, neurotransmitters, receptors and signaling the nucleus, genetics, and epigenetics) followed by an exploration of how these structures and processes are modulated (hormonal actions in the brain, plasticity during maturation and adult development, immunity/inflammation and bioelectric modulation) and finally how the neuroscience model contributes to our understanding of pain,

pleasure, appetite, anger and aggression, sleep, sex, social attachment, memory, intelligence, attention, depression, anxiety schizophrenia, and Alzheimer's disease.

Summative assignments will require each student to complete 24 hours of category one certified continuing medical education and obtain (for clinicians practicing in the USA) the US drug enforcement agency (DEA) buprenorphine waiver to prescribe medication-assisted treatment for opioid use disorder, and learners will conduct a comprehensive patient case review demonstrating a review of published treatment guidelines from evidence-based sources, and a masterful application of the neuroscience model to a current, or past patient/client under the learners' care.

**PMH 718 PMHNP Practicum II: Children, Adolescents, Families (Clinical) (3 credits)**

This course is the clinical companion to PMH 719 (didactic). In clinical settings, students will continue to apply knowledge of advanced health assessment, psychopathophysiology, psychopharmacotherapeutics, and psychotherapy/therapeutic modalities in recognition and management of acute and serious mental illness, and mental health, most often seen in the pediatric and adolescent population aged 0-18 years of age. Differential diagnoses and treatment plans will include genetic, age, gender, cultural influences and developmental milestones, as well as laboratory findings, and diagnostic studies. Strategies and interventions in education, family support, and facilitated family and group communication specific to mental health will be incorporated into the plan of care. (180 clinical clock hours) (*prereq: PMH 650, PMH 682, PMH 708*)

**PMH 719 PMHNP Focus II: Children, Adolescents, Families (Didactic) (3 credits)**

This course is the didactic companion to PMH 718 (clinical). Students will continue to apply knowledge of advanced health assessment, psychopathophysiology, psychopharmacotherapeutics, and psychotherapy/therapeutic modalities in recognition and management of acute and serious mental illness, and mental health, most often seen in the pediatric and adolescent population aged 0-18 years of age. Topics will include genetic, age, gender, cultural influences and developmental milestones, as well as laboratory findings, and diagnostic studies. Strategies and interventions in education, family support, and facilitated family and group communication specific to mental health will be included.

**PMH 720 Psychiatry Diagnostics & Therapeutics I (3 credits)**

This is the first in a two-part series dedicated to the mastery of clinical knowledge essential to psychiatric physician assistants (PAs) in the prevention, recognition, and appropriate treatment of psychiatric disorders in a multitude of clinical settings, with diverse populations across the patient/client life span. These courses build upon the established competencies of PAs who are exceptionally well-qualified primary care clinicians, scholars, patient educators, collaborators, and patient advocates.

Content will include: conducting a comprehensive psychiatric interview and physical/neuro/mental health examination that will allow the accurate formation of a differential diagnosis using established taxonomies (including non-psychiatric disorders)



and appropriate diagnostic instruments (laboratory assays, imaging studies, psychological testing, and screening instruments).

The courses will include a complete review of the diagnostic criteria from the current diagnostic and statistical manual of mental disorders, epidemiology, neuropathology, evidence-based treatments common comorbid states, the individual and social impact of these conditions, prognosis and long-term treatment options to optimize wellness and quality of life for patients, their families, and facilitate safe and healthy communities.

Team-based collaborative care will be emphasized particularly in the management and coordination of treatment plans for vulnerable individuals with complex mental healthcare needs. Learners will gain considerable expertise in their role as effective members of an interdisciplinary treatment team dedicated to ensuring the delivery of accessible, high quality, cost-effective, patient-centered mental healthcare.

Learners will gain a deeper understanding of psychopharmacology; enabling the customization of treatment selections informed by individual traits: age, sex, body mass, intellectual and physical capacity, philosophical orientation, spiritual practices, ethnic traditions, and other individual factors; as well as treatment/resource factors: medication side effects, drug monitoring parameters, epidemiological data, the dominant symptoms of the disorder, co-morbidities, and the resources available to the patient. Learners will be able to recognize, prioritize, and appropriately address the unintended side effects of common psychiatric treatment protocols.

This course will also explore the ethical and legal issues associated with the diagnosis and treatment of psychiatric disorders.

PMH 720 will focus on the following conditions: Neurodevelopmental disorders, psychotic disorders, mood disorders, anxiety disorders, obsessive-compulsive disorders, trauma-related and stressor-related disorders, dissociative disorders, and fictitious and somatoform disorders. (*prereq: PMH 710*)

**PMH 728 PMHNP Practicum III: Setting & Population Based Care (Clinical) (3 credits)**

This course is the clinical companion to PMH 729 (didactic). In clinical settings, students will develop and apply knowledge in the recognition & management of acute and serious mental illness to individuals, families, and groups in specific settings and populations. Settings include but are not limited to prisons, addiction and pain clinics, homes, and student health clinics. Populations include but are not limited to the marginalized or underserved, e.g., homeless, immigrant, refugee, and veteran populations. These settings and populations are unique to those experienced in previous clinical courses, giving the students exceptional patient-care experience in interprofessional communication and resource procurement, and a broad range of application of evidence-based practice in the most current and critical of acute and serious mental illness management. (180 clinical clock hours) (*prereq: PMH 650, PMH 682, PMH 718*)

**PMH 729 PMHNP Focus III: Setting & Population Based Care (3 credits)**

This course is the didactic companion to PMH 728 (clinical). Students will develop and apply knowledge in the recognition & management of acute and serious mental illness to individuals, families, and groups in specific settings and populations. Settings include but are not limited to prisons, addiction and pain clinics, homes, and student health clinics. Populations include but are not limited to the marginalized or underserved, e.g., homeless, immigrant, refugee, and veteran populations. These settings and populations are unique to those experienced in previous courses, and focus on a broad range of application of evidence-based practice in the most current and critical of acute and serious mental illness management.

**PMH 730 Psychiatry Diagnostics & Therapeutics II (3 credits)**

This course is a continuation of the Psychiatry Diagnostics & Therapeutics course series, building upon the concepts that were explored in Psychiatry Diagnostics & Therapeutics I. The focus of this course will be feeding/eating disorders, sleep disorders, sexual and gender identity disorders, disruptive and impulse control disorders, substance use disorders, neurocognitive disorders, and personality disorders. (*prereq: PMH 710, PMH 720*)

**PMH 790 Psychotherapy Practicum I (3 credits)**

The focus of this course is Motivational Interviewing (MI) for advanced graduate-level students in assisting individuals, families and groups in achieving therapeutic goals. Learners will be provided with a comprehensive review of MI as a person-centered therapeutic modality, its clinical application to a wide range of behavioral and psychological conditions involving diverse clinical settings and populations across the life span. Learners will receive access to online therapy supervision asynchronously from a licensed mental health therapist while they complete 500 hours of clinical practice at their current location of employment. Learners will conduct systematic and continuous process and outcome measurements during their practical application of established psychotherapeutic methods and procedures. This course will include proctored case scenarios and real-time audio-visual patient/client interactions to promote mastery of the course material. Learners will receive instructive feedback through evidence-based clinical supervision models that include session recording, transcription, and analysis. (*prereq: PMH 710*)

**PMH 795 Psychotherapy Practicum II (3 credits)**

This course focuses on the “gold-standard” of contemporary psychotherapy practice, Cognitive-Behavior Therapy (CBT), for advanced graduate students. Learners will be guided through a comprehensive review of CBT based on the theoretical models and strategies proposed by CBT pioneers, Aaron and Judith Beck. Learners will receive access to online therapy supervision asynchronously from a licensed mental health therapist while they complete 500 hours of clinical practice at their current location of employment. The learner will expand their proficiency in clinical case formulation and the therapeutic application of CBT in a variety of clinical settings with diverse populations (individuals/families and groups) across the lifespan. This course will incorporate clinical conceptualizations, reflective strategies, practice exercises, interactive videos, and case

examples to stimulate learner skill acquisition, fostering needed social, cognitive, behavioral, and affective change in clients/patients. This course will include proctored case scenarios and real-time audio-visual client/patient interactions to promote mastery of the course material. Learners will receive instructive feedback through evidence-based clinical supervision models that include session recording, transcription, and analysis. (prereq: PMH 790)

**PT 700      Professionalism 1: Physical Therapy & The Profession      (3 credits)**

An overview of the healthcare delivery system and of the professional roles of practicing physical therapists. Students evaluate the interdisciplinary roles of medical and rehabilitation co-professionals and extenders, including, among others, medical doctors, nurses, physical, occupational and speech therapists, chiropractors, social workers, and physical therapist assistants. The history and development of modern-day physical therapy in the United States is examined in depth and includes the study of the collaborative nature of twenty-first century healthcare practice. General principles of human interaction, communication, and relationships are presented, including self, professional-patient, and interdisciplinary strategies for understanding adaptations to disease and disability. Students will be introduced to cultural competence and the importance it plays in physical therapy practice.

**PT 701      Foundational Sciences 1: Human Anatomy      (5 credits)**

The study of human anatomical structures as they relate to movement and the physiological demands of activity and exercise. A regional approach to the study of structures is aided by specimens, models, and multimedia. The course is projected to have a strong interactive, online component.

**PT 704      Physical Therapy Procedures      (3 credits)**

This introductory course focuses on basic principles and the development of psychomotor skills related to palpation, infection control, vital signs, lines and equipment, body mechanics, positioning and draping, therapeutic massage, soft tissue mobilization, basic wheelchair prescription, transfers, bed mobility, and gait training of patients and clients. In addition, it introduces the student to the American Physical Therapy Association's Guide approach to physical therapy practice and documentation.

**PT 705      Foundations of Research      (3 credits)**

This course will present an introduction to general research principles, research ethics, evidence-based practice and biostatistics. Specific topics to research include the formulation of a research question, principles of measurement, basic research design and methodological, types of reliability and validity, and fundamentals in conducting a literature review. Quantitative article critiques will be conducted in class and outside of class. Specific topics to biostatistics include descriptive statistics, measures of central tendency, basic probability concepts, sampling distributions, confidence intervals, hypothesis testing, one and two-sample t-tests, correlations and Anova's.

**PT 707      Professionalism 2: Patient Management      (3 credits)**

This course will focus on developing professional thinking and clinical skills. The course covers the elements of patient/client management with a focus on the components of the examination and the development of the evaluation/diagnosis/ prognosis process. Laboratory sessions emphasize examination skills with refinement of psychomotor skills learned during the first semester. Professional behaviors of that demonstrate Compassion & Caring, Integrity and Professional Duty are included within the laboratory sessions and patient discussions. The evaluative process will utilize the International Classification of Functioning and Disability (ICF) as the primary process for evaluating the examination findings, making a diagnosis and developing the prognosis/ plan of care. The course also includes: an introduction to documentation and billing, examination of patients in different clinical settings, and the basic principles of medical imaging.

**PT 711      Foundational Sciences 2: Kinesiology 1      (4 credits)**

This course will examine the study of human movement including selected anatomical, structural, and functional properties of human connective tissues, muscular tissues, nervous tissues, and skeletal structures. Focus will be on the lower quarter. Emphasis will be placed on mechanical, neuroregulatory, and muscular influences upon normal and pathological motion.

**PT 714      Physical Agents      (2 credits)**

This course focuses on the theory and physiological effects of selected physical agents/modalities, including indications and contraindications relevant to specific conditions. Biophysical Technologies include heat, cold, electrical current, light, sound, and other electromagnetic spectrum modalities, as well as intermittent compression and traction.

**PT 716      Pharmacotherapy      (1 credit)**

This course will introduce basic pharmacological concepts such as pharmacotherapeutics, dynamics, and kinetics and their application to physical therapy practice. The impact of prescribed and over the counter (OTC) drugs on the outcome of therapy interventions will be explored. The course also emphasizes current evidence regarding medication/drugs and their relation to physical therapy practice.

**PT 717      Professionalism 3: Ethics & Physical Therapy Practice      (3 credits)**

This course provides a comprehensive overview of physical therapy ethics and legal practice issues. Students explore and analyze the APTA's Code of Ethics and the Guide for Professional Conduct. Students define, describe, and evaluate moral, ethical, and legal issues pertaining to physical therapy practice in a variety of practice settings. APTA's professional standards, third party payer standards, and licensing board's ethical requirements are reviewed in depth to facilitate student assessment, comparing and contrasting, and analysis of these important documents. Students will explore various sociocultural topics and explore the patient/client perspective. The development of skills to prepare students to be culturally competent in physical therapy practice is emphasized.

Teaching and learning methods, informatics, and abuse of vulnerable populations will also be discussed.

**PT 721      Foundational Sciences 3: Applied Physiology      (5 credits)**

This course is a foundational science course and serves as a core building block for the understanding of physiology in preparation for physical therapy primary care practice. All the major organ systems will be studied individually and progressively integrated throughout the course. The goal of the course is to develop a more complete picture of how the human body maintains homeostasis and responds and adapts to exercise, growth & aging, and environmental challenges. The impact of nutrition on health and performance will also be introduced. Lecture and labs will be used to meet the course objectives, incorporate experiential learning, and develop critical thinking skills.

**PT 723      Professionalism 4: Specialty Practice      (3 credits)**

This course focuses on specialty practice areas in physical therapy. Topics include pelvic health, vestibular rehab, ENMG, imaging, and the integumentary system. Current practice and technology, emerging issues, and future opportunities in Physical Therapy will be explored in relation to these specialty practice areas.

**PT 724      Therapeutic Exercise      (4 credits)**

This course is designed to provide students with an overview of basic principles related to exercise, including acute and chronic physiologic adaptation to aerobic and anaerobic exercise. The impact various disease states have on exercise capacity will also be explored. In addition, the application of therapeutic exercise prescription and medical documentation will be emphasized as relates to pathologic conditions commonly seen in physical therapy practice.

**PT 725      Evidence-based Practice      (3 credits)**

This course provides students with the foundational knowledge and skills necessary to conscientiously, explicitly, and judiciously apply principles of evidence based-practice in the healthcare environment, patient/client management, and in making clinical decisions. The course focuses on the primary components of evidence-based practice: formulating answerable clinical questions, finding best available evidence, performing critical appraisals of evidence, integrating evidence for making clinical decisions, and evaluation of outcomes.

**PT 729      Lifespan 1: Pediatric Physical Therapy      (3 credits)**

This class is the first of the Life Span series focused on developmental sequence and treatment across the lifetime of our patients. It will include entry level material intended to allow all students to treat patients with age-appropriate activities and comprehend functional skills for pediatric patients. Students will progress through stages of normal development including reflexes and gross motor skill acquisition in addition to standardized assessments used with children. It is imperative to embrace the entire family system in treating young patients and understand underlying legislation to provide care for children at various ages. In addition to introduction to common pediatric diagnoses,

students will be introduced to the roll of Health promotion and safety within this specialty area. Students will apply the elements of patient/client management in physical therapy practice, including, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment to the patient with neuromuscular dysfunction.

**PT 730      Introduction to Health Promotion & Wellness      (2 credits)**

This course will provide an overview of the concepts of health promotion, health education, public health, primary prevention, lifestyle, behavior, and wellness and, based on evidence, their relationships to each other and to secondary and tertiary care. The historical relevance of and evidence for focusing on individual and social determinants of health will be explored and an ecological model combining both approaches will be introduced. Typical intervention sites for effective health promotion programs will be discussed as well as a framework for implementing programs.

**PT 731      Foundational Sciences 4: Kinesiology 2      (4 credits)**

This course is a continuation of Kinesiology 1, and includes the study of human movement, including selected anatomical, structural, and functional properties of human connective tissues, muscular tissues, nervous tissues, and skeletal structures. Focus is on the upper quarter and spine. Emphasis will be placed on mechanical, neuroregulatory, and muscular influences upon normal and pathological motion.

**PT 733      Cardiovascular & Pulmonary Physical Therapy      (4 credits)**

This course will prepare the student to effectively manage patients with cardiovascular and/or pulmonary impairments and disability. Emphasis is placed on the elements of patient client management in physical therapy practice, including screening, examination, evaluation, diagnosis, prognosis, development of a plan of care, intervention, and outcomes assessment and evaluation. Concepts of exercise physiology and practical application in physical therapy are addressed.

**PT 734      Musculoskeletal Physical Therapy 1      (5 credits)**

The first of two courses in this series, this course prepares the student to practice entry-level physical therapy relative to the management of musculoskeletal conditions. Information related to common orthopaedic conditions and diagnoses is presented. This course will concentrate on the lower extremities and the spine. Information regarding evidence-based approaches in critical thinking and application of psychomotor skills related to examination, evaluation, diagnosis, prognosis, intervention, and outcomes assessment is emphasized. A primer on differential diagnosis and evaluation tools is presented to help students recognize problems that are beyond the physical therapy scope of practice and when/how to refer appropriately within the healthcare community.

**PT 736      Prosthetics, Orthotics, & Amputee Training      (2 credits)**

This course focuses on care of the patient who has had an amputation or condition that requires external support, including care related to underlying conditions and comorbidities. Topics such as care of residual limb, prosthetics and orthotics, and associated care and training will be discussed.

**PT 738      Physical Therapy Experience (6 weeks)      (5 credits)**

The first of four clinical education courses, this course is designed to facilitate socialization of DPT students to the clinical environment and to apply knowledge and basic skills developed up to this point in the curriculum in a real world setting. Students will participate in direct patient care while being instructed and supervised by clinical faculty members. Student activities may include, but are not limited to, patient examination, patient treatment, patient and family education, article presentations, and aspects of patient care.

**PT 739      Lifespan 2: Geriatric Physical Therapy      (2 credits)**

This class is the second of the Life Span series focused on developmental sequence and treatment across the lifetime of our patients. The focus of this course is the biopsychosocial aspects of aging in order to understand the complexities of geriatric care. Integration of the physical aging process, appropriate, evidence-based evaluation techniques, outcome measures, as well as the design of effective treatment plans are discussed.

**PT 740      Professionalism 5: Financial Principles in Physical Therapy      (2 credits)**

This course examines current issues and trends in physical therapy clinical management. Specific topics include: (1) health care malpractice and business, contract, criminal, and education law concepts and case, statutory and regulatory law; (2) informed consent; (3) organizational theory, behavior, and culture; (4) leadership and management principles; (5) human resource management issues; (6) healthcare finance; (7) marketing of PT professional services; and (8) information, quality, and risk management.

**PT 741      Foundational Sciences 5: Neuroscience      (4 credits)**

This course includes the study of human neuroanatomy and neurophysiology, with emphasis on the relationship between structure, function, and control of the human nervous system in normal and diseased states.

**PT 742      Pathophysiology      (2 credits)**

This course expands on concepts introduced in anatomy and physiology and focuses on pathophysiology and disease frequently seen in physical therapy practice.

**PT 744      Musculoskeletal Physical Therapy 2      (5 credits)**

The second of two courses in this series, this course prepares the student to practice entry-level physical therapy relative to the management of the musculoskeletal conditions. This course will concentrate on the upper extremities, trunk and the cervical spine. Information related to common orthopaedic conditions and diagnoses is presented. Information regarding an evidence-based approach in critical thinking and application of psychomotor skills related to examination, evaluation, diagnosis, prognosis, intervention, and outcomes assessment is emphasized. A primer on differential diagnosis and evaluation tools is presented to help students recognize problems that are beyond the physical

therapy scope of practice and how/when to refer appropriately within the healthcare community.

**PT 746      Differential Diagnosis      (2 credits)**

This course focuses on screening for referral by the physical therapist and building upon the knowledge and skills of examination, screening, and evaluation from prior clinical management courses. Review of pathology of the major body system will be covered with current evidence for how differential diagnosis and screening is applied to each body system. Screening for emergent situations and preparations to respond to these situations will be discussed. Competencies gained through the course are intended to help prepare the practitioner to function as an autonomous provider capable of making accurate diagnostic and screening decisions according to the best available evidence.

**PT 754      Neuromuscular Physical Therapy 1      (3 credits)**

The first of two courses in this series, this course prepares the future physical therapist to effectively manage patients with neuromuscular dysfunction. Students will apply the elements of patient/client management in physical therapy practice, including, screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment to the patient with neuromuscular dysfunction. The emphasis in this first course will be on an introduction of neuromuscular topics, including current motor control theories and evidence-based application of motor learning principles.

**PT 755      Capstone      (2 credits)**

This is a limited residency course that includes distance and online coursework while students are on their final clinical internship, as well as on-campus presentation and evaluation activities. In this course, student finalize preparations for entering the profession of physical therapy, including demonstration of entry-level skills in physical therapy clinical practice through development, presentation, and defense of an evidence-based capstone project; participating in activities for success on the national licensure examination; and completion of other professional development activities.

**PT 764      Neuromuscular Physical Therapy 2      (5 credits)**

The second of two courses in this series, this course prepares the future physical therapist to effectively manage patients with neuromuscular dysfunction. Students will incorporate and build upon concepts and skills developed in the first course. Students will learn to effectively manage adult patients with specific neurological diagnoses. Emphasis will be placed on using an evidence-based approach to developing knowledge and skills in managing a variety of common conditions, including spinal cord injury, cerebrovascular accident, vestibular dysfunction, traumatic brain injury, and multi-system neurologic conditions. The effects of aging and Geriatric neurological conditions will also be considered.

**PT 770      Clinical Integrations      (2 credits)**

This course is strategically placed in semester 6 at the conclusion of the didactic portion of the Doctor of Physical Therapy program just before student therapists go out on



**PT 788      Clinical Internship 1 (12 weeks)      (11 credit)**

**PT 798 Clinical Internship 2 (12 weeks) (11 credit)**

<b>PT 799</b>	<b>Clinical Internship 3 (12 weeks)</b>	<b>(11 credit)</b>
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## R

### **RS 600      Connective Tissue and Healing      (3 credits)**

This course provides an overview of connective tissue injury including degenerative processes, healing, and rehabilitation implications. Understanding of the relationships among connective tissues such as bone, ligaments, cartilage, capsule, tendon and muscle on a micro and macro level will be emphasized. Sports injuries, issues of aging, and rehabilitation principles in special populations will also be included. These principles will be applied to treatment procedure choices in rehabilitation.

### **RS 607      Preventative Measures      (3 credits)**

This course will expose students to contemporary topics in athletic training clinical practice such as, mild brain injury, environmental illnesses and musculoskeletal injury. Students will examine and synthesize current research on these topics and present evidence-based preventative measures in order to curb their incidence.

### **RS 611      Advanced Therapeutic Interventions      (3 credits)**

This course will expose students to cutting-edge topics in rehabilitation clinical practice to develop an integrative approach to selecting appropriate evidence-based therapeutic interventions. Emphasis will be placed on the therapeutic management of mild traumatic brain injury, cardiac conditions, and orthopedic injury. Students will analyze current research to examine evidence-based techniques, indications and contraindications, preventative measures, and operational protocols for interventions relative to progressing through healing and restoring normal function and a highly competitive state for physically active individuals. Treatment effectiveness, patient satisfaction, return to activity decision-making, and critical assessment of evidence concerning patient care will be emphasized.

### **RS 612      Motor Control & Corrective Techniques      (3 credits)**

This course focuses on examining and analyzing scientific principles related to the mechanical understanding of motor control and the human body in motion. Emphasis is placed on principles of motor control, mobility, stability, movement patterns, and neurodevelopmental progression for patients undergoing rehabilitation. The goal is to develop a sequential and progressive rehabilitation program based on current evidence centered on restoring movement through corrective techniques.

## S

### **SL 540      Service Learning      (1 credit)**

The purpose of this elective course is to incorporate community service into academic learning by exposing physical therapy (PT) students to the scope of health issues and rehabilitation needs of the medically uninsured and assisting them in finding solutions to resolving the problem. PT students will be mentored by licensed Physical Therapists and

engage in the delivery of patient care at Rocky Mountain University of Health Professions Foundation's Community Rehabilitation Clinic (CRC). Students will gain first-hand insight and experience in participating in a clinic devoted to serving adults who are medically uninsured.

**SLP 601      Evidence-Based Practice in Speech-Language Pathology      (2 credits)**

This course is designed to prepare speech-language pathology students with the knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in clinical environments. This course focuses on the concepts of evidence-based practice, with emphasis on forming answerable clinical questions and effective literature search strategies. The EBP approach prepares students to find, appraise, and integrate evidence for clinical decision-making, with particular emphasis in this course on (a) prognosis for a given client, and (b) effectiveness of clinical interventions. Based on presentation of case scenarios, students will formulate the key question(s), rapidly search medical and health-related databases, select best available evidence, appraise the evidence using the EBP approach, and describe application of the evidence in a clinical context.

**SLP 602      Speech-Language Pathology Clinical Supervision 1      (3 credits)**

This course is designed to prepare the student with knowledge to assume the role of a speech-language pathology clinical supervisor. Topics related to supervision include its definition, history, theories, resources, major roles/responsibilities/styles of clinical supervisors, diversity, and expectations/needs of supervisees; the supervision of graduate students, speech-language pathology assistants, Clinical Fellows, and other rehabilitation professionals will be discussed.

**SLP 603      Speech-Language Pathology Clinical Supervision 2      (3 credits)**

This course builds on the knowledge derived from SLP 602 by introducing students to advanced clinical teaching skills requiring critical thinking and clinical problem solving and ethical decision-making. Students will also demonstrate effective communication and interpersonal skills, including accommodations appropriate for personal/cultural/linguistic factors and conflict resolution. Students will examine the research questions and methodology in the supervision literature. Students will identify supervision needs, develop a plan of action, demonstrate supervisory competence, and engage in effective supervisory behavior that includes advocacy, and recognition of the critical role of inter-professional practice. (*prereq: SLP 602*)

**SLP 605      Ethics in Speech-Language Pathology      (2 credits)**

This course provides a comprehensive overview of ethics in the clinical practice of speech-language pathology (SLP). Students define and distinguish moral, ethical and legal foundations in clinical practice, analyze the cardinal documents of the profession, and compare and contrast national and state ethical standards. Additional topics include theories of ethics, professional malpractice, ethical principles of research, ethical decision-making, and how ethics can impact the various environments in which SLP practice occurs.

**SLP 606      Capstone I: Speech-Language Pathology      (3 credits)**

This course is designed to provide students with the foundation for successful completion of an evidence-based practice (EBP) project. This course emphasizes knowledge of current expectations for speech-language pathologists engaging in EBP in clinical practice, familiarizing students with capstone progression, project quality and scope, and doctoral-level communication requirements. Each student is expected to develop the introduction, literature review, and method for the capstone project, and, if appropriate, submit the project to the Institutional Review Board.

**SLP 607      Capstone II: Speech-Language Pathology      (3 credits)**

This course is the second of three that are specifically designed to provide students with the foundation for successful completion of an evidence-based practice (EBP) project. This course emphasizes knowledge of current expectations for speech-language pathologists engaging in EBP in clinical practice, and familiarizing students with capstone progression, project quality and scope, and doctoral-level communication requirements. (*prereq: SLP 606*)

**SLP 609      Capstone III: Speech-Language Pathology      (3 credits)**

This course is designed as a culmination of the student's learning experiences, with an emphasis on the implementation and presentation of a complete evidence-based practice (EBP) project. Students are expected to demonstrate depth of knowledge in select areas of clinical practice through the advanced synthesis of information and expertise in interpreting and applying clinical research. The ultimate goal of the capstone project is that students will demonstrate the ability to function as independent clinician researchers and to use their knowledge and skills in order to effect systems change in professional environments (*prereq: SLP 607*)

**SLP 611      Research Writing      (2 credits)**

This course provides students with skill sets to analyze and synthesize selected research complementary to a research topic. Students will obtain the ability to complete editing reviews. Submission of a comprehensive literature review will be required.

**SLP 624      Assessment/Treatment of Motor Speech Disorders      (2 credits)**

The role of central and peripheral motor systems in speech production and speech disorders related to abnormalities in these motor systems. Emphasis on the neurological bases, assessment, and clinical management of the dysarthrias and apraxia of speech across the lifespan.

**SLP 626      Assessment/Treatment of Adult Neurogenic Language Disorders      (2 credits)**

This course explores neurogenic (acquired) language disorders with specific content focused on the aphasias and the as related to neurolinguistic aspects. We will target diagnosis and classifications of aphasias as well as intergenerational approaches.

**SLP 628      Clinic Class II** (2 credits)  
An examination and exploration of the topics of diversity and professional ethics as they involve clinical speech-language pathology.

**SLP 630      Capstone Seminar I** (1 credit)  
Review of basic research issues and concepts in order to prepare to be a consumer of research literature and to prepare the student for their project. Includes various research types and designs, validity, quantitative and qualitative data analysis and clinical applications of research.

**SLP 632      Practicum in Speech-Language Pathology II** (3 credits)  
Examination of the diagnostic, treatment and documentation procedures in speech-language pathology occurring through active observation in the clinical environment and classroom instruction. Active, supervised participation in the clinical process with emphasis on individualized assessment, treatment, counseling and documentation procedures.

**SLP 634      Capstone Seminar II** (1 credit)  
As students advance into their topic, they will begin the outlining and writing process with possible preparation for data collection. This seminar will guide them through this phase of their capstone, which is a scholarly project with topics that may involve prevention, assessment, literature review, case presentation or intervention involving the scope of practice for speech-language pathologists.

**SLP 636      Dysphagia II** (2 credits)  
Second in a sequence of dysphagia courses. Explores issues with feeding in pediatric caseloads, more work with instrumental intervention and treatment.

**SLP 638      Medical Speech-Language Pathology II** (2 credits)  
This course prepares students to work with patients who are tracheostomy and ventilator-dependent. We will explore speaking valves, different types of trachs and ventilator applications.

**SLP 640      Clinic Class III** (2 credits)  
An examination and exploration of the topics of professional issues, regulations and law as they involve clinical speech-language pathology.

**SLP 641      Lab Course II** (2 credits)  
This course will allow students to obtain hands on experience with Instrumental testing materials and technology. Students will develop proficiency with both the technical components of the instruments and with the application of the technology to administer evaluations.

**SLP 642      Practicum in Speech-Language Pathology III      (3 credits)**

Examination of the diagnostic, treatment and documentation procedures in speech-language pathology occurring through active observation in the clinical environment and classroom instruction. Active, supervised participation in the clinical process with emphasis on individualized assessment, treatment, counseling and documentation procedures.

**SLP 644      Dysphagia I      (2 credits)**

Study of the anatomic and physiologic systems involved in normal swallowing and swallowing disorders (dysphagia) in adults. Emphasis on the role of the speech-language pathologist in the areas of assessment and treatment of dysphagia and as a team member in the areas of dysphagia-related counseling, ethical and quality of life issues.

**SLP 646      Assessment/Treatment of Cognitive-Communication Disorders      (2 credits)**

An investigation of acquired, cognitive-based language disorders including traumatic brain injury (including right brain injury), related cognitive communication sequelae, and dementia. Emphasis on assessment and treatment of cognitive communication disorders.

**SLP 648      Assessment/Treatment of Voice & Resonance Disorders      (2 credits)**

Examination of the physiology acoustics, and perception of voice quality and speech resonance, as well as the etiologies, diagnosis, and management of voice and resonance disorders.

**SLP 650      Assessment/Treatment of Fluency Disorders      (2 credits)**

Examination of the diagnosis and assessment related to fluency across the lifespan. Procedures specific to the differential assessment of fluency are examined, evaluated and related to therapeutic strategies and the methods of behavior change.

**SLP 652      Augmentative & Alternative Communication Disorders      (2 credits)**

Introduction to alternative and augmentative communication systems for consumers. Discussions include the use of aided and unaided communication systems, assessment procedures and intervention, including education and team approaches.

**SLP 654      Clinic Class IV      (2 credits)**

An examination and exploration of clinical documentation and reporting, as well as business organization/planning as they involve clinical speech-language pathology.

**SLP 658      Practicum in Speech-Language Pathology IV      (3 credits)**

Examination of the diagnostic, treatment and documentation procedures in speech-language pathology occurring through active observation in the clinical environment and classroom instruction. Active, supervised participation in the clinical process with emphasis on individualized assessment, treatment, counseling and documentation procedures.

**SLP 660      Clinic Class V** (2 credits)  
Topics will focus on advanced clinical topics, EPB, supervising assistants.

**SLP 668      Capstone Seminar III** (1 credit)  
This seminar will facilitate the data collection with an eye on analysis for the student's capstone project. The student will continue to plan, write and target clinical and empirical aspects of research and will re-visit ethics, and evidence based practice concepts.

**SLP 670      Medical Speech-Language Pathology III** (2 credits)  
This course will continue to expand content from Medical Speech-Language Pathology I & II, and will include topics such as telepractice, advanced medical syndromes, and gerontology.

**SLP 707      Instrumentation & Procedure Validation Lab** (3 credits)  
This course will help the student develop competency of current instrumentation techniques used to evaluate voice and swallowing. The student's procedural competency will be developed and validated with rigid and flexible endoscopy and fees. This lab will allow the student to acquire multiple opportunities to pass the rigid and flexible endoscopes on both the manikin and on live patients.

**SLP 711A+    Capstone Residency** (3 credits)  
Capstone Residency, One course per semester until completion.

**SLP 712      Advanced Seminar: Advanced Dysphagia** (2 credits)  
This course will target advanced instrumental techniques for assessment. Students will obtain additional experience with FEES and MBSS interpretation and skill development. Utilization of diagnostic information to plan therapeutic interventions will be emphasized and developed.

**SLP 713C    Advanced Seminar: Language Themes - Aural Rehabilitation** (1 credit)  
Explores the latest technology related to hearing loss including Cochlear implants, hybrid hearing aids and cochlear implants, short electrode implants as well as programmable hearing aids. The newest journal articles will be used to read and update students on the most current and evidence based practices.

**SLP 713D    Advanced Seminar: Language Themes - Family Dynamics & Family Interviews** (1 credit)  
This course teaches the learner how to complete Routines Based interviews (RBI), reviewing the need for family assessment, and how RBI fits this need. Students will be expected to observe and take notes, but not participate in the discussion with the family. It is critical that the family participant feels safe in the conversation with the RBI administrator. Students will practice goal writing and learn what an ECO Map entails.

**SLP 716      Advanced Seminar: Cancers of the Head & Neck      (2 credits)**

Focus on the speech, voice and swallowing disorders associated with cancers of the head and neck, with a special emphasis on laryngectomy. Includes discussion of team engagement, consumer education, intervention and treatment.

**SLP 718      Advanced Seminar: Assistive Technology      (1 credit)**

This one hour seminar will take a deep dive into advance topics dealing with assertive technology and Augmentative and Alternative Communication including service delivery that includes recognizing ethical dilemmas that can arise when delivering AT services, identifying legislation that shapes services provided to adults and children and identifying AT funding sources. The latest publications and evidenced-based practice will be utilized in order to provide the most current updates in this topic area.

**SLP 720      Capstone Seminar IV      (1 credit)**

This seminar will advance the student's data collection phase and begin to target data analysis for their capstone project. The student will develop their written deliverable project in preparation for the final stage of the capstone.

**SLP 721      Biostatistics Interpretation      (3 credits)**

The purpose of this course is to learn basic interpreting biostatistics reported in peer-reviewed journal articles. Topics will include ways of describing data, how to graphically display data, and looking for and testing relationships or differences in data.

**SLP 722      Practicum in Speech-Language Pathology V      (4 credits)**

Examination of the diagnostic, treatment and documentation procedures in speech-language pathology occurring through active observation in the clinical environment and classroom instruction. Active, supervised participation in the clinical process with emphasis on individualized assessment, treatment, counseling and documentation procedures.

**SLP 723B      Advanced Seminar: Health Themes - NICU & Pediatric Feeding      (1 credit)**

Nature, etiologies, and principles of evaluation and treatment of common disorders associated with pediatric dysphagia in the acute care setting. Emphasis on the role of the medical speech-language pathologist in the areas of assessment and treatment of dysphagia in individuals with a wide variety of complex medical diagnosis as a team member, and consider ethical and quality of life issues.

**SLP 723C      Advanced Seminar: Health Themes - Cognition      (1 credit)**

This course will explore different aspects of cognitive disorders stemming from neurologic insult such as blast injury; neoplasms, chronic tbi, or multiple concussion syndromes. Topics may also incorporate working memory, executive functioning and attention. readings will include the latest publications in the area of diagnostics and treatment



**SLP 723D     Advanced Seminar: Health Themes - Cancers of the Head & Neck     (1 credit)**  
Focus on the speech, voice and swallowing disorders associated with cancers of the head and neck, with a special emphasis on laryngectomy. Includes discussion of team engagement, consumer education, intervention and treatment.

**SLP 727     Speech-Language Pathology Practice: Organization & Management     (2 credits)**

The primary professional focus for speech-language pathologists (SLPs) typically involves clinical practice; that practice can occur in a wide variety of settings, each with its own unique challenges and opportunities. This course explores current issues of organization and ongoing management of SLP clinical practice, with an emphasis on administration/organization/management of healthcare, school, and private practice settings.

**SLP 734     Practicum in Speech-Language Pathology VI     (4 credits)**

Offsite clinical practicum experience, completed under the supervision of community-based, qualified and certified speech-language pathologists. Emphasis on the evaluation and treatment of disorders related to speech, language, cognitive- communication disorders, and swallowing.

**SLP 735     Clinic Class VI     (1 credit)**

Class topics will focus on transitioning from student to professional and preparing the student for their Clinical Fellowship Year.

**SP 620     Program Design for Sport Performance     (3 credits)**

This course will examine the outcomes associated with differential resistance training regimens. Emphasis is placed on training principles centered around periodization, variation, and progression of the acute program variables of frequency, intensity, volume, and rest across cycles of training to prevent overtraining and promote optimization of performance in various areas. This course also requires that the student participates in a practicum/internship based on the application of program design.

## I

**TDPT 508     Pediatric Practice Analysis: Directed Independent Study     (2 credits)**

This directed independent study provides each student with an individually tailored opportunity for an evidence-based, reflective analysis of pediatric physical therapy practices. With evidence-based competencies gained from the CC527 course in the first semester, this project allows the pediatric physical therapist to analyze care processes implemented for a selected infant, child, or youth related to current best evidence.

## W

### **WE 610      Population Health Issues** (3 credits)

In this course, the health issues of specific populations such as gender, race/ethnicity, and age will be discussed. Considerations of other social determinants of health, including, but not limited to, socioeconomic status, geography, and health policy factors will be covered. Health and well-being issues specific to each population will be explored through the lens of evidence-based strategies. Further, exploration of the ecological model of health promotion will be central to this course.

### **WE 623      Wellness Promotion & Programming** (3 credits)

This course provides the business and human rationale for wellness promotion, health education, and public health programs. Best practice for program design, implementation, and evaluation are examined as is the development and use of needs analyses, health risk assessments, and biometric measures to educate clients/patients and guide programming. Evidence based group and individual motivational strategies are included.

### **WE 630      Nutrition & Exercise for Health & Wellness** (3 credits)

This course includes an overview of chronic diseases and associated risk factors. The effects of behaviors in the etiology and treatment of chronic diseases are examined. Emphasis is placed on the effects of modifying behaviors such as nutrition, physical activity, sleep, smoking, and alcohol use, as well as stress reduction. The role of exercise and diet in integrative lifestyle medicine is explored. Basic skills in exercise prescription and nutritional intervention strategies within the scope of practice are developed.

### **WE 700      Theories of Behavior Change** (3 credits)

This course explores the principal theories of behavior that drive evidence-based practice in health/wellness education and coaching. Emphasis is placed on the determinants of group and individual behavior and behavioral economics in the context of health and wellness is included. Effective application of various theories to create education and/or interventions to alter behaviors of targeted groups or individuals is examined.

### **WE 710      Theories & Application of Wellness Coaching** (3 credits)

This course explores health promotion and wellness, social determinants of health, health education, and public health programs. The theoretical basis and the evidence supporting health and wellness coaching will be discussed. Theories of behavior change and wellness coaching will be evaluated. Coaching strategies to be developed include motivational interviewing, appreciative inquiry, and positive psychology. Focus will be placed on developing one-on-one practical coaching skills while emphasizing ethical and legal practice considerations. Several synchronous sessions are required.

### **WE 711      Advanced Wellness Coaching** (3 credits)

This course provides an opportunity to practice and develop the health/wellness coaching competency required for teaching and practicing coaching. Knowledge and skills

developed in prerequisite courses are synthesized and expanded. Emphasis is placed on the application of coaching skills, and practice sessions with feedback are included. Also included is the business of health/wellness coaching including ethics and legalities. A practical skills exam and several synchronous sessions are required. (*prereq: WE 710*)

**WE 718      Wellness Coaching Practicum      (3 credits)**

This practicum course allows students to complete required coaching sessions while being mentored by an NBC-HWC certified coach. Emphasis is placed on mentorship oversight and providing valuable, proven tactics for new coaches transitioning to independent health and wellness coaches. Other topics including marketing, business development, social media, test preparation, and other higher-level coaching practice will be explored. This course is optional and not required to be eligible for the NBC-HWC exam. (*prereq: WE 711*)