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**Rocky Mountain
University**
of Health Professions

Course Designators

Course Designator	Description
ACP	Advanced Clinical Practice
AG	Aging
AGA	Adult Gerontology Acute Care
ASP	Applied Scholarly Project
CC	Core Course
CO	Counseling
DMS	Doctor of Medical Science
DNP	Post-professional DNP
ENP	Emergency Nurse Practitioner
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	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
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 V2 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 V3 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 (3 credits)
Persons With Dementia

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.

AGA 710 Acute Care Practicum I (3 credits)

This practicum introduces students to the foundational skills required for acute care practice. Emphasis is placed on conducting comprehensive assessments, formulating differential diagnoses, and initiating evidence-based management plans for adult and geriatric patients presenting with acute and emergent conditions. Students will engage in supervised clinical experiences to develop proficiency in patient evaluation and interprofessional collaboration. (180 Clinical Hours)

AGA 711 Acute Care Focus I (3 credits)

This didactic course delves into the pathophysiological mechanisms underlying acute illnesses in adult and geriatric populations. Students will explore the clinical manifestations, diagnostic evaluations, and evidence-based treatment strategies for a range of acute conditions, enhancing their clinical reasoning and decision-making skills.

AGA 720 Critical Care Practicum II (3 credits)

This advanced practicum immerses students in the care of critically ill adult and geriatric patients. Emphasis is placed on rapid assessment, stabilization, and management of lifethreatening conditions. Students will gain experience in high-acuity settings, enhancing their skills in critical thinking, procedural interventions, and interprofessional collaboration. (180 Clinical Hours)

AGA 721 Critical Care Focus II (3 credits)

This capstone didactic course synthesizes knowledge and skills acquired throughout the AGACNP program. Students will engage in complex case analyses, focusing on advanced clinical decision-making, ethical considerations, and leadership in critical care settings. The course prepares students for transition into autonomous practice.

AGA 730 Complex & Chronic Disease Practicum III (3 credits)

In this practicum, students will manage adult and geriatric patients with complex chronic conditions. The focus is on longitudinal care, including disease progression monitoring, management of comorbidities, and coordination of care across healthcare settings. Students will refine their skills in developing and adjusting comprehensive care plans. (180 Clinical Hours)

AGA 731 Complex & Chronic Disease Focus III (3 credits)

This course provides an in-depth examination of chronic diseases prevalent in adult and geriatric populations. Students will study the epidemiology, pathophysiology, and management strategies for conditions such as heart failure, diabetes, and chronic obstructive pulmonary disease, emphasizing evidence-based practice and patient education.

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.

C

CC 811 E V2 Doctoral Residency 6 (3 credits)

Doctoral Residency. One course per semester until completion.

CC 811 F V2 Doctoral Residency 6 (3 credits)

Doctoral Residency. One course per semester until completion.

CC 811 G V2 Doctoral Residency 5 (3 credits)

Doctoral Residency. One course per semester until completion.

CC 811 H V2 Doctoral Residency 5 (3 credits)

Doctoral Residency. One course per semester until completion.

CC 811 I V2 Doctoral Residency 9 (3 credits)
Doctoral Residency. One course per semester until completion.

CC 811 J V2 Doctoral Residency 8 (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.

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

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

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.

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.

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

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.

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 643 School Counseling Leadership & Management (3 credits)
This School Counselor course is an overview of lesson planning, curriculum organization and delivery. Students will attain the skills necessary to establish and maintain an effective school counseling program using the framework specific to the delivery system of the American School Counselor Association (ASCA) National Model.

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 652 Systems Theory for Families & Couples (3 credits)
A review of systems theories and techniques, issues related to family and couples, theoretical foundations, ethical, and legal issues.

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 654 Counseling Children & Adolescents in the Family System (3 credits)
The application of development and system theory in counseling children and adolescents and circular causality with the family and other systems.

CO 655 Field Work in School Counseling (3 credits)
The Field Work in School Counseling will allow students to gain knowledge and develop an understanding of the environment and culture of the school. Students will be exposed to and be able to observe and shadow various school administrative and teaching personnel. This immersive experience will be facilitated by school personnel and supervised by an experienced school counselor.

CO 656 Treatment of Addictions (3 credits)
In depth look at the historical and current evidence-based treatment procedures and techniques of substance abuse and addictions treatment.

CO 657 Biopsychosocial Aspects of Addiction (3 credits)
Examination of the biopsychosocial aspects of substance abuse and addictions; with a focus on the physical predispositions, family history and systemic trauma as well as current social mores and legal perspectives.

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 662 Therapeutic Play (3 credits)

This course is focused on the use of therapeutic play in counseling. History of play in counseling, theoretical orientations to play counseling, foundations of play counseling, practice of play counseling, and assessment are major areas of focus of the course.

CO 663	Introduction to Creativity in Counseling: Theory and Practice	(3 credits)
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This course will explore the application of creativity in mental health counseling, with a focus on the principles and practices endorsed by the American Counseling Association's Division, the Association for Creativity in Counseling. It will provide a comprehensive survey of creativity as an inherent capacity, examining it from a relational perspective through the counseling paradigms. Students will also be introduced to the field of creative arts therapies, including drama, dance, music, art, and poetry therapy. The course will cover appropriate techniques from these modalities that counselors can integrate into their practice. Designed to be both didactic and experiential, the course will support students in developing and exploring their creative identity as counselors. Through a blend of theoretical insights and practical application, students will gain a deeper understanding of how creativity can enhance their counseling practice.

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 671 A 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 671 B 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 671 C 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 671 D 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 672 A 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 672 B 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 672 C 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 672 D 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 673 A Counseling Internship: Addictions (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 673 B Counseling Internship: Addictions (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 673 C Counseling Internship: Addictions (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 673 D Counseling Internship: Addictions (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 674 A Counseling Internship: Clinical Rehabilitation (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 674 B Counseling Internship: Clinical Rehabilitation (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 674 C Counseling Internship: Clinical Rehabilitation (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 674 D Counseling Internship: Clinical Rehabilitation (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 675 A 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.

CO 675 B 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.

CO 675 C 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.

CO 675 D 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.

CO 699 A Special Topics in Counseling (3 credits)

Special topics course will address current developments or special-interest topics within the counseling profession. Each offering will include section-specific learning objectives. Students may repeat this course by taking different sections. Topic, learning objectives, and credits will be determined prior to registration and outlined in a unique section-specific syllabus.

D

DMS 504 Research Methods (3 credits)

This course provides an in-depth exploration of research methodologies tailored for bachelor's-prepared Physician Assistants (PAs). Students will explore quantitative, qualitative, and mixed-methods research designs, with a focus on applying these methodologies to clinical practice and healthcare improvement. Students will additionally develop the ability to critically review the medical literature with a focus on the application of evidence-based medicine principles. Key topics include research ethics,

hypothesis formulation, data collection and analysis, interpretation, and critical evaluation of statistical and clinical significance on a basic level. Emphasis will be placed on the practical application of research methods in the development of clinical guidelines, protocols, and patient care strategies.

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

(3 credits)

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

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 (3 credits)
Organizations

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 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, & medical informatics. A key learning experience of this course will be developing and implementing a quality improvement project.

HP 620 V2 Research Applications in Strength & Conditioning (3 credits)

This course has students analyzing current scientific research within the field of strength and conditioning program design, allowing students to critically analyze research findings and translate them into effective training plans for athletes of varying levels and sport demands, incorporating concepts like periodization, exercise selection, and training stimulus manipulation based on evidence-based practices.

HP 640 Advanced Sport Performance Technology (3 credits)

This course teaches students about the impact of innovations in the sports technology sector, and how to use data to make decisions. Students learn how to use data to assess performance and health, and how to use technology to facilitate sports science assessments.

HP 714 V2 Recovery Strategies in Exercise & Sport (3 credits)

This course will explore advanced recovery strategies used in exercise and sport, focusing on both the physiological and psychological mechanisms that underpin recovery processes. Students will critically examine the latest research to optimize performance and prevent overtraining. Students will learn to design personalized recovery strategies tailored to individual needs, training loads, and sport-specific demands, with an emphasis on evidence-based practices.

HP 740 Tactical Fitness & Performance (3 credits)

This course will have students reviewing various methods and strategies for improving training methods, and field experience to help tactical professionals improve their performance, readiness, and longevity. Topics such as injury prevention and tactical job preparation will be examined and debated. Tactical fitness research and literature will serve as the content for developing professionals capable of supporting the tactical field.

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

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 740 Learning Theory and 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 V2 Curriculum Design for Healthcare Professions (3 credits)

This course focuses on the design of modern health professions curricula that effectively integrate basic and clinical sciences while seamlessly connecting didactic and experiential learning. Emphasizing andragogic principles and innovative delivery methods, students will explore strategies for creating meaningful program outcomes and assessment opportunities that ensure quality and excellence. Contemporary topics such as incorporating clinical experiences, addressing sociocultural factors in healthcare, and navigating accreditation standards and constraints in healthcare professions education will also be addressed.

HPE 754 Evidence-Based Assessment in Healthcare Professions Education (3 credits)

This course explores contemporary, evidence-based models and techniques for assessing student classroom and clinical performance, instructor effectiveness, and overall educational program quality. Emphasizing a unique and modern approach to programmatic assessment, students will design and implement comprehensive assessment plans, interpret diverse data sources, and develop strategies for continuous improvement. Through a focus on programmatic assessment, students will learn to create cohesive, longitudinal assessment systems that provide insight into educational effectiveness.

HPE 760 V2 Instructional Strategies for Healthcare Educators (3 credits)

This course provides a comprehensive exploration of instructional strategies and technologies essential for effective teaching in healthcare education, covering online, blended, and traditional classroom environments. Emphasis is placed on the design and delivery of low and high fidelity, simulation-based, and mixed media resources that support dynamic and interactive learning experiences. Students will examine best practices in course design and instructional delivery, engaging with current instructional technologies.

HPE 768 Leadership in Higher Education (3 credits)

This course provides an in-depth exploration of leadership and administrative roles within higher education, from departmental management to executive-level positions. Students will examine the structure and responsibilities across various levels of administration, gaining insight into the unique challenges and demands of each role. Key leadership skills such as strategic planning, financial oversight, policy development, and decision-making will be emphasized, along with critical competencies for advancing in academic administration, including communication, conflict resolution, and team building.

HS 611 Functional Assessment of Movement (3 credits)

The purpose of this course is to examine evidence-based, objective measures of movement patterns, proprioception, flexibility, and strength required of individuals engaged in physical activity. Students will be exposed to injury prediction/prevention research and gain clinical skills in performing a comprehensive movement assessment. Factors contributing to movement dysfunction will be identified, and techniques for movement assessment will be outlined and discussed. Through a case-based format, students will formulate and present an intervention plan to address movement dysfunctions found during functional assessments that build on the basics and focus on movement constructs that will minimize future injury risk.

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 660 Global Health Perspectives (3 credits)

This course focuses on international perspectives on health regarding healthcare, health practices, and systems issues affecting health in rural, urban, and suburban communities outside the US. The course is designed in a seminar/ field experience format where students participate in synchronous and experiential activities within the US and international communities. Students will complete needs assessments, applied health-related research, and interventions for communities in international venues. Strong

emphasis on understanding health issues related to specific international communities and on establishing partnerships for studying international health.

HS 710 V3 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 V2 Research Methods

(3 credits)

This course provides a foundation in quantitative research methods and ethics, covering formulating a clinical research question, study design, principles of measurement, reliability and validity, and critical appraisal of literature. Additional topics include data collection methods, sampling techniques, and ethical considerations specific to quantitative research. Students will critically appraise research evidence, describe the application of the evidence and participate in lectures, small group discussions, and interactive practice activities.

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.

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 performance-based 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.

This course provides an in-depth analysis of critical thinking, clinical and professional reasoning and decision-making as described in theory and experienced by practitioners. Students will engage in various independent and collaborative learning activities to critically appraise the evidence of different decision-making strategies, culminating in developing their own clinical reasoning practice statement. Students will explore their own reasoning, focused self-reflection, emotional intelligence, and personal/professional development and apply these analyses to current theories of clinical and professional reasoning. Developing a greater sense of professional self and systematic clinical reasoning and decision-making approach will facilitate students' rational, accurate, and consistent care and management of patients and clients.

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.

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 V2 Biostatistics I (3 credits)

This course introduces students to foundational biostatistical principles and techniques for analyzing and interpreting data in biological and health science contexts. Topics include descriptive statistics, probability theory and distributions, sampling, correlation, linear regression, t-tests, one-way analysis of variance, data visualization, hypothesis testing fundamentals (effect size and statistical power), and introductory statistical software (e.g., SPSS, R, Excel). Emphasis will be placed on developing practical skills for analyzing and interpreting data to inform scientific decision-making.

HS 727 V3 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: HS 722.

HS 734	Qualitative Research II	(3 credits)
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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.

HS 736 V2	Mixed Methods Integration	(3 credits)
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This course offers an in-depth exploration of techniques and strategies for integrating quantitative and qualitative data in research, with a focus on mixed methods study design. Students will learn how to effectively combine these data types to provide a comprehensive analysis and robust interpretation of research findings. The course emphasizes practical applications, including data triangulation, merging datasets, and ensuring consistency between qualitative and quantitative results.

HS 740	Teaching & Learning Theory	(3 credits)
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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 746	Leadership in Health Sciences	(3 credits)
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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.

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.

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.

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. Prerequisite: HS 712

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.

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. (Prerequisite: HS 762)

HS 810 V3 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. (Prerequisite: HS 800)

HS 820 Prospectus Development (3 credits)

This course provides students with essential skills to develop and present a research prospectus for their dissertation study. Emphasizing careful planning, students will formulate a clear prospectus that includes background, scientific rationale, research questions, and initial methodology. They will gain practical knowledge on the responsible conduct of research, the informed consent process, and Institutional Review Board requirements. Students will finalize their written prospectus, secure dissertation committee commitments, and prepare for an oral presentation, gaining confidence in presenting their research to faculty and peers. Prerequisite: HS 765.

HS 832 Qualifying Exam Prep (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 833 B Proposal Writing (3 credits)

This course is designed to assist students in their initial dissertation phase of their academic program. Emphasis will be on the socialization process of the dissertation including forming a committee, overcoming challenges and obstacles, time management and development of the dissertation prospectus/proposal.

HS 870 A Dissertation Seminar I (3 credits)

This course is designed for students to begin their dissertation project by recruiting dissertation committee members; developing a dissertation prospectus followed by the dissertation proposal (3-chapter format that includes: Introduction, Literature Review, Methods). Ideally this course concludes with the oral defense of the written dissertation proposal. Throughout this course, instructors will help students to overcome challenges and obstacles and provide strategies for accountability, time management, and dealing with project-related, personal or work-related factors that might influence dissertation progress. Prerequisite: HS 810.

HS 870 B Dissertation Seminar II (3 credits)

This course is designed for students to develop and ideally gain approval of their dissertation IRB application and to begin collecting data as the IRB is approved. Students will discuss challenges with implementation of the research project and work with instructors and peers in mitigating challenges. Regardless of where the student is in the dissertation process, throughout this course, instructors will help students to overcome challenges and obstacles and provide strategies for accountability, time management, and dealing with project-related, personal, or work-related factors that might influence dissertation progress. Prerequisite: HS 810.

HS 870 C Dissertation Seminar III (3 credits)

This course is designed for students to complete data collection and analysis, and to complete the dissertation manuscript. Students will discuss challenges with finalizing the research project and work with instructors and peers in mitigating challenges in manuscript writing. Regardless of where the student is in the dissertation process, throughout this course, instructors will help students to overcome challenges and obstacles and provide strategies for accountability, time management, and dealing with project-related, personal, or work-related factors that might influence dissertation progress. Prerequisite: HS 810.

HS 877 A Grant Writing (3 credits)

This course is designed to assist students in the dissertation phase of their academic program relative to seeking and acquiring grants. Emphasis will be on the basic grant process, searching for grant opportunities and developing a grant proposal.

HS 877 B 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 877 C+ Doctoral Dissertation 3+ (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.

HT 726 Evidence-Based Concepts of Radiographic Imaging (3 credits)

This course will provide fundamental principles of radiographic imaging procedures while challenging the student to address occupational-based strategies for clinical decision-making. Students will broaden their knowledge and acquire skills to recognize common normal and abnormal radiographic findings of the upper quadrant. The student will

develop skills to approach imaging studies from a scientific and occupation-based prospective. Students will integrate the diagnostic utility of imaging procedures related to activities and participation.

HT 736 Advanced Concepts in Hand Therapy Evidence-Based Practice (3 credits)

This course will provide the opportunity for students to examine client-centered care practices through utilization of the best evidence for interventions used in upper quadrant rehabilitation clinics. Students will appraise the literature pertaining to upper quadrant interventions and outcome assessment tools to assist in determining the best practices in hand therapy. Emphasis will be placed on in-depth examination of interventions strategies, and diagnosis and prognosis of specific neuromuscular and musculoskeletal disorders of the upper quadrant. This didactic course will promote student interaction through class forums, blogs, and social networks. Critical reasoning will be reinforced through the development of electronic presentations, scholarly papers, and the application of theoretical concepts in support of Vision 2025.

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 evidence 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 601 V2 Fundamentals of Occupational Therapy (2 credits)

This course introduces learners to the foundational scope, principles, and evolving role of the occupational therapy profession. Through critical exploration and application of the profession's guiding documents, learners deepen their understanding of the history, values, ethics, and standards shaping contemporary OT practice. Learners actively engage in comparing theories, applying key frameworks to real-world contexts, and reflecting on

their own professional identity as developing occupational therapists, setting the stage for continued growth in advanced practice.

MOT 602 V2 Anatomy for OT **(2 credits)**

This course provides an in-depth, applied study of human anatomical structures essential for goal-directed movement and active engagement in meaningful occupations. Using a regional approach, learners explore the human body with a focus on clinical relevance to occupational therapy practice. Learning experiences include virtual models, multimedia, and on-campus lab sessions using cadavers to enhance understanding. Learners actively integrate prior clinical knowledge with new anatomical content, apply critical thinking to real-life OT scenarios, and reflect on the relationship between structure and function in human occupation, translating anatomical knowledge into safe, effective, evidence-based practice.

MOT 603 V2 Neuroscience in OT **(2 credits)**

This course introduces learners to fundamental neuroscience concepts essential for advanced occupational therapy practice. Learners examine the structure and function of the human nervous system with a focus on how neuroanatomical relationships influence clinical signs, symptoms, and occupational performance. The course provides foundational knowledge for interpreting common neurological conditions and for applying this understanding in evidence-based assessment and intervention planning. Learners' prior experience, intrinsic motivation, and need for practical, relevant application supports active engagement through virtual models, cadaver-based lab sessions, and case-based analysis, ensuring the translation of complex neuroanatomy into meaningful, client-centered practice.

MOT 605 V2 Human Movement & Performance **(2 credits)**

This course provides an applied study of normal and pathological human movement, integrating principles of biomechanics, kinesiology, osteokinematics, and arthrokinematics. Learners analyze how the body's joints and tissues enable or limit functional movement, and how these movements support engagement in meaningful occupations. Through interactive simulations, video observation, lab activities, and hands-on practice, learners apply core concepts to evaluate posture, gait, range of motion, manual muscle testing, and functional performance. On-campus labs reinforce psychomotor skill development and critical thinking through real-world functional assessments.

MOT 606 V2 Occupations Across the Lifespan (2 credits)

This course examines how occupational performance evolves across the lifespan and is influenced by temporal, environmental, and sociocultural factors through case-based learning, simulation, and authentic practice connecting directly to learners' prior clinical experiences. Learners explore the essential role of occupation in supporting physical, social, and mental development, participation in daily activities, survival, health, and well-being. Learners will revisit foundational occupational therapy theories, models, and frames of reference that guide the organization, assessment, and interpretation of occupational performance for individuals and populations. Using a systematic approach to activity analysis, learners apply these concepts to analyze, adapt, and optimize occupational engagement, while encouraging reflection on how occupation shapes health and participation.

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 610 V2 Culture & Occupation (2 credits)

This course provides an in-depth exploration of the complex relationship between culture and occupation as life-sustaining, purposeful, and meaningful activities. Learners critically examine how cultural values, beliefs, customs, and practices shape occupational engagement, identity, and participation across the lifespan for diverse populations. Emphasizing cultural humility, this course integrates the development of cultural sensitivity, communication skills, advocacy, and application of culturally responsive practices in occupational therapy. Through authentic, problem-centered activities and reflective learning, learners connect course content to real-world practice and their own evolving roles as occupational therapists by combining experiential assignments, community interaction, and critical reflection.

MOT 613 V2 OT for Children/Youth: Conditions & Participation (1 credit)

This course provides foundational and advanced knowledge of clinical conditions affecting children and adolescents, including physical, neurological, and psychosocial impairments and disabilities. Learners examine typical occupational performance challenges encountered in pediatric practice and apply evidence-based professional reasoning to evaluate and plan interventions. Emphasis is placed on understanding the interaction between developmental conditions, social determinants of health, and public health factors that shape participation and well-being for children and youth.

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

This course examines the policy, legal, and ethical issues that influence the scope and delivery of occupational therapy services. Learners gain the knowledge and practical skills needed to advocate for clients and the profession, navigate complex policy landscapes, and lead effectively within healthcare systems. Through a blend of evidence-based exploration, real-world analysis, and reflective discussion, learners critically analyze contextual factors, propose solutions to legal and ethical challenges, and develop strategies to empower clients and communities. The course emphasizes ethical decision-making, leadership development, and lifelong learning, which honor learners' prior experiences and focus on relevance and practical application.

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

This course focuses on the evaluation and intervention planning processes for children and youth with diverse developmental, physical, behavioral, and psychosocial needs. Learners gain advanced skills in screening, assessment, and interpretation using both standardized and non-standardized tools. Emphasis is placed on integrating the Occupational Therapy Practice Framework (OTPF-4) and theoretical models to guide client-centered, culturally responsive, evidence-based practice. Learners apply professional reasoning to design and implement occupation-based intervention plans that address key domains such as feeding and eating, orthotics, motor skills, ADLs, leisure, and sleep. This course encourages learners to build upon foundational knowledge, apply and integrate skills, reflect on their roles, and develop strategies for continuous professional learning. On-campus lab sessions provide hands-on practice in evaluation techniques, intervention strategies, and the use of technology and telehealth in pediatric practice.

MOT 618 V2 OT for Adults with Neurological & Physical Conditions (1 credit)

This course provides learners with an integrated understanding of major neurological and physical diseases, injuries, and conditions that affect adult occupational performance. Learners will analyze diagnostic and evidence-based intervention approaches through a medical and holistic lens, while considering social determinants of health that impact outcomes.

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

Level IA Fieldwork introduces learners to the practice of occupational therapy in behavioral and mental health settings. Experiences may be virtual, simulated, or in person. The fieldwork experience integrates didactic knowledge with real-world observation and limited participation in selected aspects of the OT process and enriches classroom and lab learning by allowing learners to apply academic concepts while gaining a deeper understanding of client needs, professional reasoning, and the professional role of occupational therapy. During this course, learners engage in professional interactions with clients, caregivers, healthcare providers, and educators to further develop communication skills and professional behaviors. The goal of Level IA is not to be independent in the OT process, but to integrate and apply knowledge and skills obtained from didactic coursework under the supervision of qualified professionals. Approved supervisors may include occupational therapists, occupational therapy assistants, psychologists, teachers, social workers, nurses, physical therapists, and other related providers. Level IA Fieldwork is an integral component of the MOT curriculum and lays the foundation for future success in Level IB and Level II fieldwork experiences.

MOT 620 V2 Scholarly Inquiry I (3 credits)

This course provides learners with foundational knowledge and applied skills in qualitative research design, methodology, and scholarly writing, emphasizing the role of qualitative inquiry in advancing occupational therapy practice. Learners will examine the hierarchy of evidence, compare qualitative and quantitative approaches, and explore philosophical and ethical assumptions that shape qualitative research. The course emphasizes evidence searching (e.g., PubMed, Index Medicus), critical appraisal, and the construction of scholarly documents in APA format. Learners gain experience applying qualitative methods to real-world clinical issues, including designing research questions, collecting and analyzing data, and evaluating published qualitative studies. This course emphasizes critical reflection and the practical integration of research knowledge into the learners' professional contexts.

MOT 621 Scholarly Inquiry II (3 credits)

This course equips learners with foundational and applied skills in quantitative research design, evidence appraisal, and scholarly critique to support evidence-based practice. Learners explore the hierarchy of evidence, develop clinical questions, and apply quantitative research and ethical principles to judge diagnostic tests, standardized assessments, outcome measures, and the effectiveness of interventions for individuals, populations, or organizations. Learners will strengthen their information literacy through structured literature searches, critical analysis of research designs, and statistical interpretation. Learners will gain practical experience developing a critically appraised paper article critiques, evidence tables, and a research prospectus, applying knowledge to real-world clinical scenarios.

MOT 623 V2 OT for Adults with Psychosocial Conditions (1 credit)

This course provides learners with foundational knowledge of the psychological, behavioral, and neurocognitive conditions commonly addressed by occupational therapists across diverse practice settings—including community, inpatient, outpatient, and emerging contexts. Learners will also examine social determinants of health, developing a holistic perspective on how environmental, social, and cultural factors affect participation and well-being, while fostering critical thinking and meaningful application.

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

This course is the first in a two-course sequence focusing on the evaluation and analysis of adult occupational performance, emphasizing physical and neurological functions. Learners explore typical and atypical performance patterns, participate in occupation-based assessment and analysis, and learn to interpret findings to inform intervention planning. Learners will develop evidence-based professional reasoning and apply theoretical models to guide their evaluative and intervention decisions. The course emphasizes screening, standardized and non-standardized assessment, interpretation of data, and safe, ethical practice with diverse adult populations all of which guide occupation focused interventions. An on-campus lab component provides hands-on practice with assessment tools, client simulations, and peer collaboration—supporting adult learning principles through practical application, reflection, and integration with real-world scenarios.

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

This course focuses on the evaluation and intervention of occupational performance related to psychological, behavioral, and neurocognitive function in adults. Learners will investigate typical and atypical conditions affecting mental health and functional cognition, with emphasis on screening, evaluation, interpretation, and occupation-based intervention planning for persons, groups, and populations. The course examines primary, secondary, and tertiary prevention and compensation strategies through individual and group interventions that support participation and performance in meaningful occupations. Learners will apply evidence-based decision-making and professional reasoning, integrating current best practices with theoretical frameworks. A required on-campus lab component allows learners to practice standardized assessments, develop and implement intervention plans, and explore multidisciplinary collaboration, and care coordination, preparing them for complex psychosocial practice environments.

MOT 627 Adult Physical & Neurological Interventions (2 credits)

This advanced course is the second in a two-course sequence that deepens learners' knowledge and skills in the evaluation and intervention of occupational performance, components, and environments for adults with physical and neurological conditions. Learners investigate common occupational performance problems through the lens of relevant theories and frames of reference, connecting screening, assessment, and interpretation to the design and delivery of occupation-based interventions. Emphasis is placed on using evidence-based practice, sound professional reasoning, and interprofessional collaboration to plan, implement, and justify interventions that promote health, safety, wellness, and meaningful occupational participation. Learners develop proficiency with intervention strategies targeting prevention, remediation, compensation, and adaptation, and gain practical experience in applying orthotics, assistive devices, physical agent modalities, mobility techniques, and documentation standards.

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

Level IB Fieldwork introduces learners to the practice of occupational therapy in either adult or pediatric settings. The learner's expectation is to complete an experience that is not in their primary area of practice, current work setting, or in a setting with the least experience. Fieldwork education may be virtual, simulated, or in person and integrates didactic knowledge with real-world observation and limited participation in selected aspects of the OT process. The experience enriches classroom and lab learning by allowing learners to apply academic concepts while gaining a deeper understanding of client needs, professional reasoning, and the professional role of occupational therapy. During this

course, learners engage in professional interactions with clients, caregivers, healthcare providers, and educators to develop communication skills and professional behaviors. The goal of Level IA is not to be independent in the OT process, but to integrate and apply knowledge and skills obtained from didactic coursework under the supervision of qualified professionals. Approved supervisors may include occupational therapists, occupational therapy assistants, psychologists, teachers, social workers, nurses, physical therapists, and other related providers. Level IB Fieldwork is an integral component of the MOT curriculum and lays the foundation for future success in Level II fieldwork experiences.

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.

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.

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.

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 with special populations with primary focus on advanced topics of low vision rehabilitation, driving rehabilitation and other emerging or specialty areas.

MOT 651 Level II A: Fieldwork (12 weeks) (7 credits)

The MOT 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.

MOT 652 Level II B: Fieldwork (12 weeks) (7 credits)

The MOT 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.

MOT 670 A Research Practicum (1 credit)

This faculty-directed practicum provides learners with structured, hands-on experience in clinical or applied occupational therapy research. Guided by a research mentor, learners will engage in activities such as literature review, IRB proposal development, data collection, analysis, and dissemination. This practicum emphasizes professional collaboration, scholarly contribution, and evidence-based inquiry skills essential for advanced practice.

MOT 670 B Research Practicum (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.

MOT 670 C Research Practicum (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.

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N 729 Advanced Neurologic Practice II (3 credits)

This course will focus on the comprehensive management of the individual with spinal cord injury, demyelinating and vestibular disorders. 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 physical therapy practice.

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 V2 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.

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OD 511 Ocular Diagnostics and Therapeutics (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.

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.

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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.

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.

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 516 V2 Modern Medical Practice (1.5 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 517 Medical Anatomy I (4 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 of the central nervous system, general thoracic regions, 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. Clinical correlates are emphasized when appropriate and radiological imaging is used to reinforce this concept.

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 casebased and problem-solving methodology in the synthesis and evaluation of optometric data and management of refractive problems and ocular disease.

OD 521 V2 Ocular Diagnostics and Therapeutics II (3.5 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)
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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)
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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)
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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 525 V2 Medical Biochemistry (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)
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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 527	Medical Anatomy II	(2.5 credits)
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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 611	Ocular Diagnostics and Therapeutics III	(3 credits)
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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)
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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.

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.

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.

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.

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.

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 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 621 V2 Ocular Diagnostics and Therapeutics IV (3.5 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 622 V2 Internal Medicine I (2.5 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 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 625 V2 Pediatrics **(3 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 627 Medical Anatomy IV (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 628 Neuro-Ophthalmology I (3 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 629 Neuroanatomy (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 632 V2 Internal Medicine II (2 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 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 636 V2 Gerontology and Low Vision (3 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 637 Integrated Clinical Practice (1 credit)

This course covers the core clinical skills necessary to integrate into direct patient care as identified by National Board of Optometric Examiners rubrics. In addition to providing an opportunity to reinforce areas of proficiency and identify potential areas of weakness after passing the Objective Structured Clinical Examination (OSCE), this course will provide exercises dedicated to the rubric of the Part III of the National Board, specifically

critical thinking and decision making. Both are necessary elements to preparing students to be successful once they enter direct patient care.

OD 638 Ocular Diagnostics and Therapeutics V (3 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 711 Medical Leadership and Practice Management 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 and practice 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)
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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 714 V2 Neuro-Ophthalmology II (3 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	Pharmacology II	(3.5 credits)
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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 718 Neuro-Ophthalmology II (2.5 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 720	Pediatrics	(2.5 credits)
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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 721	Clinical and Board Review	(3 credits)
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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 V2 Neuro-Ophthalmology III (2.5 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)
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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 728	Glaucoma	(2 credits)
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This course is dedicated to the diagnosis, treatment, and management of glaucoma. It will discuss the epidemiology of glaucoma and other co-morbidities that contribute to risk factors. Reinforcement of optic nerve anatomy and histology will accompany a review of optic nerve pathology as it relates to this disease process. Topics will include:

- understanding the proper tests and follow up protocols depending on observed risk factors;
- Initiation of treatment and the various treatment options to eye care physicians;
- Understanding when to treat and which treatment option to chose based on risk factors and contraindications;
- Understanding how to recognize and/or anticipate disease progression and when to refer for secondary/tertiary care (based on state licensing).

OD 729	Medical Leadership and Practice Management I	(1.5 credits)
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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. Practice Management concepts and strategies will be introduced. 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 nondiscrimination.

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.

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.

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.

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.

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 and practice 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.

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 790 Integrated Clinical Experience II (4 credits)

This 4.0 credit course is designed to prepare and supplement the student clinical experiences for externships through the Affiliated Clinics of the College of Optometric Medicine. 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 791	Advanced Integrated Clinical Experience II	(1.5 credits)
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Added to provide the student with additional experiences to include practice management, optical management, and rotations through the on-site Eye Institute's specialty clinics (Low Vision, TBI, Pediatrics and Specialty Contact Lens and Ocular Disease).

OD 792	Integrated Clinical Experience III	(4 credits)
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This 4.0 credit course is designed to prepare and supplement the student clinical experiences for externships through the Affiliated Clinics of the College of Optometric Medicine. 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 793 Advanced Integrated Clinical Experience III (1.5 credits)

Added to provide the student with additional experiences to include practice management, optical management, and rotations through the on-site Eye Institute's specialty clinics (Low Vision, TBI, Pediatrics and Specialty Contact Lens and Ocular Disease).

OD 794 Integrated Clinical Experience IV (4 credits)

This 4.0 credit course is designed to prepare and supplement the student clinical experiences for externships through the Affiliated Clinics of the College of Optometric Medicine. 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 795 Advanced Integrated Clinical Experience IV (1.5 credits)

Additional Section (1.5 credit) can be added to provide the student with additional experiences to include practice management, optical management, and rotations through the on-site Eye Institute's specialty clinics (Low Vision, TBI, Pediatrics and Specialty Contact Lens and Ocular Disease).

OD 811 Advanced Clinical Experience I (16.5 credits)

The fourth-year rotations occur within the clinical network affiliated with the College of Optometric Medicine and include direct supervised patients care in the Primary Eye Care clinics with rotations to appropriate clinical facilities for direct and observed supervised clinical experience in specialty eye diseases, contact lenses, pediatrics, low vision, ophthalmic dispensing services as well as participation in other medical specialty clinics. Clinical management by interns during the 4th year is expected to reflect an ability to evaluate and manage a complex caseload including surgical care.

OD 812 Emergency Medicine (1 credit)

This course introduces the student to the medical specialty of emergency medicine and provides a fundamental understanding of the common diagnoses and treatments within

emergency medicine.

OD 821 Advanced Clinical Experience II (16.5 credits)

The fourth-year rotations occur within the clinical network affiliated with the College of Optometric Medicine and include direct supervised patients care in the Primary Eye Care clinics with rotations to appropriate clinical facilities for direct and observed supervised clinical experience in specialty eye diseases, contact lenses, pediatrics, low vision, ophthalmic dispensing services as well as participation in other medical specialty clinics. Clinical management by interns during the 4th year is expected to reflect an ability to evaluate and manage a complex caseload including surgical care.

OD 822	Otolaryngology/EENT	(1 credit)
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This course introduces the student to the medical specialty of otolaryngology and provides a fundamental understanding of the common diagnoses and treatments within otolaryngology with an emphasis on disorders affecting the ears and sinuses.

OD 831	Advanced Clinical Experience III	(16.5 credits)
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The fourth-year rotations occur within the clinical network affiliated with the College of Optometric Medicine and include direct supervised patients care in the Primary Eye Care clinics with rotations to appropriate clinical facilities for direct and observed supervised clinical experience in specialty eye diseases, contact lenses, pediatrics, low vision, ophthalmic dispensing services as well as participation in other medical specialty clinics. Clinical management by interns during the 4th year is expected to reflect an ability to evaluate and manage a complex caseload including surgical care.

OD 832 Psychiatry (1 credit)

This course introduces the student to the medical specialty of psychiatry and provides a fundamental understanding of the common diagnoses and treatments within psychiatry and the effects of mental and behavioral health on overall patient care.

OS 705	Orthopedic Sports Seminar	(3 credits)
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The seminar course will assist students to 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. A manuscript submission for

publication is the capstone of this course that starts with Multilevel Systems in Orthopedic Sports Science.

OT 701 V3 Fundamentals of Occupational Therapy (4 credits)

This course integrates the foundational and historical aspects of the profession of occupational therapy, including the Occupational Therapy Practice Framework (OTPF), theories, models and frames of reference, which guide the scope of practice, assessment and intervention, regulation, and reimbursement. Students will explore the fundamental relationship between occupation and occupational science and will appreciate occupational therapy's domain and processes across various contexts and populations (individuals, groups, and populations) through analysis of the guiding documents for occupational therapy practice in the United States.

OT 702 Clinical Anatomy for OT w/Lab (3 credits)

This course explores the study of human anatomical structures related to goal-directed movements that support active engagement in meaningful occupations. Students will gain an understanding of clinical anatomy using a regional approach to the study of structures, aided by specimens, models, and multimedia teaching methodology.

OT 703 V2 Clinical Neuroscience in OT w/Lab (3 credits)

This course introduces the foundational principles of neuroscience as they relate to occupational therapy, including foundational understanding in interpretation of signs, symptoms, and presentation of neurological disorders. Students learn the structure and function of the nervous system and its role in supporting human performance and participation. The course emphasizes basic neurological screening—including cranial nerve, sensory, motor, and coordination testing—and apply these assessments to occupation-based evaluation and clinical reasoning in OT practice.

**OT 705 V3 Analysis of Human Movement & Occupation Performance (4 credits)
w/Lab**

This course integrates the study of human anatomy with functional analysis of normal and pathological movement. With a primary focus on the musculoskeletal system, students will explore the complex relationship between structural anatomy and the mechanics of human performance that support engagement in meaningful occupations. The course includes applying foundational principles of biomechanics, kinesiology, arthrokinematics,

and osteokinematics to joints of the body and deformable tissues, as well as analysis of human movement and occupational performance. Through lectures and hands-on lab experiences, students will learn to evaluate strength, range of motion, and posture in the context of activity and occupation.

OT 706 V3 Analysis of Occupations Across the Lifespan w/Lab (3 credits)

This course explores the role of occupation in human development, survival, health, and well-being. Through a combination of assigned readings, class discussions, and individual and group learning activities, students will examine how occupational performance evolves across the lifespan, including analyzing diverse variables that influence human engagement, such as temporal, environmental, and socio-cultural factors. Students will gain foundational understanding of human development, including theories and typical developmental progressions across the lifespan, to enhance occupational analysis and professional reasoning throughout the occupational therapy process. Finally, students will learn to analyze occupational performance through a systemized approach to activity analysis.

OT 708 Essentials of Practice Management, Administration & Leadership (3 credits)

This course introduces foundational principles of practice management, administration, and emerging leadership in occupational therapy and healthcare settings. Students explore core practice management functions—including reimbursement, authorization, budgeting, financial planning, and ethical personnel supervision—while examining how these elements support effective and ethical occupational therapy practice. The course will emphasize how the administrative, managerial and leadership competencies support ethical, evidence-based, and client-centered practice across diverse settings. Students integrate practice management skills with emerging leadership capabilities to support professional growth and readiness for current and emerging occupational therapy practice.

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 713 Children/Youth Clinical & Developmental Conditions in OT (2 credits)

This course explores clinical developmental conditions that cause childhood and adolescent impairments and disabilities (physical, neurological, and psychosocial). The students gain emerging professional reasoning for analyzing the impact of the associated occupational performance limitations on childhood occupations and community participation. The course will review etiology and clinical features, diagnostic considerations, medical management, and intervention features from the occupational therapy lenses of the medical model, a holistic perspective, and the social determinants of health. Students will utilize evidence-based decision-making and professional reasoning necessary to practice with these diverse children/youth populations.

OT 714 Professional Communication & Writing in OT (1 credit)

This course introduces students to the principles and expectations of professional and graduate-level writing, supporting their transition into the advanced communication skills required of practitioners and clinical scholars. Students will develop the foundational competencies needed to write effectively at the graduate level, including skills associated with academic research, formatting scholarly papers, engaging in professional correspondence, and conducting peer review and editing. Throughout the course, students will strengthen their ability to write and communicate with clarity, precision, and professionalism. Learning activities and assignments are designed to improve proficiency in grammar and syntax, ensure effective and accurate use of APA formatting, and enhance students' ability to participate in constructive peer-review processes. Students will also engage in structured opportunities to refine their professional communication skills and will be expected to make consistent use of the RMU Writing Center for additional support and skill development.

OT 716 V2 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 V2 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 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 professional reasoning necessary to practice with these special populations across pediatric practice settings.

OT 719 V2 Level I A Fieldwork (1 credit)

The educational exposure of Level I fieldwork is to introduce 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 includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Through these experiences, students will also engage in professional interactions with community members (healthcare providers and clients) to enhance professional behaviors. The focus of these experiences is not intended for the students to be independent in performance. In addition to the educational exposure to fieldwork, this course includes discussions, reflections, and preparatory activities to increase the students' participation in Level I and Level II fieldwork experiences.

OT 720 Scholarly Inquiry I (4 credits)

This course provides an overview of quantitative research design from the perspective of the hierarchy of levels of evidence. Students will evaluate common research study designs by analyzing problem statements, research question formulation, methodological features, and significance of findings for application in practice. Through the development,

implementation, and dissemination of an applied research investigation, 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. Quantitative article critiques will be conducted to strengthen students' abilities to analyze the relationship between research questions and study design, facilitating an understanding of how evidence informs practice and scholarship.

OT 721 Scholarly Inquiry II (3 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. This course reviews effective literature search methodologies for identifying and critically appraising scholarly qualitative evidence, methods for data collection and coding, and interpreting and analyzing data via a qualitative research investigation. Students strengthen their understanding of content from Scholarly Inquiry I through the introduction to mixed methods designs.

OT 723 V2 Clinical Conditions for Mental Health in OT (2 credits)

This course provides students with the foundational knowledge of the psychological conditions commonly addressed by occupational therapy in traditional settings (community, inpatient, outpatient) and non-traditional settings. The course reviews diagnostic and general intervention features through the lenses of the medical model, a holistic perspective, and the social determinants of health. The students will gain emerging professional reasoning for analyzing the impact of psychological conditions on performance skills, occupational engagement, and community participation.

OT 723 V3 Clinical Conditions for Mental Health in OT (2 credits)

This course provides students with the foundational knowledge of the psychological conditions commonly addressed by occupational therapy in traditional settings (community, inpatient, outpatient) and non-traditional settings. The course reviews diagnostic and general intervention features through the lenses of the medical model, a holistic perspective, and the social determinants of health. The students will gain emerging professional reasoning for analyzing the impact of psychological conditions on performance skills, occupational engagement, and community participation.

This course provides 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 through the lens of the 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, occupational engagement, and community participation.

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.

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 is explored and applied. The students will review and integrate current evidence related to restorative and adaptive interventions supporting

participation and performance in meaningful occupations in physical dysfunction and neurological rehabilitation settings. The students will 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 V2 Older Adult Considerations for Evaluations & Interventions (3 credits)
in OT w/Lab**

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 V2 Level I B Fieldwork (1 credit)

The educational exposure of Level I fieldwork is to introduce 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 includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Through these experiences, students will also 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. In addition to the educational exposure to fieldwork, this course includes discussions, reflections, and preparatory activities to increase the students' participation in Level I and Level II fieldwork experiences.

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

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 are reviewed along with topics associated with reimbursement, basic survey design and program evaluation. The students chooses 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.

OT 735 V2 Assistive Technology & Environmental Design in OT w/Lab (3 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 739 V2 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.

OT 740 V2 Leadership in OT Practice (2 credits)

The educational exposure of Level I fieldwork is to introduce 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 includes experiences designed to enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process. Through these

experiences, students will also 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. In addition to the educational exposure to fieldwork, this course includes discussions, reflections, and preparatory activities to increase the students' participation in Level I and Level II fieldwork experiences.

OT 742 Instructional & Curriculum Design in OT Education (2 credits)

This course prepares occupational therapy students to design, deliver, and evaluate effective learning across classroom, online, blended, and clinical practice environments. Students examine and apply learning theory, curriculum/instructional design practices, evidence-based assessment techniques to evaluate learner performance in didactic settings, instructor effectiveness, and program quality. Using a learner-centered approach grounded in how people learn, students will design and execute assessment plans, interpret assessment data, and develop continuous improvement strategies aligned with quality standards and accreditation expectations. Emphasis is placed on creating dynamic, interactive learning experiences through both traditional and innovative instructional methods, including low- and high-fidelity simulation and mixed-media resources. Learners apply best practices in module, course and curriculum design that may be applied to entry level education settings, professional development trainings and/or client/caregiver education and trainings. Prerequisites: OT 701, OT 706, OT 708, OT 714, OT 720, OT 721, OT 731.

OT 745 V2 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 746 Advanced Pediatric Topics in Occupational Therapy Practice (1 credit)

This professional interest elective course explores advanced practice concepts relevant to contemporary pediatric occupational therapy. Students will explore emerging and specialized areas of practice, intervention models, and specialized pediatric programming. Through case-based learning and evidence-informed discussions, students will gain early exposure to advanced pediatric practice areas that support professional reasoning and prepare them for doctoral capstone and post-program clinical practice. Prerequisites: OT 701, OT 702, OT 703, OT 706, OT 708, OT 713, OT 717.

OT 747 Advanced Topics in Neurorehabilitation & Critical Care (1 credit)

This professional interest elective course explores advanced practice concepts relevant to contemporary neurorehabilitation and medically complex adult populations. Students will examine emerging and specialized areas of neurological rehabilitation practice and intervention models, and evidence-informed approaches used with individuals experiencing complex neurological and medically fragile conditions. Through case-based learning and guided discussions, students will gain early exposure to advanced neurorehabilitation and critical care practice settings to strengthen professional reasoning and prepare them for their doctoral capstone and post-program clinical practice. Prerequisites: OT 701, OT 702, OT 703, OT 705, OT 706, OT 708, OT 725, OT 727, OT 728.

OT 748 Occupational Approaches to Pelvic Health & Sexual Well-Being (1 credit)

This course introduces advanced and emerging occupational therapy practice concepts related to pelvic health and sexual well-being across the lifespan. Students explore specialized intervention models, assessment approaches, and OT-relevant factors that influence participation in meaningful activities involving pelvic function, sexual health, intimacy, and sexual expression. Through case-based learning and evidence-informed discussion, students gain early exposure to advanced pelvic health practice areas that strengthen professional reasoning and support preparation for doctoral capstone and post-program clinical practice. Prerequisites: OT 701, OT 702, OT 703, OT 705, OT 706, OT 710, OT 717, OT 723, OT 725, OT 726, OT 727, OT 728, OT 735.

OT 749 V2 Advanced Topics in OT w/Lab (4 credits)

This course provides students with more advanced experience with priority topics in the following occupational therapy practices: 1) the role of the OT practitioner in addressing

low vision and interprofessional collaboration with optometry among the aging population; 2) Assessment and interventions related to driving habilitation/rehabilitation among young adults, adults, and geriatrics; 3) Teaching and learning in clinical and academic settings; 4) theories and interventions related to health and wellness coaching across occupational therapy-related settings, populations, and conditions; and 5) Assessment and interventions related to work and industry. The students gain an understanding of the advanced topic and their application to OT practice to continue to advance the profession's evolving scope of practice.

OT 750 V2 Level II A Fieldwork (7 credits)

The OTD curriculum at RMUOHP contains both an academic and a fieldwork component. The academic component is designed to provide the students 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, occupation-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.

OT 751 V2 Level II B Fieldwork (7 credits)

The OTD curriculum at RMUOHP contains both an academic and a fieldwork component. The academic component is designed to provide the students 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, occupation-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.

OT 760 Preparation for Doctoral Capstone Experience (1 credit)

This seminar-type course is designed to provide the students with the knowledge and skills that will aid them in the successful completion of OT 761, the Doctoral Capstone Experience (14 weeks), in semester 8, the final semester of the OTD curriculum.

The Doctoral Capstone Experience is an individually designed, thorough students' experience in a practice setting in one or more of the following areas of study: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, or education.

This course launches the 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; the 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.

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. The students are supported by their Faculty Advisor, Subject Matter Expert, and Primary Course Instructor/Doctoral Capstone Coordinator.

This course is focused on the formal aspects of the implementation of the students' capstone project and further enhancing deliverables. Students continue to receive support from their Faculty Advisor, Subject Matter Expert, and Primary Course Instructor/Doctoral Capstone Coordinator. They generate a final capstone document

(paper/executive summary, project-related deliverables, and other documents as negotiated between the students and their capstone advisors). The Capstone Project demonstrates achievement of GPD-approved*, students-generated learning outcomes, and a product of practice/clinical scholarship that informs occupational therapy practice. submit and present a summation of the Capstone Project in the form of a “virtual” capstone presentation at an annual colloquium according to parameters outlined during class to peers and instructor by end of the course. Students conclude the course with final reflections moving forward post-graduation. Prerequisite: OT 760, OT 763

OT 765	Doctoral Capstone V	(12 credits)
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This culminating course focuses on the full implementation, evaluation, and dissemination of the student's doctoral capstone project and the accompanying capstone experience. Building on the approved capstone plan and prior coursework, students execute project methods in their selected practice, community, or academic setting; develop and refine negotiated deliverables (e.g., final paper or executive summary, program tools, educational materials, quality-improvement products); and demonstrate integration of advanced knowledge, professional competencies, and occupation-based evidence in their chosen focus area (e.g., Program Development and Implementation, Research, Education, Clinical Skills). With ongoing mentorship from the capstone committee, students synthesize outcomes, translate knowledge to practice, and produce a scholarly product of practice/clinical scholarship (e.g., professional presentation, manuscript for peer review). Emphasis is placed on ethical and safe practice, effective inter/intraprofessional communication, adherence to site policies and relevant human-subjects' requirements, and reflective appraisal of professional growth as an emerging occupational therapy practice scholar. The course culminates in a virtual OTD capstone colloquium, where students defend and disseminate their capstone project and experience, document achievement of program-approved learning outcomes, and finalize a plan for post-graduation scholarship and practice impact. Prerequisites: OT 750, OT 751, OT 761, OT 762, OT 763, OT 764.

OTD 710 V2 Evidence-based Practice (3 credits)

This course equips occupational therapists with the knowledge and skills to critically appraise clinical research and apply evidence-based practice. Students will learn effective literature search strategies, research evaluation, and scientific writing using APA format. Key topics include evidence-based practice processes, literature search methods, research rigor and appraisal, scientific writing and presentation, and the integration of evidence into clinical practice. Through lectures, writing and presentation assignments,

and clinical case analysis, students will learn to formulate clinical questions, efficiently search databases, appraise evidence, and apply findings to occupational therapy practice.

OTD 712 V3 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.

OTD 714 V2 Capstone Project I

(2 credits)

This course launches student towards the initiation of the Capstone Project. Constructs examined in this course build upon foundational course 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. Students generate a working draft for presentation on campus to receive peer and instructor feedback to further refine Capstone Project proposal. 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. Prerequisites: OTD 710, HS 714, HS 720

OTD 730 V2 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. Prerequisites: OTD 710, OTD 712, OTD 714, HS 720

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

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. Prerequisites: OTD 710, OTD 712, OTD 714, HS 720

**OTD 731 V2 Program Development & Evaluation for Community (3 credits)
Health & Practice in OT**

Building on prior courses reflecting evidence-based practice and occupational therapy principles and practice, this course emphasizes the learning and application of needs assessment, program development and program evaluation principles. The course will provide an opportunity for the learner to conduct a needs assessment and 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.

OTD 732 V2 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. Prerequisites: OTD 710, OTD 712, OTD 714, HS 720

OTD 742 V2 Capstone Project III**(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 instructors by end of course. Students conclude the course with final reflections upon the learning process. Prerequisites: OTD 710, OTD 712, OTD 714, OTD 732, HS 720

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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 Intervention & (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 705 Interprofessional Global Health in Pediatrics (2 credits)

This course blends interprofessional education with global health perspectives for pediatric practitioners. Discussion and application of competencies and principles are prioritized to define and guide pediatric practice when caring for children in resource-limited settings both locally and internationally. A framework is addressed for interprofessional training in cross-cultural competency, ethics, health equity, human rights, advocacy, capacity development, and partnership engagement. Using this framework, students will analyze and present a pediatric case from the perspective of a globally-minded, globally competent practitioner.

P 709 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).

P 719 V3 Family Studies & Research Process (3 credits)

Multiple topics are analyzed on family system theories, theoretical frameworks of family development and functioning, extrinsic and intrinsic factors influencing family functioning, and ecological/transactional models of child development. Concepts of family assessment, family-centered care, culture, stress, and coping are included. A synthesis

paper is submitted involving literature analysis and application to a pediatric therapy and family topic. Research questions, variables, and theoretical mapping are discussed.

P 721.3 Scientific Writing & Professional Presentations (1 credit)

An overview is provided on structure, process, and ethical context of scientific writing for the medical literature including mechanics and common challenges in technical writing, steps in preparing for publication, and processes for research grant applications.

Obstacles of writer's block and procrastination are analyzed. Ethical analyses of unintentional plagiarism and appropriate citation and permission for using the intellectual property (slides; resources) of others are explored. Strategies are reviewed and evaluated for professional presentations (poster and platform), international presentations with a translator, and media interviews.

P 735 Topics in Pediatric Gait: Seminar & Lab (1 credit)

This course focuses on the development of pre-and-early ambulation in a population predisposed to rapid and dramatic changes: birth to three year old infants and toddlers. The effects of biomechanics, neuromuscular and sensory systems, orthotics, and tone management are integrated during learning activities to build intervention strategies to address ambulation early and effectively. Clinical application involves children with diagnoses of cerebral palsy, developmental delay, prematurity, or Down Syndrome. Lab sessions involve group work with developing a clinical algorithm (process map) and practicing techniques with a class member.

**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 737 Evidence-Based Practice (3 credits)

This course is designed to prepare healthcare professionals with the knowledge and skills to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice. This course focuses on the concepts of evidence-based practice with emphasis on forming answerable clinical questions, designing and evaluating PICO questions, and creating effective literature search strategies on pediatric science topics. The evaluative approach to appraising the research literature prepares students to judge the evidence on the: 1) accuracy and validity of diagnostic tests and application of important diagnostic tests in the care of a specific patient; 2) effectiveness of clinical interventions; 3) natural history of health-related conditions; and 4) risk of harm from select preventive and therapeutic interventions. Based on presentation of case scenarios, students are required to formulate the key question(s), rapidly search medical and health-related databases, appraise the evidence with a critical analysis, and describe application of the evidence in a clinical context related to pediatrics.

P 738 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 related imaging and pharmacological components.

P 739 Pediatric Practice Analysis (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 P 737 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.

P 741 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 742 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. (This online course may be taken in an additional 4th semester, on permission of the Program Director.)

P 744 Pediatric Differential Diagnosis (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.

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 V3 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 511 V2 Professional Practice 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.

PAS 512 V2 Professional Practice 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.

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 V2 Clinical Medicine: Musculoskeletal (4 credits)

This course is a clinical medicine modular course using an organ-systems approach to facilitate learning in the study of orthopedic and rheumatologic 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 and rheumatologic issues are discussed. Topics emphasized include epidemiology, etiology/pathogenesis, clinical presentation, diagnosis, disease management, complications, referral considerations, and clinical course of common diseases and injuries. Fundamental aspects of interpreting lab and imaging studies, such as blood work, x-rays, MRI, and CT scans, are developed. Identification of common fractures, subluxations, and dislocations common in primary care are discussed, along with various autoimmune and inflammatory musculoskeletal conditions.

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 690 V2 Evidence-Based Practice 1 (2 credits)

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. 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.

PAS 692 V2 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 V2 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 V2 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 V2 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 V2 Clinical Rotation (5 weeks) (5 credits)

The final eight clinical practice experiences (SCPEs) serve as the culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team. Each five-week core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

PAS 702 V2 Clinical Rotation (5 weeks) (5 credits)

The final eight clinical practice experiences (SCPEs) serve as the culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team. Each five-week core clinical practice rotation provides an opportunity to learn, understand, and

gain supervised experience in practicing principles associated with rotation specific experiences.

PAS 703 V2 Clinical Rotation (5 weeks) (5 credits)

The final eight clinical practice experiences (SCPEs) serve as the culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team. Each five-week core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

PAS 704 V2 Clinical Rotation (5 weeks) (5 credits)

The final eight clinical practice experiences (SCPEs) serve as the culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team. Each five-week core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

PAS 705 V2 Clinical Rotation (5 weeks) (5 credits)

The final eight clinical practice experiences (SCPEs) serve as the culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team. Each five-week core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

PAS 706 V2 Clinical Rotation (5 weeks) (5 credits)

The final eight clinical practice experiences (SCPEs) serve as the culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team. Each

five-week core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

PAS 707 V2 Clinical Rotation (5 weeks) (5 credits)

The final eight clinical practice experiences (SCPEs) serve as the culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team. Each five-week core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

PAS 708 V2 Clinical Rotation (5 weeks) (5 credits)

The final eight clinical practice experiences (SCPEs) serve as the culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team. Each five-week core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

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 Occupational Therapy's Role with Children & Youth	(3 credits)
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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: School- (3 credits)
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 evidencebased 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 Content and dates are subject to change. Last Updated: February 25, 2026 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 Across (3 credits)
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) Prerequisites: 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 V2 **Advanced Neuroscience of 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.

Content will be delivered using the latest evidence-based asynchronous methods to a small group of dedicated learners from around the world in a virtual classroom environment. In addition to the course text, a variety of video presentations will be included, with weekly formative assignments that will engage learners in a self-directed review of the published literature, peer to peer learning through post and reply style academic writing on a scholarly forum, and brief quizzes to build confidence in the mastery of instructional content. Summative assignments will require each student to complete 24 learning activities qualifying for the Neuroscience Education Institute (NEI) Master Psychopharmacology Certificate and complete all 10 self-assessments for the NEI Master Psychopharmacology certificate.

PMH 718	PMHNP Practicum II: Children, Adolescents, Families (Clinical)	(3 credits)
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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) Prerequisites: 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 course focuses on the psychiatric interview for the accurate diagnosis of psychiatric conditions and the implementation of comprehensive treatment plans. In addition to psychiatric pharmacology, crisis intervention and risk management will be reviewed. The course will also explore the ethical and legal issues associated with the diagnosis and treatment of psychiatric disorders. Neurodevelopmental, psychotic, mood, anxiety, obsessive-compulsive, trauma-related, stressor-related, dissociative, and somatic disorders will be covered in this course. Prerequisite: PMH 710

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

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) Prerequisites: PMH 650, PMH 682, PMH 718

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

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. Eating, sleep, sexual, gender identity, disruptive, impulse control, conduct, substance-related, neurocognitive, and personality disorders will be covered in this course.
Prerequisites: 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. 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.

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 be provided with 500 hours of supervised therapeutic practice expanding their proficiency in clinical case formulation and the therapeutic application of CBT in a variety of clinical settings with diverse populations across the life span. 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. Prerequisite: PMH 790

PT 700 V2 Professionalism 1: Physical Therapy and the Profession (3 credits)

PT 700 is 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 V3 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 V2 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 V2 Professionalism 2: Patient Management (3 credits)

In this course, you will learn how to practically apply the patient management model in physical therapy patient care. You will learn to perform a basic physical therapy examination and evaluation of a new patient in both inpatient and outpatient settings and formulate a plan of care based on your evaluation results. This will include learning how to apply the International Classification of Functioning and Disability (ICF) to develop a diagnosis, prognosis, and plan of care for your patient. The skills and knowledge you gain in this course will prepare you for future courses in the program where you will perform more detailed evaluations in specific patient populations, such as patients with orthopaedic, neurologic, or cardiovascular conditions. To help you succeed in becoming proficient in the evaluative process, we will focus on developing your professional behaviors, critical thinking ability, knowledge of basic imaging concepts, patient interaction skills, billing and coding skills, and documentation/writing skills. In the laboratory component of this course, you will practice and refine the psychomotor skills you learned in your first semester associated with various examination tasks, and you will learn how to incorporate these tasks into a cohesive patient examination.

PT 711 V2 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 V2 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 V2 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 and 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 V3 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 723 V2 Professionalism 4: Specialty Practice (3 credits)

This course focuses on specialty practice areas in physical therapy. Topics include pelvic health, vestibular rehab, integumentary system, ENMG, oncology, lymphedema and integrated concussion management. Current practice and technology, emerging issues, and future opportunities in Physical Therapy will be explored in relation to these specialty practice areas. (Lecture 3)

PT 724 V3 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 V2 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 and 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 V2 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 V2 Cardiovascular and 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, and Amputee Training	(2 credits)
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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 V3 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 V4 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)
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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 V2 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 V2 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 V2 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)
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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 extended clinical rotations. It is designed to aid students in assimilating content from all clinical management courses. Students are asked to analyze complex case scenarios, utilize evaluation skills, and design interventions including patient/family education and home exercise programs. Students work in teams to plan and rehearse each element of patient management to address case-based problems or patient simulations with consultation from faculty. Components of clinical practice that are integrated in this course include: interpersonal communication, utilization of evidence-based practice, examination, evaluation, plan of care establishment, intervention execution and modification, documentation, billing, and self and peer review. This course is designed to prepare students to make the transition from the classroom to the clinic.

PT 788 V3 Clinical Internship 1 (12 weeks) (11 credits)

The second of four clinical education courses, this course is designed to incorporate knowledge and skills obtained and enhanced during the first short term clinical experience and synthesize information and skills developed in the final didactic portion of the curriculum. 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 all aspects of patient care and most aspects of patient/client management. It is anticipated that the student PT should be able to carry a caseload and work independently (with appropriate supervision) with most simple and many complex patient types by the end of this clinical experience.

PT 798 V3 Clinical Internship 2 (12 weeks) (11 credits)

The third of four clinical education courses, this course is designed to incorporate knowledge and skills obtained and enhanced during the first two clinical experiences and synthesize/appraise information and skills developed in the final didactic portion of the curriculum. 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 all aspects of the patient/client management model appropriate to the setting. It is anticipated that the student PT will be able to demonstrate entry-level performance by the end of this clinical experience, for many of the criteria.

PT 799 V3 Clinical Internship 3 (12 weeks) (11 credits)

This final clinical education course is designed to incorporate knowledge and skills obtained and enhanced during the first three clinical experiences and synthesize/appraise information and skills developed in the final didactic portion of the curriculum. 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 all aspects of the patient/client management model appropriate to the setting. It is anticipated that the student PT will be able to demonstrate entry-level performance by the end of this clinical experience.

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.

SL 630 Service-Learning Experience I (1 credit)

The purpose of this elective University course is to incorporate clinical, community and humanitarian service into academic learning by exposing optometry students from Rocky Mountain University of Health Professions to the scope of health issues and eyecare needs of individuals who are underserved with limited accessibility in a developing country/region, such Africa.

The purpose of this elective University course is to incorporate clinical, community and humanitarian service into academic learning by exposing optometry students from Rocky Mountain University of Health Professions to the scope of health issues and eyecare needs of individuals who are underserved with limited accessibility in a developing country/region, such as Thailand.

This course examines speech sounds and their production across languages. Students develop proficiency in transcribing speech using the International Phonetic Alphabet (IPA) and analyze phonological patterns in typical and disordered populations. The course explores phonological development across the lifespan and introduces assessment and intervention approaches for phonological disorders.

This course explores the physical properties of sound and their measurement as they relate to speech and hearing processes. Students examine psychoacoustic principles and the perception of acoustic signals by the auditory system. The course introduces fundamental concepts in audiological assessment and instrumentation. Students analyze cultural factors that influence the perception of hearing loss and affect access to hearing services across diverse populations.

This course examines typical language acquisition from infancy through adolescence. Students analyze the cognitive, social, and biological factors that influence language development across the lifespan. The course explores cultural and linguistic diversity in language acquisition, particularly emphasizing bilingual and multilingual development. Students evaluate research on language milestones and apply this knowledge to distinguish between typical variations and potential disorders in diverse populations.

This course comprehensively examines communication disorders throughout the human lifespan, integrating developmental and acquired disorders within a unified framework. Students will explore the nature, assessment, and treatment of speech and language

disorders from early childhood through late adulthood while examining the impact of cultural, linguistic, and socioeconomic factors on service delivery and outcomes.

SLP 555 Anatomy and Physiology for the Speech-Language Pathologist (3 credits)

This course comprehensively explores the anatomical and physiological foundations critical to speech, language, and swallowing processes. Students will develop a deep understanding of the biological systems underlying human communication, integrating structural, functional, and clinical perspectives essential for speech-language pathology practice.

SLP 556 Foundations of Audiology and Aural Rehabilitation (3 credits)

This advanced prerequisite course comprehensively explores hearing sciences, audiological assessment, and rehabilitative strategies. Students will develop a critical understanding of hearing mechanisms, diagnostic techniques, and intervention approaches across the lifespan, preparing them for professional practice in communication sciences and disorders.

SLP 601 V2 Evidence-Based Practice in Speech-Language Pathology (3 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 V2 Speech-Language Pathology Clinical Supervision I (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 602 V3 Speech-Language Pathology Clinical Supervision I (3 credits)

This course is designed to prepare healthcare professionals with the knowledge and skills necessary to assume the role of a clinical supervisor in healthcare and education practice settings. Topics related to clinical supervision include its definition, history, theoretical foundations, and evidenced-based supervisory models; major roles, responsibilities, leadership styles, and ethical considerations of clinical supervisors; culturally responsive supervision; and the expectations, developmental needs, and performance evaluation of supervisees. Additionally, the course will address supervision across healthcare and education practice environments, including supervision of students, assistants/support personnel, clinical trainees, early career professionals, and interprofessional healthcare team members.

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 V2 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. Prerequisite: 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. Prerequisite: 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 612 V4 Neural Bases for Communication & Swallowing (3 credits)

Examination of the central and peripheral nervous systems as they relate to normal and disordered human communication. Overview of neuroanatomy and neurophysiology, common neuropathological conditions relevant to communication disorders, and strategies in neurogenic problem solving.

SLP 616 Assessment/Treatment of Childhood Speech Sound Disorders (3 credits)

Exploration of acquisition, assessment, and treatment of articulation and phonological disorders in children.

SLP 618 Assessment/Treatment of Childhood Language Disorders (3 credits)
Principles and methods of prevention, diagnosis and intervention applicable to developmental language disorders. Includes consideration of both oral and written developmental language.

SLP 620 V3 Medical Speech-Language Pathology I (2 credits)
Roles and responsibilities of speech-language pathologists in medical settings with patients spanning the lifespan and a variety of diagnoses. Topics include medical models, assessment/intervention models in medical settings, medical bioethics, pharmacology, medical terminology, and documentation.

SLP 622 V5 Clinical Methods I (2 credits)
Introduction to professional communication and mechanics of being a clinician. Examination of the role of the speech-language pathologist as a therapist, with an emphasis on diagnostic evaluation, differential diagnosis, and intervention. Includes measurement concepts and clinical problem-solving theory and methods.

SLP 623 Research Methods (1 credit)
An overview of what constitutes clinical research. The class instructs students in how to understand the strengths and weakness of various research methods. An overview of research ethics, and application of research results to clinical practice.

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 V3 Assessment/Treatment of Adult Neurogenic Language Disorders (2 credits)
This course explores neurogenic (acquired) language disorders with specific content focused on the aphasias as it relates to neurolinguistic aspects. We will target diagnosis and classifications of aphasias as well as intergenerational approaches.

SLP 628 V3 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 V4 Practicum in Speech-Language Pathology II (2 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 V2 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 V3 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 V3 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 V2 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 V2 Lab Course II**(1 credit)**

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 V4 Practicum in Speech-Language Pathology III**(2 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 V3 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 V2 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 V3 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 V2 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 V4 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 661 Clinical Practice Application Lab I (2 credits)

This course provides direct and hands-on application experience in methods of assessment, intervention, case management, treatment modification, and documentation. Knowledge, skills, and attitudes are assessed through faculty assessment, simulation and application exercises, and documentation review. Specifically, students will learn foundational skills that apply to these areas including advocacy, interprofessional education and practice, client rapport, goal writing, session management, technical skills, diagnostic administration, clinical data interpretation, treatment planning, ethics and scope of practice, and client documentation.

SLP 662 Clinical Practice Application Lab II (2 credits)

This course provides direct and hands-on application experience in methods of assessment, intervention, case management, treatment modification, and documentation. Knowledge, skills, and attitudes are assessed through faculty assessment, simulation and application exercises, and documentation review. Specifically, students will learn foundational skills that apply to these areas including advocacy, interprofessional education and practice, client rapport, goal writing, session management, technical skills, diagnostic administration, clinical data interpretation, treatment planning, ethics and scope of practice, and client documentation.

SLP 663 Clinical Practice Application Lab III (2 credits)

This course provides direct and hands-on application experience in methods of assessment, intervention, case management, treatment modification, and documentation. Knowledge, skills, and attitudes are assessed through faculty assessment, simulation and application exercises, and documentation review. Specifically, students will learn foundational skills that apply to these areas including advocacy, interprofessional education and practice, client rapport, goal writing, session management, technical skills, diagnostic administration, clinical data interpretation, treatment planning, ethics and scope of practice, and client documentation.

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 V2 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 711 A+ Capstone Residency 1

(3 credits)

Capstone Residency, One course per semester until completion.

SLP 712 A V2 Clinical Service Areas

(1 credit)

Elective courses will fall into one of the following three domains: Standard-different emerging patient population, practice setting, instrumentation or procedure. Based on domains of professional practice, scope of practice populations, instrumentation/assessment/treatment, service delivery domains, service delivery areas. Advanced Seminar/Elective courses will explore subtopics within the SLP scope of practice in a more focused and descriptive manner. Learners will brainstorm solutions to problems using critical thinking frameworks, challenge existing frameworks for approaching a clinical situation, and seek alternative perspectives from stakeholders. Courses will require analysis of peer reviewed literature and application of peer reviewed to client cases influenced by setting, severity, or barriers to care. Exploration of case studies representing unique or complex presentations, and practice creating novel management plans that reflect ethical client-centered care will unfold during discussion and clinical inquiry for clinician competence initiatives (CICC). Active engagement with the material, the instructor, and peers is required to pass elective courses. Elective courses may be delivered as intensive one- or two-day seminars, instrumentation workshops, or via learner driven virtual materials. Some electives may have synchronous sessions available.

SLP 712 B Advanced Dysphagia: Pediatric Feeding Birth to Preschool (1 credit)

This course will explore the topic of Pediatric Feeding Disorder (PFD) specific to patients post NICU discharge through the age in which they transition to school-based services. Learners will brainstorm solutions to problems specific to PFD using critical thinking frameworks, challenge existing evidence when approaching a clinical situation, and focus on caregiver engagement and limitations when working with pediatric patients. This course will require analysis of peer-reviewed literature and application to client cases influenced by setting, severity, or barriers to care. Exploration of case studies representing unique or complex presentations, and practice creating novel management plans that reflect ethical client-centered care will unfold during discussion and assignments.

SLP 712 C Advanced Dysphagia: Instrumental Swallow Assessment (1 credit)

This advanced, practice-oriented course prepares graduate clinicians to apply clinical reasoning to the management of dysphagia, with an emphasis on functional swallowing, which refers to swallowing that supports nutrition, hydration, and quality of life while minimizing adverse health outcomes. Students will engage with scenarios that require balancing medical risk while upholding patient autonomy. Learners will refine their ability to collaborate with patients, evaluate risk factors and impact–burden tradeoffs, and guide patient care plans grounded in shared decision-making and evidence-informed reasoning.

SLP 712 D Advanced Health Themes: Neurological Insult and Cognition (1 credit)

This course will explore different aspects of cognitive disorders stemming from a neurologic insult such as blast injury, neoplasms, chronic TBI (mild through severe), 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 712 V4 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 713 A Advanced Seminar: Language Themes - Autism (1 credit)

An exploration into the latest research and evidence-based practices in autism. Topics include medical care for individuals with autism, family dynamics and lifespan issues.

SLP 713 B Advanced Seminar: Language Themes - Adolescent Language (1 credit)

Achieve a level of competency in the knowledge and understanding of the varied disorders associated with advanced language skills from a functional perspective. Content will include the characteristics of disorders observed, pragmatics, literacy—reading & written language, social language, self-advocacy, emotional literacy, as well as interventions and strategies to support individuals presenting disorders in the above noted areas.

SLP 713 C 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 713 D Advanced Seminar: Language Themes - Family Dynamics & (1 credit)
Family Interviews

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 714 A-D Professional Practice Areas (1 credit)

Elective courses will fall into one of the following three domains: Standard-different emerging patient population, practice setting, instrumentation or procedure. Based on domains of professional practice, scope of practice populations, instrumentation/assessment/treatment, service delivery domains, service delivery areas. Advanced Seminar/Elective courses will explore subtopics within the SLP scope of practice in a more focused and descriptive manner. Learners will brainstorm solutions to problems using critical thinking frameworks, challenge existing frameworks for approaching a clinical situation, and seek alternative perspectives from stakeholders. Courses will require analysis of peer reviewed literature and application of peer reviewed to client cases influenced by setting, severity, or barriers to care. Exploration of case studies representing unique or complex presentations, and practice creating novel management plans that reflect ethical client-centered care will unfold during discussion and clinical inquiry for clinician competence initiatives (CICC). Active engagement with the material, the instructor, and peers is required to pass elective courses. Elective courses may be delivered as intensive one- or two-day seminars, instrumentation workshops, or via learner driven virtual materials. Some electives may have synchronous sessions available.

SLP 718 V3 Advanced Seminar: Assistive Technology/Multilingualism (1 credit)

This seminar explores multilingualism as a cognitive, sociocultural, educational, and clinical phenomenon. Students will examine research on multilingual language

development, interrogate myths about bilingualism, and critically analyze how educational and clinical systems respond to linguistically diverse populations. Emphasis is placed on applied interpretation of research, systems-level thinking, and equity-driven practice.

SLP 719 Counseling (1 credit)

Counseling theory, process, and application to individuals who present a variety of communication disorders and to the families of these individuals, with an emphasis on the discipline of speech-language pathology.

SLP 720 V2 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 V3 Practicum in Speech-Language Pathology V (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 723 C 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 723 D 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 V4 Practicum in Speech-Language Pathology VI (3 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 for your Clinical Fellowship Year.

SLP 744 A Mentored Teaching Practicum (3 credits)

This course is designed to mentor students in the scholarship of teaching and learning. This is a faculty-directed teaching practicum for Doctoral students which may include but is not limited to the development and review of syllabi, course content creation & delivery, assessment design, delivery, and review. Graded Pass/Fail.

SLP 744 B Mentored Teaching Practicum (3 credits)

This course is designed to mentor students in the scholarship of teaching and learning. This is a faculty-directed teaching practicum for Doctoral students which may include but

is not limited to the development and review of syllabi, course content creation & delivery, assessment design, delivery, and review. Graded Pass/Fail.

W

WE 623 Programming Planning for Populations, Communities, (3 credits) **Individuals**

This course challenges learners to develop and articulate the 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.

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 scope of practice are developed.

WE 700 V3 Theories of Behavior Change (3 credits)

This course explores the principal theories of behavior that drive evidence-based practice in health/wellness practice. 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 717 Innovations in Integrative Health (3 credits)

This course explores diverse approaches in integrative health, emphasizing evidence-based practices to promote overall wellness. Students will examine the role of complementary and alternative therapies in modern healthcare, including their applications and benefits. Topics may include energy-based practices, hands-on bodywork techniques, and mindbody interventions. The course combines interactive lectures, collaborative group work, and experiential learning through hands-on activities, fostering a deeper understanding of these innovative approaches to health and wellness.