NOTICE OF EQUAL OPPORTUNITY

Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran’s status or any other protected characteristic. The consideration of factors unrelated to a person’s ability, qualifications and performance is inconsistent with this policy. Any person having inquiries or complaints concerning Thomas Jefferson University’s compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean or Human Resources – Employee Relations, who have been designated by Thomas Jefferson University to coordinate the institution’s efforts to comply with the these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University’s compliance with the equal opportunity laws.

REQUIRED BACKGROUND CHECK

Students who are offered admission to Jefferson are required to pass a criminal background check and child abuse clearance. Some departments within the College, as well as some clinical sites may require students to be fingerprinted and/or drug tested. The Office of Admissions will provide you with the appropriate information to complete these requirements.

Clinical rotation, fieldwork, and residency sites that require a criminal background check, child abuse clearance and/or fingerprinting may deny a student’s participation in the clinical experience, rotation, fieldwork or residency because of a felony or misdemeanor conviction or a record of child abuse. Clinical sites may also deny participation in clinical experiences for other reasons, including but not limited to failure of a required drug test, or inability to produce an appropriate health clearance. As participation in clinical experiences, rotations, fieldwork, or residencies is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in delay of graduation or the inability to graduate from the program.

Regardless of whether or not a student graduates from Jefferson, individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies.

Thomas Jefferson University and its College of Rehabilitation Sciences reserve the right to amend, modify, rescind, or implement any policies, procedures, regulations, fees, conditions and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. The provisions of this catalog are not and may not be regarded as contractual between or among the College, its students or its employees or agents.
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Amended 2.6.20: revision made to ACOTE address.
Jefferson College of Rehabilitation Sciences
JEFFERSON COLLEGE OF REHABILITATION SCIENCES

The Jefferson College of Rehabilitation Sciences (JCRS) provides innovative academic programs to a highly qualified, culturally diverse student body with the goal of developing outstanding professionals and future leaders in health care. The College of Rehabilitation Sciences is committed to becoming a recognized leader in innovative educational, clinical, and research programs, and is proud to be home to two programs ranked by 2017 U.S. News & World Report: the Occupational Therapy Program, Center City campus, #6 and the Doctorate in Physical Therapy program, #46.

ACCREDITATION
Thomas Jefferson University is fully accredited by:
   Middle States Commission on Higher Education
   3624 Market Street
   Philadelphia, PA 19104
   (267) 284–5000
   info@msche.org
   españolinfo@msche.org (Spanish)

In addition to full accreditation by the Middle States Commission on Higher Education, the following professional programs of the Jefferson College of Rehabilitation Sciences are approved by the appropriate accrediting agencies:

Athletic Training
Master of Science in Athletic Training
Commission on Accreditation of Athletic Training Education
6850 Austin Center Blvd., Suite 100
Austin, TX 78731-3184
512-733-9700
844-GO-CAATE
https://caate.net/

Occupational Therapy
Master of Science in Occupational Therapy-Center City Campus
Accreditation Council for Occupational Therapy Programs (ACOTE) of the American Occupational Therapy Association
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
301-652-6611 x2914

Master of Science in Occupational Therapy-East Falls Campus
Accreditation Council for Occupational Therapy Programs (ACOTE) of the American Occupational Therapy Association
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
301-652-6611 x2914

Occupational Therapy Doctorate-Center City Campus
Accreditation Council for Occupational Therapy Programs (ACOTE) of the American Occupational Therapy Association
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
301-652-6611 x2914
Physical Therapy
Commission on Accreditation in Physical Therapy Education (CAPTE)
Department of Accreditation
American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314-1488
(703) 706-3245
accreditation@apta.org

Graduates are eligible to take the qualifying examinations of the state and/or national licensing or registry bodies and to become members of the appropriate professional organizations.
Registration Policies & Procedures

Please note: The registration policies and procedures discussed herein relate to programs on the Center City Campus. East Falls campus programs should refer to: http://www.eastfalls.jefferson.edu/studentlife/.

REGISTRATION POLICIES AND PROCEDURES
Students are responsible for becoming familiar with and observing the registration policies and procedures of the College and University. If students are unclear on any material presented, they should consult with their academic advisor, program director, department chair, or appropriate University office.

Prior to each registration period, students are provided with detailed instructions and materials for registration. With the assistance and guidance of their faculty advisors, students matriculated in degree or certificate programs must register for classes according to the schedule as published in the Academic Calendar. Any registration made after the conclusion of the official registration period may require payment of a late registration fee.

Completion of registration in accordance with instructions issued by the University Office of the Registrar is a prerequisite to class attendance. A student is not considered registered for class until all appropriate scheduling processes have been completed and all tuition and fees have been paid, on or before the payment date for each academic term and all Jefferson College of Rehabilitation Sciences matriculation requirements have been satisfied.

For more information on Registration resources and policies, please refer to: https://www.jefferson.edu/university/academic-affairs/tju/academic-services/registrar.html.

ACADEMIC CREDIT
Academic credits are awarded on the semester-hour basis. The primary calendar consists of two 15-week semesters, including final examinations, as well as multiple summer sessions of variable length. On this calendar, a lecture course normally meets for the equivalent of one 55-minute class period per credit hour each week. While the distribution of time varies from course to course, a three-credit lecture course typically meets for the equivalent of three 55-minute periods each week. A one-credit laboratory meets for the equivalent of at least two 55-minute periods per week, and a one-credit clinical or practicum course meets for the equivalent of at least three 55-minute periods per week. Courses offered on an accelerated schedule will vary from this format.

CREDIT HOUR ASSIGNMENT IN ONLINE CURRICULA
The number of credit hours for courses that meet face-to-face with an instructor is defined by the number of hours spent in classroom; credit hours in synchronous and asynchronous online environments are recorded in the same manner as for traditional classes in the Jefferson College of Rehabilitation Sciences (JCRS).
The definition of credit hours in combined synchronous and asynchronous learning environments for fully online programs in JCRS with no corresponding traditional courses is based on the following guidelines:

1. The course syllabus provides clear documentation that includes the course objectives, the course topics, and the stated expectations for readings, projects, and other assignments, as well as the stated learning outcomes.

2. In developing and planning courses for the synchronous and asynchronous learning environment in JCRS programs, faculty estimate the time a typical student would take interacting with the course content. Content is documented in each course syllabus. Hours for completing assignments, readings, and working on projects, are considered within the credit hour requirements for the course. This is consistent with the American Public University’s (2012) model for calculating total contact hours in online coursework as inclusive of both in-class and homework projects.

3. Class attendance in online courses is not determined simply by the number of logins a student makes to the online course platform. Determination of class attendance encompasses several factors, including student participation in scheduled online discussions, required interaction with the faculty, interaction with peers, and the timely submission of class assignments. The quality and quantity of work, along with the rigor of task assignments is equal to that which would be required if a traditional course delivery format were used. However, all current JCRS courses that are part of all-online curricula were developed specifically for the online format (not using traditional face to face classes as a model or starting point), and no “parallel offerings” (MSCHE, 2009, p. 58) exist.

4. Courses developed specifically for online delivery must be approved through the JCRS Committee on Educational Philosophy and Policy in the same way as new traditional campus-based courses.

5. The process and procedures for offering online courses are the same as all other JCRS courses, including registration requirements and regulations (e.g., drop-add period, withdrawal procedures) and educational policy including the JCRS grading system and use of recommended syllabus elements from by the JCRS Committee on Educational Philosophy and Policy.

References


FULL-TIME STUDENT STATUS
Undergraduate students must take a minimum of twelve (12) credits per semester to be considered full-time. To maintain full-time student status in a graduate program, students must enroll for at least nine (9) credits per semester.
AUDITING
An undergraduate student may audit a course with the written permission of the instructor and final approval from the Department Chair or designate. The student must register for the course during the registration period and pay the regular course fee. The registration for any course may not be changed from audit to credit or vice versa after the first week of class.

CHANGES OF SCHEDULE: DROPPING AND ADDING COURSES
Students who wish to revise their schedules after initial registration must complete a Schedule Change Form and return it with the appropriate signatures to the University Office of the Registrar by the deadline published in the Academic Calendar. During the fall and spring semesters, the Drop/Add period is normally two weeks. In accelerated terms such as the summer sessions, it is proportionately less. **Note: Please refer to the academic calendar for specific Drop/Add deadlines.

It is the students’ responsibility for consulting with their advisors on how course registration changes will affect their progress toward degree completion. Additionally, prior to changing their schedules, students receiving financial assistance should consult with the University Office of Financial Aid to determine what effect the change may have on their eligibility for aid or deferments on payment of student loans.

Students who are matriculated in a baccalaureate degree or post-baccalaureate certificate program are not permitted to drop all courses in a term without obtaining an approved Leave of Absence or withdrawing from the College, and they will be subject to the refund policy as described in the JCRS Student Handbook.

Students who stop attending classes without filing the required Schedule Change form will be responsible for the full payment of tuition and will receive a grade of F for the course. Verbal notification to the course instructor does not constitute an official course drop.

COURSE WITHDRAWAL
Following the conclusion of the Drop/Add period, a student may withdraw from a course by completing a Schedule Change Form (which can be obtained from the University Office of the Registrar or the student’s academic department) and secure the necessary approvals from the appropriate academic department. A student who is authorized to withdraw from a course prior to the date published in the Academic Calendar will receive a grade of W.

A student who withdraws from a course after the date published in the Academic Calendar will receive a grade of WP (Withdrawn-Passing) or WF (Withdrawn-Failing), depending upon the level of work at the time of withdrawal. No credits or quality points are given for either grade; however, the grade of WF is included in the calculation of the student’s grade point average as a course failure. In order to receive credit for a course from which a student has withdrawn the student must re-register for the course in a subsequent semester.

Prior to withdrawing from courses and/or the College, students receiving financial assistance should consult with the University Office of Financial Aid to determine what effect the change may have on their eligibility for aid or deferments on payment of student loans.

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Additionally, students should understand that withdrawal from a course does not release a student from payment of tuition for that course. Students should refer to the Refund Policy governing course withdrawal and/or the Jefferson Employee Tuition Assistance Policy (Policy # 200.62). Students who stop attending classes without filing the required Schedule Change form will be responsible for the full payment of tuition and will receive a grade of F for the course. Verbal notification to the course instructor does not constitute an official course withdrawal.
Tuition and Fees

Please note: The registration policies and procedures discussed herein relate to programs on the Center City Campus. East Falls campus programs should refer to: http://www.eastfalls.jefferson.edu/studentlife/.

TUITION AND FEES
2019-2020 Tuition and related fees for the various programs in the College may be found at the Tuition and Fee website at: https://www.jefferson.edu/tuition-and-financial-aid/tuition-information.html.

TUITION AND FEES FOR FULL-TIME STUDENTS
Students enrolled on a full-time basis in the health professions programs (12 or more semester credits in undergraduate programs, 9 or more in graduate programs) are billed the prevailing tuition and fees.

Tuition is billed semi-annually, prior to the beginning of the Pre-Fall/Fall and Spring semesters. Except for the conditions noted below, this covers the tuition charges for all required courses in the full-time curriculum. This may include courses that are scheduled during one or more summer sessions.

All deposit payments, advance payments, loans, grants or scholarships awarded will be credited to the student’s account. All loan arrangements, including completion and submission of signed documents, must be completed before credit for such awards will be granted.

Students who wish to take courses beyond their prescribed curriculum should consult the Tuition Charges Across TJU Programs policy statement.

If a student wishes to register for a course in a department/program other than their home department/program, they will be required to obtain permission from the Department Chair/Program Director in which the desired course resides.

PART-TIME STUDENT TUITION AND FEES
Students enrolled on a part-time basis (fewer than 12 semester credits in undergraduate programs and 9 semester credits in graduate programs) are billed each semester based on the total credits for which they have registered as specified on the tuition and fee website. All tuition and fees charged are due and payable at the date of registration.

Various services are included in the tuition for full-time students; however, for students enrolled on a basis other than full-time, these services are only available upon payment of the appropriate fees. For example, to have access to the Jefferson – Independence Blue Cross Wellness Center, part-time students are required to pay a Membership Fee. Family memberships are also available to students’ spouses, domestic partners and children. For more information, visit the Office of Student Life & Engagement or call (215) 503-7743.
OTHER EXPENSES
Students will be advised of requirements for uniforms, equipment and other necessary expenditures for classroom and clinical experiences by the respective departments, as appropriate. Students must pay for other miscellaneous expenses such as bookstore bills, library fines and housing rentals.

Lockers are available for student use throughout the academic year during rental periods which run on a semester by semester basis; both half and full size lockers are available for a fee. Lockers are assigned by the Office of Student Life & Engagement. The University is not responsible for the loss or damage of personal property.

JEFFERSON EMPLOYEE TUITION ASSISTANCE
With its tuition assistance programs, Jefferson recognizes the importance of providing its employees with the opportunity for self-development through continuing education. We believe that continued self-development will enable employees to fulfill Jefferson’s requirement for a highly skilled, professional workforce.

View details about the tuition assistance program on the My Benefits Community of MyJeffHub.

BILLING
Invoices for tuition and fees are listed on Banner Web and emailed to your Jefferson email account prior to each academic term, and payment of all outstanding fees is payable on dates specified. Balances that remain outstanding beyond the due date are subject to a late payment penalty.

For information on remitting tuition payments or payment plans, click here.

Students who do not satisfy their obligations in full will be refused registration and class attendance. The University reserves the right to deny grades, transcripts, promotions and diplomas to students who have not fully satisfied all financial obligations to the University.

LATE REGISTRATION
Late registration for classes may be permitted as space and other circumstances warrant. Registration made after the conclusion of the official registration period may require payment of a late registration fee.

CHANGES OF SCHEDULE: DROPPING AND ADDING COURSES
Please refer to the procedures for changes of schedule outlined in the Registration Policies and Procedures section above. Students will not incur tuition costs for courses dropped prior to the deadline date published in the Academic Calendar.

Students who stop attending classes without filing the required Schedule Change form will be responsible for the full payment of tuition and will receive a grade of F for the course. Verbal notification to the course instructor does not constitute an official course drop.
COURSE WITHDRAWAL
Please refer to the procedures for course withdrawal outlined in the Registration Policies and Procedures section above. For tuition payment obligation on withdrawal from classes, please refer to the refund policy below.

Students who stop attending classes without filing the required Schedule Change form will be responsible for the full payment of tuition and will receive a grade of F for the course. Verbal notification to the course instructor does not constitute an official course withdrawal.

REFUND POLICY
Please refer to the University Policies and Procedures webpage for the Tuition Refund Policy.
Financial Aid

Please note: The registration policies and procedures discussed herein relate to programs on the Center City Campus. East Falls campus programs should refer to: http://www.eastfalls.jefferson.edu/studentlife/.

FINANCIAL AID GENERAL INFORMATION

Jefferson recognizes that a major concern of many students is the financing of their education and attempts to help those students with demonstrated financial need to meet the cost of their education. Although every attempt is made to assist students, it is the Jefferson's philosophy that the primary responsibility for the cost of college education rests with students and their families. Because education is an investment that yields lifelong dividends, both students and their families should be prepared to contribute and to provide financial support. Financial aid is intended to supplement the best efforts of the students and their families.

For the most comprehensive and up to date information regarding financial aid, please visit the University Office of Student Financial Aid website.

FINANCIAL AID PROCESS

Financial aid is available to qualified students who are matriculated in degree and eligible post-baccalaureate certificate programs. Financial aid awards are based on each student's financial need, enrollment status, housing status, level of program funding and maintenance of satisfactory academic progress. A student’s financial need is computed as the cost of education minus the expected family contribution as determined through the Federal Methodology.

The Free Application for Federal Student Aid (FAFSA) is used to determine financial need. Please refer to the Financial Aid website link for Application Process, “Apply for Financial Aid” for application instructions. Please note that the FAFSA code is 013549. This form is a confidential analysis of income and assets for both students and families. The information is analyzed to determine the financial strength of the applicant in terms of income, assets, liabilities, size of family, number of family members in post-secondary education, age of parents, etc. The aim is to make the expectations for the family contribution as equitable as possible for each applicant.

Jefferson assumes that the first financial aid resource that all students should consider is the Federal Direct Stafford Loan. If, after obtaining the Federal Direct Stafford Loan, need still exists, the University Office of Financial Aid will assist the student in determining the appropriate combination of loans, grants and work study to make a Jefferson education possible. Institutional funding is limited and is not guaranteed to any student.

Students will be notified of their specific eligibility for aid through a financial aid award. Notification of aid awards usually begins six to seven months prior to the start of the academic term. Awards may not be determined unless a financial aid application is complete and all student and parent information has been verified. All financial aid notifications will be sent to the student’s Jefferson email account.
If a student demonstrates financial need, but is ineligible for federal grants or loans due to default on a prior educational loan and/or negative credit rating, Thomas Jefferson University will not commit institutional funds to remedy the default or negative credit status, or to compensate for the ineligible for federal funds. The student is ultimately responsible for resolving all problems involving loan delinquencies, defaults, and/or any other circumstances that would result in the student being ineligible to borrow through any loan program.

**STUDENT EXPENSE BUDGET**

A student’s budget is divided into two categories – direct and indirect costs. Direct costs are paid directly to Jefferson and are standard for each student. Indirect costs vary from student to student, depending on factors such as academic major, personal life-style and distance from home to campus. A student’s expense budget will vary by major and academic level.

**APPLICATION PROCEDURE**

Any student who is concerned about the ability to meet educational expenses at Thomas Jefferson University should apply for aid. Eligibility for assistance varies from program to program. Families may be eligible for some sources of aid that they may not have anticipated. To avoid possible delays in receiving an award, students are urged to comply with all application deadlines. Students should adhere to financial aid application deadlines even if an admissions decision has not been made.

Jefferson expects all aid applicants to file the following documents before the financial aid deadline:

- Free Application for Federal Student Aid (FAFSA) – using IRS Data Retrieval Transfer process
- Educational Plan (part time students and/or those charged per credit only)

The [Financing Your Education Financial Aid Guide](#) can be found on the Publications menu on the Financial Aid Office webpage. The Guide is accompanied by important information about applying for financial aid. Accepted students will be permitted to apply for financial aid online. An informational email is sent to all accepted students starting in December/January with Banner Web online application instructions. It is important for students to begin and complete the application process in a timely manner. An application may not be reviewed until all information is received.

Students must be matriculated in a degree or a Department of Education-eligible post-baccalaureate certificate program on at least a half-time basis to be eligible for financial aid. The amount of aid a student may receive is determined by the number of credits attempted and the tuition costs.

**Undergraduate Level Degree and Eligible Certificate Programs**

<table>
<thead>
<tr>
<th>Time Status</th>
<th>Credits Requirement per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time status</td>
<td>12 credits or more per semester</td>
</tr>
<tr>
<td>Three-quarter time</td>
<td>9 credits or more per semester</td>
</tr>
<tr>
<td>Half-time</td>
<td>6 credits or more per semester</td>
</tr>
</tbody>
</table>

**Graduate Level Degree and Eligible Certificate Programs**

<table>
<thead>
<tr>
<th>Time Status</th>
<th>Credits Requirement per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>9 credits or more per semester</td>
</tr>
<tr>
<td>Half-time</td>
<td>4.5 credits or more per semester</td>
</tr>
</tbody>
</table>
Students seeking to qualify as self-supporting or independent must meet strict Federal requirements. Consult the University Office of Financial Aid before filing as an independent student to ensure proper completion of the forms.

Specific information regarding disbursement of funds and other award-related information is located on the University Office of Financial Aid website at www.jefferson.edu/financial_aid.

RENEWAL OF AID
Students must apply each year for financial assistance. Renewal of aid is not automatic. Financial need is determined each year based on changes of family circumstances as well as Jefferson’s fees and funding levels. Because federal, state or institutional policies may change each year, students who did not receive aid in previous years are still encouraged to apply for aid the following year. A change in circumstances may enable the returning student to qualify for assistance.

FINANCIAL AID DEADLINE
Please check the University Office of Financial Aid website for posting of deadlines.

AID PROGRAMS
Financial aid awards usually consist of a “package” of three basic types of financial assistance: non-repayable gift or grant assistance, student loans and student employment. Financial assistance comes from four major sources: federal, state, private, and Jefferson-administered programs. The major programs are described below. For a more comprehensive list and additional information on interest rates and maximum awards, please refer to the University Office of Financial Aid Website under Financial Aid Programs.

Federal Sources of Aid
Federal Pell Grant: The Federal Pell Grant program is designed to provide assistance to undergraduate students pursuing their first undergraduate degree. Federal Pell Grants are intended to be the foundation of a financial aid package and may be combined with other forms of aid in order to meet the costs of education. The amount of the Federal Pell Grant is determined on the basis of the financial resources of the student and family, the student’s enrollment status and the cost of education. Please check with the Office of Financial Aid for the current year maximum available assistance for a 9-month enrollment period.

Federal Supplemental Educational Opportunity Grant (SEOG): This program provides grant assistance for Pell-eligible undergraduate students with exceptional financial need. The amount of assistance a student can receive depends on need, the availability of Federal SEOG funds and the amount of other aid a student receives. Recipients are selected by the University Office of Financial Aid in accordance with Department of Education guidelines.

Federal Work Study Program (FWS): This program provides funding for jobs for undergraduate and graduate students who have financial need and want to earn funds to cover a part of their educational expenses. Employment opportunities are provided on campus. Jefferson also offers opportunities in community service as part of the FWS program. The FWS award a student receives depends on need, availability of FWS funds and the amount of aid received from other programs. The administration of this program is in accordance with the guidelines published by the Department of Education.
Federal Direct Loan Program

- Federal Subsidized Stafford Loan
- Federal Unsubsidized Stafford Loan
- Federal PLUS Loan
- Federal Graduate PLUS Loan

This federal program provides long-term, low-interest student loans available directly through the federal government only. These loans are available to matriculated students enrolled in a Department of Education approved degree program in an institution of higher learning on at least a half-time basis. Students should go to the Financial Aid Office website www.jefferson.edu/financial_aid or to the federal student aid website for more information.

Students must demonstrate financial need to qualify for a Federal Direct Subsidized Stafford Loan. For periods of enrollment beginning on or after October 1, 1992, students who do not demonstrate financial need may qualify for an unsubsidized Federal Stafford Loan. The Federal government pays the interest on a subsidized Federal Stafford Loan while the student is enrolled. However, interest accrues to the student’s loan account on an unsubsidized Federal Stafford Loan starting from the date the funds are disbursed. Payment of principal and accrued interest may be postponed until six months after the student ceases to be enrolled on at least a half-time basis, graduation, or other cessation of enrollment.

Federal Direct PLUS Loan Program (Parent Loan)
The Federal Direct PLUS loan program makes credit-based loans available to pay for the costs of study at post-secondary schools. Under the Federal Direct PLUS program, parents are eligible to borrow on behalf of dependent undergraduate students only. Loan funds may be used only to pay for students’ educational costs.

Parents of dependent undergraduate students are eligible to borrow up to the student’s annual estimated cost of attendance minus the estimated annual financial assistance.

Federal Graduate PLUS Loan Program (for graduate students only)
The Federal Graduate PLUS loan program makes loans available to pay for the costs of study at post-secondary schools. Under the Federal Graduate PLUS program, graduate students are eligible to borrow this credit-based loan on their own merit. Loan funds may be used only to pay for students’ educational costs. If eligible, students may borrow up to the student’s annual estimated cost of attendance minus the estimated annual financial assistance.

State Sources of Aid
State Grants: All students are required to apply to their state grant program to determine any eligibility they may have for state funds. Applications for state grants are made by completing the Free Application for Federal Student Aid (FAFSA) by the deadline specified by their state.

Pennsylvania Residents
Pennsylvania State Grants provide money to help undergraduates enrolled at least half-time (six credits) pay for education after high school. Students must be Pennsylvania residents and demonstrate financial need as determined by the Pennsylvania Higher Education Assistance Agency (PHEAA). The state notifies
students of eligibility for the grant. The amount of state grant varies depending on the type of College the student attends.

Pennsylvania residents may obtain additional information about the Pennsylvania state grant by contacting the PHEAA Grant Division at (800) 233-0557 or by accessing their web page at www.pheaa.org.

**New Jersey Residents**

New Jersey residents may obtain grant funds to attend colleges in Pennsylvania on a very limited basis. New Jersey residents should contact their state agency for further information regarding their eligibility.

Higher Education Student Assistance Authority (HESAA)
PO Box 540
Trenton, NJ 08625
(800) 792-8670
www.hesaa.org

**Other States**

Students from other states may obtain state grant assistance to attend a college outside their state of legal residence on a limited basis. Non-Pennsylvania residents should contact their state agency for further information regarding their eligibility.

**Jefferson Sources of Aid**

Thomas Jefferson University Grants and Loans: Grants and low interest loans are available to students who exhibit financial need and potential for academic achievement. Application for these funds is made by completing the Financial Aid Application process outlined previously in this section. Funding is limited and awarded on a first come - first served basis.

**Additional Sources of Aid**

The University also administers a variety of private scholarship and loan programs for students who demonstrate financial need and/or meet the guidelines set forth by the benefactor. Students who complete the required TJU financial aid application process will be considered for the programs for which they meet the eligibility criteria. The number of recipients and the amount awarded will be determined by the level of available funding. The list of sources includes:

- Thomas Jefferson University Alumni Scholarship – provides grant assistance to financially needy students in all programs of study
- Dean’s Scholarship Program – provides $5,000 - $7,500 scholarship assistance for outstanding academic performance and potential for excellence in a health profession. Selection will be made by the Dean’s Scholarship Committee upon admission.
- Development Office Loan – provides loan assistance to financially needy students in all programs of study
- William Randolph Hearst Scholarship for Minority Students* – awarded to a minority student who exhibits high academic achievement and demonstrates financial need. Sponsored by the Hearst Foundation
- Hamilton-New Jersey Student Aid Fund – provides scholarship and/or loan assistance to needy students in all programs of study. Preference is given to New Jersey residents
• Mrs. Samuel M.V. Hamilton Student Aid Fund – provides scholarship and/or loan assistance to a needy student. A New Jersey resident from any program of study is eligible for consideration
• James M. Large Fund – Low interest loan support for financially disadvantaged students
• McGovern Fund – provides assistance to financially needy students in all programs of study
• Stanley & Audrey Merves Scholarship – provides grant assistance to students enrolled in any program. The recipients must be able to demonstrate need and high scholastic ability and be a resident of Philadelphia, Montgomery, Bucks or Chester County.
• Isabel Miley McAlister Occupational Therapy Scholarship – provides assistance to financially needy Occupational Therapy students
• Fox Scholarship for the Advancement of Geriatric Physical Therapy*
• Fox Scholarship for the Advancement of Geriatric Occupational Therapy in Memory of Margaret Sood*
• PNC Bank Loan Fund – provides loan assistance to financially needy students in all programs of study
• Christopher Rivera Scholarship – provides assistance to Physical Therapy students in need
• Samuel and Lois Wolf Scholarship – provides assistance to financially needy students in all programs of study
• Achieve Physical Therapy and Fitness Scholarship* – provides assistance to a DPT student with need, academic merit and community involvement
• Ethel Beard Burstein Scholarship Fund* – provides assistance to financially needy Occupational Therapy students from Philadelphia who plan to work as a Registered Occupational Therapist in a clinical setting for at least two years following graduation
• Eakins Scholarship – provides assistance to students in need
• General Scholarship – provides assistance to students in need
• Phi Theta Kappa Scholarship – provides assistance for eligible students in the Phi Theta Kappa Honor Society
• Dr. Janice P. Burke Scholarship Fund – provides assistance to eligible Master’s Level Occupational Therapy students, first in family to be enrolled in a Master’s degree level education and the applicant’s first master’s degree and a demonstrated success in confronting adversity

*Denotes that a specific application and/or additional requirements are necessary for those funds. Contact the University Office of Financial Aid for details.

PRIVATE EDUCATIONAL LOAN SOURCES
If a student does not qualify for financial assistance or has exhausted all other financial aid options and has remaining unmet need in their Cost of Attendance, there are private education funding sources available. However, these normally are higher cost options that require the borrower to be credit-worthy and may require a credit-worthy co-signer or repayment while the student is enrolled. Check these programs carefully, and be sure you have thoroughly researched all other options before applying for these loans. To learn more about Private Educational Loans, please see Financial Aid Website. To compare frequently used lenders, go to www.elmselect.com. The choice of a lender always rests with the borrower. The Financial Aid Office will process private loans through any lender selected by a student.

OTHER POSSIBILITIES
In addition to programs of aid previously described, financial assistance may be obtained from a wide variety of sources. Since application procedures and requirements differ greatly, it is not possible to
provide specific information. In general, the student seeking potential sources of aid should refer to: 1) the University Office of Financial Aid webpage; 2) library publications; 3) parents’ employers or labor unions; 4) fraternal, social, religious or professional organizations; 5) major organizations utilizing the skills of the field for which the student is preparing and 6) the Worldwide Web. Students should investigate all sources of financial aid for which they may be eligible. The University Office of Financial Aid will provide assistance in completing any of these applications. The University Office of Financial Aid webpage also includes information on outside scholarship programs. Students may view this information under the Financial Aid Programs menu at www.jefferson.edu/financial_aid.

SATISFACTORY ACADEMIC PROGRESS POLICY FEDERAL TITLE IV PROGRAMS
The Satisfactory Academic Progress Policy may be found on the “Policies” menu of the University Office of Financial Aid website at www.jefferson.edu/financial_aid.

INQUIRIES
Students who have additional questions or problems or who wish to schedule an appointment with a financial aid officer can write or call:
  University Office of Financial Aid, Thomas Jefferson University
  Suite 115, Curtis Building
  1015 Walnut Street
  Philadelphia, PA 19107
  (215) 955-2867
  Financial.aid@jefferson.edu
  www.jefferson.edu/financial_aid
Office hours are 8:30 a.m. to 5:00 p.m., Monday through Friday.

Thomas Jefferson University reserves the right to amend any information herein without prior notice to persons who might thereby be affected. Financial aid programs described herein are subject to change without notice due to federal, state, local or institutional regulations or funding.
JCRS Academic Departments
Athletic Training
ATHLETIC TRAINING PROGRAM
Thomas Jefferson University offers athletic training education as an expedited five-year B.S. / M.S. Health Sciences and Athletic Training program; and as an entry-level M.S. in Athletic Training graduate program. These programs are designed to help meet the growing demand for professional Certified Athletic Trainers (ATC). The athletic training program is constructed to prepare highly motivated students with an interest in the medical field to sit for the Board of Certification (BOC) examination upon graduation.

ATCs work with physically active individuals to help prevent injuries, offer advice about appropriate equipment, recognize and evaluate injuries, administer emergency treatment, and determine need for specialized medical care. ATCs are an integral part of the healthcare team and provide health care to individuals in the areas of injury prevention, evaluation, management and rehabilitation. The demand for ATC professionals is expected to grow significantly faster than the average occupation over the next 10 years in both traditional athletic settings, like high school, college, University, and professional-level sports; and non-traditional settings, like medical offices, emergency departments, industrial settings, and more.

Graduates will have the knowledge and practical, clinical and professional experience for various athletic training positions, or can use their skills as a stepping-stone to other medical fields.

MISSION OF THE ATHLETIC TRAINING PROGRAM
To provide students with the fundamental knowledge, concepts, and skills grounded in evidence-based practice as determined by the Athletic Training governing bodies: Board of Certification (BOC), Commission on Accrediting Athletic Training Education (CAATE) and the Educational Council.

To prepare students for employment in entry-level athletic training positions located in a variety of clinical healthcare settings and/or for the pursuit of advanced degrees in athletic training or health-related professions.

To provide practical experience and ethical reflection to enable graduates to assume leadership roles in various health care settings to enhance the quality of patient health care and to advance the profession of athletic training.

PROGRAM ACCREDITATION
The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). More information about the CAATE may be found on their website (www.CAATE.net) or by contacting them directly:
Commission on Accreditation of Athletic Training Education
6850 Austin Center Blvd., Suite 100
Austin, TX 78731-3184
(512) 733-9700
(844)-GO-CAATE
MSAT CURRICULUM

Year 1
Fall 1
ATP 601 Current Concepts in Emergency Care for Athletic Training (1 credit)
ATP 602: Scientific Inquiry and Writing (1 credit)
ATP 605 Fundamentals of Athletic Training (4 credits)
ATP 610 Basics of Rehabilitation (3 credits)
HSCI 610 Emergency Medical Technician (3 credits)
ATP 615 Functional Human Anatomy (3 credits)
(TOTAL: 15 credits)

Fall 2
ATP 620 Practicum in Athletic Training I (3 credits)
(TOTAL: 3 credits)

Spring 1
ATP 625 Prevention, Evaluation and Treatment of Athletic Injuries I (Upper Extremity) (4 credits)
ATP 630 Therapeutic Modalities (3 credits)
ATP 635 Human Physiology (3 credits)
ATP 645 Motor Control and Human Movement (3 credits)
(TOTAL: 13 credits)

Spring 2
ATP 640 Practicum in Athletic Training II (3 credits)
(TOTAL: 3 credits)

Summer (15 weeks)
ATP 691 Research / Collaborative Project I (1 credit)

Summer 1 OR Summer 2
ATP 660 Specialty Practicum in Athletic Training (2 credit)
(TOTAL: 3 credits)

YEAR 2
Fall 1
ATP 661 Practicum in Athletic Training III (3 credit)
(TOTAL: 3 credits)

Fall 2
ATP 665 Prevention, Evaluation and Treatment of Athletic Injuries II (Lower Extremity) (4 credits)
ATP 675 Strength and Conditioning (3 credits)
ATP 685 Organization and Administration in Athletic Training (2 credits)
ATP 690 General Medical Condition and Pharmacology in Athletic Training (3 credits)
(TOTAL: 12 credits)
Spring 1
ATP 662 Practicum in Athletic Training IV (3 credit)
(TOTAL: 3 credits)

Spring 2
ATP 670 Prevention, Evaluation and Treatment of Athletic Injuries III (Spine and advanced techniques) (4 credits)
ATP 695 Psychological Aspects of Injury and Rehabilitation (3 credits)
ATP 696 Special Topics in Athletic Training (2 Credits)
ATP 692 Research/Collaborative Project II (1 credit)
(TOTAL:10 credits)

Course descriptions for the MSAT program can be found at: https://www.eastfalls.jefferson.edu/catalog/CourseDescriptions/CourseCatalogGR.pdf.

ATHLETIC TRAINING FACULTY
Ali El-Kerdi, PhD, DPT, PT, ATC, LAT, CAT(C), CSCS, EMT
   Assistant Professor and Program Director
Kelly Pagnotta, PhD, LAT, ATC, PES
   Clinical Education Coordinator
Ricker Stanton Adkins DAT, LAT, ATC
   Visiting Assistant Professor

ATHLETIC TRAINING PROGRAM CONTACT INFORMATION
Jefferson (Philadelphia University + Thomas Jefferson University) - East Falls Campus
303 Search Hall
4201 Henry Avenue,
Philadelphia, PA, 19144
O 215-951-6332
F 215-951-6812
www.jefferson.edu/athletictraining
Occupational Therapy
DEPARTMENT OF OCCUPATIONAL THERAPY
The Department of Occupational Therapy provides innovative educational programs designed to prepare students to enter the profession of Occupational Therapy as qualified entry-level professionals. Students are taught to systematically consider all of the complex issues that influence an individual’s ability to engage in occupation and participate within personal, cultural, physical, social, virtual, and spiritual contexts in order to provide effective interventions.

In the U.S., a Master’s or Doctoral degree is required for entry to the profession of occupational therapy. The department offers three accredited entry-level programs that lead to qualification for certification in occupational therapy.

1. Bachelor of Science Master of Science in Occupational Therapy (BSMS OT) and Master of Science in Occupational Therapy (MSOT) Program -Center City Campus
The BSMS OT option is an upper division (junior, senior and graduate year) coursework that integrates entry level education with graduate studies leading to the Bachelor of Science in Occupation and Health and a Master of Science in Occupational Therapy. Students are admitted to the program in the Jefferson College of Rehabilitation Sciences, after completing two years of college-level courses that satisfy pre-professional requirements. These pre-professional requirements can be earned at any accredited college or university. Students must complete a total of 120 semester credits, 58 prerequisite credits and 62 credits in the prescribed Occupational Therapy Curriculum to meet the baccalaureate degree requirements and 35 graduate credits to meet the graduate degree requirements of the program.

The MSOT option integrates entry-level education with graduate studies leading to the Master of Science in Occupational Therapy Program (MSOT). Students who have a bachelor’s degree or higher, have fulfilled pre-professional requirements and meet admission criteria enter the program. The MSOT program is completed in two years.

The BSMS OT and MSOT are designed to prepare students for work as entry-level practitioners in a variety of settings. Students have opportunities to do advanced work and independent study in areas such specialized practice, research, academic teaching, collaboration with professional organizations, and entrepreneurial projects under the mentorship of a faculty member.

2. Occupational Therapy Doctorate (OTD) Program- Center City Campus
The OTD Program integrates entry-level education with graduate studies leading to the Occupational Therapy Doctorate (OTD). Students who have a bachelor’s degree or higher, have fulfilled pre-professional requirements and meet admission criteria enter the program. The OTD program contains 116 credits of entry and in-depth exposure in the areas of practice, education, research, administration, professional development, leadership, advocacy and theoretical skills. It is completed in three years. OTD students work closely with a faculty member to perform collaborative research and duties in a variety of areas in order to develop occupational therapists with in-depth knowledge in order to practice as a direct care provider, consultant, educator, program developer, manager, leader, researcher, and advocate for the profession and the consumer.
3. Master of Science in Occupational Therapy (MSOT) – East Falls Campus

The MSOT Program enrolls students who have completed a bachelor’s degree, in any academic discipline and offers a track for high school students who know early on that they want to become occupational therapists (Accelerated Bachelor of Science and Master of Science).

The accelerated track allows students to seamlessly complete undergraduate and graduate degrees in less time than would be required to complete both of these degrees separately. Undergraduate courses and extra-curricular experiences provide students with a foundation to develop the knowledge, values, and interpersonal skills needed for success as an occupational therapist. During the first three years of undergraduate coursework, students complete major requirements for the bachelor degree, including the university’s college studies courses and Occupational Therapy (OT) program prerequisites. Students who meet the graduate OT Program progression criteria can matriculate into the master’s program by enrolling in first year OT graduate coursework during their fourth year of undergraduate studies. At the end of the fourth year, students are awarded the bachelor degree in either Health Sciences or Psychology, and upon completion of graduate OT program requirements, the master’s degree in Occupational Therapy.

The MSOT program is offered in a blended-learning format that includes an intensive weekend delivery. Students attend on-campus class meetings eight weekends/semester (Friday and Saturday, generally every other weekend). Between on-campus sessions, students complete assignments and participate in learning activities online, through distance education technology. Approximately 70 percent of coursework is delivered on-campus each semester, the remaining online. The MS in OT degree can be completed within 2.5 academic years, including Level II fieldwork. The graduate program contains 72 credits.

Post Professional Occupational Therapy Doctorate-Center City Campus
For students who already have a degree in occupational therapy (undergraduate degree, post-baccalaureate certificate or master’s degree) the Post Professional Occupational Therapy Doctoral Degree is offered. This program provides students with advanced skills and knowledge to enhance their current practice and prepare to be an innovator in traditional and emerging areas of occupational therapy. Students also have the opportunity to develop or refine their expertise through in depth study.

PROGRAM ACCREDITATION-CENTER CITY AND EAST FALLSCAMPUS
The three programs offered by the Department of Occupational Therapy (MSOT Program- Center City, MSOT Program-East Falls and OTD program) are each accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Contact information for ACOTE is:

Accreditation Council for Occupational Therapy Programs (ACOTE) of the American Occupational Therapy Association
4720 Montgomery Lane
Suite 200
Bethesda, MD 20814-3449
301-652-6611 x2914
Accreditation is a system for recognizing educational institutions and professional programs affiliated with those institutions for a level of performance, integrity, and quality which entitles them to the confidence of the educational community and the public they serve. Accreditation of educational programs for the occupational therapist and the occupational therapy assistant is granted by the Accreditation Council for Occupational Therapy Education (ACOTE®) of the American Occupational Therapy Association (AOTA). ACOTE is recognized as the accrediting agency for occupational therapy education by the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA). The most recent ACOTE accreditations are the MSOT Program - Center City in December 2016, OTD Program - Center City in April 2018 and MSOT Program - East Falls in October 2018.

ELIGIBILITY FOR CERTIFICATION AND LICENSURE

OTD students who successfully complete academic, fieldwork and doctoral capstone project and capstone experience requirements of the OTD program are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy (NBCOT).

MSOT students who successfully complete both academic and fieldwork requirements are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy, Inc. (NBCOT). The computerized examination is offered on demand. Persons successfully completing the examination are permitted to use the designation Occupational Therapist, Registered (OTR) and are eligible to apply for a permanent state licensure to practice.

For further information on the certification process, please contact NBCOT at:

12 South Summit Avenue
Suite 100
Gaithersburg, MD 20877
Phone: (301) 990-7979
Fax: (301) 869-8492
www.nbct.org
Email: info@nbct.org
MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM-CENTER CITY

Undergraduate entry into Bachelor of Science & Master of Science in Occupational Therapy (BSMS OT)-Center City Campus
The Bachelors and Master's Program (BSMS OT) is an entry level program for transfer students who have completed two years (58 credits) of college-level prerequisite coursework. The BSMS OT program is completed on a full time basis. Students earn a bachelors in Occupation and Health and a Master's of Science in Occupational Therapy upon the completion of this three year program

Curriculum (BSMS OT) - 3 years full time

<table>
<thead>
<tr>
<th>Year</th>
<th>Schedule</th>
<th>Full-Time Activities</th>
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</thead>
<tbody>
<tr>
<td>1st</td>
<td>September-May</td>
<td>fall and spring semester coursework</td>
</tr>
<tr>
<td></td>
<td>May- June</td>
<td>summer semester coursework</td>
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<tr>
<td>2nd</td>
<td>September-May</td>
<td>fall and spring semester coursework</td>
</tr>
<tr>
<td></td>
<td>May- June</td>
<td>summer semester coursework</td>
</tr>
<tr>
<td></td>
<td>June/July</td>
<td>begin 2 full-time Level II fieldwork rotations and online coursework</td>
</tr>
<tr>
<td>3rd</td>
<td>September-December</td>
<td>continue full-time Level II fieldwork and online coursework</td>
</tr>
<tr>
<td></td>
<td>January-May</td>
<td>spring semester coursework</td>
</tr>
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Year One
FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OT 300</td>
<td>Introduction to Applied Science</td>
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<tr>
<td>OT 302</td>
<td>Applied Anatomy and Kinesiology (Lecture/Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>OT 311</td>
<td>Health and Health Conditions</td>
<td>4</td>
</tr>
<tr>
<td>OT 321</td>
<td>Foundations of Occupation-Centered Practice Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>OT 330</td>
<td>Using an Occupational Therapy Lens in the Clinic (Fieldwork Level I)</td>
<td>2</td>
</tr>
<tr>
<td>OT 336</td>
<td>Occupation through the Life Span</td>
<td>5</td>
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SPRING SEMESTER

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<thead>
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<th>Course</th>
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<tr>
<td>OT 308</td>
<td>Neuroscience Foundations of Occupational Therapy</td>
<td>4</td>
</tr>
<tr>
<td>OT 322</td>
<td>Foundations of Occupation-Centered Practice Laboratory II</td>
<td>2</td>
</tr>
<tr>
<td>OT 340</td>
<td>Domains of Occupational Therapy Practice (Fieldwork Level I)</td>
<td>2</td>
</tr>
<tr>
<td>OT 357</td>
<td>Evaluation Process</td>
<td>4</td>
</tr>
<tr>
<td>OT 577</td>
<td>Historical Perspectives on Theory Based Practice</td>
<td>3</td>
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<td><strong>Total</strong></td>
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SUMMER SEMESTER

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<thead>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>OT 341</td>
<td>Occupational Analysis and Evaluation (Fieldwork Level I)</td>
<td>2</td>
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<tr>
<td>OT 390</td>
<td>Participation, Occupation and Health</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>5</strong></td>
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</table>
Year Two
FALL SEMESTER
OT 440  Interventions: Enhancing Human Performance (Fieldwork Level I)  2
OT 441  Interventions: Enhancing Social Participation (Fieldwork Level I)  2
OT 552  Interventions: Enhancing Human Performance (Lecture/Laboratory)  5
OT 558  Interventions: Enhancing Social Participation (Lecture/Laboratory)  3
Graduate elective  3
Total  15

SPRING SEMESTER
Undergraduate elective  3
OT 400  Interprofessional Care Planning  3
OT 306  Understanding Research Principles and the Scientific Method  3
OT 560  Interventions: Environmental Competence  3
OT 561  Environmental Competence Lab  1
OT 562  Environmental Competence in Action  1
OT 600  Occupational Therapy Professional Seminar  1
Total  15

SUMMER SEMESTER
OT467  Health Services Administration and Professional Development  2
OT 603  Research Mentorship and Methods  4
Total  6

SUMMER SEMESTER
OT 480  Fieldwork Level II A (July through end of September)  6
OT 578  Evidence-Based Practice I (July through September)  1
Total  7

Year Three
FALL SEMESTER
OT 482  Fieldwork Level II B (October through December)  6
OT 579  Evidence-Based Practice II (October through December)  1
Total  7

SPRING SEMESTER
OT 682  Clinical Leadership  3
OT 627  Program Design and Evaluation  3
OT 670  Advanced Research Seminar  3
Total  9

Credit Summary
Credits Required for Admission:  58
TJU Undergraduate Credits:  62
Total # of Credits for TJU Bachelor of Science Requirement:  120
Total # of Credits for TJU Graduate Degree Requirement:  35
Students must have a minimum of a 3.0 cumulative GPA in order to progress through the program. A student who fails to achieve a 3.0 cumulative GPA is not eligible to enroll in Level II Fieldwork.

The College does not award students in this Center City program a Bachelor of Science in Occupation and Health degree independent of the Master of Science degree. Candidates awarded the Bachelor’s and Master’s degrees must have successfully completed all credits and other requirements of the program, and have a cumulative grade point average of 3.0 or higher on all work completed. Upon successful completion of the BSMS OT Program, students are concurrently awarded the Bachelor of Science in Occupation and Health and a Master of Science in Occupational Therapy. Students who successfully complete both academic and fieldwork requirements are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

Graduate Entry into Master of Science in Occupational Therapy (MSOT) – Center City Campus
This program is designed for applicants who have earned a bachelor’s degree from an accredited college or university in a field other than occupational therapy and who have completed the prerequisites required for applicants to Jefferson’s Master’s degree program in occupational therapy. The MSOT program is completed on a full-time basis.

Curriculum (MSOT) (Full-Time, 2 years)

<table>
<thead>
<tr>
<th>Year</th>
<th>Schedule</th>
<th>Full-Time Activities</th>
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<tbody>
<tr>
<td>1st</td>
<td>September – May</td>
<td>fall, spring semester coursework</td>
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<td></td>
<td>May-June</td>
<td>summer semester coursework</td>
</tr>
<tr>
<td>2nd</td>
<td>September - December</td>
<td>fall semester coursework</td>
</tr>
<tr>
<td></td>
<td>January – June</td>
<td>two 12-week full-time Level II fieldwork placements and online coursework</td>
</tr>
<tr>
<td></td>
<td>July-August</td>
<td>summer semester coursework</td>
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</table>

Year One
FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>OT 302</td>
<td>Applied Anatomy and Kinesiology (Lecture/Laboratory)</td>
<td>4</td>
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<tr>
<td>OT 311</td>
<td>Health &amp; Health Conditions</td>
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<tr>
<td>OT 321</td>
<td>Foundations of Occupation-Centered Practice Laboratory I</td>
<td>2</td>
</tr>
<tr>
<td>OT 336</td>
<td>Occupation through the Lifespan</td>
<td>5</td>
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<tr>
<td>OT 340</td>
<td>Domains of Occupational Therapy Practice (Fieldwork Level I)</td>
<td>2</td>
</tr>
<tr>
<td>OT 600</td>
<td>Occupational Therapy Professional Seminar</td>
<td>1</td>
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<tr>
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SPRING SEMESTER

<table>
<thead>
<tr>
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<td>OT 560</td>
<td>Interventions: Environmental Competence</td>
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<tr>
<td>OT 561</td>
<td>Environmental Competence Lab</td>
<td>1</td>
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<td>OT 562</td>
<td>Environmental Competence in Action</td>
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<td>OT 577</td>
<td>Historical Perspectives on Theory Based Practice</td>
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### SUMMER SEMESTER

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<th>Course</th>
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<tbody>
<tr>
<td>OT 341</td>
<td>Occupational Analysis &amp; Evaluation (Fieldwork Level 1)</td>
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<tr>
<td>OT 467</td>
<td>Health Services Administration &amp; Professional Development</td>
<td>2</td>
</tr>
<tr>
<td>OT 603</td>
<td>Research Mentorship &amp; Methods</td>
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### Year Two

#### FALL SEMESTER

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<tbody>
<tr>
<td>OT 440</td>
<td>Interventions: Enhancing Human Performance (Fieldwork Level I)</td>
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<tr>
<td>OT 441</td>
<td>Interventions: Enhancing Social Participation (Fieldwork Level I)</td>
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<tr>
<td>OT 552</td>
<td>Intervention Enhancing Human Performance (Lecture/Laboratory)</td>
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<tr>
<td>OT 558</td>
<td>Interventions: Enhancing Social Participation (Lecture/Laboratory)</td>
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<tr>
<td>Elective</td>
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#### SPRING SEMESTER (January through June)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>OT 480</td>
<td>Fieldwork Level II A (January through March)</td>
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<td>OT 578</td>
<td>Evidence Based Practice I (January through March)</td>
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<td>OT 482</td>
<td>Fieldwork Level II B (April through June)</td>
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<tr>
<td>OT 579</td>
<td>Evidence Based Practice II (April through June)</td>
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<tr>
<td><strong>Total</strong></td>
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#### SUMMER SEMESTER (July-August)

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<tr>
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<tbody>
<tr>
<td>OT 627</td>
<td>Program Design &amp; Evaluation</td>
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<tr>
<td>OT 670</td>
<td>Advanced Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>OT 682</td>
<td>Clinical Leadership</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

### Credit Summary

82

Students must have a minimum of a 3.0 cumulative GPA in order to progress through the program. A student who fails to achieve a 3.0 cumulative GPA is not eligible to enroll in Level II Fieldwork. Students who successfully complete both academic and fieldwork requirements are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

### MASTER OF SCIENCE IN OCCUPATIONAL THERAPY – EAST FALLS

#### Undergraduate entry into the Accelerated Bachelor of Science & Master of Science in Occupational Therapy – EAST FALLS CAMPUS

This program is designed for high school students who know early on that they want to be occupational therapists. During the first three years of undergraduate coursework, students complete major requirements for the bachelor degree, including the university's college studies courses and Occupational Therapy (OT) program prerequisites. Students who meet the graduate OT Program progression criteria can matriculate into the master’s program by enrolling in first year OT graduate coursework during their fourth year of undergraduate studies. At the end of the fourth year, students
are awarded the bachelor’s degree in either Health Sciences or Psychology, and upon completion of graduate OT program requirements, the master’s degree in Occupational Therapy.

Curriculum (Accelerated BS/MSOT Program) (Full time, 5.5 years)

Year    Schedule          Full-Time Activities
1\textsuperscript{st}  September – May  fall, spring semester coursework  
                      May-June          summer semester coursework  
2\textsuperscript{nd}  September -May  fall, spring semester coursework  
                      May-June          summer semester coursework  

Fieldwork (begins upon successful completion of didactic coursework)

Track A    July-December  two 12-week full-time Level II fieldwork placements  
OR
Track B    September-March  two 12-week full-time Level II fieldwork  

Year One (4\textsuperscript{th} year)

FALL SEMESTER

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OCC 610</td>
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<tr>
<td>OCC 611</td>
<td>Foundations for Practice</td>
<td>3</td>
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<tr>
<td>OCC 613</td>
<td>Functional Anatomy</td>
<td>4</td>
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</tr>
<tr>
<td>OCC 625</td>
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SPRING SEMESTER

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SUMMER SEMESTER

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<td>OCC 746</td>
<td>Psychosocial Interventions</td>
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Year Two (5\textsuperscript{th} year)

FALL SEMESTER

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<tr>
<td>OCC 748</td>
<td>Assessment &amp; Intervention: Adults</td>
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</table>
OCC 749  Children and Youth A  3
OCC 754  Environmental Dimensions of Occupation  3
Total  12 cr

SPRING SEMESTER
OCC 751  Professional Issues and Trends  3
OCC 756  Level I Fieldwork C  1
OCC 757  Innovative Practice in OT  3
OCC 759  Children and Youth B  3
OCC 767  Critical Inquiry I  2
Total  12 cr

SUMMER SEMESTER
OCC 764  Specialty Practice: Upper Extremity Rehab  2
OCC 769  Critical Inquiry II  1
OCC 784  Mastery  1
Total  4 cr

Year Three (6th year)
OCC 778  Level II Fieldwork A (summer/fall)  5
OCC 779  Level II Fieldwork B (fall/spring)  5
Total  10 cr

Credit Summary  72

Students who successfully complete both academic and fieldwork requirements are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

Graduate entry into the MSOT Program-East Falls

The Jefferson East Falls MS in Occupational Therapy (MSOT) program is designed for students who have completed a bachelor’s degree, in any academic discipline, who want to become occupational therapists.

The East Falls MSOT program is offered in a blended-learning format that includes an intensive weekend delivery. Students attend on-campus class meetings eight weekends/semester (Friday and Saturday, generally every other weekend). Between on-campus sessions, students complete assignments and participate in online learning activities, through distance education technology. Approximately 70 percent of coursework is delivered on-campus each semester.

Curriculum (Full-time, 2.5 years)

<table>
<thead>
<tr>
<th>Year</th>
<th>Schedule</th>
<th>Full-Time Activities</th>
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<tr>
<td>1st</td>
<td>September – May</td>
<td>fall, spring semester coursework</td>
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<td>May-June</td>
<td>summer semester coursework</td>
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<tr>
<td>2nd</td>
<td>September -May</td>
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Fieldwork (begins upon successful completion of didactic coursework)

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<th>Track</th>
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<td>A</td>
<td>July-December</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>B</td>
<td>September-March</td>
<td>two 12-week full-time Level II fieldwork</td>
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### Year One

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### Year Two

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<td>Innovative Practice in OT</td>
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</tr>
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<td>OCC 759</td>
<td>Children and Youth B</td>
<td>3</td>
</tr>
<tr>
<td>OCC 767</td>
<td>Critical Inquiry I</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>12 cr</strong></td>
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</table>
SUMMER SEMESTER
OCC 764  Specialty Practice: Upper Extremity Rehab  2
OCC 769  Critical Inquiry II  1
OCC 784  Mastery  1
Total  4 cr

Year Three (6th year)
OCC 778  Level II Fieldwork A (summer/fall)  5
OCC 779  Level II Fieldwork B (fall/spring)  5
Total  10 cr

Credit Summary  72

Students who successfully complete both academic and fieldwork requirements are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

OCCUPATIONAL THERAPY DOCTORATE (OTD) – CENTER CITY CAMPUS
The OTD program is designed to develop occupational therapists with in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development, in order to engage in collaborative research and practice as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer. The OTD program is completed in three years and consists of 47 undergraduate credits of basic professional knowledge and 69 graduate credits of in-depth knowledge and skill.

Curriculum (OTD) – (Full-Time, 3 years)

Year  Schedule  Full-Time Activities
1st  September-May  fall and spring semester coursework
      May-June  summer semester coursework

2nd  September-Dec  fall semester coursework
      January-June  begin 2 full-time Level II fieldwork rotations and online coursework
      July-August  summer semester fully online coursework

3rd  September-Dec  Doctoral Capstone Experience and Capstone Project and online coursework
      January-May  Doctoral Capstone Experience and Capstone Project and online coursework

Year One

FALL SEMESTER  Credits
OT 302  Applied Anatomy and Kinesiology (Lecture/Laboratory)  4
OT 311  Health & Health Conditions  4
OT 321  Foundations of Occupation-Centered Practice Laboratory I  2
<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>OT 336</td>
<td>Occupation through the Lifespan</td>
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<tr>
<td>OT 340</td>
<td>Domains of Occupational Therapy Practice (Fieldwork Level I)</td>
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<tr>
<td>OT 700</td>
<td>Developing Your OTD Practice Toolkit</td>
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**SPRING SEMESTER**

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<td>OT 308</td>
<td>Neuroscience Foundations of Occupational Therapy</td>
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<td>OT 322</td>
<td>Foundations of Occupation-Centered Practice Laboratory II</td>
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<td>OT 357</td>
<td>Evaluation Process</td>
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<td>OT 560</td>
<td>Interventions: Environmental Competence</td>
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<td>OT 561</td>
<td>Environmental Competence Lab</td>
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<td>OT 562</td>
<td>Environmental Competence in Action</td>
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<td>OT 577</td>
<td>Historical Perspectives on Theory Based Practice</td>
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<td>OTD 701</td>
<td>Exploration of Doctoral Level OT Practice: The Faculty Mentored Experience</td>
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**SUMMER SEMESTER**

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<tr>
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<td>Occupational Analysis &amp; Evaluation (Fieldwork Level 1)</td>
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<td>OT 467</td>
<td>Health Services Administration &amp; Professional Development</td>
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<td>OT 603</td>
<td>Research Mentorship &amp; Methods</td>
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<td>OT 702</td>
<td>OTD Leadership: National and Global Perspectives</td>
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**Year Two**

**FALL SEMESTER**

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<td>OT 440</td>
<td>Interventions: Enhancing Human Performance (Fieldwork Level I)</td>
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<td>OT 441</td>
<td>Interventions: Enhancing Social Participation (Fieldwork Level I)</td>
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<td>OT 552</td>
<td>Interventions: Enhancing Human Performance (Lecture/Laboratory)</td>
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<td>Interventions: Enhancing Social Participation (Lecture/Laboratory)</td>
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<tr>
<td>OT 703</td>
<td>Professional Practice &amp; Inquiry in Occupational Therapy</td>
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**SPRING SEMESTER (January through June)**

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<td>OT 480</td>
<td>Fieldwork Level II A (January through March)</td>
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<tr>
<td>OT 704 A</td>
<td>Evidence –Based Practice and the Data Driven Decision Making Process I</td>
<td>3</td>
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<tr>
<td>OT 482</td>
<td>Fieldwork Level II B (April through June)</td>
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<tr>
<td>OT 705 B</td>
<td>Evidence–Based Practice and the Data Driven Decision Making Process II</td>
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**SUMMER SEMESTER (July-August)**

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<tbody>
<tr>
<td>OT 705</td>
<td>Advanced Evidence-Based Practice for the OTD Student</td>
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<tr>
<td>OT 706</td>
<td>Visionary Practice: Creating &amp; Measuring Outcomes of Therapeutic Programs</td>
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<td>OT 707</td>
<td>The Doctoral Capstone: Preparing for the Capstone Experience &amp; Capstone Project</td>
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</table>
Year Three  
FALL SEMESTER  
OT 708 A  Doctoral Capstone Experience  6  
OT 709 A  Collaborating for Success: The Mentored OTD Process  2  
OT 710 A  Reflection and Plans for the Future: Outcomes of the Doctoral Capstone Project  1  
Total  9  

SPRING SEMESTER  
OT 708 B  Doctoral Capstone Experience  6  
OT 709 B  Collaborating for Success: The Mentored OTD Process  2  
OT 710 B  Reflection and Plans for the Future: Outcomes of the Doctoral Capstone Project  2  
OT 711  The OTD Portfolio: Planning & Presentation  6  
Total  16  

Credit Summary  116  

Students must have a minimum of a 3.0 cumulative GPA in order to progress through the program. A student who fails to achieve a 3.0 cumulative GPA is not eligible to enroll in Level II Fieldwork and the Doctoral Capstone Experience and Capstone Project. Students who successfully complete both academic, fieldwork, and doctoral capstone requirements are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

FIELDWORK REQUIREMENTS  
Purpose of Fieldwork Experience  
The purpose of fieldwork experience is to "propel each generation of occupational therapy practitioners from the role of student to that of practitioner" (AOTA, 2009 p. 445). Fieldwork experience provides students with the opportunity to achieve competence in applying the occupational therapy process using evidence based interventions to meet the needs of diverse populations (AOTA, 2009, p, 445). Through fieldwork students integrate academic content and experiential learning and apply the knowledge, skills and attitudes gained in the academic setting to the active delivery of services. Supervised fieldwork experience is an integral part of both the educational process and professional preparation. Two distinct levels of fieldwork experience are established in the ACOTE Standards for an Accredited Educational Program for the Occupational Therapist. Successful completion of Level I and Level II Fieldwork experiences are prerequisites for taking the NBCOT Certification Examination. (Please refer to the Fieldwork Manual for details of the fieldwork experience, procedures, and expectations.)

Occupational Therapy is an applied science. Evaluation and intervention techniques are taught by both didactic and experiential methods. Fieldwork experiences are an integral part of professional education. Level I fieldwork is integrated with didactic coursework and is offered concurrently with the didactic curriculum, giving the students opportunities to develop both observation and practice skills. BSMS OT Program students participate in up to five Level I experiences. OTD and MSOT Program students participate in at least three Level I experiences.

Academic Eligibility for Fieldwork:  
Students may only progress sequentially through Fieldwork courses within the curriculum. Each experience builds on (successful completion of all) prior coursework. Students will not be enrolled in subsequent clinical fieldwork experiences until current requirements are satisfied.
In Center City, students complete both Level II fieldwork rotations in sequence prior to completing final coursework (and for OTD students, students complete both Level II fieldwork placements prior to enrolling in the third and final year of the curriculum: the Capstone experience & project. In East Falls, students complete both Level II fieldwork rotations at the end of the didactic coursework. Students who do not meet the cumulative 3.0 grade point criteria will be guided by their academic advisor according to the most appropriate course of action, which may include repeating coursework to raise the student’s GPA or consideration of other career and degree options.

Level II fieldwork placements (in CC - OT480/OT482 and in EF – OCC 778/OCC779) are full time and require the application of occupational therapy knowledge. Students must successfully complete a minimum of six months of full time clinical training under the supervision of qualified occupational therapists.

Students are also required to successfully complete all online corresponding coursework that is concurrent with each level II experience as identified by each program.

All occupational therapy students must be in good academic standing with a minimum 3.0 cumulative GPA by the end of the semester preceding beginning Level II fieldwork placements in order to progress onto clinical fieldwork.

Pre-Requisite Fieldwork Requirements:
Fieldwork sites may require a health clearances such as background check, child abuse clearance, fingerprinting, drug screens and CPR certification at various times through the curriculum in order to permit participation in the fieldwork experience. Participation in fieldwork is a required part of the curriculum and a requirement for graduation. Students are responsible for the cost of these requirements. Fieldwork sites may deny a student’s participation in the clinical fieldwork because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program.

All students in the Department of Occupational Therapy are required to maintain current 2 year CPR certification for health care providers (American Heart Association [AHA] only) for the duration of their time in the program. Students without the required certification will not be able to participate in fieldwork, resulting in the inability to complete required coursework in a timely manner.

Student Fieldwork Site Selection and Placement:
The Department of Occupational Therapy has fieldwork agreements with hundreds of facilities locally and nationally, each of which offers unique opportunities for student learning. Students are assigned to a range of practice areas for their clinical fieldwork experiences. Practice settings may include medical settings, community health programs, school systems, early intervention programs, work programs and home environments, to name a few. Students’ needs and interests are incorporated into the preliminary phase of fieldwork site selection; however, placement is ultimately decided upon by the Fieldwork Coordinator.
In order to minimize any conflict of interest, students are NOT assigned placement at an organization where they have previously been employed, volunteered, have an agreement for employment, or any relationship with staff or board members.

The students’ exposure to individual/patient/client care begins in the first year of the program with their Level I Fieldwork and continues throughout the curriculum. Specific details covering Fieldwork placement are available in the Department of Occupational Therapy Student Fieldwork Manual. Participation in this integrated learning helps students to gain proficiency in the occupational therapy process.

**Travel, Transportation and Housing:**

Students are responsible for providing their own transportation to fieldwork sites. Housing, living, transportation, and similar additional costs associated with fieldwork are the responsibility of the student. Carpoolds and expense-sharing are encouraged.

**Fieldwork Safety:**

Fieldwork students should never go into a client’s home alone. They must be accompanied by another student, staff person or faculty member. Occupational therapy students should never drive clients in a vehicle, whether the vehicle is the student’s, client’s, or belongs to the site.

**DOCTORAL CAPSTONE AND EXPERIENCE REQUIREMENTS FOR THE OTD PROGRAM**

**Intent of the Doctoral Capstone and Experience**

The faculty of the Department of Occupational Therapy at Thomas Jefferson University is committed to enhance pedagogical programs and foster academic excellence through creativity and innovation offering unique opportunities for student learning in context. The concepts of learning and teaching as transformational experiences offer the foundation for developing occupational therapy practitioners, academicians, researchers, leaders and advocates with the ability to propel the profession forward and meet society’s occupational needs. The purpose of the doctoral capstone and doctoral experience is to develop occupational therapists that acquire in-depth skills in a variety of areas upon graduation. OTD students develop advanced skills in one or more of the following: advocacy, teaching, theory development, clinical skills, program and policy development, research, leadership, and/or administration. OTD students will emerge as pioneers in the use of evidence-based practice, systematic data collection and measuring outcomes.

**Academic Eligibility for the Doctoral Capstone (Experience and Project)**

OTD students must successfully complete all didactic undergraduate and graduate level courses and 8 of 16 required doctoral level courses (OT 700 through OT 707), as well as both Level II fieldwork experiences (OT 480/482) and the online coursework that corresponds to level II FW (OT 704 A/B) as well as pass a competency exam in OT 707 prior to entering the doctoral capstone (experience and project).

**Pre-Requisite Requirements for Doctoral Capstone and Experience**

Capstone experience sites may require health clearances such as background check, child abuse clearance, fingerprinting, drug screens and CPR certification at various times throughout the curriculum in order to permit participation in the experience. Participation in the capstone and experience is a required part of the curriculum and a requirement for graduation. Students are responsible for the cost
of these requirements. Sites may deny a student’s participation in the experience because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program. All students in the Department of Occupational Therapy are required to maintain current 2 year CPR certification for health care providers for the duration of their time in the program. Students without the required certification will not be able to participate in experience resulting in the inability to complete required coursework in a timely manner.

**OTD Capstone Experience Placement and Site Opportunities**

ACOTE (2018) mandates that the OTD experience be a faculty-mentored experience. Beginning in the first semester, students are exposed to a variety of faculty driven research & scholarship and/or PrEMO (Promoting Environments that Measure Outcomes) opportunities. Because the doctoral capstone experience and doctoral project are faculty-mentored experiences and associated with research and scholarship activities and/or PrEMO, the sites where the experiences are completed have been assessed for compatibility with the OTD program curriculum. (*Please refer to the Doctoral Capstone and Experience Manual for details of the doctoral capstone experience, procedures, expectations and academic performance requirements.*)

**Travel, Transportation and Housing during the Capstone Experience**

Students are responsible for providing their own transportation to sites. Students must have access to a vehicle. Carpools and expense-sharing are encouraged. Housing, living, transportation, and similar additional costs associated with the experience are the responsibility of the student.

Depending on the OTD student’s interests and the determination of the placement, students may be required to travel more than two hours to the site. Alternatively, students may choose (and are responsible for) securing suitable lodging near the site location for the duration of the experience.

OTD students are advised to become familiar with the location of available sites and take a test run to your site to determine actual travel time before the start date. The OTD student should ensure that they allow extra time for rush-hour travel. Discounts on public transportation and campus parking are available from the TJU Commuter Services Office in the Bookstore.

**POST PROFESSIONAL CLINICAL OCCUPATIONAL THERAPY DOCTORAL PROGRAM (PP-OTD)**

Jefferson’s PP-OTD program is a post professional clinical degree open to Bachelor’s and Master’s prepared occupational therapists who wish to create a new vision of occupational therapy, lead in health and human services, and translate their knowledge and skills into evidence based, innovative occupational therapy practice and education. The convenient schedule is designed for busy working professionals: the PP-OTD program can be completed entirely online. Required PP-OTD Learning Community meetings at the beginning and end of the Fall and Spring semesters may be attended either at our Center City Philadelphia campus or online.

For Bachelor’s prepared occupational therapists (including those with a post-baccalaureate certificate in occupational therapy), the PP-OTD requires a minimum of 46 credits. For students entering with a Master’s degree, 33 credits are required. The total length of time to complete the program for both Bachelor’s and Master’s prepared students depends on the number of years of experience, whether the program is taken full or part time, and the type of capstone project. A complete listing of coursework

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and other information for the PP-OTD program is located at:

Jefferson PP-OTD students build on a foundation of knowledge from the arts and sciences, knowledge of current practice issues and entry-level competency in occupational therapy to address the rapidly changing and dynamic nature of contemporary health and human service delivery systems. The program provides opportunities for occupational therapists to use their knowledge and skills in a specific practice area functioning as a direct care provider, consultant, educator, manager, leader, researcher and advocate for the profession and the consumer. As a graduate of the Jefferson PP-OTD program, you will be poised to create a new vision for occupational therapy. You will be prepared to lead in health care and human services, and use your advanced expertise to translate your knowledge and skills into evidence-based, innovative occupational therapy practice that contributes to AOTA’s Centennial Vision. Through participation in courses, interaction with faculty, guidance by mentors, participation in clinical fellowship, and completion of a culminating project, the graduates of the Jefferson PP-OTD program will:

1. **Demonstrate advanced level expertise in a chosen area of practice:**
   
   a. Demonstrate advanced practice in a chosen area such as direct patient/client service, administration, teaching, and/or research by establishing and integrating scientific evidence into their practice
   b. Utilize a systematic outcome based reasoning process for occupational therapy practice
   c. Demonstrate advanced level skill in evidence based practice
   d. Apply principles of occupation to unique and innovative intervention programs.
   e. Analyze the impact of social, political, economic and cultural influences on health, occupation, and disability.
   f. Integrate an understanding of the impact of disability, disease and social disadvantages on the occupations of individuals and populations.
   g. Adjust their practice, using their understanding of the role of culture and the environment, to an individual’s health needs.
   h. Teach others in area of expertise in both clinical and didactic venues
   i. Demonstrate the ability to integrate theory and practice, and to synthesize advance knowledge in a practice area through completion of a culminating project

2. **Create, evaluate and implement innovative programs that address important, contemporary public health needs**
   
   a. Demonstrate in-depth knowledge of delivery models, policies and systems related to the area of practice in new and traditional venues
   b. Design, implement and evaluate occupational therapy programs that use the tenets of occupation.
   c. Create new knowledge in occupation-based practice to address the unmet needs of an organization or a community.
   d. Solve complex clinical practice issues using cutting edge, cost effective models of practice.
   e. Present new models of service delivery to administration and management
   f. Publish and present work in interprofessional venues

3. **Become leaders in traditional and contemporary venues**
   
   a. Develop a personal philosophy of leadership
b. Create an innovative, advanced professional development plan

c. Carve out a unique niche for occupational therapy practice or education

d. Create a vision for innovative and emerging occupational therapy practice.

e. Take on leadership positions through initiative and collaboration utilizing advanced communication, negotiation, team building, and management skills.

f. Advocate for the profession of occupational therapy and those that we serve (individual, population, system)

g. Implement strategies based on organizational theory to evaluate and improve organizational effectiveness, create strategies for change and monitor the success of the implemented strategies.

h. Utilize leadership skills to create and implement a program or practice based on an identified public health need that includes an analysis of the need for the program, to outline the program, and a sophisticated plan for implementation and evaluation.

i. Demonstrate skills in teaching others about occupational therapy within and outside of the profession.

All students take core coursework focused on advanced evidence based practice, leadership, and visionary program development.

The curriculum provides an individualized plan of study with electives that match the students’ interests and goals, a fellowship program, and a capstone project. Electives are drawn from the advanced practice specialties in autism, neuroscience, neuro-cognitive disorders, teaching in the digital age, and interprofessional geriatric education in addition to courses that focus on health literacy, cultural competence and humility, and wellness. Students may also take a Seminar in Clinical Research, in which they determine individual learning goals in an area of interest with the guidance and mentorship of one or more faculty members to develop their ideas, knowledge, and skills for the final doctoral project.

The PP-OTD program includes an 80-hour Fellowship designed to immerse the student in advanced practice, program development, and/or policy and provide opportunities for professional growth in an identified area of interest. The Fellowship is a substantive project that advances student’s knowledge and skills in program development and evaluation, the ability to create new practice models, approaches to OT education, and/or clinical research. The Fellowship is followed by the Capstone, in which students disseminate project results by preparing a manuscript for in a publication in a peer reviewed journal. Students are also encouraged to share their work through state, national and international conference presentations.

ADVANCED PRACTICE CERTIFICATES

Specialty certificates in occupational therapy offer individuals with an occupational therapy degree and license specialized knowledge in a specific area. The curriculum for each of the advanced practice certificates consists of four graduate level courses that total 12 credits and can be completed part-time over 12 - 16 months. Jefferson currently offers certificates in Emerging as Leaders in Autism Practice and Research Neuroscience: Advanced Concepts for Evidence Based Practice, Using Design in Healthcare Delivery, and Teaching in the Digital Age. For more information about the Certificate programs see: https://www.jefferson.edu/university/rehabilitation-sciences/departments/occupational-therapy/degrees-programs/advanced-practice-certificates.html. All certificates can be completed in an online format (with limited on-campus sessions for the Design certificate) and coursework can be used toward a clinical doctorate in occupational therapy (PP-OTD) at Jefferson.
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REFERENCES
OCCUPATIONAL THERAPY PROGRAMS COURSE DESCRIPTIONS

ENTRY LEVEL BSMS, MSOT, AND OTD COURSE DESCRIPTIONS-CENTER CITY CAMPUSS

Courses are described in numerical order. The number within parentheses following the course title indicates the number of semester credits assigned to each course.

OCCUPATIONAL THERAPY 300
Introduction to Applied Science (1)
This course introduces BSMS student to the process of socializing into a professional occupational therapy program. Students are introduced to and practice strategies to ensure success in a professional curriculum. Assignments reinforce content presented in concurrent first semester courses to develop students’ analysis and problem solving skills. These skills serve as the foundation for understanding the impact of dysfunction of the musculoskeletal, central and peripheral nervous systems on an individual’s ability to perform valued occupations. Assignments introduce students to using critical thinking in the same way as occupational therapy practitioners.

OCCUPATIONAL THERAPY 302
Applied Anatomy and Kinesiology (Lecture/Laboratory) (4)
This course provides an overview of human anatomy systems as well as principles of biomechanics and kinesiology. Study of the musculoskeletal and peripheral nervous systems regionally will facilitate the application of anatomical and biomechanical knowledge to clinical observation and activity analysis. Includes a laboratory class in surface anatomy, osteology, and kinesiology, with opportunities to practice special clinical screening tests. Lecture and laboratory.

Occupational Therapy 306
Understanding Research Principles (3)
This course provides an opportunity to understand and apply research methods (from qualitative and descriptive to quasi-experimental and experimental), apply research approaches to health professions-based research questions, and analyze reported research. This course prepares and requires learners to conduct literature searches relevant to the development of researchable questions and appropriate research designs.

OCCUPATIONAL THERAPY 308
OT 308 Neuroscience Foundations of Occupational Therapy (4)
This course will provide knowledge of neuroscience from a structural, developmental and functional perspective to provide a foundation for understanding of health conditions, occupational performance and occupational therapy evaluation and treatment. Principles of neuroplasticity will be discussed to provide a framework for occupational therapy interventions. Students will apply their understanding of the nervous system to understand occupational performance deficits, development of an evaluation plan and to articulate the rationale for intervention.

OCCUPATIONAL THERAPY 311
Health and Health Conditions (4)
This foundational course includes a survey of pathological conditions that may affect one’s occupational performance. Students will examine common pathological conditions, understand diagnostic methods and be able to explain medical and psychiatric treatment approaches (including medications) commonly used to treat these disorders. Students will also begin to identify the effects of disability, disease or traumatic injury to individuals and their ability to engage in occupations within the context of family and
society.

**OCCUPATIONAL THERAPY 321**

*Foundations of Occupation-Centered Practice I (Laboratory) (2)*

This course introduces students to selected foundational skills used in occupation-centered practice. To develop basic competence, students engage in learning activities and practice in three modules - Basic Clinical Skills: manual muscle testing, goniometry, monitoring vital signs, transfers; Occupation and Early Development: occupational performance in infants and toddlers, influences on young children's development; Interpersonal Foundations: group dynamics, communication, interviewing skills, Health Mentors Interprofessional team work, time management and life balance.

**OCCUPATIONAL THERAPY 322**

*Foundations of Occupation-Centered Practice II (Laboratory) (2)*

This course, a continuation of OT 321, emphasizes theoretical underpinnings and evidence based approaches within the context of occupational therapy practice. Students explore areas of occupation-based practice and relate new and innovative ideas to clinical practice. Opportunities are included to practice frequently used screening and evaluation measures and fabricate orthotic interventions for selected clinical conditions. Additionally, Health Mentors Interprofessional teamwork, occupation and typical development in children 2-7 years are included.

**OCCUPATIONAL THERAPY 330**

*Using an Occupational Therapy Lens in the Clinic-Fieldwork Level I (2)*

This course provides an introduction to occupational therapy in a hospital environment. Particular emphasis is placed on developing observation and professional writing skills while observing recipients of occupational therapy services in the hospital setting. Assignments promote integration of knowledge and skills presented during courses in the semester, including pathology, clinical observation skills, professional writing, professional behavior and utilization of medical data bases.

**OCCUPATIONAL THERAPY 336**

*Occupation through the Life Span (5)*

This course examines participation in occupation as an organizing force throughout the life span and as a key determinant of health. The course emphasizes foundational skills and knowledge concerning the nature of occupation and ways that participation in occupation is affected by individual and environmental contextual factors. Problem solving and analytical skills relative to activity analysis principles and the occupational therapy process are taught in conjunction with the Occupational Therapy Practice Framework. Students apply professional tools of analyzing, selecting, grading and adapting occupations, in order to address the impact of disability and dysfunction on participation in occupations.

**OCCUPATIONAL THERAPY 340**

*Domains of Occupational Therapy Practice – Fieldwork Level I (2)*

This course provides an understanding of the parameters of occupational therapy practice through guided observation and participation in clinical and/or community settings. Particular emphasis is placed on developing and analyzing observation, clinical reasoning, interpersonal skills and professional behavior skills while observing and participating with individuals in a variety of self-care, work, social participation and leisure/play interventions.
OCCUPATIONAL THERAPY 341
Occupational Analysis and Evaluation – Fieldwork Level I (2)
This course provides opportunities for students to observe and/or participate in patient/client evaluation and intervention, and to apply their understanding of the evaluation process, activity analysis and the use of occupation. Each student is placed in an environment that offers an opportunity to integrate didactic and clinical knowledge. Students engage in supervised observation, evaluation and intervention activities with individuals across the lifespan with a variety of conditions. Students continue to develop their clinical reasoning, professional communication and behavior skills, and therapeutic use of self through practice and guided self-reflection.
Prerequisite: OT 340

OCCUPATIONAL THERAPY 357
Evaluation Process (4)
Occupational therapy evaluation requires a therapist to develop an occupational profile and to analyze the individual’s ability to perform occupations. This course provides students with the knowledge and skills necessary for the client evaluation process according to the Occupational Therapy Practice Framework. Students learn about a range of tests and assessments that evaluate individual needs within a variety of clinical practice areas. Course emphasis includes the use of skilled clinical observation and principles of assessment selection, administration, interpretation, and scoring. Translating evaluation results for the purposes of planning occupational therapy intervention and establishing therapy goals are covered. Scientific communication skills are developed by completing evaluation reports and disseminating findings via oral and written documentation. Opportunities for practicing evaluation and assessment skills are highlighted in active learning class assignments.
Prerequisites: OT 311, OT 336

Occupational Therapy 390
Participation, Occupation and Health (3)
This course refines BSMS OT students’ skills in observation of environmental factors that impact occupational performance. Students analyze the layers of the environment to identify factors that have the greatest impact in supporting and/or hindering occupational performance of individuals, groups and populations. Students are introduced to theories of the environment as well as models of design thinking to facilitate their critical thinking and support development of clinical reasoning used in occupational therapy intervention. Students apply their understanding of the impact of the environment and design thinking by identifying an area of occupational performance dysfunction and creating a prototype to alleviate this issue.

OCCUPATIONAL THERAPY 400
Interprofessional Care Planning (3)
This course provides students with an in-depth, comprehensive look at interprofessional practice focusing on the role of the occupational therapist as part of a client centered interprofessional team. Students examine the role of other health care professionals and how collaboration with these professionals enhances patient/client services. Students learn and practice skills necessary to work effectively on interprofessional care teams including specific strategies for consultation, collaboration, and conflict resolution with team members, clients/patients and caregivers.
OCCUPATIONAL THERAPY 440  
Interventions: Enhancing Human Performance – Fieldwork Level I (2)
This course provides an in-depth understanding of the clinical intervention process from a problem-solving perspective. Each student is placed in an environment that offers an opportunity to integrate didactic and clinical knowledge and examine the process of clinical reasoning. Emphasis is placed on treatment planning and goal development, treatment implementation, and documentation of client-centered, occupation-based care. Students also continue to hone professional behavior, clinical reasoning, and clinical skills.
Prerequisite: OT 341

OCCUPATIONAL THERAPY 441  
Interventions: Enhancing Social Participation– Fieldwork Level I (2)
This course addresses the role of occupational therapy in providing psychosocial group program development and implementation in emerging, practice settings. As occupational therapists move out of medical environments and into the community, they need to apply skills in needs assessment, program development, program evaluation, consultation and marketing, as well as the ability to work independently. Students engage in developing occupation based group programming in a variety of community settings where occupational therapy services are minimal or non-existent. Each student is placed in an environment, which offers an opportunity to integrate didactic and clinical knowledge. Emphasis is placed on developing, implementing and justifying theory-based psychosocial intervention at the group program level.
Prerequisite: OT 440 (previous to or concurrent with OT 558)

OCCUPATIONAL THERAPY 467  
Health Service Administration (2)
Occupational therapists work within health, education, and social service systems with varying roles and professional responsibilities within these systems. This course addresses the knowledge needed to be a professional occupational therapist within a complex system. Key focus areas include structure of healthcare organizations, management and evaluation of programs, supervision methods and guidelines, funding and reimbursement mechanisms for services and the influence of external factors such as policy, law and social trends. The precepts of ethics and strategies of ethical problem solving are presented.

OCCUPATIONAL THERAPY 480  
Fieldwork Level II A (6)
The full-time, 12 week supervised fieldwork experience emphasizes the application of the academically acquired body of knowledge. This clinical affiliation will provide an in-depth experience in the practice and application of the occupational therapy process with individuals who are experiencing deficits in occupational performance or are at-risk for occupational dysfunction as a result of physical, psychosocial, developmental, learning or cognitive factors. Fieldwork placements will include traditional and/or community-based delivery systems.
Concurrent with OT 578 for BSMS OT and MSOT; Concurrent with OT 704A for OTD

OCCUPATIONAL THERAPY 482  
Fieldwork Level II B (6)
The full-time, 12 week supervised fieldwork experience emphasizes the application of the academically acquired body of knowledge. This clinical affiliation will provide an in-depth experience in the practice and application of the occupational therapy process with individuals who are experiencing deficits in
occupational performance or are at-risk for occupational dysfunction as a result of physical, psychosocial, developmental, learning or cognitive factors. Fieldwork placements will include traditional and/or community-based delivery systems.
Pre requisite: OT 480
Concurrent with OT 579 for BSMS OT and MSOT; Concurrent with OT 704B for OTD

**OCCUPATIONAL THERAPY 552**
**Interventions: Enhancing Human Performance (Lecture/Laboratory) (5)**
Focuses on the development of knowledge and skills needed for the client intervention process as outlined in the Occupational Therapy Practice Framework (development of the intervention plan, intervention implementation and intervention review). Students will learn how to identify the need for occupational therapy services, develop intervention plans, goals and outcomes, review intervention and prepare for termination of services. Emphasis is placed on the selection and implementation of intervention methodologies that are clinically sound, stage-specific, client-centered, evidence-based, and theory-guided. The laboratory portion of the course allows students to practice and apply a broad range of intervention techniques utilizing therapeutic use of self, occupation-based activities, purposeful activities, preparatory methods and educational processes that can enhance the occupational performance and health of adults and children.
Prerequisites: OT 302, OT 308, OT 311, OT 336, OT 357

**OCCUPATIONAL THERAPY 558**
**Interventions: Enhancing Social Participation (3)**
This intervention-based course encourages students to examine and build knowledge and skills in the delivery of psychosocial, preventative, and health and wellness interventions used in occupational therapy practice. Students develop and analyze personal and professional behavior skills while engaging in didactic and small group activities to develop and apply their clinical reasoning. Students also explore the theoretical premise and practice application of individual, group, and consultation psychosocial interventions used by occupational therapists in traditional, community based, and emerging practice settings within the constructs of the Occupational Therapy Practice Framework (OTPF 3). In laboratory sessions, students participate and reflect upon the development, implementation, and effectiveness of meaningful, activity-based groups to address specific populations. Students collaborate, design, and implement evidence and occupation-based activity sessions that are developmentally sensitive to social participation needs occurring in groups while adhering to a theoretical base. Concurrent with OT 441.

**OCCUPATIONAL THERAPY 560**
**Environmental Competence (3)**
This intervention course focuses on exploring the dynamic interaction between the person, the environment, and participation in occupations. Students analyze this interaction by assessing context, client factors, performance skills and patterns, & activity demands that enable participation in meaningful occupations. Students analyze and problem solve modifications to the environment that support people’s participation in meaningful health promoting occupations. Students also explore issues related to the role of occupational therapy in the reduction of health disparities and promotion of justice through environmental interventions
Prerequisites: OT311, OT 336; Concurrent with OT 561 and 562

**OCCUPATIONAL THERAPY 561**
**Environmental Competence Laboratory (1)**
In this laboratory course students examine, analyze, plan, fabricate, and simulate environments in which
humans participate in occupations. Students will analyze, design and fabricate environmental adaptations/interventions to enable participation in occupations. Lab sessions provide opportunities for observation, demonstration, active problem solving and practice of specific skills used in environmental adaptation. These skills include assessment, intervention techniques, safety planning, identification of assistive technology and other resources to enhance participation in daily occupations. Students participate in problem-solving activities to provide opportunity for application of client-centered environmental adaptations in a variety of settings (client homes and community centers via OT 562 course, various environmental locations on campus and in the surrounding community). Prerequisites: OT 311, OT 336; Concurrent with OT 560 and 562.

**OCCUPATIONAL THERAPY 562**

**Environmental Competence in Action (1)**

Students work directly and collaboratively with an individual client in the community to apply concepts from OT 560 Environmental Competence. Students design, fabricate and implement environmental adaptations, and develop strategies to successfully incorporate these adaptations into the individual's daily routines. Students develop their clinical reasoning, problem solving abilities, and (oral & written) communication skills as they are guided through this process by regular meetings with a faculty preceptor. Prerequisites: OT311, OT 336; Concurrent with OT 560 and 561

**OCCUPATIONAL THERAPY 577**

**Historical Perspectives on Theory-Based Practice in Occupational Therapy (3)**

This course offers students the opportunity to understand the relationship between social, cultural, economic, political and scientific forces in society and the profession of occupational therapy. Students increase their awareness of how internal and external pressures have influenced the evolution of the field of occupational therapy in the past, present and into the future. Students trace the development of selected occupational therapy paradigms, models and theories as evidenced in the occupational therapy literature using methods associated with theoretical analysis. Core concepts and constructs (such as occupation, competence, environment and adaptation) that form the basis of contemporary practice models and theories are identified, as well as those that may emerge and influence the future directions of the profession. Students compare the values, knowledge and skills reflected in these concepts and critique evidence of practice based and research based application.

**OCCUPATIONAL THERAPY 578**

**Evidence Based Practice I (1)**

OT 578 is an asynchronous on-line course taken simultaneously with OT 480. Students analyze their clinical practice during Level II Fieldwork through reflection, clinical reasoning, and the application of the best available evidence to solve clinical problems. Students learn to appreciate and analyze the unique aspects of the client, the therapist, the health care delivery system, and apply relevant theory, evidence, and clinical reasoning to validate practice decisions and/or reframe patient problems and therapy intervention. In addition to other web-based learning activities, students generate clinical/practice questions derived from their current practice arena, search the evidence, and appraise abstracts relevant to their patient/client/population.

**OCCUPATIONAL THERAPY 579**

**Evidence Based Practice II (1)**

Students continue to analyze their clinical practice during their second Level II Fieldwork experience through reflection, clinical reasoning, and the application of the best available evidence to solve clinical
problems. This on-line asynchronous course, taken simultaneously with OT 482, offers students guidance and opportunity to transfer developing EBP skills and behaviors in a new practice environment. In addition to other web-based learning activities, students generate clinical/practice questions derived from their current practice arena and conduct in-depth literature reviews, critical analysis, and synthesis of the best available evidence to facilitate and promote EBP in the workplace.

**OCCUPATIONAL THERAPY 600**

**Occupational Therapy Professional Seminar (1)**

This seminar course introduces students to the wide scope of the profession’s domain of concern; specifically participation in daily meaningful occupations, occupational justice; primary care practice; and professional power. Through discussion, readings, and other learning activities, students begin their enculturation to the profession and developing an identity as members of the profession. Students are introduced to an evidence-based, systematic method of problem solving and use of critical thinking and analysis skills in proposing solutions to issues facing the profession in the healthcare environment today.

**OCCUPATIONAL THERAPY 603**

**Research Methods and Mentorship (4)**

This course will address the interrelationships between theory, research and practice. Emphasis will be placed on the acquisition of methods for extending the scientific base of knowledge for advanced occupational therapy practice and for incorporating the use of evidence based practice into practice. Qualitative, quantitative, and mixed method research designs and related analytic techniques for appraising research evidence will be examined in terms of their appropriateness for advancing knowledge of occupation and for addressing various research problems in occupational therapy. Learning methods include class activities, readings, critique of published studies, literature search and data analysis.

**OCCUPATIONAL THERAPY 627**

**Program Design and Evaluation (3)**

The role of the healthcare provider as a program developer, evaluator and consultant is covered in this course. Students develop introductory knowledge and skill in the processes and techniques of program design and evaluation needed to add to services traditionally provided in a setting or to plan new programs.

**OCCUPATIONAL THERAPY 631**

**Focus on the Child in Early Intervention and School Based Practice (3)**

The occupational therapy process with infants, toddlers and the school-aged child within the context of his or her natural environment is examined. Students learn to use a family centered, interdisciplinary approach to early intervention and school-based practice. A variety of assessment and intervention strategies for the young and school-aged child are included. Students integrate and apply current literature related to the occupational therapy process, natural environments, legislation, school system policy and organization, the use of sensory integration and family-centered care.
**OCCUPATIONAL THERAPY 670**  
*Advanced Research Seminar (3)*  
This seminar provides an opportunity for learners to apply research skills to answer clinical questions that affect the provision of occupational therapy services. With a small group of peers, learners develop a scholarly presentation to enhance the professional development of clinicians. Learners obtain an advanced understanding of important methodological considerations needed to design and complete projects for professional audiences.  
**Prerequisites:** Occupational Therapy 578, 579, 603

**OCCUPATIONAL THERAPY 682**  
*Clinical Leadership (3)*  
Utilizes conceptual frameworks for guiding development as leaders in occupational therapy practice, research, education, advocacy, and administration. Explores and expands the knowledge and skills necessary for occupational therapists to assume leadership roles in a wide range of practice and research arenas.

**OCCUPATIONAL THERAPY 700**  
*Developing Your OTD Practice Toolkit (1)*  
This course is designed to facilitate doctoral students’ introduction into and continued progression through Jefferson’s OTD program. The OTD student will develop the critical skills necessary to navigating traditional, emerging health care and community based settings. An introduction to the professional socialization process associated with the clinical doctorate in occupational therapy will be introduced. The doctoral student will develop essential skills relating research to the practical needs of individuals, groups and populations. A variety of tools will be revealed to cultivate the professional skills necessary to navigating complex systems. Students will acquire skills for preparation regarding the diverse roles that are expected from a doctorate level professional by completing a preliminary OTD trajectory. Learning is facilitated through by on campus sessions and online readings, doctoral faculty presentations and discussion, reflection and active learning activities.

**OCCUPATIONAL THERAPY 701**  
*Exploration of Doctoral Level OT: The Faculty Mentored Experience (1)*  
Students will be introduced to occupational therapy faculty, projects, research activities and the doctoral capstone manual in order to understand and identify clinical practice, research activities and opportunities available during the capstone experience and project. In order to cultivate the necessary skills required for the doctoral capstone experience and project, OTD students explore areas of clinical practice, leadership and collaborative research by learning about the faculty-driven research and scholarship activities. Traditional and contemporary practice models emphasizing the promotion of health and wellness, individual, population and systems-based intervention(s) and evidence-based practice will be introduced.

**OCCUPATIONAL THERAPY 702**  
*OTD Leadership: National and Global Perspectives (1)*  
Doctoral students will evaluate and apply leadership approaches in order to begin to develop their own leadership skills and style for effective navigation in dynamic health care, education, and community based systems. Opportunities for preliminary exploration of leadership theories and behaviors allow students to envision their unique contribution to the profession as a leader. Through self-assessment, self-reflection, readings, and active learning opportunities, students understand leadership within the context of broad practice and research settings in light of social and political press. Students apply this
knowledge to defined leadership roles in clinical practice, academia and research. This knowledge sets the stage for students to become skilled and confident in recognizing and assuming leadership roles within a variety of venues at the community, state, national and/or global level.

**OCCUPATIONAL THERAPY 703**

**Professional Practice & Inquiry in Occupational Therapy (6)**

Students will explore proposed capstone experience opportunities that have established a partnership with the Department of Occupational Therapy for innovative occupational therapy service delivery, student education and research. Students will participate in a minimum of ten conference calls in order to develop a deeper understanding of the mission and goals of each program. Based upon exposure to capstone experience sites and didactic coursework, students will develop an awareness of the dynamic roles of OT in various settings in light of sociocultural, socioeconomic, diversity and lifestyle choices geared to meet the needs of individuals and communities. Emphasis in this course is also placed on data management in relation to clinical practice and the desired OTD capstone project outcomes in order to orient students to potential projects, data analysis, interpretation, and measurement tools. The OTD student will also identify preliminary personal and professional objectives that will eventually serve as a springboard for the doctoral student’s capstone experience and capstone project and faculty-mentored individual culminating project. The OTD student will identify capstone experience sites of interests and be notified of a capstone experience placement by the end of the fall semester of OT 703.

**OCCUPATIONAL THERAPY 704A**

**Evidence Based Practice & the Data Driven Decision Making Process (3)**

Students analyze their clinical practice during Level II fieldwork through reflection, clinical reasoning and the application of best available evidence to solve clinical problems. Students develop skill in generating clinical questions, implementing search strategies, conducting in depth literature reviews, critically analyzing literature and synthesizing best available evidence to answer clinical queries. Students are acclimated to the Data Driven Decision Making (DDDM) process. Students collect, analyze and share data on one client during the level II experience. This course is conducted online while students are participating in Level II fieldwork. This course uses the “electronic classroom”, fieldwork experience, instructor guidance, and small cooperative group discussions to achieve course objectives.

Prerequisite: OT 603 Research Design

**OCCUPATIONAL THERAPY 704B**

**Evidence Based Practice & the Data Driven Decision Making Process (3)**

Students analyze their clinical practice during Level II fieldwork through reflection, clinical reasoning and the application of best available evidence to solve clinical problems. Students develop skill in generating clinical questions, implementing search strategies, conducting in depth literature reviews, critically analyzing literature and synthesizing best available evidence to answer clinical queries. Students are acclimated to the Data Driven Decision Making (DDDM) process. Students collect, analyze and share data on one client during the level II experience. This course is conducted online while students are participating in Level II fieldwork. This course uses the “electronic classroom”, fieldwork experience, instructor guidance, and small cooperative group discussions to achieve course objectives.

Prerequisite: OT 480 & OT 704 A

**OCCUPATIONAL THERAPY 705**

**Advanced Evidence Based Practice for the OTD Student (4)**

In this doctoral course, students examine evidence-based practice in relation to their doctoral capstone experience placement site. In doing so, students advance the skills that are needed to conduct literature
searches, appraise research literature and environmental considerations to ultimately translate evidence into practice by integrating “best” evidence in the doctoral capstone experience placement site. To prepare for leadership roles as doctoral-level occupational therapists students also develop the ability to articulate evidence in support of practice and achieve high level mastery in producing scholarly written work in the form of critically appraised paper and professional literature review and synthesis. Prerequisite: OT 480/482, OT 704 A & OT 704 B

OCCUPATIONAL THERAPY 706
Visionary Practice: Creating & Measuring Outcomes of Therapeutic Programs (3)
This course addresses the role of the practicing occupational therapy doctoral student as a program developer and evaluator. Students develop advanced knowledge and skill in implementing the processes of program design and evaluation, including the ability to design and implement an effective social assessment to examine an unmet need within an already existing program, and analyze the findings. Students also develop an occupational therapy program based upon the social assessment, epidemiological and environmental analysis that incorporates occupational therapy tenets, and reflects best practice and current evidence. Students also demonstrate knowledge and skill in writing a grant or a business plan for the proposed program. Prerequisite: OT 480/482, 704 A/B

OCCUPATIONAL THERAPY 707
The Doctoral Capstone: Preparing for the Capstone Experience and Capstone Project (2)
This course defines the expectations of the doctoral capstone experience and capstone project in relation to potential projects within the capstone experience in one or more of the following areas: clinical practice, research, administration, leadership, program and/or policy development, advocacy, education or theory. In collaboration with the course instructors, the OTD faculty mentor(s) and the Doctoral Capstone Coordinator (DCC) the OTD student will identify personal and professional objectives of the doctoral scholarly proposal and capstone project/experience that will be further developed and approved by the faculty mentor(s). Students will also identify a theoretical framework to support the scholarly proposal in OT 705. These activities are accomplished through learning activities over the course of the semester, where students will develop personal & professional objectives while reflecting on synchronous and asynchronous learning activities. Students will identify and reflect upon personal & professional strengths, skills and desired competency growth areas over the course of the semester in preparation for a final OTD competency audiovisual exam. The OTD competency exam will be submitted by the OTD student at the close of OT 707. Students are to successfully complete a Competency Exam prior to partaking in the doctoral capstone experience (OT 708 A/B) and corresponding third year courses: OT 709 A/B, OT 710 A/B and OT 711.
Prerequisite: All coursework to date to include OT 480/482, OT 704 A/B

OCCUPATIONAL THERAPY 708 A
Doctoral Capstone Experience A (6)
Students engage in a three month, part-time (minimum of 280 hours) capstone experience and capstone project within a pre-identified faculty-driven research or scholarship program or area of research and/or setting. The aim of the doctoral capstone experience is to ensure that the doctoral capstone reflects the sequence and scope of content in the curriculum design so the doctoral capstone can allow for development of in depth knowledge in the designated area of interest). The capstone experience must be consistent with the individualized specific objectives and capstone project. The doctoral capstone experience will provide in-depth opportunities in one or more areas such as education, leadership, advocacy, clinical practice, theory development, research, administration and policy.
Prerequisite: Passage of competency exam and successful completion of all program coursework and fieldwork requirements to date

OCCUPATIONAL THERAPY 709 A
Collaborating for Success: The Mentored OTD Process-A (2)
While in the doctoral capstone experience setting, the OTD student collaborates with a faculty mentor and onsite mentor to identify, define, conduct and measure the effectiveness of an individual capstone project within the doctoral capstone experience site (OT 708 A). Online course work evolves out of the preliminary planning stages initiated in OT 705/OT 706/OT 707. Goals and site specific objectives & anticipated outcomes will be implemented The OTD student’s experiences will build upon structured, weekly communication with the faculty mentor, onsite mentor, and OTD classmates through online forums. Program development plans for potential services to individuals and populations will also be developed and applied as identified by the doctoral capstone experiential setting,. Course content supports the development and eventual dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study. OTD doctoral students are required to meet the capstone project and capstone experience expectations as identified within the doctoral student midterm and final performance evaluation as part of OT 708 A.
Prerequisite: Passage of competency exam and successful completion of all program requirements to date.

OCCUPATIONAL THERAPY 710 A
Reflection and Plans for the Future: Outcomes of the Doctoral Capstone Project A (1)
The OTD resident will determine an appropriate theoretical framework to structure the capstone project in order to implement the objectives and anticipated outcomes identified in OT 707 and refined in OT 709 A. Method(s) to collect and analyze data obtained from the doctoral capstone project conducted during the capstone experience will be collaborated upon and approved by the faculty and onsite mentor. In collaboration with the faculty and onsite mentor, the doctoral student will initiate an individual capstone project and scholarly paper suitable for publication and dissemination. Preliminary individual capstone project progress and/or findings will be reviewed with faculty mentor and onsite mentor in preparation for the next leg of the capstone experience taking place in the spring semester (OT 708 B).
Prerequisite: Passage of competency exam and successful completion of all program requirements to date; concurrent enrollment in OT 708 A & 709 A

OCCUPATIONAL THERAPY 708 B
Doctoral Capstone Experience (6)
Students engage in a three month, part-time (minimum of 280 hours) capstone experience and capstone project within a pre-identified faculty-driven research or scholarship program or area of research and/or setting. The aim of the doctoral capstone experience is to ensure that the doctoral capstone reflects the sequence and scope of content in the curriculum design so the doctoral capstone can allow for development of in depth knowledge in the designated area of interest). The capstone experience must be consistent with the individualized specific objectives and capstone project. The doctoral capstone experience will provide in-depth opportunities in one or more areas such as education, leadership, advocacy, clinical practice, theory development, research, administration and policy.
Prerequisite: Successful completion of OT 708 A, 709 A & OT 710 A
OCCUPATIONAL THERAPY 709 B
Collaborating for Success: The Mentored OTD Process - (2)
While in the doctoral capstone experience setting, the OTD student continues to collaborate a build upon the skills and activities established in OT 708 A, OT 709 A and OT 710 A. With continued collaboration with the faculty mentor and onsite mentor students conduct and measure the effectiveness of an individual capstone project, within the doctoral capstone experience site (OT 708 A). The OTD doctoral student capstone project and experiences continue to build upon structured, weekly communication with the OTD student’s faculty mentor, onsite mentor, and OTD classmates through online forums. Course content supports the development and eventual dissemination of an individual doctoral capstone project that relates to the doctoral capstone experience and demonstrates synthesis of in-depth knowledge in the focused area of study. OTD doctoral students are required to meet the capstone project and capstone experience expectations as identified within the doctoral student the final performance evaluation as part of OT 708 B.

Goals and site specific objectives & anticipated outcomes will be implemented and measured in order to complete the activities initiated in OT 708 A/OT 709 A and OT 710 A in order to complete the doctoral capstone project and capstone experience.
Prerequisite: Successful completion of OT 708 A, 709 A & 710 A

OCCUPATIONAL THERAPY 710 B
Reflection and Plans for the Future: Outcomes of the Doctoral Capstone Project (2)
In OT 710 B, the OTD student will continue to implement capstone project activities established & refined in OT 709 A & OT 710 A. The OTD student will continue to utilize method(s) to collect, analyze and interpret data obtained from the ongoing individual capstone project conducted throughout the capstone experience. Through ongoing collaboration with faculty and onsite mentor, OTD students will continue to carry out and complete an individual capstone project and scholarly paper while engaged in the doctoral capstone experience setting (OT 708 B). Capstone project progress and/or findings (preliminary project and/or data analysis) will be reviewed with faculty mentor and on site mentor in preparation for completion of a final manuscript suitable for publication. OTD students also present results of the doctoral capstone project and capstone experience through onsite and on campus presentations in maintaining alignment with the expected activities identified in OT 711.
Prerequisite: Successful completion of OT 708 A, 709 A & 710 A; concurrent enrollment in OT 708 B, 709 B & OT 711

OCCUPATIONAL THERAPY 711
The OTD Portfolio- Planning & Presentation (6)
Through this blended course, the OTD student demonstrates the skills of self-direction, self-sufficiency and professionalism expected of entry level OTD students prepared at the doctoral level. In collaboration with the OTD faculty and onsite mentor, students produce an individual doctoral capstone project. Students will also complete an electronic professional portfolio; that showcases the capstone project and capstone experience activities, while demonstrating the synthesis of occupational therapy theory, evidence-based practice principles and in-depth knowledge in one or more practice areas. In collaboration with the OTD faculty mentor, OTD students will identify a professional presentation venue and/or publication goal. The OTD student will complete an individual capstone project to demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging. Demonstrate the ability to synthesize in-depth knowledge in a practice area through the development and completion of a doctoral
capstone in one or more of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Knowledge gained throughout the OTD program, including 1) the use of research evidence to guide decision-making, 2) the ability to lead within systems and treatment contexts, and 3) the skill to develop theory-based innovative programs to meet the needs of society at large. It is expected that OTD students disseminate findings through publication and/or share their findings through state, national, and/or international presentations. The scholarly project & formal presentation (on campus and at the doctoral capstone experiential setting) provides an in-depth opportunity for students to synthesize their knowledge, attitudes and skills and enables them to achieve specific competencies related to Students also share results of the doctoral experiential with the capstone site/staff. Students will share a professionally written scholarly report within their electronic portfolio and participate in a scholarly oral presentation event prior to commencement/graduation.

Prerequisite: Successful completion of OT 708 A, 709 A & 710 A; concurrent enrollment in OT 708 B, 709 B & OT 710 B

ENTRY LEVEL MSOT COURSE DESCRIPTIONS-EAST FALLS CAMPUS

Courses are described in numerical order. The number within parentheses following the course title indicates the number of semester credits assigned to each course.

**OCCUPATIONAL THERAPY 610**
**Evolving Professional Seminar (1)**
This course guides students in their development as occupational therapists. Concepts related to professionalism, reflection and ethical practice, and collaboration are explored. Students are introduced to the program’s leadership content and self-assessment to facilitate the professional socialization process.

**OCCUPATIONAL THERAPY 611**
**Foundations for Practice (3)**
This course provides an overview of occupational therapy theory and domains of practice, including practice roles and functions, regulatory and legislative mandates and constraints, and historical and philosophical foundations

**OCCUPATIONAL THERAPY 613**
**Functional Anatomy (4)**
Students gain knowledge of structure and function of the human body and lays the foundation for an understanding of biomechanical and kinesiology concepts as they relate to human movement. Anatomy and movement will be discussed through stages of typical development as well as in common pathologies occurring through the lifespan.

**OCCUPATIONAL THERAPY 616**
**Assistive Technologies and Design (2)**
Students develop collaborative partnerships with clients and professionals in the evaluation, design and application of assistive technologies to facilitate occupational performance. Course activities include applying the principles of task analysis and universal design, critically analyzing evaluation data, and representing the client’s perspective. The culminating course project assists students to examine their evolving understanding of occupation, adaptation, and participation. Prerequisite: OCC-621
OCCUPATIONAL THERAPY 621
Occupational Competence (3)
The psychological, social, cultural, biological and developmental dimensions of occupational performance across the lifespan are explored. Students learn to operationalize the profession’s practice framework by practicing activity analysis in the context of occupational performance. Impact of physical, social and cultural environments on occupational choice is explored.

OCCUPATIONAL THERAPY 623
Applied Neuroanatomy (4)
This course provides in-depth exploration of the neuroanatomical, neurochemical, neurophysiological, cognitive, motor and sensorimotor basis of brain function as it relates to human performance including identification of major structures and functions of normal and abnormal nervous systems. Students develop an understanding of the neurobiological substrates of behavior and learning. Particular emphasis is placed on the relationship of neuroanatomy to human movement, problem solving and executive functions. Prerequisite: OCC-613

OCCUPATIONAL THERAPY 625
Clinical Skills A (1)
Students begin the development of clinical competencies for safe clinical practice. Topics such as critical values, mobility devices, body mechanics and basic transfer techniques, as well as documentation for skilled service are explored. Skills are practiced in hands-on laboratory environments and then applied through Level I Fieldwork.

OCCUPATIONAL THERAPY 626
Evidence Based Practice (3)
Students to become skillful consumers of research for the purposes of evidence-building and assessing occupational therapy outcomes. Students are introduced to the research perspective and evidence-based practice as a basis for professional competence. Course experiences include examining research designs, research ethics, and developing and answering clinical practice questions. Prerequisite: OCC-611

OCCUPATIONAL THERAPY 628
Intro to Evaluation (1)
Students learn to select, critique and project evaluation of clinical utility. Course content also addresses how evaluation leads to occupational therapy intervention and outcomes measurement. Prerequisite: OCC-611

OCCUPATIONAL THERAPY 635
Clinical Skills B (1)
This course includes development of competencies in safe clinical practices. Topics such as advanced transfer skills, wheelchair/cushion fitting, and amputation care are explored. Skills are practiced in hands-on laboratory environments and then applied through Level I Fieldwork. Prerequisite: OCC-625
OCCUPATIONAL THERAPY 645
Clinical Skills C (1)
This course includes development of competencies in safe clinical practices for physical agent modalities (PAMs), fabrication and application of splinting devices, and wound care. Skills are practiced in hands-on laboratory environments and then applied through Level I Fieldwork.
Prerequisite: OCC-613

OCCUPATIONAL THERAPY 735
Level I Fieldwork A (1)
The overall purpose of the fieldwork experience is to provide students with exposure to clinical practice through directed observation and active participation in selected aspects of the occupational therapy process. The opportunity to work with clients and therapists helps students to examine their reactions to clients, themselves and other personnel while integrating academic learning with clinical practice. The focus of the fieldwork experience will be the application of knowledge and skills related to the psychological and social factors that influence engagement in occupation.
Prerequisite: OCC-611 OCC-621

OCCUPATIONAL THERAPY 741
Interpersonal Relations and Groups (3)
Interpersonal skills and communication are critical for building effective professional relationships. Students explore the dynamics of collaboration including their own communication styles and how to enhance therapeutic use of self as an intervention tool. Designing occupation-based groups for therapeutic intervention will be explored, as will dynamics of implementing group strategies for education and/or advocacy.
Prerequisite: OCC-611; OCC-621

OCCUPATIONAL THERAPY 745
Level I Fieldwork B (1)
The overall purpose of the fieldwork experience is to provide students with exposure to clinical practice through directed observation and active participation in selected aspects of the occupational therapy process. The opportunity to work with clients and therapists helps students to examine their reactions to clients, themselves and other personnel while integrating academic learning with clinical practice. The focus of the fieldwork experience will be the application of knowledge and skills related to clinical practice in adult physical disabilities.
Prerequisite: OCC-621; OCC-623; OCC-625; OCC-635

OCCUPATIONAL THERAPY 746
Psychosocial Interventions (4)
Occupational therapy assessment and intervention approaches as they apply to individuals whose lives have been affected by mental health challenges across practice settings is explored. Students link theory to an in-depth analysis of the psychological and social factors that influence the health and participation of individuals whose lives have been affected by psychiatric illness, developmental disability, and/or trauma. Course content incorporates case management, group and individual intervention methods, documentation strategies, and client and caregiver teaching.
Prerequisites: OCC-611; OCC-621; OCC-623
**OCCUPATIONAL THERAPY 748**

**Assessment & Intervention: Adults (5)**
This course examines occupational therapy assessment and intervention approaches for adults experiencing physiological, musculoskeletal, or neurological impairments, or other medical conditions that impact function, health and participation. Learning activities, designed to promote clinical reasoning and collaborative team skills, help students to develop a repertoire of strategies to assess and analyze the adult's occupational performance in context, establish goals appropriate to the individual and practice setting, and design intervention plans based on a variety of theoretical perspectives.
Prerequisite: OCC-621; OCC-623; OCC-625

**OCCUPATIONAL THERAPY 749**

**Children and Youth A (3)**
This course examines occupational therapy assessment and intervention approaches for children and youth whose lives have been affected by cognitive, sensory processing and psychosocial conditions. Major theories of typical and atypical childhood development are explored through an occupational therapy perspective. Learning activities, designed to promote clinical reasoning and collaborative team skills, help students to develop a repertoire of strategies to assess and analyze the child’s occupational performance in context, establish goals appropriate to the individual and practice setting, and design intervention plans based on a variety of theoretical perspectives.

**OCCUPATIONAL THERAPY 751**

**Professional Issues and Trends (3)**
This course examines major issues and trends affecting occupational therapy service delivery in today's practice environment. Through course discussion and activities students demonstrate an understanding of management functions, supervision and role delineation, regulations, reimbursement, advocacy, and ethics.
Prerequisite: OCC-746; OCC-748; OCC-749; OCC-759

**OCCUPATIONAL THERAPY 754**

**Environmental Dimensions of Occupation (3)**
This course provides an in-depth exploration of the physical, cognitive, psychological and social dimensions of the environment. The impact of the environment on behavior and the individual's ability to mount an adaptive response will be examined. Students will demonstrate an understanding of the historical and theoretical basis for physical and social adaptations.
Prerequisite: OCC-616; OCC-621

**OCCUPATIONAL THERAPY 756**

**Level I fieldwork C (1)**
The overall purpose of the fieldwork experience is to provide students with exposure to clinical practice through directed observation and active participation in selected aspects of the occupational therapy process. The opportunity to work with clients and therapists helps students to examine their reactions to clients, themselves and other personnel while integrating academic learning with clinical practice. The focus of the fieldwork experience will be the application of knowledge and skills related to clinical practice with children and youth.
Prerequisite: OCC-621; OCC-623; OCC-625; OCC-635
OCCUPATIONAL THERAPY 757  
Innovative Practice in Occupational Therapy (3)  
This course provides an overview of emerging practice areas in occupational therapy. Students engage in program development to meet the changing political, social and health needs of society. The interrelationships of person, environment and occupation within communities and populations is examined. Students collaborate with stakeholders including local agency staff and consumers to identify and develop potential client-centered and evidence-based programs.  
Prerequisite: 2 courses; From courses OCC-746; OCC-748; OCC-749; OCC-759

OCCUPATIONAL THERAPY 759  
Children and Youth B (3)  
This course examines occupational therapy assessment and intervention approaches for children and youth whose lives have been affected by sensorimotor, neuromotor and biomechanical conditions. Major theories of typical and atypical childhood development are explored through an occupational therapy perspective. Learning activities, designed to promote clinical reasoning and collaborative team skills, help students to develop a repertoire of strategies to assess and analyze the child’s occupational performance in context, establish goals appropriate to the individual and practice setting, and design intervention plans based on a variety of theoretical perspectives.  
Prerequisite: OCC 613; OCC 621; OCC 623

OCCUPATIONAL THERAPY 764  
Specialty Practice: Upper Extremity Rehab (2)  
Students learn the clinical reasoning process that guides occupational therapy upper extremity rehabilitation with a focus on assessment, goal setting, treatment planning and documentation strategies. The practical, philosophical and theoretical bases for intervention are reviewed for the following advanced practice techniques: physical agent modalities (PAMs), kinesiotaping, joint mobilization, static and dynamic splinting, post-surgical techniques, and upper quadrant interventions. The need for advanced certification as well as parameters for referral to and/or collaboration with other disciplines will be explored.  
Prerequisite: OCC-645; OCC-748

OCCUPATIONAL THERAPY 766  
Older Adults: Enabling Participation (2)  
This course provides an in-depth analysis of the impact of aging on health, well-being, and participation in older adults. Impact of normal aging, changing health status, role transition, memory and life review, retirement/leisure pursuits, wellness, and end of life issues are explored. Consultative models and practice domain challenges/ opportunities are reviewed.  
Prerequisite: OCC-611; OCC-621; OCC-623

OCCUPATIONAL THERAPY 767  
Critical Inquiry I (2)  
In this course series students will participate in a supervised research experience to deepen critical inquiry skills. As future evidence-based practitioners, this will support the student’s ability to meaningfully integrate empirical evidence into practice. This course is the first of two; the second course culminates in a presentation for a selected audience.
OCCUPATIONAL THERAPY 769
Critical Inquiry II (1)
This is the second of two courses designed to deepen students’ research skills. Students will analyze and synthesize the results of their respective research projects. This course culminates in a presentation for a selected audience.

OCCUPATIONAL THERAPY 778
Level II Fieldwork A (5)
The fieldwork component of the curriculum provides students with an in-depth experience in delivering occupational therapy services to clients in practice settings. Students integrate knowledge and skills gained through classroom, experiential, and self-directed learning experiences with applied clinical reasoning assignments to achieve entry-level practice competence by the end of the fieldwork experience. Students complete two, full time, 12-week fieldwork placements following didactic coursework. Successful completion of the fieldwork education component is a requirement for graduation from the Occupational Therapy Program.

OCCUPATIONAL THERAPY 779
Level II Fieldwork B (5)
The fieldwork component of the curriculum provides students with an in-depth experience in delivering occupational therapy services to clients in practice settings. Students integrate knowledge and skills gained through classroom, experiential, and self-directed learning experiences with applied clinical reasoning assignments to achieve entry-level practice competence by the end of the fieldwork experience. Students complete two, full time, 12-week fieldwork placements following didactic coursework. Successful completion of the fieldwork education component is a requirement for graduation from the Occupational Therapy Program.

OCCUPATIONAL THERAPY 784
Mastery (1)
This course requires the integration of previously acquired knowledge and clinical skills. Through case discussion and self-testing and reflection, students review the domain and process of occupational therapy practice, incorporating clinical reasoning to inform decisions across the practice continuum.
Prerequisite: OCC-746; OCC-748; OCC-749; OCC-759; OCC-766

POST PROFESSIONAL DOCTORAL AND ADVANCED PRACTICE CERTIFICATE COURSES
All courses can be viewed at the following:
Physical Therapy
DEPARTMENT OF PHYSICAL THERAPY

Physical therapy is a dynamic, multifaceted profession with an established theoretical and scientific base. Today’s physical therapists are movement system specialists who care for people across the lifespan, from premature infants to the elderly, to restore, maintain and promote optimal physical function. In addition to being experts in examination and treatment of musculoskeletal, neuromuscular, cardiovascular/pulmonary and integumentary problems that affect people’s ability to function optimally, physical therapists are skilled in prevention and health maintenance techniques employed to assure maximum health, wellness and fitness.

The mission of the Department of Physical Therapy, which is congruent with the missions of the College and University, guide the strategic plan and faculty goals in the Department. The mission and goals of the Department of Physical Therapy bring an interprofessional emphasis to education, research, health care delivery and service to the community and profession:

- Educational Mission: To graduate highly competent self-reflective physical therapists that practice evidence-based physical therapy, who are patient advocates and leaders in the community and the profession, and who are prepared to treat a culturally diverse population of clients and pursue professional development opportunities.
- Research Mission: To advance physical therapy practice and education through development and application of evidence-based practice and the pursuit of clinical, educational and translational research.
- Service Mission: To develop and deliver innovative models of physical therapy practice to serve the health needs of diverse patient populations locally and globally, to provide students opportunity to apply education to practice, and set the standards of practice for the profession.

DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM

The Doctor of Physical Therapy Degree Program is a post-baccalaureate program based upon a clinical problem-solving approach and integrated with a health and wellness model. In addition to preparing physical therapists that can recognize and apply the concept of individual responsibility for personal health in health promotion and disease, the DPT program strives to prepare life-long learners who utilize evidence-based practice to treat clients with optimal physical therapy interventions. Students are expected to integrate theory, practice and research within a problem-solving approach employing scientific knowledge, humanistic values, critical analysis and a systematic approach to making clinical decisions. The DPT program places a strong emphasis on teaching skills that better prepare students to adapt to a rapidly changing healthcare environment and professional behaviors that embody those advocated in the APTA Code of Ethics and Professional Conduct.

Upon successful completion of the program, students are awarded the Doctor of Physical Therapy degree.

PROGRAM ACCREDITATION

The entry-level DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), American Physical Therapy Association (APTA). Information about CAPTE rules and procedures regarding any DPT program accreditation concerns is found in the Accreditation Handbook on the CAPTE website (www.apta.org/capte).
CURRICULUM

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<tr>
<th>First Year: PRE-FALL SEMESTER</th>
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<tbody>
<tr>
<td>PT 503:  Advanced Human Anatomy</td>
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<td>PT 504:  Advanced Human Anatomy Lab</td>
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<td>PT 536:  Practice Issues: Language of Practice (online)</td>
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<td>PT 506:  Biomechanics and Kinesiology</td>
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<td>PT 533:  Introduction to Physical Therapy Examination</td>
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<td>PT 539:  PT Practice Issues: Clinical Decision Making</td>
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<td>PT 538:  PT Practice Issues: Psychosocial Aspects of PT &amp; PTs as Teachers and Learners</td>
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<td>PT 545:  Integrated Clinical Experience (ICE) I</td>
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<td>PT 553:  Biophysical Agents</td>
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<td>PT 556:  Therapeutic Interventions</td>
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<td>PT 518:  Physical Therapy Practice and the Movement System</td>
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<tr>
<td>PT 611:  Cardiovascular and Pulmonary Physical Therapy I</td>
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<td>PT 700</td>
<td>Differential Diagnosis</td>
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<td>PT 774</td>
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### Second Year: SPRING SEMESTER B

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<td>PT 674</td>
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<td>PT 705</td>
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### YEAR TOTAL CREDITS

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DEPARTMENT OF PHYSICAL THERAPY FACULTY
Core Faculty
Susan Flannery Wainwright, PT, PhD
   Professor and Chair
Therese Johnston PT, PhD, MBA
   Professor
Lisa Hoglund PT, PhD
   Board-Certified Orthopedic Clinical Specialist
   Associate Professor
Louis N. Hunter, PT, DPT
   Associate Professor
Laura Krisa, PhD
   Associate Professor
Kim Nixon-Cave, PT, PhD
   Board Certified Pediatric Clinical Specialist
   Associate Professor and Director, DPT and Post Professional Educational Programs
Christine Tyrell, PT, PhD
   Board-Certified Neurologic Clinical Specialist
   Associate Professor
Amy Amabile, PT, PhD
   Assistant Professor
Karla Bell PT, DPT
   Board-Certified Geriatric Clinical Specialist
   Assistant Professor and Co-Director of Clinical Education
Robert Dekerlegand PT, PhD, CCS
   Assistant Professor
Leigh Ann Hewston, PT, DPT, MEd
   Assistant Professor
Janet Jackson-Coty, PT, DPT
   Board-Certified Pediatric Clinical Specialist
   Assistant Professor and Co-Director of Clinical Education
Christopher Keating PT, DPT, AAOMPT
   Board-Certified Orthopedic Clinical Specialist
   Assistant Professor
Stephanie Muth, PT, PhD
   Assistant Professor
Bryan Spinelli PT, PhD, CLT-LANA
   Board-Certified Orthopedic Clinical Specialist
   Assistant Professor
**Associated Faculty**
Gina DeSevo, PharmD  
  Assistant Professor
Kevin Banks, PT, DPT, CWS  
  Teaching Associate
Joseph Ricci, MPT  
  Teaching Associate
Timothy Bayruns, PT, DPT, CSCS  
  Board-Certified Orthopedic Clinical Specialist  
  Laboratory Teaching Assistant
Cheryl Cocca, PT, DPT  
  Board-Certified Orthopedic Clinical Specialist  
  Laboratory Teaching Assistant
Angela George, PT, DPT  
  Laboratory Teaching Assistant
Amanda Morina PT  
  Board-Certified Neurologic Clinical Specialist  
  Laboratory Teaching Assistant
Carl Pitts, DPT  
  Laboratory Teaching Assistant
Natalie Sibley, PT, DPT  
  Laboratory Teaching Assistant
Elizabeth Singh, DPT  
  Laboratory Teaching Assistant
Kelly Welsh, PT, DPT  
  Laboratory Teaching Assistant
Brian Wolfram, PT, DPT  
  Board-Certified Cardiovascular and Pulmonary Clinical Specialist  
  Laboratory Teaching Assistant

**DEPARTMENT OF PHYSICAL THERAPY STAFF**
Dana Cardona, Administrative Assistant to the Faculty
JoAnn Cecchetti, Administrative Assistant to the Chair
Michele Hatton, Administrative Assistant to Clinical Education

**DEPARTMENT OF PHYSICAL THERAPY CONTACT INFORMATION**
Thomas Jefferson University, College of Health Professions
Department of Physical Therapy
901 Walnut Street, 5th Floor, Philadelphia, PA 19107
PHYSICAL THERAPY COURSE DESCRIPTIONS

Courses are described in numerical order. The number within parentheses following the course title indicates the number of semester credits assigned to each course. For the Doctor of Physical Therapy program, all courses have as a prerequisite requirement academic good standing according to the Special Program Requirements in addition to those prerequisites listed following the course descriptions.

PHYSICAL THERAPY 503
Advanced Human Anatomy (3)
This course represents the lecture portion of Advanced Human Anatomy and precedes the dissection portion which follows in the succeeding term. Students will receive a thorough foundation in human gross anatomy. Students will also apply the study of human anatomy to several imaging modalities, e.g., CT, MRI and radiographic films. The course includes an introduction to embryological development.

PHYSICAL THERAPY 504
Human Anatomy Laboratory (3)
This course represents the laboratory portion of Advanced Human Anatomy and follows the lecture portion which was presented in the fall semester. Students will be exposed to a rigorous academic dissection experience in which they will obtain a foundation in human gross anatomy. Students will also approach the study of human anatomy utilizing several imaging modalities, e.g., CT, MRI and radiographic films.

PHYSICAL THERAPY 506
Biomechanics and Kinesiology (4)
The purpose of this course is to examine the principles of human motion based on anatomy, physiology, physics and mechanics. Students will examine the static and dynamic relationship between structure and function of the neuro-musculoskeletal system under normal and abnormal conditions. Topics include basic biomechanical principles, tissue response to biomechanical forces, muscle and joint mechanics, and kinetic and kinematic concepts of motion analysis as they apply to a specific joint region and/or whole body movement patterns. Changes throughout the lifespan as they apply to biomechanics and kinesiology will be introduced. The laboratory portion of this course includes participation in both qualitative and quantitative movement analyses at each joint complex and of the entire body during functional activities and gait. Students will also develop and improve problem solving and clinical decision-making skills through application of kinesiological and biomechanical principles to case studies.

PHYSICAL THERAPY 513
Pathophysiology I (3)
This three credit course is the first of a two-course sequence that will present an overview of the pathophysiology of disorders frequently encountered by physical therapists, particularly those affecting the musculoskeletal and neuromuscular systems. This course is structured to integrate physiologic principles with these pathologic processes. Disease processes across the life span are presented. Medical diagnostic tests, lab values and basic pharmacologic intervention are discussed. The course will emphasize the relationships of pathological processes to patient symptoms and function through the lifespan, as well as medical intervention. Clinical cases are presented to reinforce the relevance to physical therapy practice.
PHYSICAL THERAPY 514
Pathophysiology II (3)
This three credit course is the second of a two-course sequence that will present an overview of the pathophysiology of disorders frequently encountered by physical therapists, particularly those affecting the gastrointestinal, genitourinary, urologic, cardiovascular and respiratory, and integumentary systems, as well as other major clinical medicine disorders such as infectious disease and oncology. This course is structured to integrate physiologic principles with these pathologic processes. Disease processes across the life span are presented. Medical diagnostic tests, lab values and basic pharmacologic intervention are discussed. The course will emphasize the relationships of pathological processes to patient symptoms and function through the lifespan, as well as medical intervention. Clinical cases are presented to reinforce the relevance to physical therapy practice.

PHYSICAL THERAPY 516
Neuroscience (3)
A study of the basic principles and concepts related to the nervous system. Emphasis is placed on the role of the nervous system in normal physiologic function, with particular emphasis on sensorimotor behavior. Neuroanatomy, neurophysiology, and an introduction to neuropathology are included.

PHYSICAL THERAPY 518
Movement System (2)
The movement system is the term used to represent the collection of systems (cardiovascular, pulmonary, endocrine, integumentary, nervous and musculoskeletal) that interact to move the body or its component parts. This course is a study of the basic principles and concepts related to human movement science. The development and changes the individual experiences across the life span provides the foundation for understanding human movement. Emphasis is placed on the role of multiple systems in movement, with particular emphasis on sensorimotor behavior inclusive of motor development, motor learning and motor control theory. The course will focus on the systematic evaluation of movement behavior and the possible impairments that can impact individuals’ ability to move in the context of function and performance.

PHYSICAL THERAPY 527
Critical Inquiry I (3)
This course is designed to present quantitative and qualitative research design and statistical analysis with the intent to assist the student in critically evaluating the primary literature and applying the principles of measurement consistent with the Patient/Client Management Model. Common research methods and designs are discussed and applied to clinical problems. Quantitative and qualitative statistical analyses will be reviewed with the goal of comprehension and interpretation. Quantitative, qualitative, and mixed methods designs will be compared and contrasted, with the goal of developing an appreciation of comprehensive and clinically meaningful research.

PHYSICAL THERAPY 533
Introduction to Physical Therapy Examination (5)
This foundational course introduces the student to clinical examination techniques, tests and measures. Course content will build a foundation for future course work. The patient/client management model of the APTA’s Guide to Physical Therapist Practice and the World Health Organization’s International Classification of Functioning, Disability and Health (ICF) model will be used to frame clinical decision making in employment of appropriate Physical Therapy test and measures. Students will develop and improve problem solving skills and clinical decision-making skills through performance of tests and
measures by applying them to case studies and standardized patients. This course also focuses on verbal, nonverbal and written communication for professional interactions with patients, caregivers and other health care providers. Written documentation will build on terminology in the ICF and patient/client management.

**PHYSICAL THERAPY 534**

*PT Practice Issues: Introduction to the Physical Therapy Profession (1)*

PT Practice Issues is a series of one credit courses that introduces students to various aspects of physical therapist practice. This course focuses on the evolution of physical therapy as a profession, its history, standards of the profession, the APTA Core Values of Professionalism, the *Guide to Physical Therapist Practice and APTA Code of Ethics*. The student is provided with a historical perspective of professionalism and the maturation of physical therapy as a doctoring profession, reflected in APTA and state practice guidelines. The course provides an introduction to the World Health Organization International Classification of Functioning Disability and Health (WHO-ICF) as a clinical decision making framework under which the concept of disease is a part of the continuum of health. Physical therapists view the patient as a person who functions in relation to their personal and cultural makeup and health condition within the framework of the environment.

**PHYSICAL THERAPY 536**

*PT Practice Issues: Language of Practice I (Online) (1)*

PT Practice Issues is a series of one credit courses that introduces students to various aspects of physical therapist practice. This course focuses on medical terminology, an essential foundation in communication of physical therapists. Using a body systems approach students will learn the building blocks of prefixes, suffixes, roots, combining forms and abbreviations. Through self-directed learning students will define, interpret, and pronounce medical terms related to structure and function, pathology, movement, examination, diagnosis, prognosis, intervention and clinical procedures.

**PHYSICAL THERAPY 538**

*PT Practice Issues: Psychosocial Aspects of Physical Therapy & Physical Therapists as Teachers and Learners (2)*

This course focuses on managing individual needs during illness and disease as well as ways to successfully interact with and enhance wellness of patients and families in health care settings. A variety of topics will be presented through readings, lectures, discussions and experiential activities. Topics include: a person’s needs during disability and acute as well as chronic illness, mind-body relationship, complementary and alternative medicine, and death and dying. This course will also focus on the physical therapist as a teacher and learner in various contexts highlighting roles in the clinic and community and the patient’s role in effecting health behavior change.

**PHYSICAL THERAPY 539**

*PT Practice Issues: Clinical Decision Making (1)*

Students will explore clinical decision making models used in physical therapy. Through case studies, students will be presented with diagnoses across the four practice patterns: cardiopulmonary, integumentary, musculoskeletal, and neuromuscular. Students will apply clinical decision making models to address clinical dilemmas in simple case scenarios. Students will also explore use of self-assessment and reflection throughout the clinical decision making process.
PHYSICAL THERAPY 553
Biophysical Agents (3)
This course emphasizes the use of superficial heat, cryotherapy, ultrasound, intermittent compression, shortwave diathermy, laser, mechanical modalities, massage and electrotherapy techniques in the management of patients with impairments and functional limitations due to a variety of orthopedic, neurologic, and medical conditions. This course will stress a problem-solving approach for the selection and application of appropriate electrophysical agents to manage pain, acute and chronic edema, limitations in motion, weakness, functional deficits and tissue/wound healing. Clinical decision-making will be practiced throughout the course to develop appropriate treatment plans for the initial treatment as well as treatment modification based on the assessment of physiologic and physical responses to these interventions.

PHYSICAL THERAPY 545
Integrated Clinical Experience (ICE) I
The Integrated Clinical Experiences (ICE) are goal oriented, diverse active learning experiences that are embedded within the curriculum over a three-course series. The ICE courses are designed to complement classroom learning with concurrent clinical practice. These early clinical experiences allow the student to become socialized in the role of a physical therapist and to practice clinical skills as they are being learned. The focus of this initial ICE course is on the foundation of clinical practice, with emphasis on concurrent classroom/laboratory content. Students will have the opportunity to apply recently learned knowledge and skills learned and assessed through concurrent courses (PT 533 Introduction to Physical Therapy Examination; PT 538 PT Practice Issues: Psychosocial Aspects of PT & PTs as Teachers and Learners; PT 539 PT Practice Issues: Clinical Decision Making) in a clinical environment with actual patients through observation. Each student will be required to complete at minimum of four ICE sessions at an assigned clinical site. The student will also be required to attend an ICE orientation session and two ICE reflection sessions.

PHYSICAL THERAPY 546
Integrated Clinical Experience (ICE) II
The Integrated Clinical Experiences (ICE) are goal oriented, diverse active learning experiences that are embedded within the curriculum over a three-course series. The ICE courses are designed to complement classroom learning with concurrent clinical practice. These early clinical experiences allow the student to become socialized in the role of a physical therapist and to practice clinical skills as they are being learned. The focus of this second ICE course will be to continue to build on the foundation of clinical practice, with emphasis on previous coursework from prior semesters of DPT 1 and concurrent classroom/laboratory content. Students will have the opportunity to begin to demonstrate learned knowledge and basic skills in a clinical environment by providing hands-on care under the supervision of a licensed physical therapist. Each student will be required to complete at minimum of four ICE sessions at an assigned clinical site. The student will also be required to attend an ICE orientation session and two ICE reflection sessions.

PHYSICAL THERAPY 556
Therapeutic Interventions (3)
This course will focus on developing therapeutic interventions based the foundational principles of therapeutic exercise. Students will learn to develop physical therapy plans of care to: (1) remediate or prevent impairments, (2) enhance function, (3) reduce risk, (4) optimize overall health, and (5) enhance fitness and well-being. Students will apply clinical decision making models to address interventions to
meet patient/client goals and meet desired outcomes. The ultimate goal of the course is to prepare
students in this foundational knowledge and skill so they are able to develop and deliver comprehensive
plans of care across the lifespan.

PHYSICAL THERAPY 607
Musculoskeletal PT I (4)
This is part I of a 3-course series in musculoskeletal physical therapy. Students begin to build a
foundation in orthopaedic examination and intervention techniques by studying the lumbar spine and
lower limb. Patient cases will be discussed that cross the continuum of care and throughout the
lifespan. Clinical decision making and regional interdependence are emphasized in all patient scenarios.
Systems screening will also be emphasized as a necessary element of the examination. Students are
also instructed in teaching patients how to effectively assist in achieving their goals through home
programs and proper body mechanics to hasten recovery and prevent reoccurrence.

PHYSICAL THERAPY 608
Musculoskeletal PT II (4)
This is part II of a 3-course series in musculoskeletal physical therapy. Students apply and build on their
foundation in course I as they learn examination and intervention techniques for the cervical spine,
temporomandibular joint, thoracic spine, and pelvic floor. Patient cases will be discussed that cross the
continuum of care and throughout the lifespan. Clinical decision making and regional interdependence
are emphasized in all patient scenarios. Students are also instructed in teaching patients how to
effectively assist in achieving their goals through home programs and proper body mechanics to hasten
recovery and prevent reoccurrence.

PHYSICAL THERAPY 609
Musculoskeletal PT III (4)
Various physical therapy approaches to examination and intervention for disorders related to the
shoulder, elbow, wrist, and hand will be discussed and critically reviewed in this course. A major
emphasis of this course is to instruct students in methods of teaching patients how to effectively
manage their orthopaedic disorders and prevent reoccurrence. Soft tissue examination and manual
therapy techniques provide the foundation for this course.

PHYSICAL THERAPY 611
Cardiovascular and Pulmonary Physical Therapy (3)
This two credit course is the first of two-course sequence that instructs students in the area of
cardiovascular and pulmonary physical therapy. Students are instructed in the examination, evaluation,
intervention, and outcome assessment of the cardiovascular and pulmonary systems as related to
physical therapy. Particular attention is focused on exercise prescriptions, education, and patient
management for individuals with cardiovascular and/or pulmonary impairments in various clinical
settings. Students will use evidence based concepts to guide decisions for developing a physical therapy
plan of care in the areas of cardiac and pulmonary rehabilitation.

PHYSICAL THERAPY 612
Cardiovascular and Pulmonary Physical Therapy (2)
This three credit course is the second of a two-course sequence that instructs students in the area of
cardiovascular and pulmonary physical therapy. Specifically, this course instructs students in advanced
topics including dysrhythmia interpretation, acute and intensive care rehabilitation, mechanical
ventilation, and the rehabilitation of medical complex patients. Through a combination of in-class
lectures, lab activities, and simulation experiences, students apply clinical decision making models within complex medical scenarios using the ICF Framework.

**PHYSICAL THERAPY 613**  
**Pharmacology (2)**  
Provides an overview of drug classifications, the physiologic basis for their actions and examines the synergistic and/or adverse effects to patient’s rehabilitation goals.

**PHYSICAL THERAPY 621**  
**Neuromuscular Physical Therapy I (5)**  
This is the first of two courses focusing on the physical therapy examination and intervention of patients/clients with neuromuscular dysfunction. Students will learn key skills as part of the examination, evaluation, diagnosis, prognosis and intervention process to improve overall function, activity and participation of their clients. Environmental and personal factors will be taken into account.

**PHYSICAL THERAPY 622**  
**Neuromuscular Physical Therapy II (4)**  
This is the second of two courses focusing on the physical therapy examination and treatment of people with neuromuscular diagnoses. Students will learn key skills as part of the examination, evaluation, diagnosis, prognosis and intervention process to improve overall function, activity and participation of their clients while taking environmental and personal factors into account.

**PHYSICAL THERAPY 624**  
**Critical Inquiry II (2)**  
This course introduces the process and implementation of critical inquiry as an important component of effective Physical Therapy practice. Students learn how to use the breadth of evidence in practice, methods for searching the literature, principles of measurement, uses and usefulness of results as presented in published studies, and the creation of a personal library of critically appraised topics. A journal club format will be used to orient the students to the process of evaluation and synthesis of research results into practice.

**PHYSICAL THERAPY 628**  
**Capstone Project I (1)**  
This is the first course in a three course sequence. Students will work in collaboration with faculty to complete a capstone project to meet program requirements for graduation. Students will develop a contract and initiate a project within the categories of clinical practice, teaching, scholarship or administration. This phase of the capstone project includes development of a research question, completion of a comprehensive literature review, a draft of a methodology and a precis including a project status summary, outline for steps for completion of capstone project as well as proposed continuation/future research specific to the selected topic.

**PHYSICAL THERAPY 632**  
**Health Care Delivery Systems (3)**  
This course is designed to advance physical therapy practice by synthesizing knowledge about health care as an established social institution. Emphasis will be on an examination of the evolving health care delivery systems and issues/trends associated with health care and the implications of these will be introduced. Students will explore and participate in the legislative process as advocates for comprehensive and efficacious access and delivery of health care services. Students will also become
familiar with principles and concepts related to global health as well as how to utilize evidence-based practice and professional organizations to advocate for population health and wellness.

**PHYSICAL THERAPY 645**

Integrated Clinical Experience (ICE) III
The Integrated Clinical Experiences (ICE) are goal oriented, diverse active learning experiences that are embedded within the curriculum over a three-course series. The ICE courses are designed to complement classroom learning with concurrent clinical practice. These early clinical experiences allow the student to become socialized in the role of a physical therapist and to practice clinical skills as they are being learned. The focus of this final ICE course will be to continue to build on the foundation of clinical practice, with emphasis on previous coursework from prior semesters of DPT 1 and concurrent classroom/laboratory content in DPT 2 semesters. Students will have the opportunity to begin to demonstrate learned knowledge and basic skills in a community-based setting by providing hands-on care to underserved patient populations with limited resources under the supervision of a licensed physical therapist. Each student will be required to complete at minimum of three ICE sessions at an assigned community-based site. The student will also be required to attend an ICE orientation session and two ICE reflection sessions.

**PHYSICAL THERAPY 661**

Physical Therapy for the Integumentary System (3)
The integumentary system is an integral part of neuromuscular, musculoskeletal and cardiopulmonary practice. Because of this widespread influence, physical therapists should be well informed regarding how the integumentary system fits into all phases of practice. This course is structured to provide the student with basic knowledge of the integumentary system, what to examine and how to intervene when pathology is present. Selected modalities are reviewed and discussed as specific interventions for the integumentary system. The content is primarily delivered in lecture format and analysis of selected cases presented to the student. Common pathologic integumentary conditions are presented in relation to other musculoskeletal, neuromuscular, and cardiovascular pathologies. Students are also exposed to common skin conditions and cancer.

**PHYSICAL THERAPY 670**

Prosthetic and Orthotic Intervention (3)
This course examines the application of prosthetic and orthotic components, alignment, fabrication, and fitting, gait analysis and exercise programs. Students learn to integrate new information with previous knowledge to enable them to select appropriate examination tests and measures, evaluate, diagnose, prognose, create functional goals, and create a comprehensive plan of care for patients or clients who use a prosthesis or orthosis.

**PHYSICAL THERAPY 674**
Pедiatric Physical Therapy Practice (3)
This course is an introductory course in the physical therapy management of pediatric patients. The overall frameworks used in this course are the patient/client management model of the APTA’s Guide to Physical Therapist Practice and the World Health Organization’s International Classification of Functioning, Disability and Health (ICF) model which emphasizes activity and participation based on individualized and family-centered care. The course includes pediatric examination, assessment, evaluation, and intervention for children with cardiovascular, pulmonary, integumentary, musculoskeletal, and neuromuscular dysfunctions as well as children in special settings. Intervention includes direct attention to the child with education to the family to improve function, participation...
while focusing on health, wellness, and prevention. The student will be able to provide services to children in a manner consistent with family-centered care that is respectful of cultural diversity, occurs in the natural environment when appropriate, and fosters collaborative partnerships.

PHYSICAL THERAPY 680
Introduction to Clinical Education (1)
Classroom instruction to prepare students for the clinical education experience. Students learn about professionalism, communication, planning and developing educational presentations, and self and peer evaluation. Students also develop an understanding of health care regulations as it relates to physical therapy practice.

PHYSICAL THERAPY 682
Clinical Experience I (6)
This is the first full time clinical experience. It provides the student the opportunity to work under the direction of a licensed physical therapist to master the intermediate skills in the foundations of physical therapy practice. This experience takes place during the academic year and serves to integrate the academic and clinical coursework of the curriculum and advance the skills gained in the integrated clinical experiences.

PHYSICAL THERAPY 700
Differential Diagnosis (2)
With most states allowing clients to directly access physical therapy (PT) without a physician referral, therapists must be able to identify signs and symptoms of disease that can mimic neuromuscular or musculoskeletal dysfunction. Given a clinical environment in which therapists are frequently expected to assume the role of autonomous practitioner, this course seeks to aid integration of didactic knowledge, clinical problem solving, and the intuitive process into a scheme useful in the formation of a PT clinical diagnosis and intervention program. This course focuses on the differential diagnostic process within physical therapy and screening for the presence of medical disease or other pathologies whose treatment is beyond the scope of physical therapist practice. Emphasis is placed on the use of problem-solving and clinical decision-making for the process of determining when it is most appropriate to: 1) implement physical therapy care, 2) consult with other healthcare providers regarding patient care while implementing PT, or 3) refer the patient to another healthcare provider.

PHYSICAL THERAPY 705
Comprehensive Case Analysis I (2)
This is the first course in a two course sequence. This course integrates knowledge obtained throughout the curriculum across the 4 physical therapy practice patterns: Musculoskeletal, Neuromuscular, Cardiovascular/Pulmonary, and Integumentary. Complex patient cases will each have a primary diagnosis in one of the practice patterns and secondary diagnoses in at least one other practice pattern. Students will learn how to identify priorities for patient management using complex cases. Clinical decision making models will be used to guide evaluation and intervention. Students will engage in simulated and clinical experiences to apply their clinical decision making skills.

PHYSICAL THERAPY 707
Comprehensive Case Analysis II (1)
This is the second of a two course series that will apply the science of clinical reasoning in health care and physical therapy while integrating clinical decision-making and evidence-based practice to analyze a real-life, complex patient case in great depth. Clinical decision making models will be used to guide
examination, evaluation, intervention and plan of care decisions. Guided reflection activities will focus on crucial elements of student clinical reasoning to prioritize elements of patient management while incorporating practice management issues related to life span development, cultural competence, ethics, and reimbursement. Attributes of advanced clinical practice will be discussed with a focus on transitioning from student physical therapist to entry-level practitioner and beyond. Faculty advisors will serve as mentors for students to facilitate professional development and promoting readiness for physical therapy practice.

PHYSICAL THERAPY 710
Capstone Project II (1)
In this second course in this three course sequence, students continue to work in collaboration with faculty to complete a capstone project to meet program requirements for graduation. Students will continue to develop or revise a contract to reflect the agreed upon (and evolving) scope of the project within the categories of clinical practice, teaching, scholarship or administration. In this phase of the capstone project students will engage in data collection and/or implementation of defined activity, data analysis and assessment of intended research aims and/or outcomes. Students will complete a draft of a scholarly manuscript or project summary.

PHYSICAL THERAPY 711
Capstone Project III (1)
In this final course in this three course sequence, students complete their capstone project in collaboration with faculty. Students will continue, develop or revise a contract to reflect the agreed upon (and evolving) scope of the project that within the categories of clinical practice, teaching, scholarship or administration. In this final phase of the capstone project students will make final revisions to the capstone paper, complete a scholarly abstract summarizing project including findings and clinical recommendations as well as prepare and deliver a presentation of their capstone project in the format expected at a professional peer reviewed meeting or scholarly educational session as appropriate for the project.

PHYSICAL THERAPY 736
Business and Leadership in Physical Therapy Practice (3)
This course provides an introduction to the organization and management of health care providers and programs from the perspective of the patient/client management model (Guide to Physical Therapist Practice) and consistent with the principles of Leadership, Administration, Management and Professionalism (LAMP) advocated by the American Physical Therapy Association. The role and expectations for management and leadership in the management of care delivery, practice management, consultation and social responsibility and advocacy will be explored. The internal and external environmental/political/industry forces which drive the delivery of health care today will be discussed. Students will explore their own leadership style within the context of these principles.

PHYSICAL THERAPY 774
Geriatric Physical Therapy Practice (3)
This course will examine the effects of age on physiological, psychological and social function and how these changes impact health management. The course will consist of didactic and practical components. One practicum will involve experiencing aging issues with participants at a community senior center. The didactic component will provide knowledge needed to manage geriatric issues in physical therapy and the health care delivery system.
PHYSICAL THERAPY 781
Clinical Experience II (7)
This is the second full time clinical experience and provides the student with the opportunity to work under the direction of a licensed physical therapist to master the advanced intermediate to entry level skills in the foundations of physical therapy practice for the assigned clinical setting. This experience takes place during the academic year and serves to integrate the academic and clinical coursework of the curriculum and build upon the skills gained in the integrated clinical experiences and the first clinical experience.

PHYSICAL THERAPY 782
Clinical Experience III (8)
This is the third full time clinical experience and provides the student the opportunity to work under the direction of a licensed physical therapist to master entry level skills in the foundations of physical therapy practice for the assigned clinical setting. This experience takes place during the academic year and serves to integrate the academic and clinical coursework of the curriculum and advance the skills gained in the integrated clinical experiences, first and second clinical experiences.
Hand and Upper Limb Rehabilitation
ADVANCED PRACTICE CERTIFICATE IN HAND AND UPPER LIMB REHABILITATION

This program is designed for physical or occupational therapists who wish to participate in advanced study of the hand and upper limb rehabilitation. The curriculum consists of four graduate level courses, offered in a convenient web-based format with limited onsite weekend sessions to practice psychomotor skills required for advanced practice in hand therapy. Many graduates have indicated that the course work has helped them prepare for the Certification in Hand Therapy (CHT) examination offered by the Hand Therapy Certification Commission (HTCC).

After successfully completing the four courses, students will receive a post-professional certificate of completion. Previous students have transferred credits from the certificate program to degree programs at other universities; usually as elective credits. The credits may be applied to the Post-Professional OTD program offered at Thomas Jefferson University.

CURRICULUM

JCRS 750
Foundations in Hand Therapy (3 credits)
September 28, 2018 – December 12, 2018

This course introduces the student to the specialized field of hand therapy. The principles of hand therapy included are musculoskeletal tissues and pathology, clinical reasoning, hand examination, principles of custom orthotic fabrication, therapeutic exercise, and interventions for pain, edema, and wound management. Common elbow, wrist, and hand disorders (e.g. hand/wrist fractures and tendinopathies) will be discussed to integrate the foundation topics into clinical practice. Onsite weekend September 28-30, 2018 to launch the start of the certificate program including student orientation.

JCRS 751
Nerve Injuries of the Hand and Upper Limb (3 credits)
January – March 2019

This course emphasizes the anatomy and basic science principles for the cervical spine and major peripheral nerves of the upper limb. Age-related changes and pathophysiology of nerve lacerations and entrapment neuropathies are discussed. Advanced examination skills and interventions, conservative and post-operative, for pathology of the peripheral nervous system are presented. Onsite weekend is currently scheduled to be February 22-24, 2019.

JCRS 752
Joint Pathology of the Hand and Upper Limb (3 credits)

April – June 2019
This course reviews the common pathologies that effect the articulations and surrounding soft tissues, especially tendons and ligaments. Anatomy, biomechanics, and examination principles for each region: shoulder, elbow, wrist, and hand are discussed. Conservative and post-operative therapeutic management for fractures, dislocations, tendon repairs, ligament injuries, and degenerative disorders are presented. Onsite weekend is currently scheduled to be May 3-5, 2019.
JCRS 753
Diseases That Affect the Hand and Upper Limb (3 credits)
June – August 2019

Course content emphasizes the impact of disease on hand function, especially with activities of daily living, vocational activities, and recreational activities. The overview will include pathology, clinical presentation, examination techniques and clinical interventions specific to the hand. Additionally, multi-system involvement associated with mutilated hand injuries is discussed. No onsite weekend.

HAND AND UPPER LIMB REHABILITATION FACULTY

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Academic Calendar