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 the Jefferson College of Rehabilitation Sciences 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.

*This may not apply to students entering into certificate programs. Please consult the Office of Admissions to determine if these requirements are applicable to your program.

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.
Thomas Jefferson University
Jefferson College of Rehabilitation Sciences
2020-2021 Graduate Course Catalog
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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, #49.

The Jefferson College of Rehabilitation Sciences offers graduate degrees in Occupational Therapy, Physical Therapy, and Athletic Training, along with advanced practice certificates in Hand and Upper Limb Rehabilitation, Health Coaching in Context, Using Design in Healthcare Delivery, Emerging as Leaders in Autism Practice and Research, Neuroscience: Advanced Concepts for Evidence Based Practice, and Teaching in the Digital Age. Beginning in the Fall of 2020, the College will launch an undergraduate degree in Exercise Science.

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
https:/www.aota.org/education-careers/accreditation.aspx

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
https:/www.aota.org/education-careers/accreditation.aspx

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

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.

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

Tuition and Fees

TUITION AND FEES
2020-2021 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.

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.

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

Financial Aid

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 www.jefferson.edu/tuition-and-financial-aid.html.

INQUIRIES
Students who have additional questions or problems or who wish to schedule an appointment with a financial aid officer can write or call the University Office of Financial Aid:

Website: www.jefferson.edu/tuition-and-financial-aid.html

Center City Campus:
Suite 115, Curtis Building
1015 Walnut Street
Philadelphia, PA 19107
(215) 955-2867
Financial.aid@jefferson.edu

East Falls Campus
Archer Hall, First Floor
Philadelphia, PA 19144
(215) 951-2940
Financial.aid@jefferson.edu
JCRS Academic Departments-Graduate
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 (ATs). 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.

ATs 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. ATs 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 AT 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 Accreditation of 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
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>ATP 601 Current Concepts in Emergency Care for Athletic Training</td>
<td>1 cr</td>
</tr>
<tr>
<td>ATP 602: Scientific Inquiry and Writing</td>
<td>1 cr</td>
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<tr>
<td>ATP 605 Fundamentals of Athletic Training</td>
<td>4 cr</td>
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<tr>
<td>ATP 610 Basics of Rehabilitation</td>
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<tr>
<td>HSCI 610 Emergency Medical Technician</td>
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<td>ATP 615 Functional Human Anatomy</td>
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<tr>
<td>ATP 625 Prevention, Evaluation and Treatment of Athletic Injuries I (Upper Extremity)</td>
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<tr>
<td>ATP 630 Therapeutic Modalities</td>
<td>3 cr</td>
</tr>
<tr>
<td>ATP 635 Human Physiology</td>
<td>3 cr</td>
</tr>
<tr>
<td>ATP 645 Motor Control and Human Movement</td>
<td>3 cr</td>
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<td>ATP 640 Practicum in Athletic Training II</td>
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<td><strong>TOTAL:</strong></td>
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<tr>
<td><strong>Summer (15 weeks)</strong></td>
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<td>ATP 691 Research/Collaborative Project I</td>
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<td><strong>Summer 1 OR Summer 2</strong></td>
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<td>ATP 660 Specialty Practicum in Athletic Training</td>
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<tr>
<td>ATP 661 Practicum in Athletic Training III</td>
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<td><strong>Fall 2</strong></td>
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<tr>
<td>ATP 665 Prevention, Evaluation and Treatment of Athletic Injuries II (Lower Extremity)</td>
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<td>ATP 675 Strength and Conditioning</td>
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<tr>
<td>ATP 685 Organization and Administration in Athletic Training</td>
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<tr>
<td>ATP 690 General Medical Condition and Pharmacology in Athletic Training</td>
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Spring 1
ATP 662 Practicum in Athletic Training IV 3 cr
TOTAL: 3 credits

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

ATHLETIC TRAINING FACULTY
Kelly Pagnotta, PhD, LAT, ATC, PES
   Assistant Professor, Program Director

Ricker Stanton Adkins DAT, LAT, ATC
   Assistant Professor, Clinical Education Coordinator

ATHLETIC TRAINING PROGRAM CONTACT INFORMATION
Jefferson (Philadelphia University + Thomas Jefferson University) - East Falls Campus
225 Ronson Health and Applied Science Center
4201 Henry Avenue,
Philadelphia, PA, 19144
O 215-951-2542
F 215-951-6812
www.jefferson.edu/athletictraining
Athletic Training 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.

ATHLETIC TRAINING 601
Current Concepts in Emergency Care (1)
This one credit, in person, course is designed to coincide with HSCI 610- Emergency Medical Responder. This course is will prepare the entry-level athletic trainer in current standards of pre-hospital emergency care. Major focus will be spent on the top causes of sudden death, injury and illness in the physically active population. ATP 601 will build upon the knowledge gained in HSCI 610 and provide deeper understanding of emergency conditions specific to the physically active, as well as current evidence and guidelines specific for athletic trainers’ role in the prevention, recognition and treatment of these injuries and illnesses.

ATHLETIC TRAINING 602
Scientific Writing and Inquiry (1)
This course is designed to coincide with courses ATP 600, ATP 601 and ATP 605 within the Masters of Athletic Training Program. The corresponding course assignments regarding both final project papers are to be a supplementation involving those previously mentioned courses in order to provide the necessary tools to prepare the athletic training student to effectively critique current evidence-based research. Through successful competition students will be able to appropriately select appraisal tools and designate the level of evidence for articles which will be used to complete research papers related to content learned in HSCI 610, ATP 601 and ATP 605. This is achieved through the formation of PICO(T) questions through the Boolean search phrases in order to narrow down search results during literature reviews. This course will give students valuable experience in research design, data collection and/or analysis by completing this course assignments in alignment with other course projects.

ATHLETIC TRAINING 605
Fundamentals of Athletic Training (4)
This course is designed to introduce students to the profession of Athletic Training. This course provides an introduction to injury prevention, recognition, and treatment strategies. Injury prevention principles, injury classification, and common injuries will be surveyed. Prerequisites: Have met all admission criteria for the Master of Science in Athletic Training Program

ATHLETIC TRAINING 610
Basics of Rehabilitation (3)
This course will introduce the student to basic clinical skills and problem-solving abilities to be built upon in future course work. It is designed to introduce the student to hands-on patient care skills in a laboratory setting. These skills include but not limited to: assessment of vital signs; principles of body mechanics; range of motion and manual muscle testing assessment; transfers; assistive device fitting and education; gait assessment and training. The students will also have the opportunity to apply this knowledge immediately during clinical experiences. Prerequisites: Admission into the Master of Science in Athletic Training Program
ATHLETIC TRAINING 615
Functional Human Anatomy (3)
This course provides an in-depth study of musculoskeletal anatomy and function as it applies to human performance and dysfunction. Emphasis will be placed on the study of the structure and functional significance of the human body - with emphasis on neural, musculoskeletal and cardiopulmonary systems. This course will provide an introduction to clinical application of relevant anatomy, with respect to some common conditions seen in the health/medical profession.

ATHLETIC TRAINING 620
Practicum I (3)
This course is designed to provide introductory hands-on experience in the field of Athletic Training. Upon competition, the student will have a novice understanding of the recognition, evaluation and treatment of injuries and illnesses. Under the direct supervision of a preceptor, the student will be challenged to transfer knowledge learned didactically and apply it in clinically.

ATHLETIC TRAINING 625
Prevention, Evaluation & Treatment of Athletic Injuries I (4)
A systematic approach to orthopedic/sports assessment and rehabilitation will be examined. The upper extremity will be studied in-depth stressing anatomy, neurology, physiology, etiology, pathology, assessment and rehabilitation techniques. This course will also examine the knowledge, skills and values the entry-level Athletic Trainer must possess to plan, implement, document and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of upper extremity injuries and illnesses of athletes and the physically active. Assessment techniques will be presented and discussed in a didactic manner as well as applied through lab experiences.

ATHLETIC TRAINING 630
Therapeutic Modalities for Athletic Training (3)
This is a comprehensive course in the theory and use of therapeutic modalities in a sports medicine setting. Students will learn about the injury response cycle and healing process and how to incorporate modalities to these processes. The student will have an in-depth understanding of the physiology behind the therapeutic effects. Students will become proficient as far as application, electrode placement, patient set-up and parameters of modalities used in sports medicine. Principles of neurophysiology, pain control, and the electromagnetic and acoustic spectra will be discussed and applied through lab experiences.

ATHLETIC TRAINING 635
Human Physiology: Exercise, Nutrition & Performance (3)
This course provides an in-depth structure/function relationship of the neuromuscular, metabolic, cardiorespiratory and hormonal responses to acute exercise and the physiological adaptations to chronic exercise. Topics include thermoregulation, ergogenic aids, body composition, sport training, growth and development, and aging.

ATHLETIC TRAINING 640
Practicum II Athletic Injuries I (3)
This second clinical rotation allows for the student to gain more hands-on clinical experience in the profession of Athletic Training outside of the classroom and in the clinical setting. This rotation is designed to provide the athletic training student hands-on experiences with which to understand,
recognize, evaluate, and treat athletic injuries and illnesses using the range of skills required of an athletic training professional. Under the supervision of a preceptor, the student will be challenged to transfer knowledge learned didactically and apply it in the clinical setting.

ATHLETIC TRAINING 645
Motor Control and Human Movement Training (3)
This course guides the study of the principles of motor skill performance and learning and the application of these theories to physical activities, learners and various environments. This course will also examine the structural and mechanical principles involved in human movement and the contribution of these principles to the efficiency of human movement.

ATHLETIC TRAINING 660
Specialty Practicum in Athletic Training (2)
This clinical rotation allows for student to gain advanced clinical experience in the profession of Athletic Training outside of the classroom and in the clinical setting. This rotation is designed to provide the athletic training student with immersive hands-on experiences with which to understand, recognize, evaluate, and treat NON-athletic and NON-orthopedic injuries and illnesses as required by CAATE standards using a range of skills required of an athletic training professional.

ATHLETIC TRAINING 661
Practicum III Athletic Injuries (3)
This clinical rotation allows for student to gain advanced clinical experience in the profession of Athletic Training outside of the classroom and in the clinical setting. This rotation is designed to provide the athletic training student with immersive hands-on experiences with which to understand, recognize, evaluate, and treat athletic injuries and illnesses using the range of skills required of an athletic training professional. Under the supervision of a preceptor, the student will be challenged to transfer knowledge learned didactically and apply it in the clinical setting in an immersive manner.

ATHLETIC TRAINING 662
Practicum IV (4)
This clinical rotation allows for student to gain advanced clinical experience in the profession of Athletic Training outside of the classroom and in the clinical setting. This rotation is designed to provide the athletic training student with immersive hands-on experiences with which to understand, recognize, evaluate, and treat athletic injuries and illnesses using the range of skills required of an athletic training professional. Under the supervision of a preceptor, the student will be challenged to transfer knowledge learned didactically and apply it in the clinical setting in an immersive manner.

ATHLETIC TRAINING 665
Prev, Eval, Treat of Athletic Injuries II - Lower Extremities (4)
A systematic approach to orthopedic/sports assessment and rehabilitation will be examined. The lower extremity will be studied in-depth stressing the anatomy, neurology, physiology, etiology, pathology, assessment and rehabilitation techniques. This course will also examine the knowledge, skills and values the entry-level Athletic Trainer must possess to plan, implement, document and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of lower extremity injuries and illnesses of athletes and others involved in physical activity. Assessment techniques will be presented and discussed in a didactic manner as well as applied through lab experiences.
ATHLETIC TRAINING 670
Prev, Eval, Treat of Athletic Injuries - III - Spine (4)
A systematic approach to orthopedic/sports assessment and rehabilitation will be examined. The head, neck and spine will be studied in-depth stressing the anatomy, neurology, physiology, etiology, pathology, assessment and rehabilitation techniques. This course will also examine the knowledge, skills and values the entry-level Athletic Trainer must possess to plan, implement, document and evaluate the efficacy of therapeutic exercise programs for the rehabilitation and reconditioning of the head, neck and spine injuries and illnesses of athletes and others involved in physical activity. Assessment techniques will be presented and discussed in a didactic manner as well as applied through lab experiences.

ATHLETIC TRAINING 675
Strength and Conditioning (3)
This course includes a functional, scientific approach to the design of strength and conditioning programs. Includes testing protocols used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, and endurance. General fitness, wellness, and sports nutrition concepts and dietary supplements will be discussed.

ATHLETIC TRAINING 685
Org & Admin in Athletic Training (2)
Design to educate student on topics that focus on understanding the dynamics of a complex healthcare system with regards to the delivery and management of individualized patient care, Principles of organization and administration of athletic training programs; management of personnel; legal aspects; relation of athletic trainer to athletic programs and sports medicine team.

ATHLETIC TRAINING 690
General Medical Conditions & Pharm in AT (3)
This course provides the student a thorough understanding of injury, illness and/or disease of various body systems; specific understanding of medical diagnostics, interventions (including pharmacology) and participation considerations for the athletic population are addressed. The student will be able to recognize, assess, differentially diagnose, know when to refer and treat different Illness/condition in patient populations through various learning modalities including but not limited to lectures, hands on skills, laboratory experiences, and so on.

ATHLETIC TRAINING 691
Research-Collaborative Project I (1)
This course will give students valuable experience in research design, data collection and/or analysis by playing an integral role in a faculty sponsored research project or collaborating with graduate or undergraduate students from another program on a collaborative project relevant to sport medicine anywhere on campus.

ATHLETIC TRAINING 692
Research-Collaborative Project II (1)
This course is a continuation of Research/Collaborative Project. Students will finish their research projects and focus on writing their manuscript for a peer reviewed journal. This course is designed for the student to collaborate with other students/faculty from different departments on campus to complete their projects. Writing intensive.
ATHLETIC TRAINING 695
Psychological Aspects of Injury & Rehab (3)
This course focuses on understanding the psychological factors relative to exercise, injury, inactivity, and rehabilitation following injury. Strategies for identifying problems, intervening, and making referral are presented.

ATHLETIC TRAINING 696
Special Topics in Athletic Training (2)
An in-depth study of particular topics, contemporary issues or concerns in Athletic Training. The course will be taught by a specialist(s) in the field related to the topic.
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 as an occupational therapist and a post-professional occupational therapy doctorate program for practicing occupational therapists.

1. Master of Science in Occupational Therapy Program – Center City (MSOT-CC)

Undergraduate Entry: Combined Bachelor of Science and Master of Science in Occupational Therapy (BS/MSOT-CC)

The combined BS/MSOT-CC is an upper division curriculum (junior, senior and graduate year) that integrates entry level education with graduate studies leading to the Bachelor of Science in Occupation and Health and Master of Science in Occupational Therapy. Students are admitted 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 credits (58 prerequisite credits + 62 occupational therapy course credits) to meet the baccalaureate degree requirements and 35 graduate credits to meet the graduate degree requirements of the program. The BS/MSOT is completed in three years.

Graduate Entry: Master of Science in Occupational Therapy Program (MSOT-CC)

The MSOT integrates entry-level education with graduate studies leading to the. Students are admitted who have a bachelor’s degree or higher, have fulfilled pre-professional requirements and meet admission criteria enter the program. Students must earn a total of 82 credits to meet the graduate degree requirements of the program. The MSOT is completed in two years.

The BS/MSOT 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. Master of Science in Occupational Therapy Program – East Falls (MSOT-EF)

Undergraduate Entry: Accelerated Bachelor of Science and Master of Science in Occupational Therapy (BS/MSOT-EF)

The accelerated BS/MSOT-EF is for high school students who know early on that they want to become occupational therapists and allows students to seamlessly complete undergraduate and graduate degrees in less time than would be required to complete both of these degrees separately. Students are admitted as college freshman. 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 prerequisites. Students who meet the Program progression criteria can matriculate into the master’s program by enrolling in first year occupational therapy graduate coursework during their fourth (senior) year of undergraduate studies. At the end of the fourth year, students are awarded a Bachelor of Science degree. Upon completion of graduate program requirements, students are awarded the Master of Science in Occupational Therapy.

**Graduate Entry: Master of Science in Occupational Therapy Program (MSOT-EF)**

The MSOT program is offered in a blended-learning format that includes on campus and online course delivery. Students are admitted who have a bachelor’s degree or higher, have fulfilled pre-professional requirements and meet admission criteria enter the program. Students attend on-campus class meetings eight weekends per 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. Students must earn 72 credits to meet the graduate degree requirement of the program. The MSOT is completed in 2.5 years.

The BS/MSOT 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.

**3. Occupational Therapy Doctorate Program – Center City Campus (OTD-CC)**

The OTD Program integrates entry-level education with graduate studies leading to the Occupational Therapy Doctorate (OTD). Students are admitted who have a bachelor’s degree or higher, have fulfilled pre-professional requirements and meet admission criteria. Students earn 115 credits to meet the graduate degree requirements of the program. The OTD is completed in three years.

The OTD is designed to offer in-depth exposure in the areas of practice, education, research, administration, professional development, leadership, advocacy and theoretical skills. Graduates are prepared to practice as a direct care provider, consultant, educator, program developer, manager, leader, researcher, and advocate for the profession and the consumer. Students work closely with a faculty member to perform collaborative research and duties in a variety of areas in order to develop in-depth knowledge.

**4. Post Professional Occupational Therapy Doctorate (PP-OTD)**

The 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 PP-OTD program offers tracks for Bachelor’s prepared occupational therapists; including those with a post-baccalaureate certificate in occupational therapy (46 credits) and those with a Master’s degree (33 credits) The total length of time to complete the program for both Bachelor’s and Master’s prepared students depends on whether the program is taken full or part time, the students ability to synthesize knowledge at the doctoral level, and the type of capstone project.
The PP-OTD program is designed for busy working professionals and can be completed entirely online. Learning Community meetings are held at the beginning and end of the fall and spring semesters to enable connection with the vibrant community, in which students at all levels of degree completion interact and learn from each other.

ENTRY-LEVEL PROGRAM ACCREDITATION-CENTER CITY AND EAST FALLS

The three entry-level programs offered by the Department of Occupational Therapy (MSOT Program-Center City, MSOT Program-East Falls and OTD Program-Center City) are each accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Contact information for ACOTE is:

Accreditation Council for Occupational Therapy Programs (ACOTE)
American Occupational Therapy Association
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
301-652-6611 x2914
www.acoteonline.org

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

Students in the OTD Program 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).

Students in the MSOT-CC and MSOT-EF programs 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:

National Board for Certification in Occupational Therapy
One Bank Street
Suite 300
Gaithersburg, MD 20878 Phone:
PROGRAM CURRICULA

1. MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM-CENTER CITY

Undergraduate Entry: Combined Bachelor of Science & Master of Science in Occupational Therapy (BS/MSOT) – Center City

The BS/MSOT is for applicants who have completed two years (58 credits) of college-level prerequisite coursework and would transfer to Thomas Jefferson University. The BS/MSOT is completed on a full time basis. Students earn a Bachelor of Science in Occupation and Health and a Master of Science in Occupational Therapy upon the completion of this three year program.

BS/MSOT – Center City Curriculum (Full-time, 3 years)

<table>
<thead>
<tr>
<th>Year</th>
<th>Schedule</th>
<th>Full-Time Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</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>2</td>
<td>September-April</td>
<td>Fall and Spring semester coursework</td>
</tr>
<tr>
<td></td>
<td>May-June</td>
<td>Summer semester coursework</td>
</tr>
<tr>
<td>3</td>
<td>July - September</td>
<td>Pre-Fall semester Level II Fieldwork A and online coursework</td>
</tr>
<tr>
<td></td>
<td>October-December</td>
<td>Fall semester Level II fieldwork B and online coursework</td>
</tr>
<tr>
<td></td>
<td>January-May</td>
<td>Spring semester coursework</td>
</tr>
</tbody>
</table>

YEAR 1

FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
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<tr>
<td>OT 330</td>
<td>Using an Occupational Therapy Lens in the Clinic (Fieldwork Level I)</td>
<td>2</td>
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<tr>
<td>OT 336</td>
<td>Occupation through the Life Span</td>
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Total 18

SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
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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>
<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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Total 15
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<thead>
<tr>
<th>SUMMER 1 SEMESTER</th>
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<tr>
<td>OT 341</td>
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<td>OT 390</td>
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<td><strong>Total</strong></td>
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<th>YEAR 2</th>
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<table>
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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>OT 440</td>
<td>2</td>
</tr>
<tr>
<td>OT 441</td>
<td>2</td>
</tr>
<tr>
<td>OT 552</td>
<td>5</td>
</tr>
<tr>
<td>OT 558</td>
<td>3</td>
</tr>
<tr>
<td>Graduate Elective</td>
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<td>OT 400</td>
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<td>OT 306</td>
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<tr>
<td>OT 560</td>
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<tr>
<td>OT 561</td>
<td>1</td>
</tr>
<tr>
<td>OT 562</td>
<td>1</td>
</tr>
<tr>
<td>OT 600</td>
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<td><strong>Total</strong></td>
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<th>SUMMER 1 SEMESTER</th>
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<td>OT 467</td>
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<td>OT 603</td>
<td>4</td>
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<td><strong>Total</strong></td>
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<table>
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<th>YEAR 3</th>
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<table>
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<tr>
<th>PRE-FALL</th>
<th>Credits</th>
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<tr>
<td>OT 480</td>
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<td>OT 578</td>
<td>1</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OT 482</td>
<td>6</td>
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<tr>
<td>OT 579</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>SPRING SEMESTER</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OT 682</td>
<td>3</td>
</tr>
<tr>
<td>OT 627</td>
<td>3</td>
</tr>
<tr>
<td>OT 670</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
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</table>
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

Student must have a minimum of a 3.0 cumulative GPA in order to progress through the program. Student who does not have a 3.0 or greater cumulative GPA is not eligible to enroll in Level II Fieldwork. Candidates awarded BS and MS must successfully complete all requirements and have a cumulative grade point average of 3.0 or higher. Upon successful completion of the BS/MSOT, students are concurrently awarded the Bachelor of Science in Occupation and Health and a Master of Science in Occupational Therapy (the BS degree is not awarded independent of the MS degree).

Requirements are eligible to take the Certification Examination of the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

Graduate Entry: Master of Science in Occupational Therapy (MSOT) – Center City

The MSOT is 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 program’s prerequisites. The MSOT program is completed on a full-time basis.

MSOT – Center City Curriculum (Full-Time, 2 years)

<table>
<thead>
<tr>
<th>Year</th>
<th>Schedule</th>
<th>Full-Time Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September – April</td>
<td>Fall and Spring semester coursework</td>
</tr>
<tr>
<td></td>
<td>May-June</td>
<td>Summer 1 semester coursework</td>
</tr>
<tr>
<td>2</td>
<td>September - December</td>
<td>Fall semester coursework</td>
</tr>
<tr>
<td></td>
<td>January – March</td>
<td>Spring semester Level II Fieldwork A and online coursework</td>
</tr>
<tr>
<td></td>
<td>April – June</td>
<td>Summer 1 semester Level II Fieldwork B and online coursework</td>
</tr>
<tr>
<td></td>
<td>July-August</td>
<td>Summer 2 semester coursework</td>
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YEAR 1

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 302</td>
<td>Applied Anatomy and Kinesiology (Lecture/Laboratory)</td>
<td>4</td>
</tr>
<tr>
<td>OT 311</td>
<td>Health &amp; 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 336</td>
<td>Occupation through the Lifespan</td>
<td>5</td>
</tr>
<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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</table>

Total 18

**SPRING SEMESTER**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 357</td>
<td>Evaluation Process</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>OT 560</td>
<td>Interventions: Environmental Competence</td>
<td>3</td>
</tr>
<tr>
<td>OT 561</td>
<td>Environmental Competence Lab</td>
<td>1</td>
</tr>
<tr>
<td>OT 562</td>
<td>Environmental Competence in Action</td>
<td>1</td>
</tr>
<tr>
<td>OT 577</td>
<td>Historical Perspectives on Theory Based Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
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**SUMMER 1 SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 341</td>
<td>Occupational Analysis &amp; Evaluation (Fieldwork Level 1)</td>
<td>2</td>
</tr>
<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>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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**YEAR 2**

**FALL SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OT 440</td>
<td>Interventions: Enhancing Human Performance (Fieldwork Level I)</td>
<td>2</td>
</tr>
<tr>
<td>OT 441</td>
<td>Interventions: Enhancing Social Participation (Fieldwork Level I)</td>
<td>2</td>
</tr>
<tr>
<td>OT 552</td>
<td>Intervention Enhancing Human Performance (Lecture/Laboratory)</td>
<td>5</td>
</tr>
<tr>
<td>OT 558</td>
<td>Interventions: Enhancing Social Participation (Lecture/Laboratory)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
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<td><strong>Total</strong></td>
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**SPRING SEMESTER (January-March)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OT 480</td>
<td>Fieldwork Level II A</td>
<td>6</td>
</tr>
<tr>
<td>OT 578</td>
<td>Evidence Based Practice I</td>
<td>1</td>
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</table>

**SUMMER 1 SEMESTER (April-June)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 482</td>
<td>Fieldwork Level II B</td>
<td>6</td>
</tr>
<tr>
<td>OT 579</td>
<td>Evidence Based Practice II</td>
<td>1</td>
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<td></td>
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**SUMMER 2 SEMESTER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 627</td>
<td>Program Design &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>OT 670</td>
<td>Advanced Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>OT 682</td>
<td>Clinical Leadership</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**Credit Summary**

Total # of Credits for TJU Graduate Degree Requirement: 82

Students must have a minimum of a 3.0 cumulative GPA in order to progress through the program. Students who do not have a 3.0 or greater cumulative GPA are 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).
2. MASTER OF SCIENCE IN OCCUPATIONAL THERAPY – EAST FALLS

Undergraduate Entry: Accelerated Bachelor of Science & Master of Science in Occupational Therapy – East Falls

This BS/MSOT-EF is for high school students who are committed to becoming an occupational therapist. The first three years of the undergraduate experience is known as the pre-professional phase. During this period, the major requirements for the bachelor degree and Occupational Therapy (OT) program prerequisites are completed.

Students who meet the admission criteria matriculate into the MSOT program, also known as the professional phase. This phase begins in the fourth year of the students’ undergraduate studies and is delivered in a hybrid online and face-to-face learning format.

Students are awarded a Bachelor of Science upon completion of their fourth year and the Master of Science in Occupational Therapy upon completion of the graduate requirements.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Schedule</th>
<th>Full-Time Activities</th>
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</thead>
<tbody>
<tr>
<td>1 (4th Year)</td>
<td>September-April</td>
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<td></td>
<td>May-June</td>
<td>Summer semester coursework</td>
</tr>
<tr>
<td>2 (5th Year)</td>
<td>September-April</td>
<td>Fall &amp;Spring Semester Coursework</td>
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<td>May-June</td>
<td>Summer Semester Coursework</td>
</tr>
<tr>
<td>2.5 Track A</td>
<td>July-September</td>
<td>Level II Fieldwork A &amp; October-December Level II Fieldwork B</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5 Track B</td>
<td>October-December</td>
<td>Level II Fieldwork A &amp; January-March Level II Fieldwork B</td>
</tr>
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</table>

See Graduate Entry MSOT – East Falls Program description below for detailed curriculum.

Credit Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Credits</th>
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<td>TJU Graduate credits as undergraduate 4th Year</td>
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<tr>
<td>TJU Graduate credits</td>
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<td>Total # of Credits for TJU Graduate Degree Requirement:</td>
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Students must have a minimum of a 3.0 cumulative GPA in order to progress through the program. Students who do not have a 3.0 or greater cumulative GPA are 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).
Graduate Entry: Master of Science in Occupational Therapy – East Falls

The MSOT program is for applicants who have completed a bachelor’s degree, in any academic discipline, who want to become an occupational therapy practitioner. The full-time program uses a unique blended-learning format that includes weekend intensive on campus classes. Students attend on-campus classes 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.

MSOT – East Falls 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>
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<td>September-April</td>
<td>Fall and Spring semester coursework</td>
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<tr>
<td>May-June</td>
<td>Summer semester coursework</td>
<td></td>
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<tr>
<td>2</td>
<td>September-April</td>
<td>Fall &amp; Spring semester coursework</td>
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<tr>
<td>May-June</td>
<td>Summer semester coursework</td>
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</tr>
<tr>
<td>2.5 Track A</td>
<td>July-September</td>
<td>Level II Fieldwork A &amp; October-December Level II Fieldwork B</td>
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<tr>
<td>OR</td>
<td>October-December</td>
<td>Level II Fieldwork B</td>
</tr>
<tr>
<td>2.5 Track B</td>
<td>October-December</td>
<td>Level II Fieldwork A &amp; January-March Level II Fieldwork B</td>
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YEAR 1

FALL SEMESTER

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>OCC 610</td>
<td>Evolving Professional Seminar</td>
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<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>
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<td>OCC 621</td>
<td>Occupational Competence</td>
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<tr>
<td>OCC 625</td>
<td>Clinical Skills A</td>
<td>1</td>
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SPRING SEMESTER

<table>
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<th>Title</th>
<th>Credits</th>
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<tbody>
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<td>OCC 623</td>
<td>Applied Neuroanatomy</td>
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<tr>
<td>OCC 628</td>
<td>Intro to Evaluation</td>
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<td>OCC 635</td>
<td>Clinical Skills B</td>
<td>1</td>
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<tr>
<td>OCC 645</td>
<td>Clinical Skills C</td>
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<tr>
<td>OCC 741</td>
<td>Interpersonal Relationships &amp; Groups</td>
<td>3</td>
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SUMMER SEMESTER

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<tr>
<td>OCC 626</td>
<td>Evidence Based Practice</td>
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<td>OCC 735</td>
<td>Level I Fieldwork A</td>
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<tr>
<td>OCC 746</td>
<td>Psychosocial Interventions</td>
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<tr>
<td>OCC 766</td>
<td>Older Adults: Enabling Participation</td>
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YEAR 2

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<tr>
<td>OCC 745  Level I Fieldwork B</td>
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<td>OCC 748  Assessment &amp; Intervention: Adults</td>
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<tr>
<td>OCC 749  Children and Youth A</td>
<td>3</td>
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<tr>
<td>OCC 754  Environmental Dimensions of Occupation</td>
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<tr>
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<tr>
<td>OCC 751  Professional Issues and Trends</td>
<td>3</td>
</tr>
<tr>
<td>OCC 756  Level I Fieldwork C</td>
<td>1</td>
</tr>
<tr>
<td>OCC 757  Innovative Practice in OT</td>
<td>3</td>
</tr>
<tr>
<td>OCC 759  Children and Youth B</td>
<td>3</td>
</tr>
<tr>
<td>OCC 767  Critical Inquiry I</td>
<td>2</td>
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<tr>
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<tr>
<td>OCC 764  Specialty Practice: Upper Extremity Rehab</td>
<td>2</td>
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<tr>
<td>OCC 769  Critical Inquiry II</td>
<td>1</td>
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<tr>
<td>OCC 784  Mastery</td>
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YEAR 2.5

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<tr>
<th>SEMESTER</th>
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<tr>
<td>OCC 778  Level II Fieldwork A (Summer OR Fall semester)</td>
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<tr>
<td>OCC 779  Level II Fieldwork B (Fall OR Spring semester)</td>
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Credit Summary

Total # of Credits for TJU Graduate Degree Requirement: 72

Students must have a minimum of a 3.0 cumulative GPA in order to progress through the program. Students who do not have a 3.0 or greater cumulative GPA are 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).
3. OCCUPATIONAL THERAPY DOCTORATE (OTD) – CENTER CITY

The OTD program is for applicants who have earned a bachelor’s degree from an accredited college or university in a field other than occupational therapy and completed the program’s prerequisites. The curriculum is designed to develop occupational therapists with in-depth knowledge in 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 on a full-time basis.

Occupational Therapy Doctorate Curriculum (OTD) – (Full-Time, 3 years)

<table>
<thead>
<tr>
<th>Year</th>
<th>Schedule</th>
<th>Full-Time Activities</th>
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<tbody>
<tr>
<td>1</td>
<td>September-April</td>
<td>Fall and Spring semester coursework</td>
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<td>May-June</td>
<td>Summer 1 semester coursework</td>
</tr>
<tr>
<td>2</td>
<td>September - December</td>
<td>Fall semester coursework</td>
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<tr>
<td></td>
<td>January-March</td>
<td>Spring semester Level II Fieldwork A and online coursework</td>
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<tr>
<td></td>
<td>April-June</td>
<td>Summer 1 semester Level II Fieldwork B and online coursework</td>
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<tr>
<td></td>
<td>July-August</td>
<td>Summer 2 semester coursework</td>
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<tr>
<td>3</td>
<td>September-Dec</td>
<td>Doctoral Capstone Seminar A</td>
</tr>
<tr>
<td></td>
<td>January-April</td>
<td>Doctoral Capstone Seminar B</td>
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YEAR 1

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<thead>
<tr>
<th>FALL SEMESTER</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OT 302</td>
<td>Applied Anatomy and Kinesiology (Lecture/Laboratory)</td>
</tr>
<tr>
<td>OT 311</td>
<td>Health &amp; Health Conditions</td>
</tr>
<tr>
<td>OT 321</td>
<td>Foundations of Occupation-Centered Practice Laboratory I</td>
</tr>
<tr>
<td>OT 336</td>
<td>Occupation through the Lifespan</td>
</tr>
<tr>
<td>OT 340</td>
<td>Domains of Occupational Therapy Practice (Fieldwork Level I)</td>
</tr>
<tr>
<td>OT 700</td>
<td>Developing Your OTD Practice Toolkit</td>
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<td><strong>Total</strong></td>
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<tr>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>OT 308</td>
<td>Neuroscience Foundations of Occupational Therapy</td>
</tr>
<tr>
<td>OT 322</td>
<td>Foundations of Occupation-Centered Practice Laboratory II</td>
</tr>
<tr>
<td>OT 357</td>
<td>Evaluation Process</td>
</tr>
<tr>
<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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<tr>
<td>OT 562</td>
<td>Environmental Competence in Action</td>
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<tr>
<td>OT 577</td>
<td>Historical Perspectives on Theory Based Practice</td>
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<tr>
<td>OT 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>
<th>Course Code</th>
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<tbody>
<tr>
<td>OT 341</td>
<td>Occupational Analysis &amp; Evaluation (Fieldwork Level 1)</td>
<td>2</td>
</tr>
<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>
<td>4</td>
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<tr>
<td>OT 702</td>
<td>OTD Leadership: National and Global Perspectives</td>
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<tr>
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### YEAR 2

#### FALL SEMESTER

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<tr>
<td>OT 440</td>
<td>Interventions: Enhancing Human Performance (Fieldwork Level I)</td>
<td>2</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>Interventions: 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>OT 703</td>
<td>Professional Practice &amp; Inquiry in Occupational Therapy</td>
<td>3</td>
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<td>Elective</td>
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#### SPRING SEMESTER (January–March)

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<tr>
<td>OT 480</td>
<td>Fieldwork Level II A</td>
<td>6</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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#### SUMMER 1 SEMESTER (April-June)

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<tbody>
<tr>
<td>OT 482</td>
<td>Fieldwork Level II B</td>
<td>6</td>
</tr>
<tr>
<td>OT 704 B</td>
<td>Evidence–Based Practice and the Data Driven Decision Making Process II</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
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### YEAR 3

#### FALL SEMESTER

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<td>OT 720</td>
<td>Doctoral Capstone Seminar A</td>
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#### SPRING SEMESTER

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>OT 721</td>
<td>Doctoral Capstone Seminar B</td>
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### Credit Summary

Total # of Credits for TJU Graduate Degree Requirement: 115

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 Seminar A and B. 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 (MSOT-CC; MSOT-EF; OTD-CC)

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 affiliation 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. Carpool 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.

REFERENCE
DOCTORAL CAPSTONE REQUIREMENTS (OTD-CC)

Intent of the Doctoral Capstone
The faculty of the Department of Occupational Therapy 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 (experience and project) is to develop occupational therapists that acquire in-depth knowledge in a variety of areas upon graduation. OTD students develop in-depth knowledge in one or more of the following: advocacy, education, 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
OTD students must successfully complete all didactic undergraduate and graduate level courses to include a passing score on a competency exam in OT 707, successful completion of Level II fieldwork experiences (OT 480/482) and the online coursework that corresponds to level II fieldwork (OT 704 A/B) prior to entering the doctoral capstone courses: OT 720 Doctoral Capstone Seminar A and OT 721 Doctoral Capstone Seminar B.

Pre-Requisite Requirements for Doctoral Capstone
Capstone experience sites may require health clearances such as a 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 Doctoral Capstone (experience and project) is a required part of the curriculum and a requirement for graduation. Students are responsible for the cost of these requirements (including travel to/from sites). 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 the doctoral capstone experience resulting in the inability to complete required coursework in a timely manner.

Doctoral Capstone Placement and Site Opportunities
ACOTE (2018) requires that the OTD Doctoral Capstone be a “faculty and student collaborative that is provided in setting(s) consistent with the program’s curriculum design, including individualized specific objectives and plans for supervision” (ACOTE, 2018, p. 45). 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. Carpoools 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.

4. POST PROFESSIONAL OCCUPATIONAL THERAPY DOCTORATE PROGRAM (PP-OTD)

The PP-OTD prepares students to lead and innovate in health care and human services. Students also learn to translate enhanced knowledge and skills into evidence-based, leading edge practice that demonstrates the distinct value of occupational therapy. The PP-OTD 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 consumers.

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, design in healthcare delivery, hand and upper limb rehabilitation, health coaching in context, neuroscience, teaching in the digital age, and courses that focus on health literacy and cultural competence and humility.

Doctoral students complete 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 knowledge and skills in program development and evaluation, ability to create new practice models, approaches to occupational therapy education, and/or clinical research. For their Capstone, students prepare a manuscript for dissemination in a peer reviewed journal and/or share their work at state, national and international conferences.
REQUIRED COURSES WITHOUT MASTER’S DEGREE

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OT 603 Research Methods and Mentorship</td>
<td>All except Summer II</td>
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<tr>
<td>OT 680 Leading Edge Occupational Therapy Practice</td>
<td>Fall, Spring</td>
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<tr>
<td>OT 681 Advanced Occupational Therapy Practicum *</td>
<td>All except Summer II</td>
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* A total of 6 credits can be earned for documented clinical practice experience since graduation. Waiver is contingent on completion of appropriate clinical practice forms and requires that students register for the Advanced Occupational Therapy Practicum course. Students also must be members of the America Occupational Therapy Association (AOTA).

CORE COURSES (minimum of 15 credits)

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<tr>
<th>Course</th>
<th>Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OT 778 Advanced Level Evidence-Based Practice (Adv. EBP)</td>
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<td>OT 782 Leadership: Moving Beyond Traditional Roles</td>
<td>Spring</td>
<td>3</td>
</tr>
<tr>
<td>OT 727 Visionary Practice Development and Evaluation *</td>
<td>Fall, Spring</td>
<td>3</td>
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<tr>
<td>OT 798 Seminar A</td>
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<tr>
<td>OT 798 Seminar B</td>
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<td>OT 798 Seminar C</td>
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<tr>
<td>OT 797 Seminar in Clinical Research</td>
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* Prerequisites: Adv. EBP and Leadership

ADVANCED PRACTICE COURSES (minimum of 9 credits)

Areas of Study
- Children and Their Families in Context
- Health and Community Participation
- Rehabilitation and Disability Studies
- Teaching in the Digital Age

CLINICAL FELLOWSHIP & CAPSTONE COURSES (6 to 9 credits)

<table>
<thead>
<tr>
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<th>Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OT 800 Clinical Fellowship *</td>
<td>All</td>
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<tr>
<td>OT 801 Capstone Project</td>
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* Students with less than three years of experience in Occupational Therapy take six fellowship credits. Students with more than three need only take three.
ADVANCED PRACTICE CERTIFICATES (APC)

Specialty certificates offer 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.

The Department of Occupational Therapy currently offers certificates in:
1. *Emerging as Leaders in Autism Practice and Research*
2. *Neuroscience: Advanced Concepts for Evidence Based Practice*
3. *Using Design in Healthcare Delivery*

All APC courses can be completed in an online format (with limited on-campus sessions for the Design certificate) and coursework can be used toward the PP-OTD.
DEPARTMENT OF OCCUPATIONAL THERAPY FACULTY

Catherine Verrier Piersol, PhD, OTR/L, FAOTA, Department Chair and Professor
Janice P. Burke, PhD, OTR/L, FAOTA, Emeritus Professor
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OCCUPATIONAL THERAPY COURSE DESCRIPTIONS

ENTRY-LEVEL BS/MSOT-CC, MSOT-CC, OTD-CC

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

**OT 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.

**OT 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.

**OT 306**  
**Understanding Research Principles (3)**  
Research methodologies applicable to health care and the health professions are introduced in OT 306. Emphasis on research methods (from qualitative and descriptive to quasi-experimental and experimental), the application of research approaches to health professions-based research questions, and the analysis of reported research are studied and applied. This course prepares and requires learners to conduct literature searches relevant to the development of researchable questions and appropriate research designs. Elements of design criticism are also presented.

**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.

**OT 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.
OT 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.

OT 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.

OT 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.

OT 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.

OT 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.

OT 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
OT 357 Evaluation Process (4)
This course prepares students to engage in the occupational therapy evaluation process for individuals across the lifespan. Students will be exposed to a range of assessments and assessment procedures to screen, evaluate, and reevaluate clients within a variety of clinical practice areas. Course emphases include the skilled direction of the evaluation process, assessment selection, assessment procedures, clinical documentation, and data interpretation. Students will learn how to translate evaluation results to inform a client-centered intervention plan and recommend additional consultations or referral to appropriate resources. Opportunities for practicing evaluation and assessment skills are highlighted in active learning class assignments. Occupation-based and client-centered approaches will be emphasized, as well as developing confidence as an occupational therapy practitioner who is part of an interprofessional care team. Prerequisites: OT 311, OT 336

OT 390 Participation, Occupation and Health (3)
This course refines BSMS 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.

OT 400 Interprofessional Care Planning (3)
This course provides students with an in-depth, comprehensive look at interprofessional practice focusing on the role this course refines BSMS 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.

OT 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

OT 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)

**OT 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.

**OT 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

**OT 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. Prerequisite: OT 480; Concurrent with OT 579 for BSMS OT and MSOT; Concurrent with OT 704B for OTD

**OT 552 Interventions: Enhancing Human Performance (Lecture/Laboratory) (5)**
This course focuses on the knowledge development in the occupational therapy processes of clinical reasoning, intervention planning and intervention implementation as applied to occupational performance problems of children and adults resulting from a variety of client factors. Traditional and contemporary intervention strategies to maximize engagement in areas of occupation and to enhance performance skills and performance patterns are presented. Emphasis is placed on the application of therapeutic use of self, occupation-based activities, purposeful activities, preparatory methods and educational processes. Students examine how to identify the need for OT services and how to interpret assessment findings as the basis for client centered and contextually relevant intervention plans. Additional critical elements of the intervention process, including safety, outcome selection, intervention review and reassessment, service termination and discharge planning are woven into the course. Students will participate in weekly labs that provide opportunities to practice and apply intervention techniques and strategies introduced in weekly lectures to promote engagement in areas of occupation (ADL, IADL, Work, Education, Play, Leisure, and Social Participation) and enhance performance skills and performance patterns. Prerequisites: OT 302, OT 308 or OT780, OT 311, OT 357
OT 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.

OT 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: OT 311, OT 336; Concurrent with OT 561 and 562

OT 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.

OT 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: OT 311, OT 336; Concurrent with OT 560 and 561

OT 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 will 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 will 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 will be identified, as well as those that may emerge and influence the future directions of the field. Students will compare the values, knowledge and skills reflected in these concepts and critique evidence of practice based and research based application through real life application.

**OT 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.

**OT 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.

**OT 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.

**OT 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.

**OT 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.

**OT 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.

**OT 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

**OT 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.

**OT 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.

**OT 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.
OT 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.

OT 703 Professional Practice & Inquiry in Occupational Therapy (6)
Students will explore proposed doctoral capstone experience sites 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 all onsite mentor Conference Calls in order to develop a deeper understanding of the mission and goals of each program. Based upon exposure to doctoral capstone experience sites, potential doctoral capstone projects, past OTD projects 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 is placed on data management in relation to clinical practice and OTD project outcomes in order to orient students to potential projects, data analysis, interpretation, and measurement tools. The OTD student will identify personal and professional objectives and desired outcomes that will eventually serve as a springboard for the doctoral students’ faculty-mentored individual doctoral capstone project. OTD students will identify doctoral capstone experience sites of interest and notification of a doctoral capstone experience placement is determined by the end of the fall semester of OT 703.

OT 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
OT 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

OT 720 Doctoral Capstone Seminar A

Through the Doctoral Capstone Seminar A course, OTD students will participate in opportunities with focus in one or more areas such as education, leadership, advocacy, clinical practice, theory development, research, administration, and policy and program development. Doctoral Capstone Seminar A will support the initiation and engagement in a doctoral capstone experience (minimum of 280 hours in the fall semester) along with the formation of an individual capstone project. Students engage in a three month, part-time (minimum of 280 hours) capstone experience and individual capstone project within a collaborative faculty-driven, student centric pre-identified program of study. 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 doctoral capstone experience must be consistent with the individualized student objectives and capstone project identified in OT 707 (the semester prior to the start of Doctoral Capstone Seminar A). In this seminar course, individualized student objectives and anticipated outcomes will evolve, based upon the doctoral capstone marker list, and with structured, weekly communication with and between the OTD student’s faculty mentor and onsite mentor. In addition, course instructor(s) and doctoral capstone coordinator (DCC) will meet with OTD students through weekly synchronous forums. Course content and faculty mentorship support the development and eventual dissemination of an individual doctoral capstone project (occurring in Doctoral Capstone Seminar B) that reflects the synthesis of in-depth knowledge in the focused area of study. OTD doctoral students are required to meet the capstone project and experience expectations.

OT 721 Doctoral Capstone Seminar B

Through the doctoral capstone seminar B course, OTD students will continue to participate and focus in one or more areas such as education, leadership, advocacy, clinical practice, theory development, research, administration, and policy and program development identified in prior coursework. The doctoral capstone seminar B will support the ongoing engagement in a doctoral capstone experience (minimum of 280 hours in the spring semester) along with the ongoing implementation and eventual completion of an individual capstone project. Students engage in the second portion of a three month, part-time (minimum of 280 hours) capstone experience and individual capstone within a collaborative faculty-driven, student centric pre-identified program of study as determined in doctoral capstone seminar A. In doctoral capstone seminar B, individualized student objectives and anticipated outcomes continue to be met based upon structured, weekly communication with and between the OTD student’s faculty mentor and onsite mentor. Course instructor(s) and doctoral capstone coordinator (DCC) and OTD students continue to meet through weekly synchronous forums focused on a variety of learning activities (leadership, branding, licensure, resume and job readiness) content. In addition, faculty
mentorship further supports the development and dissemination of an individual doctoral capstone project that reflects the ongoing synthesis of in-depth knowledge in the focused area of study. OTD doctoral students continue to be required to meet the capstone project and capstone experience expectations as identified within the final faculty mentor evaluation of the OTD student, capstone project plan, as well as the final doctoral capstone marker list. The OTD project culminates with a polished onsite independent capstone project presentation and dissemination. OTD students will also create an electronic “linkedin” account that showcase the doctoral capstone experience and project. It is expected that the OTD student will disseminate findings through publication and/or share findings through a state, national, and/or international presentation venue.

ENTRY LEVEL MSOT-EF

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

OCC 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.

OCC 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

OCC 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.

OCC 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

OCC 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.
OCC 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

OCC 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.

OCC 626 Evidence Based Practice (3)
Students become skillful consumers of research literature for the purposes of evidence-building and develop skills allowing them to assess 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

OCC 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

OCC 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

OCC 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

OCC 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
**OCC 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

**OCC 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

**OCC 746 Psychosocial Interventions (4)**
This course examines occupational therapy assessment and intervention approaches as they apply to patients/clients whose health has been impacted by psychological, cognitive, social, cultural, and/or spiritual factors due to mental health conditions, trauma, or environment. Students apply theory and knowledge of occupational engagement to assess and develop occupational based interventions for clients. Course content incorporates DSM V, trauma, case management, client/caregiver training, documentation strategies, and individual assessment and intervention planning. Prerequisite: OCC-621, OCC-621, OCC-623

**OCC 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

**OCC 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.

**OCC 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
OCC 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

OCC 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

OCC 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

OCC 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

OCC 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

OCC 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
OCC 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.

OCC 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.

OCC 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.

OCC 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.

OCC 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 OCCUPATIONAL THERAPY DOCTORATE

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

OT 603, Research Methods & Mentorship (4)
This course provides a comprehensive exploration of current issues in research and evidence based practice in occupational therapy. The course begins with the student’s exploration of professional development in the area of research and scholarship, then proceeds to review philosophic traditions, research design and methodology, and strategies for data analysis that will provide a solid framework for understanding the appraisal and implementation process in advanced evidence based practice. The remainder of the course builds upon this framework and provides a structure from which to build knowledge and skills in survey development, program evaluation, and development of objectives and outcomes for the final doctoral project. Offered according to projected BS-OTD enrollment per semester.

OT 680 Leading Edge Occupational Therapy Practice (3)
Students conduct in-depth analysis and presentation of their clinical practice and clinical reasoning processes, use of theory and occupation in achieving therapeutic outcomes. Through participation in various learning activities, students demonstrate evidence of practice reflection and analysis, demonstrate knowledge of evidence that supports OT practice (e.g. scientific evidence, guidelines, standards of practice, clinical experience, etc), Students demonstrate how their analyses of occupational therapy theory (ies) are used to frame practice (e.g.-select assessments, interventions, and determine client outcomes). Students demonstrate knowledge and use of the occupational therapy practice framework, 2nd Ed. in all reflections, analyses, and presentations. Students review current contributions of occupation science to the understanding of human occupation and its relevance to their occupational therapy practice. Finally, students conduct an organizational (environmental) analysis of the work environment in supports (or creation of barriers) to the use of occupation-based interventions. Through various learning activities, students develop and communicate mechanisms to infuse a lifelong learning model to professional practice. Offered in all semesters.

OT 681 Advanced Practicum in Occupational Therapy (6)
A total of 6 credits are awarded for documented clinical practice experience since graduation. Credit is contingent on completion of appropriate clinical practice forms (See AOTA Professional Development Plan from the AOTA website) and requires that students register for the Advanced Occupational Therapy Practicum course. Students also must be members of AOTA. Students create a professional review that is as much a process as it is a product. It serves not only as a record of past work history, professional accomplishments, and professional and leadership activities but also as documentation of the activities identified to meet current and future professional development needs. Offered all semesters.

OT 727 Visionary Practice Development and Evaluation (3 credits)
This core course in the OTD curriculum highlights the significance of a systematic needs assessment to guide new and innovative occupational therapy program development within an existing organization or current population. Coursework provides students with an opportunity to develop advanced skill in program design and evaluation processes, with opportunities to rely on their own professional expertise, multiple stakeholder perspectives, occupational therapy theory and current research
evidence, to propose a program design and evaluation plan that addresses an identified unmet need. Students briefly explore potential funding sources to launch new occupational therapy programs and consider issues to sustain program initiatives beyond their pilot phase. Pre-requisites are OT778 Advanced Evidence Based Practice and OT782, Leadership. Offered in Fall and Spring semesters.

**OT 778 Advanced Evidence-Based Practice (3)**
Students examine evidence-based practice from conceptual, empirical, practical and personal perspectives. Students develop skills, knowledge, and confidences that are needed to conduct literature searches, appraise research literature and, translate evidence into practice by integrating “best” evidence, client values and priorities, their own personal experiences and environmental considerations. To prepare for leadership roles as advance-practice and doctoral-level therapists, students also develop research literacy for EBP, an understanding of knowledge translation, and high level mastery in producing scholarly work in the form of critically appraised papers, poster presentations and literature synthesis. In support of these outcomes, students learn to develop clinical questions using the PICO framework; explore and gain experience using a variety of EBP resources including TJU Scott Library resources, Lib guides, self-paced tutorials, books, articles and, videos; utilize search engines and terms to search for relevant research literature; make decisions about measurement tools based on the understanding of sound psychometric principles; apply knowledge about research design and methods to effectively critique papers; develop statements of the “clinical bottom line” based on understanding of evidence; appreciate, identify and defend evidence of all sources; articulate the role of theory in EBP and the tenets of knowledge translation methodologies and; critically reflect upon their own characteristics as an EBP clinician and the transformation in thought and action as a result of confidences, knowledge and skills gained in the course. This course supports interactive learning that encourages critical thinking and scholarly debate among Jefferson’s occupational therapy doctoral students, post-professional certificate students, faculty and, other professionals. Students participate in synchronous and asynchronous learning experiences that promote the socialization process of advanced practice therapists, and doctoral prepared occupational therapy leaders. Offered in Fall semester.

**OT 782 Leadership: Moving Beyond Traditional Roles (3)**
This course offers students an opportunity to explore leadership theory and to carve out their unique contributions to the profession as a leader. Students develop an understanding leadership within the context of the wider health systems and social and political press and apply this knowledge to defined leadership roles in clinical practice. Course activities highlight communication, written and oral, as a foundational skill of a leader. Course activities include skill development in data management and analysis as a subset of communication skills necessary for leadership. Offered in Spring semester.

**OT 786 Health Literacy (3)**
Health and human service professionals often work with clients and populations with low health literacy while unaware of the severe consequences this has on practice and health outcomes. Thus, health and human service professionals must take action to empower clients to make positive health decisions. This course will provide a comprehensive review of health literacy, strategies for effective health communication, methods of empowering clients to navigate challenges in accessing health care resources, applications of health literacy in the community; use of virtual worlds in promoting health literacy; and review of instruments to evaluate consumer and health professional’s knowledge of health literacy. Course participants will evaluate their environments for consistency with health literacy principles and develop new strategies to promote health literacy. Offered in Summer 2 semester.
OT 798 Occupational Therapy Doctorate (OTD) Seminar (1)
This seminar series, consisting of Seminar A, B, and C is designed to facilitate doctoral students’ entrée into and continued progression through Jefferson’s PP-OTD program. Seminar A is taken at the beginning of the program. Seminar A provides an introduction to the post-professional clinical doctorate (PP-OTD), including entrepreneurship, and AOTA Vision 2015. Seminar B (listed as course name Doctorate Seminar BC) is taken later in the program, after the student has focused on a final project and has identified a Faculty Mentor. Pre-requisites are OT 778: Advanced EBP and OT 782: Leadership. Completion of OT 727: Visionary Practice is highly recommended. In Seminar B, students write a conceptual foundations paper that details the basis of the Doctoral project. Seminar C is taken after successful completion of Seminar B. Seminar C (listed as course name Doctorate Seminar BC) is the doctorate seminar in which students write the Fellowship Proposal and fully develop the plan for the final doctoral project. Offered in all semesters.

OT 797 Cultural Competence and Humility (3)
This course provides an in-depth and advanced understanding of what it means to be culturally competent health/human service practitioner and to facilitate development of cultural competence and humility in one’s self, colleagues and the work environment. The course first reviews critical background information related to diversity, disparities in health status and access to quality care and cultural competence while simultaneously focusing on students’ personal experience and reflection about these issues. As the course progresses, students apply knowledge and insight to their own professional areas of health and human services practice. Students develop an individual or community health initiative that reflects their learning of cultural humility and competency from the course. The final project is an action plan that promotes diversity and cultural awareness in their professional development and organizational settings, that also helps inform policies within larger contexts such as public health initiatives. Offered in Spring semester.

OT 799 Seminar in Clinical Research (1-4; permission of instructor required)
Highly recommended elective for final project development. OT799 is a mentored independent study in which students develop their own objectives to update and advance their current level of knowledge in clinical research. The course fosters students’ ability to understand and apply quantitative and qualitative strategies for analysis appropriate to specific research or project interests. Matriculated PP-OTD students typically take the course for one of the following reasons:

- to develop content or conduct specific tasks needed to build your final doctoral project (e.g., develop content for an educational program, conduct a survey) -1-3 credits (PP-OTD Faculty serving as Jefferson Faculty Advisors or Mentors for students in the latter stages of their projects)
- to provide an extension on work conducted in Doctorate Seminar B or Doctorate Seminar C with the Jefferson Faculty Mentor and/or Content Expert(s) –1 credit (PP-OTD Faculty)
- to systematically explore preliminary ideas for your final doctoral project 3 credits – PP-OTD Faculty

Topics include review of common research or project designs, including outcome studies, surveys, and descriptive research including case studies. Students also review and critique program development, research, and theoretical articles related to their area of interest in clinical practice. They may also practice using qualitative and quantitative analysis techniques on sample data from instructor or their own data source. Offered every semester.
OT 800 Doctorate Fellowship (3-6)
The clinical fellowship is an individualized, intensive immersion into an area(s) of occupational therapy (practice, policy, program development/evaluation, and teaching/instruction) practice that the student is interested in advancing their clinical proficiency, utilizing current research evidence, and demonstrating leadership and entrepreneurial skills. Students design and implement a doctoral level project tailored to their needs and interest areas, including program design and evaluation, creation of new practice models, and/or clinical research. Offered every semester.

OT 801 Doctorate Capstone (3)
The Doctoral Capstone provides an in-depth opportunity for students to further pursue an individually designed doctoral level project that synthesizes their knowledge, attitudes and skills and enables them to achieve specific competencies related to advanced practice. The project builds upon knowledge gained throughout the Occupational therapy doctoral (OTD) program, including 1) the use of research evidence to make clinical decisions, 2) leadership and change within systems and treatment contexts, and 3) development of theory-based innovative programs to meet the needs of a variety of areas and society at large. Students enhance and synthesize the above knowledge, attitudes, and skills through completion of the Doctoral Fellowship. In the Doctoral Capstone, students then further synthesize the knowledge, attitudes, and skills learned from their substantive Fellowship project and disseminate findings through publication in an occupational therapy or other professional journal, with their Jefferson faculty mentor as co-author. Content expert(s) may also serve as co-authors if appropriate (see guidelines for authorship, http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html). In addition to developing the final doctoral project for submission to a peer-reviewed journal, students also are strongly encouraged to share their findings through state, national, and/or international presentations. Offered every semester.

ADVANCED PRACTICE CERTIFICATES
Courses are described by certificate. The number within parentheses following the course title indicates the number of semester credits assigned to each course.

Emerging as Leaders in Autism Practice and Research

OT 761 Autism: The State of the Field (3)
This course is designed to provide an overview of ASD including diagnosis, etiology, and core and associated features in order to understand how these impact participation for individuals on the spectrum and their families. Students will investigate the specific issues of ASD that manifest at particular times across the lifespan including early childhood, school-age, adolescence and adulthood. Finally, these topics will lead into an overview of and practice with the Data Driven Decision Making Process in occupational therapy practice to provide quality, occupation-centered care to individuals with ASD and their families.

OT 766 Assessment and Intervention Strategies for Individuals with Autism Spectrum Disorder (3)
This course focuses on assessment and intervention strategies for those with autism across the lifespan. Common assessments used for making a diagnosis of ASD, as well as assessment measures for individuals with ASD used to identify factors impacting participation in home, school, play and community activities are included. Selection of evidence-based interventions that include the client and therapist perspectives are addressed. Through use of the Data Driven Decision Making process, students
analyze assessment data to design interventions for persons with ASD and consider their application into practice.

**OT 751 Neuroscience Foundations for Practice (3)**
This course introduces the student to the specialized field of neuroscience. A review of the structure and function of the nervous system will provide the foundation for system neuroscience. Students will cover sensory and motor systems, neuroplasticity and higher-level cognitive functions. Students will participate in learning experiences to integrate knowledge of neuroscience as a foundation for practice.

**OT 770 Knowledge Translation to Promote Best Practice (3)**
This course provides clinicians with an introduction to practical knowledge translation theories and methods that are used to promote integration of new research knowledge and best practices in a variety of practice settings and circumstances. A primary focus of the course is to identify a theory and key strategies to encourage application of the student's learning within previous coursework in their practice setting.

**Neuroscience: Advanced Concepts for Evidence Based Practice**

**OT 751 Foundations of Neuroscience (3)**
This course introduces the student to the specialized field of neuroscience. A review of the structure and function of the nervous system will provide the foundation for system neuroscience. Students will cover sensory and motor systems, neuroplasticity and higher-level cognitive functions. Students will participate in learning experiences to integrate knowledge of neuroscience as a foundation for practice.

**OT 753 Advanced Concepts in Neuroscience I (3)**
This course emphasizes neuroscience-based assessment and intervention strategies that guide rehabilitation practice. Contemporary, evidence-based strategies are presented followed by the integration and application of these principles to practice. Intervention discussions include the proposed mechanisms for rehabilitation/recovery with discussion of application to practice. Development of interventions that can be replicated and use of assessment data to guide interventions choices are discussed.

**OT 770 Knowledge translation to support best practice (3)**
This course provides clinicians with an introduction to practical knowledge translation theories and methods that are used to promote integration of new research knowledge and best practices in a variety of practice settings and circumstances. A primary focus of the course is to identify a theory and key strategies to encourage application of the student's learning within previous coursework in their practice setting.

**OT 778 Advanced Evidence-Based Practice (EBP) (3)**
This course allows students develop skills, knowledge, and confidences that are needed to conduct literature searches, appraise research literature and, translate evidence into practice by integrating “best” evidence, client values and priorities, their own personal experiences and environmental considerations.
Teaching in the Digital Age

OT 782 Leadership: Moving Beyond Traditional Roles (3)
Gain understanding and synthesize information from diverse fields, including leadership theory, health policy, sociopolitical systems, health and disability and health policy. Explore various leadership theories. Synthesize knowledge from current health, political and social trends to forecast needs and opportunities for the future; analyze how these trends and policies affect health policy, healthcare professionals and individuals with disabilities. Explore funding opportunities to support new and innovative practices.

OT 783 Bridging the Gap between Classroom & Clinical Practice (3)
Gain an in-depth review of strategies and best practices to prepare entry-level students to enter clinical practice and integrate OT theory and research into practice. Learn methods that encourage and capitalize upon the mutual flow of ideas between educator and clinician and have the potential to move practice forward. Identify the key strategies of educator/clinician collaboration and negotiation to enhance the use of evidence in daily clinical practice.

OT 784 College Teaching in the Digital Age (3)
Review the history, theory and trends in higher education that will equip learners with the foundational knowledge necessary for teaching roles in academic settings. Examine the theoretical basis and practical application of specific teaching strategies that can be applied in online, classroom and clinical settings. Examine topics related to learner issues/needs, motivation and diversity and study principles of course development and delivery of instruction through traditional strategies and newer technologies for online education such as blogs, wikis, web conferencing and virtual environments.

OT 785 The Evidence Base of Teaching: Advanced Curriculum Development (3)
Gain a comprehensive introduction to course development, implementation and evaluation within the context of applicable standards, learning theory and college/university mission. Integrate educational theory, research and practice using a full range of delivery strategies including traditional lecture and laboratory formats as well as newer formats such as stimulations, asynchronous and synchronous online discussion, wikis, blogs and podcasts. Synthesize concepts and skills from previous courses in the Teaching Certificate (must be taken as the last course in the certificate).

Using Design in Healthcare Delivery

JCRS 740 Design Approaches in Healthcare (3)
This course provides the foundation for incorporating design into practice through the introduction and application of design research strategies, user research methods, problem definition, idea generation, and physical prototyping. During this course, students will attend the first on-campus workshop involving an intensive boot camp incorporating hands-on instruction, training in materials and prototyping, collaborative work with industrial design students, and project presentations.

JCRS 741 New Methods for Assistive Technology Creation (3)
To facilitate leading edge utility of technology in healthcare, the second course (Spring Semester, 8-weeks) provides instruction on the application of 3D printing to address a variety of clinical problems. Through software tutorials students will gain comfort with 3D printing technology in preparation for
attending the second on-campus workshop involving a 3-day weekend session on campus to work directly with 3D printers.

**JCRS 742 Scaling Up and Finding a Market (3)**
The third course will build knowledge around manufacturing principles, materials, and methods as well as provide an overview of business models and approaches to commercialization. The goal of this course is to remove common stumbling blocks that often prevent the full distribution of potentially impactful design ideas.

**JCRS 743 Quality Improvement through Design (3)**
The fourth course (Summer Semester, 8-weeks), will serve as a summative course while introducing additional design strategies that are of particular importance when addressing issues on an organizational scale. Students will build on content from past courses and utilize design research tools to assesses needs within their professional organization, generate ideas, and trial potential solutions with colleagues. During the course, students will participate in the third on-campus workshop involving a 2-day session to present their final projects and highlight their work in the program.

**Hand & Upper Limb Rehabilitation**
Please see the “Hand and Upper Limb Rehabilitation” section of this catalog for descriptions of courses offered within the Hand and Upper Limb Rehabilitation certificate.

**Health Coaching in Context**
Please see the “Center for Outcomes and Measurement” section of this catalog for descriptions of courses offered within the Health Coaching in Context certificate.
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 507 Advanced Human Anatomy</td>
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<td>PT 534 Practice Issues: Intro to the PT profession (online)</td>
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<td>PT 536 Practice Issues: Language of Practice (online)</td>
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<td>PT 527 Critical Inquiry I</td>
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<td>PT 516 Neuroscience</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 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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<td>PT 611 Cardiovascular and Pulmonary Physical Therapy I</td>
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<td>PT 613 Pharmacology</td>
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<td>PT 607 Musculoskeletal Physical Therapy I</td>
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<td>PT 514 Pathophysiology II</td>
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<td>PT 661 Physical Therapy for the Integumentary System</td>
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<td>PT 609 Musculoskeletal III</td>
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DEPARTMENT OF PHYSICAL THERAPY FACULTY

Core Faculty
Susan Flannery Wainwright, PT, PhD
   Professor and Chair
   Associate Dean of Academic Affairs
Lisa Hoglund PT, PhD
   Board-Certified Orthopedic Clinical Specialist
   Professor
Therese Johnston PT, PhD, MBA
   Professor
Kim Nixon-Cave, PT, PhD
   Board Certified Pediatric Clinical Specialist
   Professor and Director, DPT and Post Professional Educational Programs
Karla Bell PT, DPT
   Board-Certified Geriatric Clinical Specialist
   Associate Professor and Co-Director of Clinical Education
Robert Dekerlegand PT, PhD
   Board-Certified Cardiovascular and Pulmonary Clinical Specialist
   Associate Professor
Louis N. Hunter, PT, DPT
   Associate Professor
Janet Jackson-Coty, PT, DPT
   Board-Certified Pediatric Clinical Specialist
   Associate Professor and Co-Director of Clinical Education
Laura Krisa, PhD
   Associate Professor
Christine Tyrell, PT, PhD
   Board-Certified Neurologic Clinical Specialist
   Associate Professor
Amy Amabile, PT, PhD
   Assistant Professor
Leigh Ann Hewston, PT, DPT, MEd
   Assistant Professor
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
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 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 507
Advanced Human Anatomy (6)
This is an advanced human anatomy course. Students will develop a thorough foundation in human gross anatomy through lectures and virtual dissection experiences. Basic imaging modalities such as CT, MRI and radiographic films will be used to further enhance students’ knowledge of human anatomy.

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, genitourineproductive, 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
Pediatric 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.
Center for Hand and Upper Limb Health and Performance

Advanced Practice Certificate: 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)
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.

JCRS 751
Nerve Injuries of the Hand and Upper Limb (3 credits)
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.

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

JCRS 753
Diseases That Affect the Hand and Upper Limb (3 credits)
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.
HAND AND UPPER LIMB REHABILITATION FACULTY

Jane Fedorczyk, PT, PhD, CHT
Director, Center for Hand and Upper Limb Health and Performance
Director, Advanced Practice Certificate in Hand and Upper Limb Rehabilitation
Clinical Professor, Department of Physical Therapy
Clinical Professor, Department of Occupational Therapy

CENTER FOR HAND AND UPPER LIMB HEALTH AND PERFORMANCE CONTACT INFORMATION

Thomas Jefferson University
Jefferson College of Rehabilitation Sciences
Center for Hand and Upper Limb Health and Performance
901 Walnut Street, Suite 600
Philadelphia, PA 19107
Center for Outcomes and Measurement

Advanced Practice Certificate in Health Coaching in Context
ADVANCED PRACTICE CERTIFICATE IN HEALTH COACHING IN CONTEXT

This Advanced Practice Certificate (APC), Health Coaching in Context was designed and created to provide healthcare professionals with specific skills and training to use coaching as an intervention within their practice. Coaching provides clients a means to identify and solve issues that are potential barriers to their performance in their life roles through goal focused problem solving. Students will discover coaching evidence, principles, methods and practice, develop skills to implement evidence based coaching within their practice, coach with fidelity reflecting standards and evolve to provide mentorship to other coaches. The Health Coaching in Context APC is built on evidence from positive psychology and principles of health coaching. The program will focus on coaching that promotes self-efficacy and problem solving to support client’s autonomy so that clients can live their best lives regardless of health circumstances.

This certificate program will consist of four 3-credit, 7-8-week (accelerated) graduate courses. The course series is designed for inter-disciplinary professionals working with clients\caregivers with health and wellness concerns. It is offered fully online, with asynchronous and synchronous sessions.

Students interested in pursuing the Post-Professional Doctoral Degree in Occupational Therapy at Jefferson can apply the 12 credits earned to their doctoral degree.

CURRICULUM

JCRS 760 (3)
Introduction and Development
This course (Fall Semester, 8 weeks) will introduce the foundation for coaching by presenting core concepts of coaching using seminal evidence. Coaching models and frameworks will be explored, and alignment with students’ discipline frames of references will be examined. Key to coaching, students will discuss ways to connect with clients, clarify and get more details, and create meaningful sessions by working in triads to initiate coaching, self-reflect and provide feedback to colleagues. Students will work with faculty and other students using an online platform called Today’s One Room School House (TORSH) starting in course one and continue through course four.

JCRS 761 (3)
Skills for Evidenced Based Coaching
To further develop coaching skills, this course (Fall Semester, 8 weeks) will continue to apply coaching strategies via authentic coaching sessions and self-reflection to gain insight and experience, and to develop coaching competencies. Relevant literature including but not limited to the literature on post-traumatic growth, resiliency, environment press and readiness for change will be discussed as the basis for supporting health coaching in context.

JCRS 762 (3)
Reflection on Coaching Standards
This course, (Spring Semester, 8 weeks) will focus on authentic coaching sessions and the use of a fidelity assessment to evaluate coaching competencies on self and others. Adherence to essential coaching strategies will be evaluated and discussed. Master coaching strategies will be introduced.
Methodologies and measures to evaluate and document coaching outcomes will be examined and applied.

**JCRS 763 (3)**

**Coaching Evolution and Mentorship**

This course (Spring Semester, 8 weeks) will focus on authentic coaching sessions and the use of fidelity assessment to evaluate essential and master coaching strategies. Students will also learn strength based approaches to mentoring and strategies for handling reluctant audiences. Coaching competency will be confirmed via assessment of an authentic coaching sessions. Professional trajectories that outline coaching skills sustainability and advancement will be developed.

**HEALTH COACHING IN CONTEXT FACULTY**

MJ Mulcahey, PhD, OTR/L  
Director, Center for Outcomes and Measurement  
Associate Professor, Department of Occupational Therapy, Jefferson College of Rehabilitative Sciences  
Professor, Department of Physical Medicine and Rehabilitation, Sidney Kimmel Medical College

Marie Christine Potvin, PhD, OTR/L  
Associate Professor, Department of Occupational Therapy, Jefferson College of Rehabilitative Sciences

Nicole Gerhardt, MS, OTR/L, CBIS  
Clinical Research Coordinator, Center for Outcomes and Measurement

**HEALTH COACHING IN CONTEXT CONTACT INFORMATION**

Thomas Jefferson University  
Jefferson College of Rehabilitation Sciences  
Center for Outcomes and Measurement  
130 South 9th Street  
Room 643  
Philadelphia, PA 19107
Academic Calendar

The 2020-2021 Academic Calendar can be found at https://www.jefferson.edu/university/academic-affairs/tju/academic-services/registrar/calendars/academic-calendars/2020-2021/JCRScalendar2021.html.