

# Graduate Studies in Health Science

If you're passionate about helping others, serving communities, and championing fair and empathetic healthcare, our health science degree programs are the perfect fit for your future.

The School of Health Sciences at Whitworth University offers a distinctive and egalitarian approach to education. As a health sciences student you will benefit from our programs' focus on evidence-based learning, advocacy and compassion, and interdisciplinary exploration.

Explore our mission-driven health sciences degrees including our full-time, day programs in:

- Undergraduate Health Sciences Department (B.S.) (<https://www.whitworth.edu/cms/academics/health-sciences/>)
- Doctor of Occupational Therapy (OTD) (<https://www.whitworth.edu/cms/academics/occupational-therapy-doctorate/>)
- Doctor of Physical Therapy Program (DPT) (<https://www.whitworth.edu/cms/academics/doctor-of-physical-therapy/>)

When you graduate with your degree from Whitworth University School of Health Sciences, employers recognize you're a trained professional who will blend scientific expertise with a commitment to just and compassionate care for all people.

## Discover the Advantages of Our Health Science Degree Programs

Located in beautiful Spokane, Wash., our city is a destination for the healthcare industry. In fact, Spokane is the largest healthcare and medical hub from Seattle to Minneapolis, serving 1.2 million people. With nine hospitals and over 4,000 health-related businesses in the region, you'll have plenty of opportunities to explore health science careers and pursue internships.

Here on campus, our Dornsife Health Sciences Building (<https://www.whitworth.edu/cms/academics/health-sciences/facilities/>) includes an 1,800 square-foot human performance lab which houses state-of-the-art equipment for assessing health- and performance-related physiology. The space also includes a motion analysis research lab, exercise physiology lab, anatomy lab and simulation labs.

Whitworth School of Health Sciences faculty are dedicated to living out our mind-and-heart mission and preparing students for committed lives of service in health science careers. To help you succeed as you pursue your health sciences degree, you will have a faculty advisor throughout your health science degree program.

## Health Science Careers: Explore the Value of a Health Science Degree from Whitworth

Our health science degree programs explore health sciences through the study of both natural and social sciences. After earning your degree, you emerge as an effective communicator who proactively assesses health and wellness.

We deliver an education of mind and heart that prepares you to treat others with empathy and provide ethically based care.

As a health sciences graduate, you can directly enter the workforce or enroll in further studies. Our undergraduate health science graduates have been accepted into many of the nation's top graduate programs in medicine, public health, exercise physiology and other evidence-based healthcare professions.

# Doctor of Physical Therapy

## Mission Statement

Students in the Whitworth University Doctor of Physical Therapy program integrate mind, heart and hands as movement system experts. Their professional roles embody reflective servant leadership, global citizenship, and the integration of learning with faith or worldview to challenge societal injustices and health system inequities. Graduates join the faculty as an inclusive community of scholars, engaged in critical inquiry to empower innovation and clinical reasoning that optimize human experience throughout the lifespan and advance the profession of physical therapy.

## Graduate Learning Outcomes

1. Embrace servant leadership identities through social responsibility, social justice, cultural responsiveness, global citizenship, and the integration of learning with faith or worldview.
2. Internalize professional formation commensurate with the expectations of the physical therapist.
3. Develop as primary care providers recognized as movement system experts who consider the physical, emotional, social and spiritual components of health in the design of patient-centered plans of care.
4. Collaborate as providers and healthcare consultants with patients and families, professional colleagues, and communities to optimize quality of life.
5. Prioritize quality, cost-efficient, patient-centered care that integrates sound ethical, legal and business practices, as valued members of the healthcare team.
6. Educate others with consideration of the context of the individual, the task and the environment.
7. Engage in self-directed learning and scholarship that prepare graduates to be lifelong learners who advance health and wellness in society.
8. Adapt personal resilience to meet the needs of one's professional role and global community.

## Admission Requirements

- Successful completion of a bachelor's degree (prior to admission).
- Academic requirements include overall GPA and prerequisite GPA equal to or greater than 3.0, and completion of the GRE.
- Completion of, or enrollment in, prerequisite courses.
- Evidence of leadership skills, service and community engagement activities.
- Twenty-five hours of observation in physical therapy practice; two or more settings preferred.

## Prerequisite Courses

Whitworth University adopts the American Council of Academic Physical Therapy (ACAPT) national prerequisite coursework list required of all entering DPT students:

- One course in anatomy with lab
- One course in physiology with lab  
Or a two-course sequence in anatomy and physiology with lab
- Two courses in biological sciences (not botany) or upper division courses in genetics, animal physiology
- Two courses in general chemistry with lab
- Two courses in general physics with lab
- One course in psychology
- One course in statistics (research design and with statistics typically through ANOVAs)

## General Policies

- Students should be familiar with Whitworth's graduate program policies ([http://catalog.whitworth.edu/graduate/#graduate\\_policies](http://catalog.whitworth.edu/graduate/#graduate_policies)), including specific academic standards, class attendance, suspension, appeals and graduation procedures. The DPT student handbook, updated annually, includes additional policies and procedures related to the DPT program.
- The DPT program does not accept any transfer courses to apply toward the completion of graduate course requirements.
- Students must maintain full-time status and follow the required course sequence each term. This is an intensive, full-time program with day and evening requirements. As such, outside employment is discouraged and may not be possible while a student is completing this degree.

## Criteria for DPT Program Progression and Advancement

Students in the DPT program must take courses in the order prescribed by the plan of study. Students must enroll as full-time and progress through the curricular sequence to meet requirements for

graduation in the time frame stipulated in the curriculum. The plan of study is designed to follow a prescribed sequence of courses.

The inability of a student to fulfill required minimum academic standards, maintain academic integrity, exhibit appropriate professional behavior, or adhere to safety standards constitutes violations and will result in actions that impact student progression in the program.

Students are notified of a change in academic status by a letter from the program chair either as email or through a student portal notice, but failure to provide or receive the notice does not invalidate the action taken or the determined outcome. Probation, suspension with possibility of reinstatement, and suspension without possibility of reinstatement designations are recorded on the permanent academic record (transcript) of the student.

The program chair reviews the academic status of students and makes decisions about progression according to the recommendation of the Progression Committee and the criteria in the Student Handbook. The program chair may employ other faculty and committees as appropriate to assist in making recommendations and related decisions.

## **Progression of Students in the DPT Program**

For progression through the curriculum from Year 1 to Year 2 and Year 2 to Year 3, a student must remain in good academic standing that includes no more than two C grades or six credits of grades of C in all didactic courses and a pass in clinical education courses of the preceding year while also maintaining a minimum cumulative GPA of 3.0. Students who do not meet the requirements are placed on academic probation and must meet requirements of the academic remediation for progression. Students must have a cumulative 3.0 GPA to progress to final clinical internships unless an individual adjusted degree plan is approved by the chair. These are rare circumstances involving extenuating factors.

## **Accreditation Status**

Effective July 19, 2022, Whitworth University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org)). If needing to contact the program/institution directly, please call 509.777.4442 or email [dpt@whitworth.edu](mailto:dpt@whitworth.edu).

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; phone 703.706.3245; [accreditation@apta.org](mailto:accreditation@apta.org), is necessary for eligibility to sit for the licensure examination, which is required in all states.

This program has been reviewed as a substantive change by our institutional accreditor, the Northwest Commission on Colleges and Universities, and is included in our institutional accreditation (<https://www.whitworth.edu/cms/about/accreditation/>) status.

## **CAPTE Timing and the Licensing Exam**

The DPT program will be evaluated for full-accreditation status in the third year of the first cohort (2024-25). Accreditation is anticipated to be received in the spring of 2025 prior to graduation of the first cohort in May 2025. Based on Rule 7.2 (see below), graduates of the first cohort will be able to take the National Physical Therapy Examination (NPTE) as early as July 2025.

## **New Rule: 7.2 Definition of Candidate for Accreditation**

Candidate for Accreditation is a pre-accreditation status, awarded prior to enrollment of students in the technical (PTA programs) or professional (PT programs) phase of the program, which indicates that the physical therapy education program is progressing toward accreditation. All credits and degrees earned and issued by a program holding candidacy are considered to be from an accredited program.

# Complaints to the Commission on Accreditation of Physical Therapy Education

The Commission on Accreditation in Physical Therapy Education is a nationally recognized accrediting agency by the U.S. Department of Education and the Council for Higher Education Accreditation. CAPTE grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. The only mechanism through which CAPTE can act on an individual's concerns is through a formal complaint process. For more information please visit the CAPTE website. (<http://www.capteonline.org/home.aspx>)

The process for filing a complaint with CAPTE is available here (<https://www.capteonline.org/Complaints/>) or at: *The Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; phone 703.706.3245; accreditation@apta.org.*

The Doctor of Physical Therapy Program prepares the student for entry-level licensure and practice in physical therapy. The American Physical Therapy Association defines physical therapists (PTs) as movement system experts who improve quality of life of individuals through prescribed exercise, hands-on care, and patient education. The Commission on Accreditation in Physical Therapy Education (CAPTE) is responsible for accrediting Doctor of Physical Therapy Programs.

## Doctor of Physical Therapy Requirements (115)

DPT 701	Human Anatomy	6
DPT 710	Movement System I	3
DPT 702	Clinical Medicine	4
DPT 705	Health Systems I: Global Health	2
DPT 740	Professional Formation I	2
DPT 750	Fundamentals of Critical Inquiry	3
DPT 711	Movement System II	3
DPT 720	Musculoskeletal Management I	4
DPT 704	Exercise Science and Prescription	3
DPT 741	Professional Formation II	2
DPT 703	Neuroscience for Doctor of Physical Therapy Students	3
DPT 713	Psychosocial Aspects of Health and Well-being	3
DPT 742	Professional Formation III	2
DPT 706	Health Systems II: Population, Public and Community Health	2
DPT 721	Musculoskeletal Management II	4
DPT 712	Movement System III	3
DPT 714	Nutrition and Health Promotion	1
DPT 824	Neurological Management I	3
DPT 822	Musculoskeletal Management III	4
DPT 827	Cardiovascular and Pulmonary Management	3
DPT 843	Professional Formation IV	1
DPT 851	Research I	1
DPT 860	Clinical Education I	4
DPT 815	Rehab Technology	3
DPT 828	Clinical Medicine II	3
DPT 825	Neurological Management II	4
DPT 807	Health Systems III – Health Policy	2
DPT 852	Research II	1
DPT 844	Professional Formation V	2
DPT 808	Health Systems Management IV - Business management, ethics and law	4
DPT 823	Musculoskeletal Management IV	2
DPT 826	Neurological Management III	3

DPT 845	Professional Formation VI	2
DPT 829	Movement Across the Lifespan	3
DPT 853	Research III	1
DPT 916	Movement System IV	3
DPT 946	Professional Formation VII	1
DPT 961	Clinical Education II	6
DPT 962	Clinical Education III	6
DPT 970	Capstone Portfolio	1
Take 2 credits of electives		2
DPT 972	Global Perspectives in Physical Therapy	
DPT 973	Advanced Topics in Musculoskeletal Management	
DPT 974	Advanced Topics in Neurological Management	
DPT 975	Advanced Topics in Assessment of the Movement Systems Across the Lifetime	
DPT 976	Advanced Topics for Physical Therapists as Primary Care Providers in Specialty Settings	
DPT 977	Advanced Topics for Physical Therapists as Providers for the Athlete	

## Doctor of Occupational Therapy

The entry-level Doctor of Occupational Therapy at Whitworth University prepares compassionate health science professionals in a state-of-the-art building that contains simulation classrooms and labs that resemble an actual clinical environment. The hands-on clinical classes are integrated with other health and human service graduate classes to facilitate development and enculturation of professional behaviors. Whitworth's OT graduates will be prepared to engage in interprofessional cooperation in health science education, research and service, particularly to the underserved populations of the region.

Students benefit from:

- Hands-on clinical experience
- Exceptional clinical site placement partnerships
- Collaboration with multiple disciplines
- A state-of-the-art health science building that houses an activities of daily living lab, a motion analysis research lab, exercise physiology labs, simulation labs and more

### Mission Statement

The entry-level Doctor of Occupational Therapy at Whitworth University provides innovative, creative, holistic and interprofessional mind-and-heart education to develop and empower ethically competent and transformational leaders in occupational therapy and healthcare. Guided by and committed to faith integration, reciprocal therapeutic relationships and an understanding of the potency of daily life activities, the program prepares practice scholars who use best scientific evidence to be catalysts for change, advocates for occupational justice and servants of humanity.

### Student Learning Outcomes

- Students will develop as holistic, ethically competent healthcare professionals through Whitworth's mind-and-heart curriculum, which integrates learning with students' faith or worldviews.
- Students will be prepared to become transformative leaders within the occupational therapy profession and healthcare industry.
- Students will practice with a deep understanding of how the ability to perform daily activities influences patients' self-identity, optimal performance, participation in society, health and well-being.
- Students will become practice scholars, using critical reasoning and reflective thinking to synthesize information from experience, best available scientific evidence and client preferences, resulting in optimal clinical decision-making.

- Students will develop reciprocal therapeutic client-centered relationships and just communities that value the intrinsic needs of all persons to explore, express self and identity, influence one's environment to provide growth, self-discovery, and foster connections between personal care, safety, subsistence, pleasure, social participation, creativity and vocation.

## Admission Requirements

- A bachelor's degree from a regionally accredited institution.
- Completion of, or enrollment in, prerequisite courses (listed below). *Completion of the prerequisite courses within the last 10 years with a grade "B" or better is essential to a strong application. These courses will be foundational to success as an OTD student.*
- An overall grade-point average indicating successful academic performance (generally 3.0 or higher).
- Official transcripts: Applicants must arrange for OTCAS to receive an official transcript from each college and university from which academic credits were earned.
- References: Applicants must arrange for three (3) references to be submitted electronically through OTCAS. Each evaluator will be contacted using an email address provided to OTCAS by the applicant. References must come from academic or professional individuals; letters from friends or family members will not be considered. Please include at least one academic reference and one professional or volunteer reference.
- CV/résumé: A CV/résumé listing academic and professional experiences.
- Cover letter: Please compose a letter of introduction to introduce yourself and answer why you wish to come to Whitworth University to complete your occupational therapy doctoral degree.
- Observation hours: A minimum of 50 hours of occupational therapy services is required. This can be a combination of observation at various settings.
- Test of English as a Foreign Language (TOEFL): If English is not the applicant's first (primary) language, official TOEFL scores must be submitted to [gradadmissions@whitworth.edu](mailto:gradadmissions@whitworth.edu).
- Submit OTCAS application fee.
- Complete essay in OTCAS.

## Prerequisite Courses

Prerequisite coursework includes at minimum:

- 14 credits in natural sciences, including:
  - Introductory biology
  - Introductory physics, kinesiology or biomechanics
  - Anatomy & physiology, with lab
- 12 credits in social sciences, including:
  - Introduction to psychology
  - Developmental psychology
  - Psychopathology or abnormal psychology
  - Introduction to sociology or cultural anthropology
- Three (3) credits in statistics
- Three (3) credits in professional writing or a writing intensive course
- Nine (9) credits – one course each – in performing arts (art, dance, film, music, theatre or creative writing), humanities (ethics, gender studies, history, languages, literature, philosophy, religion or theology), and wellness (fitness, wellness or nutrition)
- One (1) credit in medical terminology

*Note: Credit requirements are defined as semester credits (1 quarter credit = 0.667 semester credit).*

*Whitworth University's OTD Program Admissions Committee reserves the right to assess applicant qualifications on a case-by-case basis and adjust appropriate admission criteria when warranted by special circumstances.*

## Transfer Credit Policy

We allow transfer of credits on a case-by-case basis – up to 13 credits in the occupational therapy curriculum. Students may transfer from another accredited masters or doctoral program. Previous work experience will not result in credits being awarded. A customized degree plan will be developed for each transfer student by the admissions committee.

## Progression of Students in the OTD Program

Once enrolled, students will complete nine semesters of OTD specific coursework (a combination of didactic, fieldwork, and capstone project and experience coursework) prior to graduation. For progression through the three-year curriculum, a student must remain in good academic standing. Students are expected to achieve no more than one course grade of “C+” or lower; maintain a minimum semester GPA of 3.0; maintain a minimum cumulative GPA of 3.0; and/or adhere to the OTD program/university policies and procedures. Students are expected to demonstrate appropriate professional/clinical/ethical conduct. Students are required to pass all clinical fieldwork and capstone experience components of the curriculum. Students who do not meet these requirements are placed on academic probation and must meet requirements of academic remediation for continued progression through the program. Students who are placed on academic probation or academic suspension will not be permitted to complete Level II fieldwork or capstone experience until they are returned to good academic standing, which may be facilitated by an individualized adjusted degree plan approved by the program chair.

## Accreditation Status

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at:

6116 Executive Boulevard, Suite 200  
North Bethesda, MD 20852-4929

ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org) (<https://www.acoteonline.org/>). Loriann Helgeson OTD, OTR/L, CLA is the department chair.

The program must have a pre-accreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the NBCOT exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. This program has been reviewed as a substantive change by our institutional accreditor, the Northwest Commission on Colleges and Universities, and is included in our institutional accreditation (<https://www.whitworth.edu/cms/about/accreditation/>) status.

Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 28 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE Doctor of Occupational Therapy (OTD) Standard D.1.3.

## Requirements for Doctorate in Occupational Therapy (112)

OTD 806	Theory & Practice with Community	3
OTD 809	Level I Community Fieldwork & Interprofessional Practice	1
OTD 810	Doctoral Experience & Capstone: Needs Analysis	2
OTD 811	Environment and Technology	2
OTD 812	Management of Health Care Services	3
OTD 815	Theory & Practice with Older Adults	4
OTD 816	Theory & Practice with Children	4
OTD 819	Level I Community Fieldwork & & Interprofessional Practice	1
OTD 820	Doctoral Experience & Capstone: Plan	1
OTD 829	Level II Community Fieldwork	12
OTD 909	Level II Community Fieldwork	12

OTD 910	Doctoral Experience & Capstone: Implementation	14
OTD 930	Doctoral Capstone Experience: Project/Scholarship	4
OTD 719	Level I Community Fieldwork & Interprofessional Practice	1
OTD 720	Doctoral Experience & Capstone: Literature review	2
OTD 701	Intro to Occupation & Interprof Pract	2
OTD 702	Interprofessional Applied Clinical Anatomy Lecture & Lab, Applied Anatomy and Kinesiology for Occupational Performance	6
OTD 704	Theories and Models of Practice in Occupational Therapy	3
OTD 706	Assessment in Occupational Therapy	2
OTD 705	Activity Analysis	2
OTD 710	Doctoral Experience & Capstone- Introduction	1
OTD 711	Therapeutic Use of Self & Community	2
OTD 712	Evidence Based Practice	3
OTD 713	Interprofessional Applied Clinical Neurology Lecture & Lab	3
OTD 715	Theory & Practice in Mental Health	4
OTD 721	Cultural Responsiveness and Occupation	3
OTD 729	Level I International/Culturally Responsive Community Fieldwork & Interprofessional Practice	1
OTD 801	Applied Leadership and Ethics	3
OTD 802	Program Evaluation and Development	3
OTD 805	Theory & Practice with Neurological Conditions	4

## M.S. Human Movement & Function

### Overview

The department houses a Master of Science in Human Movement & Function. The Master of Science in Human Movement & Function is an interdisciplinary degree with course offerings in business, education, occupational therapy, and physical therapy. Please reference the program tab for detailed information about each program.

### Faculty

Faculty within these programs are active in their fields. Full-time faculty within the department of athletic training are certified athletic trainers with expertise as clinicians, educators, and scholars. Associated faculty have expertise in health science fields such as exercise physiology, physical therapy, occupational therapy, and sports nutrition.

### Design and Schedule

Our graduate programs are designed with an emphasis on in-person learning. Remote, hybrid or online courses offerings are limited, thus these degrees require residence in the Spokane region during most terms. Traditional academic courses are typically offered on weekdays during the working day (generally between 8am-1pm). Clinical experiences or internship schedules may include hours within the traditional work week, evenings and/or weekends.

### Program Description

The MS in Human Movement & Function is a 36-credit graduate program. The MS in Human Movement & Function focuses on knowledge, skills and abilities related to normal and abnormal function of human bodies during movement. This degree is designed to equip graduates to apply knowledge and skills within a variety of related fields (e.g. healthcare, research, health and fitness, athletics, etc.).

### Mission Statement

The mission of the Master of Science in Human Movement & Function is to equip its graduates to serve humanity through the study of advanced human movement. Students will be prepared through academic coursework and experiential learning to apply principles of human movement. Through a



curriculum that integrates theory and practice, graduates will be able to think critically and creatively in clinical, community, and sports settings.

## Student Learning Objectives

- Demonstrate advanced knowledge and skills in the field of Human Movement & Function
- Interpret, apply and synthesize current health and human movement research
- Acquire specialized knowledge within subdisciplines of human movement & function

## Degree Planning

The degree plan is designed to require coursework in foundational areas as well as provides flexibility for students to tailor elective coursework to meet their needs. Approximately half of the degree is within required categories, with the other half coming from lists of carefully selected elective courses.

### Sample student degree plan A (36 credits)

- 6 credits Anatomy & Pathophysiology requirement
- 6 credits Human Movement & Function requirement
- 6 credits Research requirement
- 18 credits Human Movement & Function electives

### Sample student degree plan B (36 credits)

- 6 credits Anatomy & Pathophysiology requirement
- 6 credits Human Movement & Function requirement
- 6 credits Research requirement
- 9 credits Human Movement & Function electives
- 9 credits Business or Education electives

## Policies

- Credits within this degree may not be applied to other graduate health science degrees (i.e. the student cannot earn a degree in Human Movement & Function AND a MSAT, DPT or OTD).
- Cost per credit will vary depending on the course prefix.
- Standard graduate policies for retention, GPA, etc. apply to this degree: <http://catalog.whitworth.edu/graduate/>
- Required prerequisite courses include two courses in a combined anatomy & physiology sequence (e.g., Anatomy & Physiology I and II), or one course in each anatomy and physiology; must include a laboratory experience (e.g. HS 220, HS 221)
- Recommended prerequisite courses one course covering introductory human psychology and behavior (e.g. PY 101) and one course emphasizing the role of cells in living systems and foundational biology principles (e.g. BI 140)

## Requirements Human Movement, M.S. (36)

Anatomy and Pathophysiology Requirement		9
OTD 702	Interprofessional Applied Clinical Anatomy Lecture & Lab, Applied Anatomy and Kinesiology for Occupational Performance	
OTD 713	Interprofessional Applied Clinical Neurology Lecture & Lab	
DPT 701	Human Anatomy	

Human Movement and Function Requirement		6
AT 586	Strength and Conditioning Programming	
DPT 710	Movement System I	
DPT 711	Movement System II	
OTD 705	Activity Analysis	
OTD 706	Assessment in Occupational Therapy	
OTD 716	,Theory & Practice in Physical Disabilities	
Research Requirement		6
AT 559	Statistics in Health Professions Research	
DPT 750	Fundamentals of Critical Inquiry	
DPT 851	Research I	
DPT 852	Research II	
DPT 853	Research III	
OTD 710	Doctoral Experience & Capstone- Introduction	
OTD 712	Evidence Based Practice	
OTD 720	Doctoral Experience & Capstone: Literature review	
Internship		
Independent Study		
Electives in Human Movement & Function		9-18
Any 500+ level MSAT course not used above		
Any 500+ level OTD course not used above		
Any 500+ level DPT course not used above		
Internship		
Independent Study		
<b>Electives in Business:</b>	Elective course availability may vary according to course offering, prerequisites may apply.	
Electives in Business		0-9
MB 501	Organizational Behavior and Leadership	3
MB 530	Entrepreneurship and New Venture Creation	3
MB 535	Optimizing Human Resources	3
MB 526	Integrated Marketing Strategies	3
MB 513	Operations and Project Management	3
MB 550	Executive Leadership	3
MB 551	Transferable Team Performance	2
MB 552	Design Thinking	1
MB 553	Leadership in Society	3
MB 540	Enterprise Risk Management	3
MB 545	Change Management	3
<b>Electives in Education:</b>	Elective course availability may vary according to course offering, prerequisites may apply.	
Electives in Education		0-9
EDL 502	Team Building and Leadership Skills	3
EDL 510	Human Organizational Resources and Conflict Resolution	2
EDS 520	Exceptional Learners & Inclusion	3
EDU 502	Curriculum Design, Development and Implementation	3
EDU 501	The Psychology of Learning	3
EDU 550	Milestones in Education	3

## **AT Courses**

- AT 535 Athletic Injuries II: Head** 2  
In-depth study of injuries or conditions affecting the head and cervical spine including physical examination, injury recognition, treatment, prevention and emergency management. Laboratory experiences emphasize techniques in evaluating and managing head and acute cervical spine injuries/conditions.
- AT 545 Examination of Spine and Upper Extremity Pathology** 4  
In-depth study of primarily orthopaedic conditions affecting the spine and upper extremities including physical examination, injury recognition, treatment, prevention and emergency management. Laboratory experiences emphasize the methods and techniques in evaluating spine and upper extremity injuries/conditions, as well as preventative taping/bracing.
- AT 546 General Medical Conditions** 3  
This course prepares the athletic training student to be able to appropriately identify, evaluate, treat, refer and counsel patients who present with non-orthopedic medical conditions. Topics include (but are not limited to) medical conditions of the nervous system, urinary/reproductive system, cardiovascular/respiratory systems, endocrine system, renal system and integumentary system.
- AT 548 Seminar II** 1  
The second in a series of interprofessional seminar courses, this course introduces interprofessional education collaborative (IPEC) core competencies and develops student's core competency through lecture, small group discussion, activities, presentations, and readings. Additionally, the course focuses on leadership, cultural bias, and ethical practice.
- AT 557 Biomechanics of Human Movement** 3  
This course introduces students to advanced analysis of human movement using biomechanical principles. Course will cover the fundamental principles of biomechanics, with application to human movement analysis using biomechanical software, laboratory and clinical instrumentation.
- AT 558 Seminar III** 1  
The second in a series of interprofessional seminar courses, this course introduces interprofessional education collaborative (IPEC) core competencies and develops student's core competency through lecture, small group discussion, activities, presentations, and readings. Additionally, the course focuses on athletic training professional structure, documents, history and future.
- AT 559 Statistics in Health Professions Research** 3  
This course introduces statistical concepts common in health professions research (including t-tests, ANOVA, repeated-measures ANOVA, correlation, and regression). Emphasis will be placed on selecting appropriate statistical tests, analyzing data using statistical software, interpreting results, and effectively communicating results through text, tables and figures.
- AT 562 Advanced Clinical Practice** 3  
This course focuses on integration and synthesis of athletic training knowledge into the evaluation and care of complex clinical pathologies and patients. Utilizing a case-based approach, students will acquire knowledge and skills (such as casting, suturing, interpretation of diagnostic imaging, etc.) used in advanced clinical practice.
- AT 563 Organization & Administration in AT Training** 3  
This course is focuses on healthcare administration and business skills necessary for success within the athletic training profession, especially how to create and comply with administrative policies and regulations that guide and govern safe and effective healthcare practice. Content includes themes of management, leadership, legal concerns and business modeling.

**AT 568 Seminar IV****1**

The second in a series of interprofessional seminar courses, this course introduces interprofessional education collaborative (IPEC) core competencies and develops student's core competency through lecture, small group discussion, activities, presentations, and readings. Additionally, the course focuses on U.S. health care systems with special emphasis on the role of the athletic trainer within the system, as well as systemic opportunities and barriers affecting athletic training practice.

**AT 573 Clinical Experience III****1-2,1**

This immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students participate in the day-to-day and week-to-week role of an athletic trainer for a minimum of one continuous four-week period. This course primarily involves the completion of clinical hours under the direct supervision of a licensed athletic trainer, fulfillment of clinical competencies and assignments integrating traditional academic coursework with clinical practice. Clinical experience in athletic training, emphasis on general medical pathologies and skills. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating academic coursework with clinical practice.

**AT 573 Clinical Experience III****1-2,1**

This immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students participate in the day-to-day and week-to-week role of an athletic trainer for a minimum of one continuous four-week period. This course primarily involves the completion of clinical hours under the direct supervision of a licensed athletic trainer, fulfillment of clinical competencies and assignments integrating traditional academic coursework with clinical practice. Clinical experience in athletic training, emphasis on general medical pathologies and skills. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating academic coursework with clinical practice.

**AT 574 Clinical Experience IV****1**

Clinical experience in athletic training IV, emphasis in clinical practice settings. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating traditional academic coursework with clinical practice in rehabilitation.

**AT 575 Clinical Experience V****3**

Clinical experience in athletic training V. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating traditional academic coursework with clinical practice.

**AT 576 Clinical Experience VI****3,2**

Clinical experience in athletic training VI. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating traditional academic coursework with clinical practice.

**AT 576 Clinical Experience VI****3,2**

Clinical experience in athletic training VI. Primarily involves the completion of clinical hours under the direct supervision of a licensed preceptor (athletic trainer or other healthcare provider), fulfillment of clinical competencies, and assignments integrating traditional academic coursework with clinical practice.

**AT 583 Complementary Interventions in Athletic Training, Pharmacology for Athletic Trainers****3,2**

This course will prepare athletic trainers to safely and effectively respond or recommend complementary interventions in athletic training including (1) Pharmaceutical Interventions (basic pharmacological principles, over the counter medications, recognizing common prescription medication implications for physical activity, understand and act appropriately when the abuse of legal or illegal substances is suspected) and, (2) Psychological Interventions (respond appropriately to psychosocial disorders and mental health emergencies, address psychological factors in injury response and rehabilitation to facilitate return to optimal function). Emphasis is placed on developing clinician skills in communication.,This course prepares the athletic trainer to safely and effectively recommend over the counter medications, recognize common prescription medications and their implications for physical activity, understand basic pharmacological principles, and act appropriately when the abuse of legal or illegal substances is suspected.

**AT 583 Complementary Interventions in Athletic Training,Pharmacology for Athletic Trainers** 3,2

This course will prepare athletic trainers to safely and effectively respond or recommend complementary interventions in athletic training including (1) Pharmaceutical Interventions (basic pharmacological principles, over the counter medications, recognizing common prescription medication implications for physical activity, understand and act appropriately when the abuse of legal or illegal substances is suspected) and, (2) Psychological Interventions (respond appropriately to psychosocial disorders and mental health emergencies, address psychological factors in injury response and rehabilitation to facilitate return to optimal function). Emphasis is placed on developing clinician skills in communication.,This course prepares the athletic trainer to safely and effectively recommend over the counter medications, recognize common prescription medications and their implications for physical activity, understand basic pharmacological principles, and act appropriately when the abuse of legal or illegal substances is suspected.

**AT 586 Strength and Conditioning Programming** 3

This course is designed to be a practically-based and administrator-focused strength and conditioning experience for athletic training students. In the course of this class, students will learn basic strength and conditioning program design principles and how to perform, teach, and supervise relevant weightlifting skills and athletic assessments. Students will also learn various concepts related to the administrative aspects of strength and conditioning, such as facility design, risk management, and industry best practices. Competence with the content covered in this course, combined with pre-requisite content knowledge, should allow students to successfully sit for the Certified Strength and Conditioning Specialist exam.

**AT 597 Capstone Prep** 1

This capstone experience is designed to prepare athletic training students for successful transition to entry-level employment in athletic training or further graduate education. The course will include preparation for the national certifying exam, a capstone graduate project, and engagement with current professional issues.

**AT 598 Capstone in Athletic Training** 3

This capstone experience is designed to prepare athletic training students for successful transition to entry-level employment in athletic training or further graduate education. The course will include preparation for the national certifying exam, a capstone graduate project, and engagement with current professional issues.

**AT 598A Capstone in Athletic Training A** 1

This capstone experience is designed to prepare athletic training students for successful transition to entry-level employment in athletic training or further graduate education. The course will include engagement with current professional issues and reflection on professional philosophy, as well as completion of a capstone graduate project.

## **DPT Courses**

**DPT 701 Human Anatomy** 6

Examines anatomy, histology and embryological origins of human systems taught through a regional approach with student-performed dissection of human cadavers. Emphasis is on the relationships between the musculoskeletal, neurological, and vascular systems and the anatomical features relevant to graduate health professions. Lab included.

<b>DPT 702 Clinical Medicine I</b>	<b>4</b>
<p>Foundational knowledge and application of pathophysiology as it pertains to general health, systemic disease and medical management. Includes pharmacokinetics, pharmacodynamics, and classifications of drugs used in the treatment of disease across the lifespan. Students will examine the relationship between medical management and their role as a movement system expert and a primary care practitioner. Lab included.</p>	
<b>DPT 703 Neuroscience for Doctor of Physical Therapy Students</b>	<b>3</b>
<p>Studies basic structure and function of the nervous system that includes cellular, systemic, motor and sensory pathology of peripheral and central neural components. Examines sensations, perceptions, cognition, and muscle control. Relates neuroscience to cognition, perception and the movement system across the lifespan. Lab included.</p>	
<b>DPT 704 Exercise Science and Prescription</b>	<b>3</b>
<p>Uses principles and applications of exercise as a means to promote health and physical activity to enhance movement, adapt to movement dysfunction and/or foster disease prevention/management. Assesses capacity, develops exercise prescription and progression that considers nutrition, goals, tolerance and responses to exercise. Applies ACSM guidelines for exercise testing and prescription for individuals across the lifespan. Lab included.</p>	
<b>DPT 705 Health Systems I: Global Health</b>	<b>2</b>
<p>Examines global health from a societal perspective as an aspiring health professional. Initiates development of transformational and servant leadership skills to reduce global health disparities of different health systems. Explores concepts of global burden of disease, globalization of healthcare, political and institutional impact on health, social determinants of health, health and human rights, and World Health Organization priorities. Engages in interprofessional collaboration opportunities for meaningful solutions to disparities. Includes community engagement activities.</p>	
<b>DPT 706 Health Systems II: Population, Public And Community Health</b>	<b>2</b>
<p>Explores health promotion and disease prevention theories as an integral component of the role of the physical therapist in promoting health and wellness. Issues of health behavior, public policy, community access and efficacy of health programs will be explored from a primary and secondary prevention perspective. Assesses the needs of a community within a participatory research model to design community interventions for health promotion. Includes community engagement activities.</p>	
<b>DPT 710 Movement System I</b>	<b>3</b>
<p>Application of biomechanical and kinesiological principles of human movement that translate into fundamental skills for patient/client management to identify, quantify and assess joint mobility, muscle length, muscle strength, functional mobility, sensation and soft tissue integrity. Examination techniques include interview skills and clinical documentation. Introduces The Clinical Decision Making Framework (CDMF) that guides clinical reasoning throughout the program. Lab included.</p>	
<b>DPT 711 Movement System II</b>	<b>3</b>
<p>This course will apply the principles of kinesiology, motor control and motor learning in the analysis and performance of the movement system. Analysis of movement will be informed through observational assessments of patient movement during gait and a functional continuum of movement. Interventions for patient transfers and use of assistive devices will be used to apply these principles for movement. Lab included.</p>	
<b>DPT 712 Movement System III</b>	<b>3</b>
<p>Integrates motor control/learning and development across the lifespan into the clinical decision making framework that informs movement system examination, evaluation and intervention strategies. Details observational analysis of complex dynamic movements of posture, gait, reach and grasp, transitional, vocational and recreational activities that sets the foundation of intervention strategies as movement system experts. Lab included.</p>	

<b>DPT 713 Psychosocial Aspects of Health and Well-Being</b>	<b>3</b>
Integrates the biopsychosocial model of care considering the mental, emotional, social, and spiritual dimensions of health. Includes theories such as spirituality, grief-loss-mourning, behavioral change, mental health disorders, depression and anxiety, addiction, and sexuality in rehabilitation. Explores motivational interviewing and targeted applications of pain science education. Includes community engagement hours.	
<b>DPT 714 Nutrition and Health Promotion</b>	<b>1</b>
Investigates current principles of nutrition across the lifespan that pertain to disease prevention and health promotion. Develops an understanding of nutritional needs for health, wellness and optimal movement while considering risk factors of chronic diseases. Interprets contemporary research findings and develops strategies to promote healthy lifestyles.	
<b>DPT 720 Musculoskeletal Management I</b>	<b>4</b>
Introduces the clinical decision-making framework of musculoskeletal examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals with pathologies of the lower quarter. Applies patient-centered examination techniques, diagnostic testing, pharmacology and interventions for the movement system emphasizing education, manual therapy, and exercise while incorporating the social determinants of health. Lab included.	
<b>DPT 721 Musculoskeletal Management II</b>	<b>4</b>
This course is the second of four on examination, evaluation, and intervention of the musculoskeletal system. It continues the use of clinical decision-making framework of musculoskeletal examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals with pathologies of the spine across the lifespan while incorporating social determinants of health. Content includes intervention for musculoskeletal conditions of lumbar spine, sacroiliac spine, thoracic spine, cervical spine, fundamental spinal manipulation, neurodynamics, cranio-vertebral, temporomandibular joint, and fractures. Emphasis is on patient-centered differential diagnosis, clinical decision-making, and interventions for the movement system emphasizing education, function, manual therapy (e.g., mobilization, manipulation, muscle-energy technique), therapeutic exercise, therapeutic modalities. Lab included.	
<b>DPT 740 Professional Formation I</b>	<b>2</b>
Introduces professional formation of a doctor of physical therapy as a master adaptive learner, clinician, educator, researcher, advocate and global citizen who serves humanity with humility to optimize the human experience. Embraces their role as a vocation to promote movement and support others in their pursuit to improve quality of life. Explores competencies in spirituality and worldview, leadership, professionalism, ethics/legal, interprofessional competencies (IPEC), teaching and learning, cultural awareness, and wellbeing for health professionals considering therapeutic alliance, societal context, contemporary practice and the healthcare environment. Identifies clinical role through guided participation in grand rounds, interprofessional education and Integrated Clinical Experiences (ICE).	
<b>DPT 741 Professional Formation II</b>	<b>2</b>
Establish goals of professional formation competencies commensurate with the role of a doctoring professional. Focuses on self-assessment to guide development in spirituality and worldview, leadership, professionalism, ethics/legal, interprofessional competencies (IPEC), teaching and learning, cultural awareness, and wellbeing for health professionals considering therapeutic alliance, delegation/supervision, societal context, contemporary practice and the healthcare environment. Continues application of clinical role through guided participation in grand rounds, interprofessional education and Integrated Clinical Experiences (ICE).	

<b>DPT 742 Professional Formation III</b>	<b>2</b>
<p>Classifies level of achievement in professional formation competencies with learning through the mind, heart and hands. Continues development in spirituality and worldview, leadership, professionalism, ethics/legal, interprofessional competencies (IPEC), teaching and learning, cultural awareness, and wellbeing for health professionals considering therapeutic alliance, societal context, contemporary practice and the healthcare environment. Focuses on interpersonal relationships, communication, adaptability, and reflection. Begins application of clinical role through community engagement, guided participation in grand rounds, interprofessional education and Integrated Clinical Experiences (ICE).</p>	
<b>DPT 750 Fundamentals of Critical Inquiry</b>	<b>3</b>
<p>Introduces scientific inquiry used in healthcare research that includes theory, design, methods, critical appraisal, and measurement. Course examines qualitative and quantitative approaches, descriptive and inferential statistics, formulation of clinical questions, search appropriate literature sources, and critical appraisal of the evidence to foster the foundations of clinical reasoning.</p>	
<b>DPT 807 Health Systems III - Health Policy</b>	<b>2</b>
<p>Provides foundations to understand healthcare policies and organizational structures pertinent to professional practice and interprofessional healthcare services, while promoting civic engagement. Analyzes the current socio-political and economic impacts to healthcare policy decisions at regional, national and international levels. Evaluates financial, regulatory and legal policies on delivery of health services. Includes community engagement activities.</p>	
<b>DPT 808 Health Systems Management IV - Business Management, Ethics and Law</b>	<b>4</b>
<p>Integrates legal and ethical guidelines with principles of strategic planning, market analysis, human resource management, fiscal management, and total quality improvement for health service provision. Expands on concepts of entrepreneurial practice management and leadership within the business of healthcare. Facilitates adaptive interprofessional collaboration opportunities within an evolving healthcare system.</p>	
<b>DPT 815 Rehab Technology</b>	<b>3</b>
<p>Emphasis is placed on applying theoretical principles underlying the clinical decision making of prescription and integration of rehab technology for individuals with a range of system dysfunctions. Content focuses on mobility assistive technologies such as orthoses, prostheses, biophysical agents, robotics, AI, VR/AR, and other advanced technologies that supplement movement interventions. Lab included.</p>	
<b>DPT 822 Musculoskeletal Management III</b>	<b>4</b>
<p>Continues the use of clinical decision-making framework of musculoskeletal examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals with pathologies of the upper quarter across the lifespan. Applies patient-centered examination techniques, diagnostic testing, pharmacology and interventions for the movement system emphasizing education, manual therapy, and exercise while incorporating the social determinants of health. Lab included.</p>	
<b>DPT 823 Musculoskeletal Management IV</b>	<b>2</b>
<p>Integrates the clinical decision-making framework for management of individuals with complex musculoskeletal dysfunction across the lifespan that requires advanced differential diagnostic skills. Emphasizes patient centered care, diagnostic imaging, pharmacology, comprehensive case management, prevention management, risk reduction strategies, and the continuum of care. Integrates interventions of the movement system incorporating pain science, motor control and motor learning, technology, education and activity-based exercises while adjusting for social determinants of health. Lab included.</p>	



- DPT 824 Neurological Management I** 3  
Introduces the clinical decision-making framework of examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals with neurologic health conditions, with emphasis on Cerebrovascular Accident (CVA) and Cerebral Palsy (CP). Relates neurophysiological, patho-kinesiological, neuroplasticity, relevance and recovery of movement system impairments to function and participation. Emphasizes application of patient-centered care, diagnostic imaging, pharmacology and movement system interventions that integrates motor control/motor learning, technology, education and activity-based exercises while adjusting for social determinants of health. Lab included.
- DPT 825 Neurological Management II** 4  
Continues the clinical decision-making framework for individuals with neurological health conditions, with emphasis on vestibular system dysfunction, brain injury, multiple sclerosis, CNS tumors, movement disorders and spectrum disorders. Formulates a patient-centered care plan that considers diagnostic imaging, pharmacology and movement system interventions. Integrates motor control/motor learning, technology, education and activity-based exercises while adjusting for social determinants of health. Lab included.
- DPT 826 Neurological Management III** 3  
Synthesizes advanced clinical decision making in the management of individuals with complex neurological health conditions, such as spinal cord injuries, progressive neuromuscular diseases and congenital and genetic neurological conditions across the lifespan. Emphasizes patient centered care, diagnostic imaging, pharmacology, comprehensive case management, prevention management, risk reduction strategies, and the continuum of care. Integrates movement system interventions with motor control/motor learning, technology, education and activity-based exercises while adjusting for social determinants of health. Lab included.
- DPT 827 Cardiovascular and Pulmonary Management** 3  
Applies the clinical decision-making framework of examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals across the lifespan with cardiovascular and pulmonary causes of movement dysfunction. Emphasizes application of patient-centered care, diagnostic imaging, pharmacology and movement system interventions, comprehensive case management, prevention, risk reduction strategies and continuum of care. Lab included.
- DPT 828 Clinical Medicine II Systems** 3  
Applies the clinical decision-making framework of examination, evaluation, diagnosis, prognosis, intervention and outcomes for individuals across the lifespan with integumentary, endocrine, lymphatic, oncological, autoimmune, metabolic and other multisystem conditions with movement dysfunctions. Emphasizes application of patient-centered care, diagnostic imaging, pharmacology, movement system interventions, comprehensive case management, prevention, risk reduction strategies and continuum of care. Lab included.
- DPT 829 Movement Across the Lifespan** 3  
Integrates the clinical decision-making framework using a movement system approach in the management of the pediatric and geriatric population not included in previous coursework. Focuses on changes in static and dynamic movements as a result of developmental and aging processes. Incorporates biopsychosocial considerations and social determinants of health in interprofessional comprehensive case management. Emphasizes application of family-centered care, diagnostic imaging, pharmacology, prevention, risk reduction strategies and continuum of care. Lab included.
- DPT 843 Professional Formation IV** 1  
Implements professional formation competencies with integration of faith and learning to lead and influence change within teams as students practice servant and transformational leadership. Assumes roles to advocate for reducing inequities and injustices in health systems and our societies. Emphasizes integrity, trustworthiness, social responsibility, social justice, and cultural sensitivity. Continues application of clinical role as evidenced by leading discussions in grand rounds and interprofessional education activities in preparation for intermediate clinical experience.

<b>DPT 844 Professional Formation V</b>	<b>2</b>
Demonstrates advances in professional formation and cultural responsiveness while engaging with interprofessional colleagues within organizations, systems or communities in preparation to participate in fostering diversity, reducing inequities and injustices in health systems and our societies. Examines concepts of initiative, integrity, trustworthiness and other-centeredness with professional roles and responsibilities. Continues application of clinical role as evidenced by leading discussions in grand rounds, interprofessional education activities and teaching/advocacy roles and Integrated Clinical Experiences (ICE).	
<b>DPT 845 Professional Formation VI</b>	<b>2</b>
Creates opportunities to internalize professional formation that integrates leadership, professionalism, cultural responsiveness, spirituality and world views, and innovation to foster change for positive outcomes within organizations, communities and society. Distinguishes between cultural awareness, sensitivity and responsiveness to participate in correcting inequities and social injustices. Emphasizes an entrepreneurial spirit while assuming professional roles and responsibilities. Justifies ethical/legal decisions and actively engages in advocacy that demonstrates voice and assertive communication in personal and professional interactions. Continues to lead in grand rounds, interprofessional education activities and Integrated Clinical Experiences (ICE).	
<b>DPT 851 Research I</b>	<b>1</b>
Applies the scientific inquiry process to develop a research question, research design, proposal and IRB submission. Develops projects that might include systematic reviews, intervention, diagnostic, prognostic studies, or community-based projects and may use qualitative, quantitative, or mixed-methods design. This project fulfills a component of the Doctoral Capstone project.	
<b>DPT 852 Research II</b>	<b>1</b>
Implements the scientific inquiry process of a previously developed project through data collection and analysis. This project fulfills a component of the Doctoral Capstone project.	
<b>DPT 853 Research III</b>	<b>1</b>
Completes the scientific inquiry process of a previously developed project through comprehensive analysis, synthesis of findings and implications to practice. Disseminates findings via manuscript and presentations. This project fulfills a component of the Doctoral Capstone project.	
<b>DPT 860 Clinical Education I</b>	<b>4</b>
First of three full-time clinical education experiences. Students will integrate didactic content related to examination, evaluation, and intervention skills during an 8-week mentored clinical experience. Applies clinical decision-making framework to demonstrate clinical reasoning, practices communication and develops socialization skills to optimize health outcomes.	
<b>DPT 916 Movement System IV</b>	<b>3</b>
Integrates the clinical decision-making framework using the movement system approach in the management of individuals with primary and secondary system involvement and complex movement system dysfunctions across the lifespan. Incorporates interprofessional collaboration to address health and wellness needs as a primary care provider. Emphasizes application of patient/family-centered care, differential diagnosis, diagnostic imaging, pharmacology, comprehensive case management, emergency medical management, prevention, risk reduction. Lab included.	
<b>DPT 946 Professional Formation VII</b>	<b>1</b>
Embraces role as a servant leader with transformational leadership skills. Engages with the community to confirm social responsibility, social justice and global citizenship within education, practice, research, consultation and advocacy efforts. Fosters resilience through reflection while assuming responsibilities of their vocation.	
<b>DPT 961 Clinical Education II</b>	<b>6</b>
The first of two terminal clinical education experiences. Emphasizes on the development as a primary care movement system expert. Illustrates growth in formation commensurate with the expectations of the profession. This clinical experience is inclusive of mentorship across various roles of professional practice.	

<b>DPT 962 Clinical Education III</b>	<b>6</b>
The second of two terminal clinical education experiences that confirms entry-level performance as a primary care movement system expert. Affirms their multiple roles as a Doctor of Physical Therapy. Internalizes formation commensurate with the expectations of the profession. This clinical experience is inclusive of mentorship across various roles of professional practice.	
<b>DPT 970 Capstone Portfolio</b>	<b>1</b>
Produces evidence of achievement of expected graduate outcomes as a result of accumulated knowledge, skills and behaviors from previous didactic and clinical coursework. Presents written and oral defense to justify readiness to graduate into the professional community of scholars of physical therapists.	
<b>DPT 971 Elective</b>	<b>1-2</b>
Advances specialty practice topics with elective courses that vary annually to support future specialization interests of Doctor of Physical Therapy students.	
<b>DPT 972 Global Perspectives in Physical Therapy</b>	<b>2</b>
Advances specialty practice topics with elective courses that vary annually to support future specialization interests of Doctor of Physical Therapy students.	
<b>DPT 973 Advanced Topics in Musculoskeletal Management</b>	<b>2</b>
The Advanced Topics in Musculoskeletal Management elective course, offered in the third year, is designed to equip students with advanced knowledge and skills in the assessment and treatment of musculoskeletal conditions. This course delves into the intricacies of musculoskeletal anatomy, biomechanics, and pathophysiology, enabling students to develop a comprehensive understanding of complex musculoskeletal disorders. Through interactive lectures, case studies, and hands-on practical sessions, students will learn advanced techniques in manual therapy and evidence-based practice. The course also explores emerging trends and innovative approaches in musculoskeletal management, preparing students to excel in their clinical practice and contribute to the advancement of the field. Lab included.	
<b>DPT 974 Advanced Topics in Neurological Management</b>	<b>2</b>
The Advanced Topics in Neurological Management elective course, held in the third year, provides students with an in-depth understanding of advanced concepts and strategies in the assessment and treatment of neurological conditions. This course explores the complexities of the nervous system and its impact on the movement system. Through a combination of lectures, case studies, and hands-on practical sessions, students will develop advanced clinical reasoning skills and learn evidence-based interventions for optimizing neurological function. This course equips students with the knowledge and skills to excel in their future practice, making a positive impact on the lives of individuals with neurological conditions.	
<b>DPT 975 Advanced Topics in Assessment of the Movement Systems Across the Lifetime</b>	<b>2</b>
The Advanced Topics in Assessment of the Movement System Across the Lifespan elective course, held in the third year, provides students with an in-depth exploration of advanced assessment techniques for evaluating the movement system at a specific stage of life. This course focuses on understanding the unique considerations and challenges associated with that population at the stage of life. Through interactive lectures, case studies, and practical sessions, students will develop advanced clinical assessment skills, including observational analysis, specialized tests and measures, and interpretation of assessment findings. Students will gain the confidence and proficiency needed to provide comprehensive and individualized care to patients across the lifespan.	
<b>DPT 976 Advanced Topics for Physical Therapists as Primary Care Providers in Specialty Settings</b>	<b>2</b>

The Advanced Topics in Physical Therapists as Primary Care Providers in Special Settings elective course, held in the third year, is designed to prepare students for the evolving role of physical therapists as primary care providers in specialized healthcare settings. This course explores the unique challenges and opportunities faced by physical therapists in varied. Through a combination of lectures, case studies, and hands-on experiences, students will develop advanced clinical skills, including differential diagnosis, imaging or other diagnostic result assessments, and appropriate intervention provision. The course also emphasizes collaborative practice, communication skills, and ethical considerations. Students will gain the knowledge and confidence needed to excel as primary care providers in specialized settings, contributing to improved patient outcomes and expanded healthcare access.

**DPT 977 Advanced Topics for Physical Therapists as Providers for the Athlete** 2

The Advanced Topics in Physical Therapists as Providers for the Athlete elective course, offered in the third year, is designed to equip students with advanced knowledge and skills required to excel as physical therapists in sport-related healthcare settings. This course explores the unique challenges and demands of working with athletes across various levels and sports disciplines. Through a combination of lectures, practical sessions, and real-life case studies, students will develop expertise in sports injury prevention, assessment, and rehabilitation. Topics covered include sport-specific biomechanics, exercise prescription, return-to-play protocols, and performance enhancement strategies. Students will also gain insights into interdisciplinary collaboration, sports psychology, and ethical considerations. This course prepares students to optimize athletic performance and promote injury recovery in athletes.

## **OTD Courses**

**OTD 701 Intro to Occupation & Interprof Pract** 2

This course explores the historical foundation of occupational therapy including the tenants of occupational science development, evolution, and contributions of theorists within the profession and healthcare. Students will be introduced to the Occupational Therapy Practice Framework, which defines the practice domain and process of occupational therapy. Students will engage in interprofessional practice activities with a focus on interprofessional role awareness and development, collaboration on patient care, and team decision-making.

**OTD 702 Applied Anat & Kin for Occupation Perfor Anatomy Lecture & Lab** 6

This course will provide a comprehensive examination of functional human anatomy, biomechanics, and kinesiology of the musculoskeletal, osteological, articular, nervous, and vascular system as it pertains to human capacity and clinical practice. Specific emphasis will be placed on the role of anatomical structures in relation to common pathologies seen in current clinical practice and application of anatomical knowledge to movement analysis. The course provides prerequisite learning to application of assessment procedures, data collection, interpretation, and planning for therapeutic interventions in occupational therapy practice.

**OTD 704 Theories and Models of Practice in Occupational Therapy** 3

This course examines the process of theory development and analysis of selected practice models, and helps students understand frames of reference for application to occupational therapy evaluation and intervention. Students will discover the application and importance of occupational therapy practice models and frames of reference to practice, as well as explore innovative developments, ongoing research, and continuous advancement of the profession.

**OTD 705 Activity Analysis** 2

This course provides the foundational knowledge and skills to combine the analysis of occupational performance and therapeutic activity to positively intervene with persons who are experiencing some dysfunction in occupational performance.

**OTD 706 Assessment in Occupational Therapy** 2

This course provides students with foundational knowledge and skills in the administration of standardized and non-standardized screening and assessment tools. Students will critically evaluate published assessment tools including standards for test development, evaluation, use and form conclusions about the merits of the assessments. Students will engage with an interprofessional team explain assessment findings, interpretation, reasoning for developing future intervention plans.

- OTD 710 Doctoral Experience & Capstone- Introduction** 1  
This course represents the first step and introduction to the Doctoral Capstone Experience and Project's process and expectations. Students will complete a guided exploration of potential topics for their capstone project, learn to use foundational skills of searching the literature using electronic databases, and use of bibliographic software. Students will be introduced to the Institutional Review Board (IRB) process application procedures, and will initiate the development an e-portfolio to promote self-reflection on personal learning and professional growth over the duration of the program.
- OTD 711 Therapeutic Use of Self & Community** 2  
This course is designed to develop professional communication skills and behaviors with an emphasis on a) intentional use of self, b) motivational interviewing, c) group process and facilitation, d) interpersonal communication, e) community building, and f) reflective evaluation process used for building interpersonal communication skills. The student will learn to develop and implement therapeutic relationships that support and enhance occupation. The learning activities will assist the student in understanding the dynamics of the client-centered therapy, functional groups, and therapeutic communities that facilitate occupational performance.
- OTD 712 Evidence Based Practice** 3  
This course provides the foundational knowledge, skills, and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based practice. This course will focus on the concepts and process of evidence-based practice with an emphasis on identifying practice problems, formulating questions based on practice problems, identifying relevant evidence, evaluating evidence, implementing useful findings, and evaluating outcomes. Students will learn to critically appraise research studies including the interpretation of data, statistics, and results reported in the scientific literature as related to occupational therapy practice.
- OTD 713 Interprofessional Applied Clinical Neurology Lecture & Lab** 3  
Designed to give students an interprofessional, collaborative experience, this course will focus on a comprehensive examination of neurological functions, processes, and analysis of system relationships applied to the human capacity and function. Students will have the opportunity to dissect and observe anatomical nervous system, ventricular system and meninges, blood supply, sensory and motor systems, reflex pathways, and sequelae of lesions of the nervous system. Emphasis will be placed on the role of clinical assessment of neurological conditions and clinical case analysis of frequently observed in common neurological conditions.
- OTD 715 Theory & Practice in Mental Health** 4  
This course provides students with the knowledge and skills to perform occupational therapy evaluations and intervention strategies for children, adolescents and adults experiencing psychosocial problems and mental illness to promote participation in daily life activities. Students will apply knowledge and skills from behavioral science, theory, evidence-based practice, principles of wellness and psych-rehabilitation to the care of clients with occupational performance deficits affecting participation and engagement in occupations and community.
- OTD 716 Theory & Practice in Physical Disabilities** 4  
This course provides students with the knowledge and skills to perform occupational therapy evaluations on adults experiencing physical disabilities and to provide intervention strategies that promote participation in daily life activities. Students will gain an understanding of theory, practice models, and frames of reference guiding occupational therapy practice. They will apply evidence-based practice skills needed to address orthopedic, cardiopulmonary, and sensorimotor issues affecting participation and engagement in occupations and societal roles.

**OTD 719 Level I Community Fieldwork & Interprofessional Practice** 1

This is the first level I fieldwork placement within the entry-level occupational therapy doctoral program emphasizing the occupational therapy process related to assessment, treatment or prevention with a variety populations and settings. Students will become socialized to the profession, develop professional skills and attitudes, display adherence to ethical standards set forth by the profession, and represent Whitworth's values to the community. Level I fieldwork requirements expose the student to a variety of experience in traditional, non-traditional and emerging areas of practice. The requirements of fieldwork may be met through any individual or combination of the following: clinical setting, simulation experiences, faculty practice, faculty-led experiences or community-based or campus- based programs/services. Students will engage in interprofessional practice activities with a focus on interprofessional role awareness and development, collaboration on patient care, and team decision-making.

**OTD 720 Doctoral Experience & Capstone: Literature Review** 2

This course represents the second step of the Doctoral Capstone Experience and Project sequence. Students will identify a capstone topic, develop a literature review, develop individualized specific goals and objectives, and collaborate with faculty capstone advisor to investigate potential sites and community mentors for completion of their capstone experience internship.

**OTD 721 Cultural Responsiveness and Occupation** 3

This course supports learner acquisition of knowledge, skills, and attitudes of identifying and applying mutual reciprocity and valuing necessary personal and professional transformation through which each will refine cultural agility. Students will develop active strategies, a reflective evaluation process used for building interpersonal communication skills, individualized tools of communication, and approaches to link personal growth to professionalism. Students apply knowledge, skills, and attitudes essential to becoming culturally responsive in the development of the therapeutic relationships. Student will explore differences, mutually valuing clients knowledge and expertise in occupations, with the specific values, norms, beliefs, attitudes, and behaviors associated with multicultural perspectives of individuals and groups. Students will recognize the unique cultural identity of each individual and group in their daily life activities called occupations. Cultural responsiveness is about reciprocity and mutuality. The process involves exploring differences, being open to valuing clients knowledge and expertise, and recognizing the unique cultural identity of each individual client (Munoz, 2007).

**OTD 729 Level I International/Cultural Responsive Community Fieldwork Interprofessional Practice** 1

This is an international or culturally responsive level I community fieldwork within the entry-level occupational therapy doctoral program the occupational therapy process related to assessment, treatment or prevention with a variety populations and settings with an emphasis on the student exploring a culture different from their own either internationally, within the United States or on campus. Cultures explored may include (but not are limited to) ethnic groups, underserved populations, nationalities, religions, etc. and will contribute the ongoing development of the student's cultural awareness and cultural humility. . Students will become socialized to the profession, develop professional skills and attitudes, display adherence to ethical standards set forth by the profession, and represent Whitworth's values to the to the community within a culture outside of the student's own culture Level I fieldwork requirements expose the student to a variety of experience in traditional, non-traditional and emerging areas of practice. The requirements of fieldwork may be met through any individual or combination of the following: clinical setting, simulation experiences, faculty practice, faculty-led experiences or community-based or campus- based programs/services

**OTD 801 Applied Leadership and Ethics** 3

This course provides an in-depth examination of leadership and ethical principles and theories frequently encountered within the healthcare environment. The course facilitates self-reflection and identification of personal leadership style and develops within the student and an understanding of leadership and ethics within organizations to become transformative leaders within the occupational therapy profession, healthcare industry, and academia. Students will gain insight into expanding their leadership roles within the health care workplace.

- OTD 802 Program Evaluation and Development** 3  
 This course introduces students to the principles of program development and evaluation and its applications. Students will make recommendations regarding program development and improvement through the design and application of summative and formative evaluations of health and human services. Then, students collect and analyze data, determine strengths and weaknesses of various services and document results.
- OTD 805 Theory & Practice With Neurological Conditions** 4  
 This course provides students with the knowledge and skills to perform occupational therapy evaluations with adults experiencing neurological disabilities and to provide intervention strategies that promote participation in daily life activities. Students will gain an understanding of theory, practice models, and frames of reference guiding occupational therapy practice. Students will apply knowledge and skills from neurological sciences, theory, evidence-based practice, principles of motor learning and neurorehabilitation to the care of clients with occupational performance deficits affecting participation and engagement in occupations and societal roles.
- OTD 806 Theory & Practice With Community** 3  
 This course provides the foundational knowledge and skills to develop programs and services in community settings where persons, groups, and populations seek to promote, maintain, or regain occupational performance. Students will apply health and wellness strategies to work with organizations and populations in the community as they strive toward occupational justice. Engagement in the community practice project enables students to practice skills of management, leadership, and program development in a real-life context to address societal needs through system consultation, policy development, program development, supervision, and education.
- OTD 809 Level I Community Fieldwork & Interprofessional Practice** 1  
 This is the third level I fieldwork placement within the entry-level occupational therapy doctoral program emphasizing the occupational therapy process related to assessment, treatment or prevention with a variety populations and settings. Students will become socialized to the profession, develop professional skills and attitudes, display adherence to ethical standards set forth by the profession, and represent Whitworth's values to the community. Level I fieldwork requirements expose the student to a variety of experience in traditional, non-traditional and emerging areas of practice. The requirements of fieldwork may be met through any individual or combination of the following: clinical setting, simulation experiences, faculty practice, faculty-led experiences or community-based or campus- based programs/services. Students will engage in interprofessional practice activities with a focus on interprofessional role awareness and development, collaboration on patient care, and team decision-making.
- OTD 810 Doctoral Experience & Capstone: Needs Analysis** 2  
 This course represents the third step of the Doctoral Capstone Experience and Project sequence. Students will analyze the capstone experience site needs related to a chosen topic using a variety of needs analysis methods of the target population, and will develop a logic model of the project.
- OTD 811 Environment and Technology** 2  
 This course applies assistive technology augmentative communication devices and environmental modification to promote participation, communication, and health across the life span and in varied settings. Students integrate previous learning from the Occupational Therapy Theory & Practice course, specifically in the assessments, selection, design, and evaluation of high and low technology devices to support client engagement and participation in occupational performance areas.
- OTD 812 Management of Health Care Services** 3  
 Students apply management strategies and techniques towards understanding operations and functions of healthcare service delivery toward a competitive advantage in the healthcare marketplace including process planning and analysis, personnel management, supply and logistics management, forecasting, scheduling approaches. Real-world simulations will require application of both operations and project management.

**OTD 815 Theory & Practice With Older Adults**

4

This course provides in-depth knowledge and skills in the evaluation and intervention used in occupational therapy to promote participation in daily life activities with older adults. Students will apply knowledge and skills from neurological sciences, theory, evidence-based practice, principles of motor learning and neurorehabilitation to the care of clients with occupational performance deficits affecting participation and engagement in occupations and societal roles.

**OTD 816 Theory & Practice With Children**

4

This course provides students with the knowledge and skills to perform occupational therapy evaluations and intervention strategies for pediatric conditions to promote participation in daily life activities. Students will apply knowledge and skills from child development, motor control theory, evidence-based practice, principles of human development, engagement in occupations and societal roles.

**OTD 819 Level I Community Fieldwork & Interprofessional Practice**

1

This is the final level I fieldwork community placement within the entry-level occupational therapy doctoral program emphasizing the occupational therapy process related to assessment, treatment or prevention with a variety of populations and settings. Students will become socialized to the profession, develop professional skills and attitudes, display adherence to ethical standards set forth by the profession, and represent Whitworth's values to the community. Level I fieldwork requirements expose the student to a variety of experience in traditional, non-traditional and emerging areas of practice. The requirements of fieldwork may be met through any individual or combination of the following: clinical setting, simulation experiences, faculty practice, faculty-led experiences or community-based or campus-based programs/services. Students will engage in interprofessional practice activities with a focus on interprofessional role awareness and development, collaboration on patient care, and team decision-making.

**OTD 820 Doctoral Experience & Capstone: Plan**

1

This course represents the final step of the Doctoral Capstone Experience and Project sequence. Students will develop a capstone project proposal in collaboration with faculty advisor which includes finalized identification of Capstone Experience Internship site and community mentor, finalized literature review, and detailed schedule for 14-week Capstone Experience.

**OTD 829 Level II Community Fieldwork**

12

There are two 12-week level II fieldwork placements required within the entry-level occupational therapy doctoral program, which will serve to prepare the student for professional practice as an entry-level occupational therapist (generalist). Level II fieldwork, under the supervision of a licensed occupational therapist, offers the student the opportunity to demonstrate application of theory to practice, use of clinical reasoning, and to practice skills they have acquired throughout their didactic preparation. The level II experience will expand upon skills learned through level I fieldwork by continuing to allow the student to socialize to the profession, allow for expression of developing professionalism, display adherence to ethical standards set forth by the profession and represent Whitworth's values to the community. Level II fieldwork requirements are meant to expose the student to a variety of practice settings and populations across the lifespan through experience in traditional, non-traditional and emerging areas of practice, while delivering professional services to clients understanding the potency of daily life activities, use of best scientific evidence, and



**OTD 909 Level II Community Fieldwork**

12

There are two 12-week level II fieldwork placements required within the entry-level occupational therapy doctoral program, which will serve to prepare the student for professional practice as an entry-level occupational therapist (generalist). Level II fieldwork, under the supervision of a licensed occupational therapist, offers the student the opportunity to demonstrate application of theory to practice, use of clinical reasoning, and to practice skills they have acquired throughout their didactic preparation. The level II experience will expand upon skills learned through level I fieldwork by continuing to allow the student to socialize to the profession, allow for expression of developing professionalism, display adherence to ethical standards set forth by the profession and represent Whitworth's values to the community. Level II fieldwork requirements are meant to expose the student to a variety of practice settings and populations across the lifespan through experience in traditional, non-traditional and emerging areas of practice, while delivering professional services to clients understanding the potency of daily life activities, use of best scientific evidence, and client-centered practice toward optimal performance, participation, health, and well-being.

**OTD 910 Doctoral Experience & Capstone: Implementation**

14

Students will complete a 14 week, individually mentored capstone experience that solidifies concepts learned throughout the entire OTD program and prepares for transition from student to practitioner. Students will work one-on-one with a faculty advisor and community mentor to gain advanced skills during in-depth exposure to one or more of the following areas: leadership, administration, clinical skills, program development, theory development, advocacy, or research. Students will design individualized objectives focusing on advanced skills and to outline responsibilities of the student, faculty advisor, and community mentor. The Doctoral Capstone Experience is closely tied to OTD 930: Capstone Project/Scholarship course in which the students create a scholarly manuscript and presentation based on experiences and knowledge gained from the Doctoral Capstone Experience. The Doctoral Capstone Coordinator will review time logs to ensure that students meet the criteria of no greater than 20% offsite hours, and will also review all objectives and community mentor qualifications to ensure standards are met for level of supervision and advanced skills. All sites will have a student affiliation agreement and individualized memorandum of agreement prior to start of the doctoral experiential internship.

**OTD 930 Doctoral Capstone Experience:project/ Scholarship**

4

After the completion of an individually mentored capstone experience, students will write a publishable manuscript, share results through an on-site presentation to colleagues, submit a Call for Papers to state or national venues, and prepare to disseminate the project through journal submission.