

School of Health and Rehabilitation Sciences

Welcome to the School of Health and Rehabilitation Sciences!

Dean's Remarks

Thank you for your interest in the Indiana University School of Health and Rehabilitation Sciences (SHRS), located on the campus of Indiana University-Purdue University Indianapolis (IUPUI). The SHRS is one of the oldest allied health academic units of its type in the country and has provided leadership in health and rehabilitation sciences, as well as research and education, to the citizens of Indiana, the region, and the nation for more than 35 years. In 1967 the school was one of 13 allied health units from across the country to participate in the planning and formation of the field's national professional society-the Association of Schools of Allied Health Programs. On this campus, the School of Health and Rehabilitation Sciences joins the Schools of Dentistry, Medicine, Nursing, and Social Work to form the IUPUI Academic Health Center, one of the largest academic health centers in the country.

Perhaps our most cherished asset is the quality of our students. The school's graduate professional programs are among the most competitive for admission at Indiana University, and the grade point average of students selected for our professional programs routinely ranks among the highest on the university campus. Our students' commitment to excellence is expressed in many ways: individual and collaborative research initiatives, national awards, service to the community, presentations at regional and national conferences, and pass rates on certification/licensure exams that exceed national averages, to name only a few. Our students come to us from many backgrounds, and upon completion of their studies, they seek careers in a wide variety of settings to promote the health and well-being of residents of Indiana, the region, and the nation.

The school's faculty members are recognized nationally and internationally for their contributions. They serve on national licensure boards and are leaders of national professional societies, reviewers for federal granting agencies, and invited speakers. Their research findings are published in the best journals in their disciplines, and they routinely serve as consultants to community agencies, state and national health care facilities, and corporations. But their principal goal is to educate the next generation of practitioners to effectively function in the health care environment of the future.

The services offered by the school facilitate our student-centered approach to learning. Advising starts as soon as a student indicates a desire to study in one of our educational programs. Our Office of Academic and Student Affairs sponsors important student events in combination with its statewide advising network and is the entry point for learning more about our outstanding opportunities in undergraduate and graduate professional education.

To promote excellence in education, research, and service, the SHRS maintains strong relationships with a variety of critical constituent groups. Our alumni activities keep our graduates involved with charting the future of the school. We improve facilities and offer scholarships through generous donations from alumni and friends of the school. The school's collaboration with other academic units promotes creative research and teaching opportunities, and our affiliation with over 500 health care facilities gives students unique educational experiences. Moreover, the involvement of associate faculty is essential to fully implement the school's curriculum. We are proud of these relationships and continue to seek other collaborative opportunities.

Health care delivery in this country is undergoing dramatic change, but it remains one of the most personally fulfilling professions, and we know that most of our students pursue it with a sense of mission. The School of Health and Rehabilitation Sciences strives to provide a comprehensive educational experience that helps students realize their educational and career goals.

Dr. Augustine Agho
Dean, School of Health and Rehabilitation Sciences

Overview

Vision

The vision of the School of Health and Rehabilitation Sciences is to be recognized nationally and globally as a leader in graduate health sciences and as a provider of excellent health care professionals for the state of Indiana and beyond.

Mission

In fulfilling its vision, the School of Health and Rehabilitation Sciences seeks to develop and maintain a scholarly and competent faculty who will provide excellence in:

- the teaching/learning process for programs in fields related to health professions;
- the advancement of knowledge through research, scholarship, and creative activity; and
- the development of lifelong commitment to local, national, and global civic engagement with each of these core activities characterized by:
 - collaboration within and across disciplines, the university, and the community;
 - a commitment to diversity; and
 - the pursuit of best practices.

Statement of Values

The School of Health and Rehabilitation Sciences (SHRS) of Indiana University is committed to excellence in the education of its students, who will have a concern for the people they serve.

We value the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service.

We recognize students as partners in the teaching/learning process and provide them with opportunities to develop expertise, scientific knowledge, and professional

attitudes that enable them to contribute to the health of society.

We are committed to the maintenance of individual professional competence and lifelong learning; to the development of new knowledge through research, scholarship, and creative activity; and to the provision of service through civic engagement.

We value collegiality, cooperation, and creativity, as well as honesty, integrity, and support for open inquiry and dissemination of findings.

We value the personal and professional development of a diverse community of students, faculty, and staff, and we are committed to continuous improvement of all programs and services.

We are committed to training faculty and students involved in the community; to providing educational programs and working with a wide array of partners; to offering expert care and assistance to clients; to engaging in field research that serves Indianapolis, the state of Indiana, and beyond; and to building a strong, welcoming campus community for all.

History

The School of Health and Rehabilitation Sciences traces its origins to 1941, with the initial offering of allied health sciences degrees through the Indiana University School of Medicine. In 1959, by action of the Trustees of Indiana University, the Division of Allied Health Sciences was formed, and in 1960 the trustees conferred upon the faculty of the School of Medicine the responsibility and authority to grant the Bachelor of Science degree to those students who successfully completed the prescribed curriculum in four allied health programs. Since that time, additional baccalaureate programs and new programs at the associate and graduate levels have been approved and initiated. In 1967 the Division of Allied Health Sciences was one of 13 similar units from across the country to participate in the planning and formation of the national professional society, the Association of Schools of Allied Health Sciences.

At the April 1991 meeting of the Trustees of Indiana University, the Division of Allied Health Sciences was granted school status. The School of Allied Health Sciences encompassed allied health programming on five of the eight campuses of Indiana University and incorporated 21 distinct allied health academic degree programs.

In 2002 the School of Allied Health Sciences was restructured to better align campus resources in support of the allied health sciences degrees. The resulting school focused solely on delivering graduate degrees in selected health and rehabilitation science disciplines. The undergraduate allied health sciences degrees migrated to other academic units on the IUPUI campus. To better reflect the more focused academic mission of the school, and based on faculty recommendation, in June 2003 the Trustees of Indiana University approved changing the name to School of Health and Rehabilitation Sciences. Four departments constitute the school: Health Sciences, Nutrition and Dietetics, Occupational Therapy, and Physical Therapy. During its history of almost 50 years, the school has provided leadership in education, research,

and civic engagement pertaining to health for the citizens of Indiana, the region, and the nation.

Accreditation

The School of Health and Rehabilitation Sciences shares with the other schools of the university the accreditation accorded Indiana University as a member of the North Central Association of Colleges and Schools.

In addition, the professional programs are individually accredited by appropriate governing agencies within the discipline. See program-specific sections.

Contact Information

[Indiana University School of Health and Rehabilitation Services](#)

Coleman Hall (CF) 120
1140 W. Michigan Street
Indianapolis, IN 46202
(317) 274-4702

kaitbell@iupui.edu

Admission

Preadmission Status

Enrollment at Indiana University does not guarantee admission to the professional or graduate programs offered through the School of Health and Rehabilitation Sciences. To be eligible for admission to the programs offered by the school, students must adhere to the academic regulations of the academic unit in which they are enrolled and meet school and program admission requirements as stipulated in the program sections of this bulletin. Admission to many programs is competitive; therefore, completion of the prerequisites does not guarantee admission to the program. On some campuses a student may be admitted as a preprofessional student in a health and rehabilitation sciences discipline; however, this status is for academic advising purposes only and in no way influences admittance into a professional program.

Pre-Occupational Therapy Program

Pre-Occupational Therapy advising services for undergraduate and post-baccalaureate students is available through the School of Science Career Development Services Office, Pre-Professional Advising, Taylor Hall, UC 006A or through University College Health Professions Advisors, Taylor Hall 3rd floor. Advisors can assist student with deciding on a major and course selection to meet professional program qualifications.

Admission to the Master of Science in Occupational Therapy (M.S.O.T.) Program requires completion of a bachelor's degree and stated prerequisite courses. The M.S.O.T. program does not have a preference regarding the major area of study for the bachelor's degree as long as prerequisite courses are completed. The minimum GPA required to apply to the MSOT program will be a 3.0 (out of a 4.0) cumulative. Applicants are required to obtain some knowledge of occupational therapy through twelve observation hours in three occupational therapy settings before submitting an application. Students are urged to apply as soon as eligible, as the admission process is competitive and selective, and program capacity is limited.

Pre-Physical Therapy Program

Pre-Physical Therapy advising services for undergraduate and post-baccalaureate students is available through the School of Science Career Development Services Office, Pre-Professional Advising, Taylor Hall, UC 006A or through University College Health Professions Advisors, Taylor Hall 3rd floor. Advisors can assist student with deciding on a major and course selection to meet professional program qualifications.

Admission to the Doctor of Physical Therapy (D.P.T.) Program requires completion of a bachelor's degree and stated prerequisite courses. The D.P.T. program does not have a preference regarding the major area of study for the bachelor's degree as long as prerequisite courses are completed. The minimum GPA required to apply to the D.P.T. program is a 3.2 (out of 4.0) cumulative average and a 3.2 in prerequisite courses. In addition to prerequisite course work, students must also have documented voluntary or paid experiences in a variety (two or more) of physical therapy settings. The supervisors of these experiences, who must be licensed physical therapists, will submit a reference form to the admissions committee. Applicants will also be required to submit a written statement of personal values. Students are urged to apply as soon as eligible, as the admission process is competitive and selective, and program capacity is limited.

Admission Policies for Graduate and Professional Programs

Prerequisite Course Work

Applicants must complete prerequisite courses at a regionally accredited college or university. Individual programs determine the specific courses and the minimum grade that must be achieved in any course (see specific program information); therefore, program-specific requirements may differ. The completion of a prerequisite course with a Pass/Fail grade must be approved by each program. Applicants should read the "Admission Policies" and "Program Descriptions" sections of this bulletin for specific entry-level requirements.

Interview

Applicants may be required to complete a personal interview. The interview may be a component of the admission decision.

Policy Changes

Policies concerning the minimum grade point average for admission consideration are subject to change. Changes for beginning first-year professional students become effective the semester following the announcement of the decision to the university counselors and other constituencies. Changes in prerequisite courses or the minimum grade required in a prerequisite course will be applied as follows for continuing students:

- Applicants who have taken the course before the change and who meet the old requirement will have satisfactorily completed the requirement.
- Applicants who have taken the course before the change and who do not meet the old requirement must complete the course under the new requirement.

- Applicants enrolled in the course at the time of the change will be permitted to meet the old requirement.
- Applicants who have not taken the course before the change will have to meet the new requirement.

Admission Procedures

1. In addition to the general admission requirements for Indiana University, the program-specific sections in this bulletin must be read for admission requirements and deadlines.
2. Individuals seeking admission to a professional program must submit a complete application before the program's application deadline. See the "General Information" section of this bulletin for names, addresses, and telephone numbers of persons to contact for applications. Admission to the professional program is competitive; application for admission to the school does not constitute automatic admission to a program.
3. All complete applications are reviewed by the program's admission committee. The selection of a class is based on program admission criteria. All applicants receive written notification of their admission status.
4. Applicants may appeal any admission decision except those relating to minimum grade point averages. Copies of the policies and procedures governing the appeals process are available on request from any of the school's administrative offices.
5. Individuals interested in being admitted to one of the school's programs should contact the program of interest annually for an update of admission criteria.
6. The program applications are revised each year. Applicants must obtain an application for the year in which they wish to apply.
7. Applicants should check the current program website for submission deadlines.
8. Students who have been convicted of a felony may be unable to obtain appropriate credentials to practice in some disciplines. Contact the program director for further information.
9. Individuals whose names appear on the Sex Offenders List will not be allowed to pursue admission to any program in the School of Health and Rehabilitation Sciences.

Withdrawal and Readmission A student may be readmitted to the school after withdrawal as follows:

Temporary Withdrawal Students in good standing who voluntarily and temporarily withdraw from a program assume temporary inactive status with the School of Health and Rehabilitation Sciences. At the time of departure, it is the student's responsibility to arrange, in writing, a continuation agreement with the individual program director. The student is allowed to reenroll as specified in the continuation agreement. The student must meet any specific academic/clinical requirements associated with reenrollment under the continuation agreement. Students failing to reenroll as specified in the continuation agreement are subject to dismissal from the School of Health and Rehabilitation Sciences.

Other Withdrawal A student who withdraws without arranging in writing for a continuation agreement with the program director or fails to enroll in any semester will not be allowed further enrollments in the school and will be considered as not making satisfactory progress toward a degree. Such students who want to reenroll must file an application for admission and will be considered new applicants. New prerequisites and standards must be met. These students may be considered for advanced standing in the program provided the completed work meets the current standards of the program.

Student Rights and Responsibilities Application to and enrollment in the university constitute the student's commitment to honor and abide by the practices and policies stated in the university's official announcements, bulletins, handbooks, and other published materials and to behave in a manner that is mature and compatible with the university's function as an institution of higher learning. The Indiana University Code of Student Rights, Responsibilities, and Conduct is available in electronic format. Students are expected to read this document and, by their enrollment, agree to its contents and to additional School of Health and Rehabilitation Sciences statements that appear below.

Academic Advising The School of Health and Rehabilitation Sciences student enrollment services coordinator is available to assist students who are working on the prerequisites for a professional program. Once admitted to a professional program, students are advised by faculty within the program. It is the student's responsibility to seek counseling and guidance. The student is responsible for planning a program to meet degree requirements.

Appeals The School of Health and Rehabilitation Sciences abides by the appeals procedures discussed in the Indiana University Code of Student Rights, Responsibilities, and Conduct. Students may obtain a copy of the school's Appeals Policy and Procedure from any of the school's administrative offices.

Attendance Students are responsible for complying with all attendance requirements that may be established by the program faculty.

Clinical Affiliations Clinical affiliations (fieldwork experiences) are required in most School of Health and Rehabilitation Sciences programs. The program faculty are responsible for the selection, approval, and assignment of clinical experiences. Although individual student needs and desires will be recognized, final placement decisions are made by the program faculty. Students are responsible for transportation, fees, and selfsupport, and for following the rules and regulations of the center(s) to which they are assigned. In addition, student conduct must be consistent with the standards of the university and the profession.

Degree Applications Each fall students preparing to graduate during the following calendar year must file an Intent to Graduate form in the office of the program in which they are enrolled. Program faculty then certify the student's satisfactory completion of degree requirements. If changes in the anticipated date of degree completion occur, students must consult their faculty advisor and file an updated Intent to Graduate form.

Financial Aid A student may seek financial assistance through the IUPUI Financial Aid Office. In addition, assistance may be available through professional associations and other external groups and agencies.

Costs Students are responsible for the following costs:

Fees and Tuition Fees and tuition are established annually by the Trustees of Indiana University.

Books and Supplies Books and supplies are determined by the program.

Uniforms During clinical/fieldwork experiences, students must adhere to the dress code requirements of the program and training site. Students are responsible for providing their own uniforms.

Transportation Students are responsible for travel and lodging costs associated with clinical/fieldwork experiences.

Contact the program of interest for a current cost sheet.

Liability Insurance All students participating in required fieldwork experience are covered by the university's medical malpractice insurance. When requested, students may be required to purchase and show proof of general liability insurance before being certified to begin the clinical experience.

Health Before the beginning of the professional program, students are required to demonstrate proof of immunization for tetanus and diphtheria, rubella, rubeola (measles), mumps, varicella (chicken pox), and hepatitis. All students must have had a PPD tuberculin skin test within the last three months. Students may be required to complete a physical examination (see program-specific requirements). All students must show proof of health insurance before beginning the professional program.

International Students Foreign nationals enrolled in the school have the same rights and responsibilities as all other students. International students should consult the IUPUI Office of International Affairs.

Orientation School of Health and Rehabilitation Sciences programs may require students to attend orientation programs before the beginning of the professional courses. Students are responsible for attending these sessions and for the program-specific policies and standards distributed and discussed at the sessions.

Professional Conduct Students are responsible for exhibiting conduct appropriate to their professional training and education. Each program distributes standards and policies of appropriate professional conduct at the time of program orientation.

Registration and Record Changes It is the student's responsibility to enroll in each required academic session and satisfactorily complete all courses required for the degree. Faculty are available to provide academic advising.

Students are responsible for filing the necessary Student Record Change form with the School of Health and Rehabilitation Sciences Office of Academic and Student Affairs in Coleman Hall 120 as soon as possible following a change of name or permanent address. Additional

information regarding degree requirements and academic standards may be found elsewhere in this bulletin.

Credentials/Licensure Students completing any of the professional programs are qualified to sit for the appropriate licensure and/or credentialing examinations. Contact the program director for further information.

School of Health and Rehabilitation Sciences Alumni Association The School of Health and Rehabilitation Sciences Alumni Association is an officially recognized constituent member of the Indiana University Alumni Association. Active membership is open to all graduates of School of Health and Rehabilitation Sciences programs.

For more information, contact the Indiana University Alumni Association, School of Health and Rehabilitation Sciences Alumni Association, University Place Conference Center 241, 850 W. Michigan Street, Indianapolis, IN 46202-6044; phone: (317) 274-8828.

Requirements

Probationary Admission

Transfer Students

Courses

BS in Health Sciences

SHRS–N 420 Human Nutrition Through the Lifespan (3 cr.)

The study of nutritional needs during different stages of the human life cycle from pregnancy and lactation through infancy, childhood, adolescence and adulthood to later maturity, including an introduction to cultural food patterns, principles of nutrition assessment and agencies offering nutrition services.

SHRS–W 110 Diversity Issues in Health and Rehabilitation Services (3 cr.)

Designed to prepare students to appreciate diversity and understand the interrelationship of race, gender, culture, and ethnicity and how they affect access and use of health and rehabilitation services.

SHRS–W 210 Introduction to Rehabilitation (3 cr.)

Understanding the historical, philosophical, and organizational context of the rehabilitation profession within the context of the health care delivery system.

Based on the premise that understanding of and respect for health professionals is critical for effective functioning as a member of a health care team. Emphasizes expectations of students as beginning health professionals.

SHRS–W 211 Orientation to Health and Rehabilitation Professions (2 cr.)

The major purpose of this course is to provide students with information to assist them in becoming acquainted with selected undergraduate and graduate health and rehabilitation science disciplines. Students will obtain information to develop realistic educational and career goals. NOT OPEN TO STUDENTS WHO ENROLLED IN A HEALTH CAREERS LEARNING SEMINAR.

SHRS–W 360 Access and Utilization of Rehabilitation Services (3 cr.)

Designed to provide students with an overview of the social, economic, financial, medical technology, and cultural factors influencing access and use of rehabilitation services in the United States. Students will examine the evolution of rehabilitation services within the context of the evolution of health care in the United States.

SHRS–W 361 Health Promotion and Disease Prevention (3 cr.)

Understanding the personal, cultural, and environmental factors affecting participation in health promotion and disease prevention activities; examining the application and relevance of the concepts of health, wellness, health promotion, and health education and a wide range of content specific topics in health promotion and disease prevention.

SHRS–W 362 Legal and Regulatory Aspects in Rehabilitation (3 cr.)

Assisting students in the understanding of legal and regulatory challenges faced by rehabilitation professionals, covering legal issues in counseling and case management, and significant rehabilitation-related legislation in the United States from 1917 to the present.

SHRS–W 363 Ethical Issues in Rehabilitation Services (3 cr.)

Examining contemporary ethical/moral considerations in the organization and management of rehabilitation agencies and the delivery of rehabilitation services. Practical applications of ethical principles to the delivery of rehabilitation service and client-provider relationships will be covered. The course will be a combination of lectures, case studies, debates, and guest speakers.

SHRS–W 364 Disability and Society (3 cr.)

Focusing on the psychological, social, political, and economic circumstances of individuals with disabilities in American society and to broaden students' perspectives on disability issues through exposure to the personal accounts and writing of persons with disabilities, examination of professional practices, discussion of public policies, and completion of class projects.

SHRS–W 441 Administration and Supervision of Rehabilitation Organizations (3 cr.)

Designed to provide an overview of rehabilitation organizations and teach students the foundations of administration, supervision, and coordination of rehabilitation agencies. Discussions will cover the major theories of leadership, management, and organizational communication.

SHRS–W 442 Research in Health and Rehabilitation Sciences (3 cr.)

An introduction to the application of research methods in health and rehabilitation sciences, providing students with an overview of research methods used to collect, analyze, and interpret data, emphasizing the understanding of the application of statistical and research techniques to address problems related to rehabilitation services research.

SHRS-W 445 Program Evaluation Methods in Rehabilitation (3 cr.)

This course will provide a broad overview of the application program evaluation methods in rehabilitation and the strategies used in program evaluation, focusing on scientific principles that may be instrumental in informing policies and programs aimed at improving the health of individuals and communities.

SHRS-W 480 Independent Study in Health and Rehabilitation (3 cr.)

The purpose of this course is to give students the opportunity to do independent study and research in their area of interest. No formal lecture. Permission of Department Chair and instructor supervising the work will be required.

Gerontology Certificate

SHRS-W 310 Aging and the Older Person (3 cr.)

An introduction to the interdisciplinary study of gerontology as a social, behavioral, and biological science. Other issues to be covered will include participation of older persons in therapeutic recreation and leisure activities and current health issues and patterns of health in the aging process.

SHRS-W 350 Access and Utilization of Rehabilitation Services (3 cr.)

An overview of the long-term care industry and the continuum of care, examining various long term care service providers such as nursing facilities, assisted living/retirement centers, adult foster care, and adult day care; critical issues and current trends related to long-term care, quality of life, and life satisfaction in adulthood.

SHRS-W 370 Psychosocial Aspects of Aging (3 cr.)

Provides a broad overview of adult development and aging with an emphasis on the changes that occur across physical, cognitive, emotional, perceptual, and social domains of functioning. Analysis of the effects of and theoretical approaches of these changes on the occupational, social, and personality adjustment of the aging adult.

SHRS-W 410 Service-Learning in Geriatrics (3 cr.)

Designed to give the student direct work experience in various aging agencies and long-term care institutions.

This experiential component allows the student an opportunity to apply his/her newly acquired normative and cognitive skills and knowledge in an actual work setting.

SHRS-W 450 Seminar in Gerontology (3 cr.)

This course provides an interdisciplinary investigation of selected facets of gerontology drawn from biological, behavioral, and social science. Topics covered will include mental health, housing, economics, transportation, preventive health and rehabilitation programs, long-term care insurance, retirement, work/leisure activities, and adult women and health.

Global Health and Rehabilitation Studies Certificate

SHRS-W 250 Health and Rehabilitation Systems Across the World (3 cr.)

This course presents issues in global health and rehabilitation delivery systems from the viewpoint of many

different disciplines with an emphasis on economically less developed countries.

SHRS-W 270 Seminar in Global Rehabilitation and Health (3 cr.)

This course is designed to cover current topics in international management and organization of health and rehabilitation services, governance, ethics, impact of donor organizations, and emerging global primary and public health care issues.

SHRS-W 380 Health and Rehabilitation Professionals in Developing Countries (3 cr.)

The primary purpose of this course is to help students understand the roles and expectations and the scope of training and educational preparation of health and rehabilitation professionals across the world with emphasis on economically less developed countries.

SHRS-W 460 Global Perspectives in Nutrition, Health, Disease, and Disability (3 cr.)

Major emphasis on global perspectives with specific focus on economically less developed countries, examining existing and emerging issues in international nutrition that influence the health, well-being, and disability and the efficacy and effectiveness of nutritional interventions in the prevention of disease and disability among people living in developing countries.

SHRS-W 470 International Service-Learning in Rehabilitation (3 cr.)

Designed to give students direct experience in the organization and financing of rehabilitation services in other parts of the world, this experiential component allows students to apply their newly acquired normative and cognitive skills and knowledge in an international rehabilitation institution. Students will travel abroad under the supervision of faculty.

Health Sciences

SHRS-W 510 Trends and Issues in the Health Sciences (3 cr.)

A seminar course to review pertinent literature and other sources of information as a basis for discussing trends and issues affecting the therapeutic professions and the health care delivery system.

SHRS-W 520 Evidence-Based Critical Inquiry in the Health Sciences (3 cr.)

Fundamentals of research methodology, design, techniques, and procedures applicable to research problems in the allied health disciplines. Introduction to computer data analysis.

SHRS-W 540 Patient-Reported Outcomes and Economic Evaluation (3 cr.)

Explorations of selected patient-centered outcomes assessment methodology and its use in economic evaluation.

SHRS-W 570 Research Communication in the Health Sciences (3 cr.)

Focuses on the conceptualization and writing of the thesis or practicum proposal.

SHRS-W 799 Master's Thesis Continuation (1 cr.)

Used as continuation credits for completing the master's thesis in a format acceptable to the student's advisory committee, leading to successful defense of the final product. May be repeated for credit.

SHRS-W 599 Thesis in Health Sciences (3 cr.)

Thesis in Health Sciences. Can be repeated. Focuses on the data collection, analysis and writing of the thesis.

Nutrition and Dietetics

SHRS-N 265 Nutrition and Exercise (3 cr.) This course will allow the student to apply the principles of physiology, chemistry, and biology to describe the role of nutrition and exercise in the human body and to explore the interrelated and protective role of nutrition and exercise in wellness, health promotion, and disease prevention.

SHRS-N 500 Nutrition I (3 cr.) P: Graduate standing, undergraduate course in biological sciences or consent of instructor. This course applies the principles of physiology, chemistry, and biology to describe the role of nutrition and exercise in wellness, health promotion and disease prevention. This class is taught online.

SHRS-N 544 Medical Nutrition Therapy (3 cr.) P: dietetic internship. Study of physiological and biochemical alterations that occur during disease states and their effect on nutritional requirements and methods of providing nutrients.

SHRS-N 546 Medical Lectures (arr. cr.) Lectures by professional staff and invited guests in the health care field.

SHRS-N 550 Human Nutritional Pathophysiology I (3 cr.) P: B500, F503 or BIOL 557, or consent of instructor. An integrated study of the biochemical and physiological aspects of human macronutrient metabolism, with special reference to fundamental nutrition issues including determination of nutrient quality, nutrient interrelationships, and energy balance in the normal human adult and in common clinical problems.

SHRS-N 552 Human Nutritional Pathophysiology II (3 cr.) P: N550 or consent of instructor. A continuation of N550. An integrated study of the biochemical and physiological aspects of human fluid and micronutrient metabolism with special reference to nutritional pathophysiology involving fluid and micronutrient metabolism.

SHRS-N 560 Review of Nutrition Standards (3 cr.) Review of various nutrition standards, including those of the United States, the United Kingdom, Canada, and the World Health Organization. Course includes a review of all cited literature for one of the nutrients listed in the Recommended Dietary Allowances.

SHRS-N 563 Research Methods in Nutrition and Dietetics (3 cr.) P: dietetic internship. Study of research methodology utilized in dietetics. Course includes critique of literature and preparation of research proposal.

SHRS-N 567 Management Issues in Dietetics (1 cr.) P: dietetic internship. Advanced study in institutional

and hospital dietetic management, including personnel, financial, operational, and regulatory issues.

SHRS-N 570 Pediatric Nutrition I (3 cr.) P: B500, BIOL 557, undergraduate metabolic nutrition course, or consent of instructor. An application of principles of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of healthy infants, children, and adolescents and those with the most common pediatric conditions, illnesses, or disorders of broad nutritional significance.

SHRS-N 572 Advanced Pediatric Nutrition (3 cr.) P: N550, N570, or consent of instructor. An application of principles of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of infants, both preterm and term, and patients with complex pediatric conditions/illnesses that have a significant nutritional component.

SHRS-N 574 Nutrition Management of High Risk Neonates and Infants (3 cr.) P: N550, N572, or consent of instructor. An application of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of neonates, both preterm and term, who require intensive care. Discussions will include nutrition management issues related to the infant during hospitalization, at discharge and in the home environment.

SHRS-N 576 Leadership Development in Pediatric Nutrition (3 cr.) P: consent of instructor. This course is an entry-level leadership development series of experiential learning activities, including a leadership development project for post-graduate health care professionals and fellows.

SHRS-N 590 Dietetic Internship (4-10 cr.) P: dietetic internship. Supervised clinical experience in clinical and community nutrition and food service systems management. Course meets the requirements of the American Dietetic Association for the postbaccalaureate experience needed for dietetic registration. Previous admission into dietetic internship required. May be taken for a maximum of 22 credit hours. Not applicable to a graduate degree program.

SHRS-N 591 Seminar in Nutrition and Dietetics (1 cr.) P: consent of instructor. Exploration of various topics and issues in nutrition. May be repeated for a maximum of 4 credits.

SHRS-N 593 Topics in Nutrition (1-3 cr.) P: consent of instructor. Exploration of a selected topic in nutrition at an advanced level. May be repeated once for credit if topics differ.

SHRS-N 595 Readings in Nutrition (1-3 cr.) P: consent of instructor. Individualized readings on topics not covered in regular course offerings.

SHRS-N 596 Clinical Dietetics (arr. cr.) Clinical study in specialized areas of dietetics. May be taken more than once with the consent of the department for a maximum of 15 credit hours.

SHRS-N 598 Research in Dietetics (arr. cr.) Original research as approved by the department.

Occupational Therapy

AHPT–T 525 Reflective Seminar I (1 cr.) Course will facilitate the synthesis of research, reflect the curriculum themes and outcomes, and support the plan of scholarly contribution.

AHPT–T 542 Occupations of Infants and Children (5 cr.) Course will focus on the development, support, and disruption of performance in areas of occupation of infants and children utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

AHPT–T 552 Occupations of Adolescents and Young Adults (5 cr.) Course will focus on the development, wellness, and disruption of performance in areas of occupation of adolescents and young adults utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

AHPT–T 553 Topics in Occupational Therapy (1-5 cr.)

AHPT–T 557 Group Process in Occupational Therapy (2 cr.) Principles and concepts of group process related to occupational therapy practice.

AHPT–T 558 Occupational Therapy Management in Today's Health and Community Systems (3 cr.) A study of the occupational therapist's role in the management of service delivery in both health and community systems. Managed care, managerial functions, professionalism, ethics, and various laws are emphasized.

AHPT–T 560 Introduction to Occupational Science and Occupational Therapy (3 cr.) Examination of the use of occupation as a therapeutic tool through the study of occupation, occupational science, activity analysis, and therapeutic use of self.

AHPT–T 561 Theoretical Foundations of Occupational Therapy (3 cr.) Conceptualization and synthesis of existing models, frames of reference, paradigms, and theories of occupational therapy for practice.

AHPT–T 567 Research and Occupational Therapy (3 cr.) Course is designed to prepare the student to participate in research, emphasizing the use of technology.

AHPT–T 568 Evidence-Based Research in Occupational Therapy (3 cr.) Prepares the student to evaluate occupational therapy practice and assure that it is increasingly evidence-based by examining the design and implementation of beginning-level research studies, developing the basic skills necessary for the publication and presentation of research projects, and developing a basic understanding of the process of securing grants.

AHPT–T 571 Kinesiology for the Occupational Therapist (3 cr.) Course introduces the occupational therapy graduate student to the principles of human movement including biomechanical analysis, joint structure and function, muscle physiology, and musculoskeletal function for occupational performance.

AHPT–T 572 Pathophysiology: Impact of Conditions on Occupations (3 cr.) Identification and study of major

medical and psychiatric conditions including clinical description, etiology and pathology, medical/surgical treatment, rehabilitation, and prognosis. Treatment team approach and legal issues will be presented. Labs will emphasize occupational impact of medical/psychiatric conditions.

AHPT–T 575 Applied Neuroscience for the Occupational Therapist (4 cr.) Course will build upon the student's understanding of anatomy. Using the resources of the course, students will master the vocabulary, comprehend foundational concepts, and apply this information through case studies.

AHPT–T 580 Graduate Electives (3 cr.) One graduate elective is required. OT students who choose to do a thesis are not required to take an elective. Students will be encouraged to take an elective that complements their area of interest. During the second semester of their second year, an additional elective could be taken, after planning with their faculty advisor.

AHPT–T 625 Reflective Seminar II (1 cr.) Course will facilitate the synthesis of research, reflect the curriculum themes and outcomes, and continue to support the plan of scholarly contribution.

AHPT–T 643 Occupations of Adults and Older Adults (5 cr.) Course will focus on the disruption of performance in areas of occupation of adults and older adults utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

AHPT–T 655 Technologies in Occupational Therapy (3 cr.) This lecture and laboratory course introduces the concepts of positioning, environmental adaptations, orthotics, prosthetics, computer uses and technologies, assistive devices, and adaptive equipment. Low technology will be the focus; some expansion to high technology will also be discussed.

AHPT–T 657 Psychosocial Dimensions of Therapeutic Relationships and Occupations (2 cr.) Understanding and application of therapeutic use of self in establishing and maintaining client therapist in using a helping model and therapeutic dialogue.

AHPT–T 658 Professional Trends and Issues in Occupational Therapy (2 cr.) P: W510. Course involves student research, discussion and demonstration of knowledge, emphasizing reimbursement, system delivery, service models, clinical education, credentialing, and other current issues in OT. Several class topics will be students' choice.

AHPT–T 667 Nonthesis OT Project (3 cr.) Course prepares the student to design and implement a beginning research study.

AHPT–T 668 Nonthesis OT Project Completion (2 cr.) Course is designed to allow the student to complete the research study project.

AHPT–T 695 Fieldwork Level II-A: Infants & Children (5 cr.) P: successful completion of Semesters I and II professional courses. An eight-week fieldwork experience in an infant and child area of practice with pediatric occupational therapy services.

AHPT–T 696 Fieldwork Level II-B: Adolescents & Young Adults (5 cr.) P: successful completion of Semesters I and II professional courses. An eight-week fieldwork experience in an adolescent and young adult area of practice with occupational therapy services.

AHPT–T 697 Fieldwork Level II-C: Adults & Older Adults (5 cr.) P: successful completion of Semesters I, II, III, and IV professional courses. An eight-week fieldwork experience in an adult and older adult area of practice with occupational therapy services.

AHPT–T 698 Fieldwork Level II-D: Specialty (optional) (3-5 cr.) P: successful completion of T695, T696, and T697. Four- to eight-week optional experience providing OT students an opportunity to select a specialized practice area.

AHPT–T 701 OT Thesis (6 cr.) Proposal development leading to thesis as directed by the chair of the thesis committee.

AHPT–T 702 OT Thesis Completion (2 cr.) Research leading to thesis as directed by the chair of the thesis committee.

Physical Therapy

AHPT–P 511 Framework for Clinical Decision Making (1 cr.) An overview of the profession of physical therapy and a framework for the process of clinical decision making. Includes the role of physical therapy in contemporary health care delivery, the disablement model, and an introduction to the APTA Guide to Practice as components of the clinical reasoning process.

AHPT–P 513 Functional Anatomy and Clinical Biomechanics (4 cr.) Integration of foundational knowledge of gross anatomy with structure and function of the neuromusculoskeletal system and human motion. Includes the study of the concepts of biomechanics, and joint structure and function as they apply to physical therapy interventions.

AHPT–P 514 Evidence-Based Critical Inquiry I (2 cr.) Introduction to clinical research methodology and critical interpretation of the professional literature.

AHPT–P 515 Physical Therapy Examination/Interventions I (6 cr.) First of two courses covering examination, evaluation, and intervention aspects of physical therapy practice. Emphasis is on history taking, systems review, functional examination and intervention, and documentation.

AHPT–P 524 Cardiopulmonary Practice Patterns (3 cr.) Code Provides the essential knowledge base for development of exercise prescriptions for well populations and for physical therapy interventions for patients with cardiopulmonary pathologies or dysfunctions.

AHPT–P 526 Physical Therapy Examination and Interventions II (4 cr.) The second of two courses covering examination, evaluation, and interventional aspects of physical therapy practice. Regional application is emphasized along with corresponding documentation.

AHPT–P 530 Medical Conditions and Pathophysiology (4 cr.) Overview of pathophysiology and medical management for common disorders of the endocrine, immune, neurological, genitourinary, and gastrointestinal

systems. Included are fundamental principles of pharmacology and diagnostic imaging as utilized in medical management.

AHPT–P 532 Legal and Ethical Issues in Physical Therapy (2 cr.) Includes essential information related to ethical, legal, and professional practice regulations and standards of care. Interpersonal communication skills for the healthcare environment are also presented.

AHPT–P 533 Lifespan Motor Control and Motor Development (2 cr.) Overview of human neuromusculoskeletal development across the lifespan.

AHPT–P 534 Introduction to Motor Sciences (2 cr.) Principles and concepts of motor learning and motor control for the development of physical therapy interventions.

AHPT–P 541 Musculoskeletal Practice Patterns I (4 cr.) Physical therapy management of patients with impaired posture, joint mobility, motor function, and muscle performance. Integrates previous course work involving evaluation and interventions.

AHPT–P 570 Pharmacology for Physical Therapists (3 cr.) Survey of contemporary pharmacology including pharmacokinetic principles with special emphasis on the relation of drug therapy to therapeutic interventions provided by physical therapists.

AHPT–P 599 Clinical Education I (3 cr.) Initial full-time clinical experience lasting six weeks. This course will serve as the introduction to clinical integration of physical therapy knowledge and skills. Students will be assigned to specific sites.

AHPT–P 622 Musculoskeletal Practice Patterns II (4 cr.) Physical therapy management of patients with impaired joint mobility, motor function, and muscle performance associated with spinal dysfunction, connective tissue disorders, trauma, and surgical procedures.

AHPT–P 641 Neurorehabilitation I (4 cr.) Physical therapy management of individuals with stroke, spinal cord injury and brain injuries will be covered applying a functional approach to movement to the analysis of clinical signs and symptoms, and examination and evaluation of those signs. Students will plan treatment interventions based on these findings.

AHPT–P 642 Neurorehabilitation II (4 cr.) Physical therapy management of individuals with movement disorders, balance, and vestibular problems, cerebral palsy, and genetic disorders will be covered to include signs and symptoms, examination, and evaluation. Students will plan treatment interventions based on these findings.

AHPT–P 643 Psychosocial Dimensions of Physical Therapy Practice (2 cr.) Social, psychological, and behavioral components of patient-therapist interactions are illustrated, including grief, loss, motivation, social support, and cultural influences among diverse patient populations.

AHPT–P 645 Evidence-Based Critical Inquiry II (2 cr.) Development, approval, and generation of the proposal

for the review of the literature related to a specific topic in patient outcomes assessment or other approved area.

AHPT-P 646 Therapeutic Interventions (4 cr.) Includes both theory and application of thermal, acoustic, infrared, and electrotherapeutic physical agents utilized in physical therapy interventions.

AHPT-P 650 Integumentary Practice Patterns (2 cr.) The physical therapy management of the integumentary system with special emphasis on physical therapy interventions for burns and various types of wounds.

AHPT-P 660 Selected Topics in Physical Therapy Practice (3 cr.) Introduction to emerging physical therapy practice patterns in such areas as women's health, occupational health, chronic metabolic and immunologic diseases, and cognitive and emotional disorders.

AHPT-P 661 Prosthetic and Orthotic Interventions (2 cr.) Includes both theory and application of orthotic and prosthetic devices and equipment utilized in physical therapy interventions.

AHPT-P 664 Administration and Management of Physical Therapy Services (3 cr.) The administration and management of physical therapy services in the context of multiple types of healthcare systems.

AHPT-P 675 Capstone Seminar (1 cr.) Capstone seminar experience integrating classroom and clinical learning. Presentations mentored by clinical and academic faculty will be required.

AHPT-P 680 Health Promotion and Community Outreach (2 cr.) Essential concepts related to the roles of physical therapists in prevention and in the promotion of health, wellness, and fitness. Course includes application of concepts through service component in selected community agencies.

AHPT-P 685 Independent Study (1-3 cr.) This course offers students an opportunity to learn from faculty activities by participating in research or teaching labs in an area of interest. The educational objectives and assignments are customized by faculty according to the intent of the learning activity.

AHPT-P 695 Clinical Education II (6 cr.) Full-time clinical experience lasting twelve weeks, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

AHPT-P 696 Clinical Education III (3 cr.) Full-time clinical experience lasting six weeks, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

AHPT-P 697 Clinical Education IV (3 cr.) Full-time clinical experience lasting six weeks, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

Rehabilitation and Disabilities Studies Certificate
SHRS-W 320 Survey of Adaptive Rehabilitation Technology (3 cr.)

Assisting students in the knowledge/awareness of available high-tech/low-tech equipment, or product

systems that are used in rehabilitation settings to increase, maintain, or improve functional capabilities of individuals with disabilities, emphasizing the application of clinically-based strategies for determining an individual's need for and acceptance of adaptive technology to improve functional outcomes.

SHRS-W 330 Approaches to Rehabilitation Case Management (3 cr.)

Exploring the historical perspective, technological and humanitarian advances, and major issues in the rehabilitation administrative environment; discussing and analyzing the legislative mandates relative to their effects on shaping the administrative environment in rehabilitation; acquiring knowledge of the process and significance of administrative competency in delivering services to rehabilitation consumers.

SHRS-W 340 Psychological Aspects of Disability (3 cr.)

Prerequisite: Medical Terminology Course or equivalent.

Students will review medical terminology and gain an understanding of major disabling conditions, the psychological and vocational aspect of adjustment to disability and chronic long term illness, and examine psychological and social theories related to disability and chronic illness and Code of Ethics.

SHRS-W 420 Proposal Writing for Community-Based Rehabilitation Programs (3 cr.)

An interactive educational opportunity to develop skills related to fund development in a community rehabilitation setting, providing an overview of the grant development process. Students will research local and national funding sources and learn about traditional and non-traditional sources to develop and maintain community-based rehabilitation programs. Includes guest speakers.

SHRS-W 430 Practicum in Rehabilitation and Disability (3 cr.)

Designed to give students direct work experience in various private and public sector rehabilitation agencies, this experiential component allows the student an opportunity to apply his/her newly acquired normative and cognitive skills and knowledge in an actual work setting.

SHRS-W 440 Medical Aspects of Disabilities (3 cr.)

The primary emphasis of this survey course is on medically determined aspects of disabling impairments and disabilities. Students will learn the functional limitations associated with major disabling conditions particularly as they relate to the delivery of rehabilitation services. Current trends and methodologies involved in rehabilitation processes will be covered.

Academic Programs

Doctoral Programs

- Doctor of Philosophy in Health and Rehabilitation Sciences
- Doctor of Physical Therapy

Master's Programs

- Master of Science in Health Sciences (program currently under revision)
- Master of Science in Nutrition and Dietetics
- Master of Science in Occupational Therapy

Other Programs

- Dietetic Internship
- e-Learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition
- Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program

Master's Programs

Master of Science in Health Sciences (program currently under revision)

Master of Science in Nutrition and Dietetics

Master of Science in Occupational Therapy

Master of Science in Health Sciences

This graduate program, offered through the University Graduate School, is being revised. Please see information on the School's website at www.shrs.iupui.edu or contact the program director for further information.

Professor Joyce Mac Kinnon, Ed.D. 317-274-1029
jmackinn@iupui.edu

Master of Science in Nutrition and Dietetics

Location of the Program

The program is located at the Indiana University-Purdue University at Indianapolis.

Description and Purpose of the Program

This graduate program, offered through the Indiana University Graduate School, is designed for registered dietitians. The objective of this program is to provide an opportunity for registered dietitians to deepen their knowledge base, improve critical thinking skills, and develop research skills in nutrition and dietetics.

The curriculum is designed for the dietitian with a special interest in nutritional requirements and provision of medical nutrition therapy in acute and chronic conditions such as diabetes or in the care of special populations such as children and preterm infants. Program affiliations throughout central Indiana provide the opportunity for the student to work with patient populations in both outpatient and inpatient settings as well as with the general public.

Course Requirements

Students are required to take graduate-level courses in biochemistry, statistics or biostatistics, and physiology. Other courses and clinical study (open only to students who are registered dietitians) may be selected from the graduate-level offerings of the Nutrition and Dietetics Department and from other schools and departments on the Indiana University-Purdue University Indianapolis campus.

Minimum Requirements for the Degree

To earn the M.S. degree, a minimum of 36 credit hours at the graduate level are required. Candidates for this degree may petition to apply up to 8 credit hours of graduate work

from other institutions or programs to this degree. There are both thesis and non-thesis options.

Curriculum

A total of 36 credit hours is required to complete the degree. Candidates for this degree may petition to apply up to eight credit hours of graduate work from other institutions or programs to this degree. The M.S. in Nutrition and Dietetics with the thesis option requires 30 credits hours of course work and six credits of research. The M.S. in Nutrition and Dietetics without the theses requires 33 credit hours of course work and a three credit non-thesis problem. Students may choose between two areas of interest: either adult nutrition or pediatric nutrition.

The hours are allocated as follows:

Nutrition and Dietetics Core (15-16 credits) Science Requirement (6 or 7 credits)

BIOC B500	Biochemistry and	3 cr.
PHSL F503	Human Physiology	4 cr.
OR		
BIOL 556	Physiology I and	3 cr.
BIOL 557	Physiology II	3 cr.

Statistics and Research Methods (6 credits)

NURS R505	Measurement and Data Analysis	3 cr.
OR		
GRAD G651	Introduction to Biostatistics I	3 cr.
SHRS N563	Research Methods in Nutrition and Dietetics	3 cr.
OR		
SHRS W520	Evidence Based Critical Inquiry in the Health Sciences	3 cr.
OR		
GRAD G610	Topics in Translational and Implementation Research	3 cr.
SHRS N550	Human Nutritional Pathophysiology I	3 cr.

Choose one of the following areas of interest:

Pediatrics Nutrition (15-18 credits)

SHRS N570	Pediatric Nutrition	3 cr.
SHRS N572	Advanced Pediatric Nutrition	3 cr.
SHRS N576	Leadership Development in Pediatric Nutrition	3 cr.
	Electives	6-9 cr.

Adult Nutrition (15-18 credits)

SHRS N552	Human Nutritional Pathophysiology II	3 cr.
	Electives	12-15 cr.

Non-Thesis Problem or Thesis (3-6 credits)

SHRS N598	Research	3 cr.
	OR	
SHRS N598	Research	6 cr.

Admission

The School of Health and Rehabilitation Sciences offers the M.S. in Nutrition and Dietetics through the Indiana University Graduate School. Students accepted into the program must meet all the requirements of both the University Graduate School and the School of Health and Rehabilitation Sciences.

The minimum admission requirements are:

- a bachelor's degree from an accredited institution
- proof of dietetic registration
- a cumulative undergraduate GPA of at least 3.0 on a 4.0 scale
- an appropriate level of achievement on the Graduate Record Examination (GRE)
- for international students, a suitable level of achievement on the Test of English as a Foreign Language (TOEFL)

Applicants must submit the following:

- official undergraduate transcripts
- a 300- to 500-word personal statement of academic and professional goals
- three letters of recommendation from those familiar with the applicant's academic and professional performance
- official scores of the GRE and the GRE Writing Assessment Exam, taken within the last five years
- proof of dietetic registration
- for international students, official TOEFL scores

Grade Requirement

A minimum of a 3.0 (B) grade point average in graduate work is required for continuance in graduate study. If the grade point average of a student falls below 3.0 or the student is not making sufficient progress toward completion of the degree, the Health and Rehabilitation Sciences Academic Studies and Research Development Committee will review the student's record and recommend to the dean that the student be placed on probation. Unless the student achieves a 3.0 grade point average or begins making satisfactory progress in the next semester of enrollment, the student ordinarily will not be allowed to continue in the graduate program. For more information about academic regulations, contact the program director.

For further information, contact:

Dawn Lipker, Student Enrollment Services Coordinator IU
School of Health and Rehabilitation Sciences
IUPUI, Coleman Hall room 120
1140 W. Michigan Street
Indianapolis, IN 46202

phone: (317) 274-7238 e-mail: dlipker@iupui.edu

Master of Science in Occupational Therapy

Department Chair Associate Professor Thomas Fisher

Associate Professors Jeffrey Crabtree, Patricia Scott

Associate Professors Emeriti Cel Hamant, Nancy Lampert, T. Kay Carl, Carol Nathan, Erna Simek

Assistant Professors Arlene Schmid, Michael Justiss, CJ Liu

Clinical Assistant Professor of Occupational Therapy Fengyi Kuo

Lecturers Sharon Pape

Adjunct Instructors Sandra Morzorati, Elaine Ewing Fess, Maureen Hwys, Corie Chaplin

Research Advisory Council Anna Dusick, Shelly Johnson, Karen Bruner Stroup, Nancy Canon, Katie Grissom, Lance Trexler

Educational Program

This program is designed for students who do not have a degree or certificate in occupational therapy but who have a baccalaureate degree in any major and are ready to apply for the entry-level graduate program in occupational therapy. The best undergraduate major is one in an area in which the student would enjoy working after receiving the undergraduate degree and should be selected based on the student's interests. The Master of Science in Occupational Therapy Program does not have a preference as to the major for the bachelor's degree as long as the prerequisite courses are completed.

Length of the Program

Two years, including summers.

Structure of the Professional Program

The academic and fieldwork level II portions of the curriculum are designed as full-time experiences.

Design of the Professional Curriculum

Students entering the Master of Science in Occupational Therapy Program will attend seven academic semesters. The curriculum content includes basic knowledge of occupational performance, disruption in occupational performance, technical skills, occupational therapy theory and practice, interpersonal communication, creative problem solving, research, understanding human occupation as it relates to health and wellness, and beginning professional practice (Fieldwork Level I). There are also Fieldwork II requirements. Fieldwork Level II must be completed within 24 months of completing all academic course work. The curriculum content contains all of the subject matter required in an accredited occupational therapy program.

Additional Cost

In addition to regular university fees, students should expect to spend approximately \$1,400 on textbooks while in the program. Students should be prepared to assume living and travel expenses associated with fieldwork experiences. Fieldwork II assignments may be out of state. The department will work closely with students with regard to fieldwork placements.

Opportunity for Students to Work

The class schedule for full-time occupational therapy students is rigorous, although part-time employment during the evening or weekend hours is possible for some students.

Program Facilities

The Occupational Therapy Program offices are located on the third floor of Coleman Hall. Classrooms are located on the second and ground floors of Coleman Hall and in other buildings on the IUPUI campus.

Location of Fieldwork Sites

Fieldwork Level I occurs in a variety of settings, including hospitals, rehabilitation centers, nursing homes, school systems, community sites, and other health and wellness facilities in Indiana. Fieldwork Level II is directed toward age ranges (children, young adults, or older adults) and may be located throughout the United States, depending on the student's individual assignment. Before starting fieldwork experience, students may be required to undergo drug testing and/or a criminal background check.

Accreditation

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. Applicants should be advised that as of January 1, 2007, occupational therapy educational programs will be accredited only at the post-baccalaureate degree level.

Admission

Students accepted into the program must complete the program admission requirements listed below before the first day of classes. Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class

Cumulative GPA, prerequisite GPA, baccalaureate degree, and completion of required observation hours.

Class Size

Up to 36 students are admitted for each summer II semester.

Application Deadline

January 20 of the year before desired entry into the program.

Prerequisite Course Requirements

In order to be eligible to enter the program, the candidate must have a baccalaureate degree and must have completed all prerequisite courses while maintaining at least a 3.0 cumulative GPA.

Prerequisite Courses: Minimum Credits

Behavioral Science Courses

Abnormal Psychology/ Psychopathology	3 cr.
Human Growth (birth through death) and Development/Lifespan Development	3 cr.

Biological Science Courses (with a lab)

Human Anatomy (course description required)	5 cr. *
Human Physiology (course description required)	5 cr. *

Other Courses

Medical Terminology	1-2 cr.
Statistics	3 cr. *

*Human Anatomy, Human Physiology, and Statistics must be completed no more than seven years before date of entry.

Minimum Cumulative GPA Requirement

A 3.0 on a 4.0 scale is required at the time of program application and must be maintained throughout the admissions process. For purposes of admission only, the grades for all courses from any university (whether transferred into the IU system or not) will be used in the calculation of the admission GPA. The IU grading system will be used to figure admission GPA (e.g., A = 4.0, A- = 3.7, etc.). Courses that are transferred into IU from another university without the grade listed on the IU transcript will have the grade from the originating university used to figure the GPA. Credits from a university using the quarter system will be converted to count as semester credits.

Minimum Grade Requirement in a Stated Prerequisite Course

C (2.0 on a 4.0 scale).

Minimum Grade Requirement in Repeated Courses

Applicants whose cumulative GPA is at least 2.0 on a 4.0 scale and who have repeated courses may petition to have their admission grade point average recalculated. The recalculation will use the most recent grade of the repeated course. This repeat option includes the use of the Indiana University FX option and is applied with the following restrictions: it can be used for a total of no more than 15 credits; the grade will be deleted not more than twice for a given course; and each attempt will count toward the 15 credit hours. If more than 15 credit hours are repeated, the applicant will determine which of the repeated courses are to be deleted. The petition must be attached to the application.

Forgiveness Policy

Applicants whose GPA is at least 2.0 on a 4.0 scale may petition the program for up to one year (fall, spring, and summer) of academic bankruptcy based on compelling nonacademic reasons. The bankrupted semesters must be consecutive. Academic bankruptcy is for admission purposes only and in no way affects the university's official GPA. Course work completed in a semester that has been bankrupted for admission purposes cannot be used for the fulfillment of program prerequisites or counted as credit hours toward the degree. The petition must be attached to the application.

Clinical Observation Hours

All applicants must complete a minimum of 12 observation hours in clinical occupational therapy. Three different

facilities (e.g., nursing home, hospital, school system, long-term care facility) need to be visited. Forms for clinical observation experiences can be found at the [Department of Occupational Therapy](#).

International Student Applicants

There are special application procedures for those who are not citizens of the United States or who have had their previous schooling outside of the United States. International student applicants interested in the Master of Science in Occupational Therapy Program should obtain an international application packet from the IUPUI Office of International Affairs or from the Web at www.international.iupui.edu. Because of the extra procedures required to evaluate foreign credentials, there is an additional application fee for international students.

International student applicants (except those whose native language is English) are expected to submit results of the Test of English as a Foreign Language (TOEFL). The TOEFL is given worldwide throughout the year. IUPUI's school code for the TOEFL application is 1325. The Occupational Therapy Program faculty has established a minimum TOEFL test score of 550 (paper-based) or 200 (computer-based) for program eligibility. All newly admitted international students are also required to take the IUPUI English (EAP) examination administered by the IUPUI EAP Program and Office of International Affairs before registration for classes. Students are required to take any EAP courses that are determined necessary as a result of this testing until they have fulfilled university and program requirements for English proficiency.

Curriculum

Semester 1, Year 1, Summer Session

T560	Introduction to Occupational Science and Occupational Therapy	3 cr.
T571	Kinesiology for the Occupational Therapist	3 cr.
		6 cr.

Semester 2, Year 1, Fall Semester

T542	Occupations of Infants and Children	5 cr.
T557	Group Process in Occupational Therapy	2 cr.
T561	Theoretical Foundations of Occupational Therapy	3 cr.
T567	Research and Occupational Therapy	3 cr.

T575	Applied Neuroscience for the Occupational Therapist	4 cr.
		16 cr.

Semester 3, Year 1, Spring Semester

T525	Reflective Seminar I	1 cr.
T552	Occupations of Adolescents and Young Adults	5 cr.
T558	OT Management in Today's Health and Community Systems	3 cr.
T568	Evidence-Based Research in Occupational Therapy	3 cr.
T572	Pathophysiology: Impact of Conditions on Occupations	3 cr.
		15 cr.

Semester 4, Year 2, Summer

Session I (May or June)		
Fieldwork Level II A (8 weeks)		
T695 OR T696	Infants and Children OR Adolescents and Young Adults	5 cr. each
Session II (July and August)		
Fieldwork Level II B (8 weeks)		
T696 OR T695	Adolescents and Young Adults OR Infants and Children	5 cr. each
		5 cr.

Semester 5, Year 2, Fall Semester

T625	Reflective Seminar II	1 cr.
T662	Occupations of Adults and Older Adults	5 cr.
T657	Psychosocial Dimensions of Therapeutic Relationships and Occupations	2 cr.

T580	OT Elective AND	3 cr.
T667	Non-thesis OT Project	3 cr.
T701	OR OT Thesis	6 cr.
		<hr/> 16 cr.

Semester 6, Year 2, Spring Semester

T655	Technologies in OT (4 weeks—January)	3 cr.
T695	Fieldwork Level II A, B, OR C	5 cr. each
T696		
T697	Infants and Children OR Adolescents and Young Adults OR Adults and Older Adults (8 weeks—February and March)	
T658	Professional Trends and Issues in OT	2 cr.
T580	OT Elective AND T 668 Non-thesis OT Project Completion OR T 702 OT Thesis Completion	3 cr. 2 cr. 2 cr.
		<hr/> 14 cr

Semester 7, Year 2, Summer I Semester

T695	Fieldwork Level II A, B, OR C	5 cr. each
T697	Adolescents and Young Adults Adults and Older Adults	
		<hr/> 5 cr.

*Expected Graduation: June or August, depending on when the student completes the thesis, project, or fieldwork.

Additional Information

- For each additional semester necessary for completion of thesis or project, the student will enroll in 1 credit
- Nonthesis option requires the student to take one 3 credit elective and participate in a scholarly project
- Thesis option does not require an elective
- Fieldwork I and Orthotics are integrated into the occupations courses

- Areas of occupations (ADL, IADL, Education, Work, Leisure, Play, Sleep/Rest, and Social Participation) are addressed in all three occupations courses
- Students may elect to take a specialty Fieldwork Level II—a fourth rotation (8 weeks)

Prior to entering the Occupational Therapy Program, admitted students are required to have:

- CPR certification (successful completion of a health care provider CPR course for infants, children, and adults that includes a written examination and skills assessment)
- current immunizations
- TB test
- criminal background check
- personal health insurance

If a documented physical problem makes a person incapable of performing CPR, the person must be able to pass the required written examinations.

Fellowships

In addition to financial assistance obtained through the IUPUI Office of Student Financial Aid, fellowship opportunities are available through the Department of Occupational Therapy. Following admission into the Master of Science in Occupational Therapy Program, students may seek information from the chair of the Department Fellowship/Scholarship Committee regarding fellowship opportunities specific to occupational therapy.

For further information, contact:

Professor Thomas Fisher
Chair, Department of Occupational Therapy
IUPUI
Coleman Hall 311
1140 W. Michigan Street
Indianapolis, IN 46202-5119
phone: (317) 274-8006

Doctoral Programs

Doctor of Philosophy in Health and Rehabilitation Sciences

Doctor of Physical Therapy

Doctor of Philosophy in Health and Rehabilitation Sciences

Degree Objective

To develop scholars who, through their leadership and original research, will contribute to the knowledge base of health and rehabilitation sciences. Graduates will be able to be employed in universities, health care facilities and industries that focus on teaching others and advancing knowledge in health and rehabilitation.

Admissions Policy

Requirements, in addition to those of the Graduate School, include:

- Completion of a post baccalaureate degree in health and rehabilitation sciences or in a related health care discipline, or completion of a baccalaureate degree with professional experience
- Resume or curriculum vitae

- A 300-500 word personal statement of learning objectives, research interest, and leadership potential
- Competitive scores (minimum of 500 recommended) on the verbal and quantitative sections and a score of 3.5 or better on the analytical writing section of the GRE completed within 5 years before matriculation into the PhD program. Successful completion of a post graduate degree will waive the matriculation time period
- Letter from a person willing to serve as the research mentor. The mentor must be actively engaged in research, and be able to effectively guide the student in the research process. The mentor must be formally approved by the School of Health and Rehabilitation Sciences' Academic Studies and Research Development (ASRD) Committee. The mentor does not have to be a faculty member in the SHRS, but must hold IU Graduate Faculty status or equivalent. The person may also serve as chair of the student's dissertation committee

The ASRD Committee will be the body that will review applications and make acceptances.

Priority will be given to students who indicate that they plan to attend full time, and to those who have secured sources of funding to support full time status.

A maximum of 30 semester credits may be transferred from the student's post baccalaureate course work as approved by the ASRD Committee and the University Graduate School. No course may be transferred from another institution unless the course was completed with a grade of B or higher.

Any exceptions to the admissions policies must be requested in writing to the ASRD Committee. The request must be accompanied by a letter from the director of the PhD program recommending either support or denial.

Curriculum Requirements

The minimum requirements for the Ph.D. are 90 credit hours of advanced study, of which 30 semester credits may be transferred from the student's post-baccalaureate degree of study, as approved by the School Admissions Committee and the University Graduate School.

The credits for the Ph.D. are distributed in the following categories:

Health and Rehabilitation Sciences Core Curriculum (12 credits in required courses)

W660	Rehabilitation Theories and Applications	3 cr.
W661	Theories of Health Promotion and Disease Prevention	3 cr.
W662	Rehabilitation Services in Healthcare Systems and Delivery	3 cr.

W672	Teaching Practicum within area of specialization	3 cr.
------	--	-------

Health and Rehabilitation Sciences Concentration (30 credits)

Students will select one of the three areas of concentration identified by the Institute of Medicine.

Students must declare an area of concentration and identify appropriate coursework within the SHRS and across campus in consultation with their Advisory Committee. Areas of concentration include:

- Pathophysiology and Impairment Research
- Functional Limitations/Functional Participation Research
- Health Services Research

Research Core (42 credits)

GRAD-G505	The Responsible Code of Research	1 cr.
SHRS-W674	Doctoral Seminar in Health and Rehabilitation Sciences	1 cr.
GRAD-N802	Techniques of Effective Grant Writing	3 cr.
NURS-W540	Writing for Publication	3 cr.
SHRS-W670	Research Practicum within concentration	6 cr.
	Statistics and Research Design courses (courses must be approved by the student's Advisory Committee as part of the student's plan of study)	9 cr.
	Dissertation	19 cr.

Electives (6 credits)

Minor

Because of the interdisciplinary nature of the PhD curriculum, each student will complete 6-12 credits in an external area, and thus satisfy the minor requirement for the PhD; specialized minors may be constructed on a case-by-case basis, if needed for a particular student's program.

Comprehensive Examination

Near, and usually in, the last semester of course work, students will be required to take a comprehensive written qualification examination in health and rehabilitation sciences, prepared by the student's Advisory Committee. Only students who pass the exam may continue in the program. Students may be able to retake the examination one time if they fail to pass the first time. The retake must occur within six months of the original examination.

Doctor of Physical Therapy

Department Co-Chairs: Joyce Mac Kinnon, Peter Altenburger

Professor Emerita: Ruth Ladue

Professor: Joyce MacKinnon, Lisa Riolo

Associate Professor: Rebecca Porter

Associate Clinical Professor of Physical Therapy: Mary T. Loghmani

Assistant Professors: Tracy Dierks, Robyn Fuchs, Stuart Warden, Peter Altenburger

Assistant Clinical Professors of Physical Therapy: Amy Bayliss, Valerie Strunk

Lecturer and Director of Clinical Education: Valerie Strunk

Educational Program

Length of the Program

The course of study is 35 months (102 graduate credit hours) of graduate professional course work.

Structure of the Program

The program is presented in a full-time, day format only.

Design of the Professional Curriculum

The physical therapy curriculum is organized so that the lecture and laboratory course work is integrated with patient care experiences. Full-time clinical education experiences of varying length occur throughout the course of study. The Physical Therapy Program course of study develops an understanding of normal and abnormal physical structure and function. The curriculum focuses on the management of patient problems rather than procedures. The graduate of the Physical Therapy Program demonstrates competencies in evidence-based physical therapy practice parameters and the basic skills of critical inquiry, administration, and patient education. Additionally, the graduate shows the ability and interest to continue professional development.

Opportunity for Students to Work

Because of the intense nature of the program, students are not encouraged to seek outside employment during their enrollment.

Additional Cost

In addition to Physical Therapy Program tuition and university fees, students should expect to pay program-related expenses. Contact the program office in Coleman Hall for a current cost sheet.

Facilities

Physical Therapy Program offices are located in Coleman Hall. Lecture and laboratory classes are located in Coleman Hall, Long Hospital Building, and other locations on the IUPUI campus.

Accreditation

Indiana University has received continuing accreditation for the postbaccalaureate professional education program from the Commission on Accreditation in Physical Therapy Education (CAPTE).

Admission

Students accepted into the program must complete the school's admission requirements and the following Physical Therapy Program-specific admission requirements before the first day of classes. Admission to the professional program is competitive and selective; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class

Admission into the Indiana University Doctor of Physical Therapy Program is based on the applicant's overall GPA, the applicant's GPA in mathematics and science prerequisite courses, the applicant's GRE scores, the applicant's suitability for the physical therapy profession as reported by volunteer experience supervisor evaluation of generic abilities, and a statement of personal values and purpose for attending Indiana University's Doctor of Physical Therapy Program.

Class Size

38 students each fall semester.

Specific Requirements

The following admission policies apply to the Indiana University Doctor of Physical Therapy Program.

Total Number of Prerequisite Credit Hours

Applicants may have no more than two Doctor of Physical Therapy Program prerequisite courses unfinished at the time of program application (see below). No waivers for degree completion or course prerequisites will be granted by the Physical Therapy Program.

Minimum Cumulative GPA

3.2 on a 4.0 scale. The minimum cumulative GPA must be met at the time of application and maintained until admission.

Minimum Specific GPA

3.2 on a 4.0 scale in all credit hours attempted in prerequisite courses. The minimum GPA must be met at the time of application and maintained until admission.

Minimum Grade Requirement in a Stated Prerequisite Course

C (2.0 on a 4.0 scale).

Technical Standards

See School of Health and Rehabilitation Sciences' technical standards.

Medical Requirements

Basic immunizations as determined by Student Health Services must be completed by the first day of classes. Students must demonstrate proof of health insurance before entry into the program and must maintain health insurance throughout their enrollment.

Volunteer Experience

In addition to prerequisite course work, students must complete observational, volunteer, or other work experiences in both hospital inpatient and outpatient physical therapy settings (minimum of 20 hours in each setting for a combined total of 40) in order to appreciate the differences in physical therapists' responsibilities in each setting. Each experience must be of a sufficient length of time to enable the supervising physical therapist to adequately complete the IU DPT Program's

Generic Abilities Assessment form included as part of the application portfolio.

Additional Requirements

Accepted applicants, conditionally accepted applicants, and applicants placed on the alternate list must complete all requirements for their baccalaureate degree before enrolling in the Doctor of Physical Therapy Program and maintain the following:

- a 3.0 grade point average in each semester following notification of their status
- a minimum cumulative GPA of 3.2 on a 4.0 scale in all attempted credit hours
- a minimum GPA of 3.2 on a 4.0 scale in all credit hours attempted in prerequisite courses

International Student Applicants

There are special application procedures for those who are not citizens of the United States or who have had previous schooling outside of the United States. International student applicants interested in the Doctor of Physical Therapy Program should obtain an international application packet from the IUPUI campus Office of International Affairs or from the Web at www.international.iupui.edu. Because of the extra procedures required to evaluate foreign credentials, there is an additional application fee for international students.

International student applicants (except those whose native language is English) are expected to submit results of the Test of English as a Foreign Language (TOEFL). The TOEFL is given worldwide throughout the year. IUPUI's school code number for the TOEFL application is 1325. The Physical Therapy Program faculty has established a minimum TOEFL test score of 600 (paper-based) or 250 (computer-based) for program eligibility. All newly admitted international students are also required to take the IUPUI English (ESL) examination administered by the IUPUI ESL Program and Office of International Affairs before registration for classes. Students are required to take any ESL courses that are determined necessary as a result of this testing until they have fulfilled university and program requirements for English proficiency.

Curriculum

Prerequisites

Before entering the D.P.T. program, students must have completed requirements for their baccalaureate degree, in any major, and the following undergraduate prerequisite courses. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Listed below are prerequisite minimums.

Humanities/Social Sciences (two courses in areas such as sociology, anthropology, art, history, or philosophy)	2 semesters
Introductory Statistics	1 semester
Human Anatomy (one course with laboratory)	1 semester with laboratory
Human Physiology (one course with laboratory)	1 semester with laboratory

Chemistry (two courses with laboratory)	2 semesters with laboratories
Physics (two courses with laboratory)	2 semesters with laboratories
(Note: Level of the anatomy, physiology, chemistry, and physics courses must be appropriate for science majors.)	
Introductory Psychology	1 semester
Human Lifespan Development	1 semester

Students must demonstrate proficiency in medical terminology before entering the professional program. Proficiency can be demonstrated through formal course work, online instruction with certificate of completion, or self study with departmental examination. Students must also be competent writers and demonstrate computer literacy, including knowledge of e-mail, the Internet, database searches, and spreadsheet and word processing capabilities.

Semester 1, Year 1, Fall Semester

P511	Framework for Clinical Decision Making	1 cr.
P512	Clinical Physiology	4 cr.
P513	Functional Anatomy and Clinical Biomechanics	4 cr.
D850	Gross Anatomy	8 cr.
		17 cr.

Semester 2, Year 1, Spring Semester

P646	Therapeutic Interventions	4 cr.
P515	Physical Therapy Examination/Interventions I	6 cr.
P534	Introduction to Motor Sciences	2 cr.
P530	Medical Conditions and Pathophysiology	4 cr.
P570	Pharmacology for Physical Therapists	3 cr.
		19 cr.

Semester 3, Year 1, Summer Session 1 (6 weeks)

P599	Clinical Education I	3 cr.
		3 cr.

Semester 4, Year 1, Summer Session 2 (4 weeks)

P514	Evidence-Based Critical Inquiry I	2 cr.
		5 cr.

Semester 5, Year 2, Fall Semester

D852	Neuroscience and Clinical Neurology	5 cr.
P533	Lifespan Motor Control and Motor Development	2 cr.
P526	Physical Therapy Examination/ Interventions II	4 cr.
P645	Evidence-Based Critical Inquiry II	2 cr.
P643	Psychosocial Dimensions of Physical Therapy Practice	2 cr.
		15 cr.

Semester 6, Year 2, Spring Semester

P524	Cardiopulmonary Practice Patterns	3 cr.
P641	Neurorehabilitation I	4 cr.
P541	Musculoskeletal Practice Patterns I	4 cr.
P650	Integumentary Practice Patterns	2 cr.
P680	Health Promotion and Community Outreach	2 cr.
		15 cr.

Semester 7, Year 2, Summer Session 2 (6 weeks)

P695	Clinical Education II	3 cr.
P532	Legal and Ethical Issues in Physical Therapy	2 cr.
		5 cr.

Semester 8, Year 3, Fall Semester

P622	Musculoskeletal Practice Patterns II	4 cr.
P642	Neurorehabilitation II	4 cr.
P660	Selected Topics in Physical Therapy	3 cr.

P661	Prosthetic and Orthotic Interventions	2 cr.
P664	Administration and Management of Physical Therapy Services	3 cr.
		16 cr.

Semester 9, Year 3, Spring Semester

P696	Clinical Education III (12 weeks)	6 cr.
P697	Clinical Education IV (6 weeks)	3 cr.
P675	Capstone Seminar	1 cr.
		10 cr.

Total Credits: 102**Optional Course** P685 Independent Study 1-3 cr.

Students must successfully complete and maintain current health care professional level CPR certification before beginning clinical education experiences.

Fellowships

The Constance Brown Memorial Fellowship, established in memory of a deceased classmate, is awarded to an outstanding first-year physical therapy student, as are the Patricia Rae Evans and the Stephen O. Jones Fellowships. The Katherine Belzer Fellowships are awarded to outstanding first-year and second-year students. The Frances C. Ekstam Fellowship, in honor of the Physical Therapy Program's first director, is awarded to an outstanding third-year physical therapy student.

Awards

The program recommends to the university superior academic students for degrees awarded with distinction. The William D. Porter Award is presented to a D.P.T. graduate selected by faculty as having demonstrated excellence in both the study and clinical application of neurological rehabilitation techniques. The award is in recognition of Mr. William D. Porter, who contributed to the education of innumerable Indiana University physical therapy students through his textbook photographs and classroom audiovisual materials.

Graduation Requirements

Satisfactory completion of 102 graduate credit hours, including clinical education. All course work must be completed in compliance with the program and school's academic and professional policies.

For further information, contact:

Dr. Peter Altenburger, Co-Chair, Department of Physical Therapy, IU, Coleman Hall 120, Indianapolis, IN 46202-5119; phone: (317) 278-1875.

Other Programs

Dietetic Internship

[e-Learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition](#)

Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program

Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program

The Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program is located at the Indiana University Medical Center and in James Whitcomb Riley Hospital for Children in Indianapolis. The Department of Nutrition and Dietetics and the Department of Pediatrics within the Indiana University School of Medicine jointly sponsor this program, which has been supported by the Bureau of Maternal and Child Health and Resources Development (Health and Human Services) since 1978.

The Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program for dietitians/nutritionists is four to six months in length. The fellowship consists of didactic (10 hours per week) and clinical experiences to provide or enhance the pediatric nutrition knowledge, clinical expertise, and leadership skills of the dietitian/nutritionist. The four-month fellowship provides a core of pediatric nutrition competencies related to infants, children, and adolescents with special health needs. During the last two months of the six-month fellowship, fellows may specialize in one of three areas:

- care of newborns in intensive care units and following discharge
- nutritional care of children with special health needs
- nutritional care of adolescents, including those with diabetes

Core training occurs at Riley Hospital, community public health clinics, and the Indiana State Board of Health central office in Indianapolis. The fellowship program accepts four to six dietitians/nutritionists annually. Although helpful, a master's degree is not required for fellowship eligibility. The Pediatric Nutrition Fellowship Program begins in January.

Admission Requirements

The clinical pediatric nutrition student must be a registered dietitian (Commission on Dietetic Registration) and have a minimum of 12 months of clinical experience or approval by the Program Director. A master's degree in nutrition or enrollment in a master's degree program in nutrition is highly desirable.

For further information, contact:

Professor Karyl Rickard, Ph.D., R.D. Department of Nutrition and Dietetics IUPUI, 224 Coleman Hall 1140 W. Michigan Street Indianapolis, IN 46202 phone: (317) 278-0933 fax: (317) 278-3940 e-mail: krickard@iupui.edu

Dietetic Internship Program

The Dietetic Internship Program, founded in 1918, is accredited by the Commission on Accreditation of Dietetic Education and meets 2008 accreditation standards. The program is 10 months long, with a concentration in clinical and customer service. The Dietetic Internship Program includes 8 credits of graduate course work (the equivalent of one full-time semester) and a minimum of 1,232 supervised clinical practice hours. The program begins in mid August and concludes in late June. The

Dietetic Internship Program accepts 16 interns annually. Internships may be combined with the M.S. in Nutrition and Dietetics.

Admission requirements

- a bachelor's degree from an accredited college or university
- minimum cumulative grade point average of 3.0 (on a 4.0 scale)
- GRE scores
- completion of current academic requirements of the Commission on Accreditation of Dietetic Education (must be verified by approved undergraduate dietetic program)
- work experience
- must participate in American Dietetic Association Computer Match Process

For further information, contact:

Dawn Lipker, Student Enrollment Services Coordinator IU School of Health and Rehabilitation Sciences IUPUI, Coleman Hall 120 1140 W. Michigan Street Indianapolis, IN 46202 dlipker@iupui.edu

e-Learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition

The e-Learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition provides the didactic course work offered by the Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program. This four course (12 credit hours) e-learning certificate is designed to provide registered dietitians with specialized pediatric nutrition knowledge, clinical and leadership skills in pediatric health care. The e-learning certificate courses transfer to the Master of Science in Nutrition and Dietetics.

The e-learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition includes the following courses:

SHRS N 570	Pediatric Nutrition	3chs
SHRS N 572	Advanced Pediatric Nutrition	3chs
SHRS N 576	Leadership Development in Clinical Pediatric Nutrition	3chs
SHRS N574 OR	Nutrition Management of the High Risk Infant in the Newborn Intensive Care Unit	3chs
SHRS N 596	Clinical Dietetics	3chs

Admission Requirements

The clinical pediatric nutrition student must be a registered dietitian (Commission on Dietetic Registration) and have a minimum of 12 months of clinical experience or approval by the Program Director. A master's degree in nutrition or enrollment in a master's degree program in nutrition is highly desirable.

For further information, contact:

Professor Karyl Rickard, Ph.D., R.D. Department of Nutrition and Dietetics IUPUI, 224 Coleman Hall 1140 W. Michigan Street Indianapolis, IN 46202 phone: (317) 278-0933 fax: (317) 278-3940 e-mail: krickard@iupui.edu

Student Organizations & Services

School of Health and Rehabilitation Sciences Alumni Association

The School of Health and Rehabilitation Sciences Alumni Association is an officially recognized constituent member of the Indiana University Alumni Association. Active membership is open to all graduates of School of Health and Rehabilitation Sciences programs.

For more information, contact the Indiana University Alumni Association, School of Health and Rehabilitation Sciences Alumni Association, University Place Conference Center 241, 850 W. Michigan Street, Indianapolis, IN 46202-6044; phone: (317) 274-8828

Departments

Department of Health Sciences

Department of Nutrition and Dietetics

Department of Occupational Therapy

Department of Physical Therapy

Department of Health Sciences

We offer a range of degree programs from the baccalaureate through the doctorate.

Our Bachelor's Degree in Health Sciences was recently approved and we will begin admitting students for fall 2010. This interdisciplinary program has been designed to meet the needs of three specific groups of students: (1) students who want to prepare for entry and mid-level positions in for profit and not for profit health care organizations, (2) students who want to apply to graduate health professions programs, and (3) licensed health care professionals who have already obtained an associate's degree in an allied health field and would like to obtain a baccalaureate degree.

The degree program incorporates the courses already offered through our three undergraduate certificate programs:

- [Gerontology](#)
- [Global Health and Rehabilitation Studies](#)
- [Rehabilitation and Disabilities Studies](#)

For more information on the undergraduate programs please contact: [Dawn Lipker](#) (Student Enrollment Services Coordinator)

Department of Nutrition and Dietetics

The Department of Nutrition and Dietetics offers four postbaccalaureate programs: three certificate programs-the Dietetic Internship Program, the e-Learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition, and the Leadership in MCH Nutrition (Pediatric Focus) Fellowship Program, and the Master of Science in Nutrition and Dietetics. The Dietetic Internship program

may be completed as part of the Master of Science program. However, the Dietetic Internship program may not be completed concurrently with either of the pediatric nutrition certificate programs. The pediatric nutrition certificate programs may be completed as part of the Master of Science in Nutrition and Dietetics. In addition to graduate course work, the Department of Nutrition and Dietetics also offers one undergraduate nutrition class.

Chair: Professor of Clinical Nutrition Jacquelynn O'Palka

Professors Emeriti: Sue Brady, Bernice Hopp, Ada Marie Van Ness, Arlene Wilson

Professors: Karyl Rickard

Associate Professor: Judith Ann Ernst

Associate Professor in Clinical Nutrition and Dietetics: Sara Blackburn

Visiting Lecturer in Nutrition and Dietetics: Deborah Abel

Department of Occupational Therapy

An educational program in occupational therapy is located on the Indiana University-Purdue University Indianapolis campus.

Description of the Profession

Occupational therapy is the art and science of assisting people to do those activities/occupations that are important to them despite impairment, disability, or handicap. In this context, "occupation" refers to all of the everyday activities that occupy people's time and give meaning to their lives-primarily, activities of daily living, education, work, play, and leisure (AOTA, 2002). Occupational therapists can work in mental health, pediatrics, geriatrics, physical disabilities, community wellness programs, work programs, or other specialty areas.

Graduates of the Program

The postbaccalaureate professional degree program in occupational therapy is designed to prepare the graduate to meet professional standards for occupational therapy practice. Upon completion of the program, a graduate will be expected to demonstrate entry-level competence in basic knowledge and application of physical, behavioral, and basic sciences to the practice of occupational therapy. Graduates of the program 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 passage of this exam, the individual will be an Occupational Therapist, Registered (OTR).

Credential Required to Practice

OTR (Initial Occupational Therapist Registered)

Licensure Requirements to Practice

All states have laws requiring practice. Graduates must take the responsibility to ascertain and conform to the specific requirements of the state in which they plan to practice.

Department of Physical Therapy

An educational program in physical therapy is located on the Indiana University-Purdue University Indianapolis campus.

Description of the Profession

As members of the health care team, physical therapists help restore clients to normal function of the musculoskeletal, neuromuscular, integumentary, cardiovascular, and pulmonary systems through interventions including therapeutic exercise, physical agents, and assistive devices. The client's physical therapy needs are determined through evaluation and examination of muscle strength and tone, joint status, posture, sensory status, functional mobility, exercise tolerance as it relates to cardiorespiratory status, skin condition, pain, and other medical conditions that impair physical function. Physical therapists are concerned with health promotion and disease prevention as well as restoration of function following disease, injury, or loss of a body part. In addition to patient care, the physical therapist participates in administrative, teaching, and research activities and provides consultative services. Physical therapists work in hospitals, outpatient facilities, industrial clinics, governmental and voluntary health agencies, educational settings, extended care facilities, and private practice settings.

Graduates of the Program

The educational experiences of the Physical Therapy Program curriculum are designed to graduate a physical therapist with skills as a generalist. Graduates of the program are eligible to apply for licensure in the state in which they will practice.

Credential Required to Practice

P.T. (Physical Therapist)

Licensure Requirements to Practice

All states require that an individual graduate from an accredited physical therapy program and successfully complete the national physical therapy licensure examination in order to practice as a physical therapist.

Academic Policies & Procedures

Policies for the School of Health and Rehabilitation Sciences

Withdrawal and Readmission

A student may be readmitted to the school after withdrawal as follows:

Temporary Withdrawal

Students in good standing who voluntarily and temporarily withdraw from a program assume temporary inactive status with the School of Health and Rehabilitation Sciences. At the time of departure, it is the student's responsibility to arrange, in writing, a continuation agreement with the individual program director. The student is allowed to reenroll as specified in the continuation agreement. The student must meet any specific academic/clinical requirements associated with reenrollment under the continuation agreement. Students failing to reenroll as specified in the continuation

agreement are subject to dismissal from the School of Health and Rehabilitation Sciences.

Other Withdrawal

A student who withdraws without arranging in writing for a continuation agreement with the program director or fails to enroll in any semester will not be allowed further enrollments in the school and will be considered as not making satisfactory progress toward a degree. Such students who want to reenroll must file an application for admission and will be considered new applicants. New prerequisites and standards must be met. These students may be considered for advanced standing in the program provided the completed work meets the current standards of the program.

Student Rights and Responsibilities

Application to and enrollment in the university constitute the student's commitment to honor and abide by the practices and policies stated in the university's official announcements, bulletins, handbooks, and other published materials and to behave in a manner that is mature and compatible with the university's function as an institution of higher learning. The Indiana University Code of Student Rights, Responsibilities, and Conduct is available in electronic format. Students are expected to read this document and, by their enrollment, agree to its contents and to additional School of Health and Rehabilitation Sciences statements that appear below.

Academic Advising

The School of Health and Rehabilitation Sciences student enrollment services coordinator is available to assist students who are working on the prerequisites for a professional program. Once admitted to a professional program, students are advised by faculty within the program. It is the student's responsibility to seek counseling and guidance. The student is responsible for planning a program to meet degree requirements.

Appeals

The School of Health and Rehabilitation Sciences abides by the appeals procedures discussed in the Indiana University Code of Student Rights, Responsibilities, and Conduct. Students may obtain a copy of the school's Appeals Policy and Procedure from any of the school's administrative offices.

Attendance

Students are responsible for complying with all attendance requirements that may be established by the program faculty.

Clinical Affiliations

Clinical affiliations (fieldwork experiences) are required in most School of Health and Rehabilitation Sciences programs. The program faculty are responsible for the selection, approval, and assignment of clinical experiences. Although individual student needs and desires will be recognized, final placement decisions are made by the program faculty. Students are responsible for transportation, fees, and selfsupport, and for following the rules and regulations of the center(s) to which they are assigned. In addition, student conduct must be consistent with the standards of the university and the profession.

Degree Applications

Each fall students preparing to graduate during the following calendar year must file an Intent to Graduate form in the office of the program in which they are enrolled. Program faculty then certify the student's satisfactory completion of degree requirements. If changes in the anticipated date of degree completion occur, students must consult their faculty advisor and file an updated Intent to Graduate form.

Financial Aid

A student may seek financial assistance through the IUPUI Financial Aid Office. In addition, assistance may be available through professional associations and other external groups and agencies.

Costs

Students are responsible for the following costs:

Fees and Tuition

Fees and tuition are established annually by the Trustees of Indiana University.

Books and Supplies

Books and supplies are determined by the program.

Uniforms

During clinical/fieldwork experiences, students must adhere to the dress code requirements of the program and training site. Students are responsible for providing their own uniforms.

Transportation

Students are responsible for travel and lodging costs associated with clinical/fieldwork experiences.

Contact the program of interest for a current cost sheet.

Liability Insurance

All students participating in required fieldwork experience are covered by the university's medical malpractice insurance. When requested, students may be required to purchase and show proof of general liability insurance before being certified to begin the clinical experience.

Health

Before the beginning of the professional program, students are required to demonstrate proof of immunization for tetanus and diphtheria, rubella, measles, mumps, varicella (chicken pox), and hepatitis. All students must have had a PPD tuberculin skin test within the last three months. Students may be required to complete a physical examination (see program-specific requirements). All students must show proof of health insurance before beginning the professional program.

International Students

Foreign nationals enrolled in the school have the same rights and responsibilities as all other students. International students should consult the IUPUI Office of International Affairs.

Orientation

School of Health and Rehabilitation Sciences programs may require students to attend orientation programs before the beginning of the professional courses. Students are responsible for attending these sessions and for the program-specific policies and standards distributed and discussed at the sessions.

Professional Conduct

Students are responsible for exhibiting conduct appropriate to their professional training and education. Each program distributes standards and policies of appropriate professional conduct at the time of program orientation.

Registration and Record Changes

It is the student's responsibility to enroll in each required academic session and satisfactorily complete all courses required for the degree. Faculty are available to provide academic advising.

Students are responsible for filing the necessary Student Record Change form with the School of Health and Rehabilitation Sciences Office of Academic and Student Affairs in Coleman Hall 120 as soon as possible following a change of name or permanent address. Additional information regarding degree requirements and academic standards may be found elsewhere in this bulletin.

Credentials/Licensure

Students completing any of the professional programs are qualified to sit for the appropriate licensure and/or credentialing examinations. Contact the program director for further information.

Faculty

Administrative Officers

- **Augustine Agho, Ph.D.**, Dean; School of Health and Rehabilitation Sciences
- **Joyce Mac Kinnon, Ed.D.**, Associate Dean of Student and Academic Affairs, School of Health and Rehabilitation Sciences

Departmental Chairpersons

- Health Sciences, **Joyce Mac Kinnon, Ed.D.**
- Nutrition and Dietetics, **Jacquelynn O'Palka, Ph.D.**
- Occupational Therapy, **Thomas Fisher, Ph.D.**
- Physical Therapy, **Peter Altenburger, Ph.D.**, **Joyce Mac Kinnon, Ed.D.**

Faculty Emeriti

- **Brady, M. Sue**, D.M.Sc. (Indiana University, 1987), R.D. (1968), Professor Emerita of Nutrition and Dietetics
- **Carl, T. Kay**, B.S. (Indiana University, 1967), O.T.R. (1967), Assistant Professor Emerita of Occupational Therapy
- **Hamant, Celestine**, M.S. (Butler University, 1971), O.T.R. (1964), Associate Professor Emerita of Occupational Therapy
- **Hopp, Bernice**, M.S. (Indiana University, 1962), Professor Emerita of Nutrition and Dietetics
- **Irwin, Louise**, B.S. (Purdue University, 1939), Professor Emerita of Nutrition and Dietetics
- **Ladue, Ruth A.**, M.A. (Stanford University, 1967), P.T. (1945), Assistant Professor Emerita of Physical Therapy
- **Lampert, Nancy**, M.S. (Butler University, 1984), O.T.R. (1953), Associate Professor Emerita of Occupational Therapy
- **Nathan, Carol D.**, Ed.D. (Indiana University, 1988), O.T.R. (1958), F.A.O.T.A. (1979), Associate Dean

of the Faculties and Associate Professor Emerita of Occupational Therapy

- **Simek, Erna**, M.H.A. (Washington University, 1954), O.T.R. (1944), Associate Professor Emerita of Occupational Therapy
- **Van Ness, Ada Marie**, M.S. (Ohio State University, 1962), Assistant Professor Emerita of Nutrition and Dietetics
- **Wilson, Arlene**, M.S. (Purdue University, 1956), Professor Emerita of Nutrition and Dietetics

Faculty

- **Agho, Augustine**; Professor; B.A., Alaska Pacific University, 1983; M.H.A., Governors State University, 1985; Ph.D., University of Iowa, 1989.
- **Altenburger, Peter** (Ph.D., P.T.); Clinical Assistant Professor of Physical Therapy; B.S., University of California, Los Angeles, 1990; M.P.T., University of Miami, 1993; Ph.D., University of Nevada, Las Vegas, 2007
- **Bayliss, Amy** (D.P.T., P.T.); Clinical Assistant Professor of Physical Therapy; B.S., Otago University (New Zealand), 1992; D.P.T., Rocky Mountain University of the Health Professions, 2003
- **Blackburn, Sara A.** (R.D.); Associate Professor of Clinical Nutrition and Dietetics; B.S., Purdue University, 1972; M.S., Purdue University, 1973; D.Sc., Boston University, 1980
- **Brady, (Mary) Sue** (R.D., F.A.D.A.); Professor of Nutrition and Dietetics; B.S., Marian College, 1968; R.D. Dietetic Internship, Indiana University Medical Center, 1969; M.S., Indiana University, 1970; D.M.Sc., Indiana University School of Medicine, 1987
- **Crabtree, Jeffrey** (O.T.R., F.A.O.T.A.); Associate Professor of Occupational Therapy; B.S., University of Washington, 1975; M.S., San Francisco State University, 1992; O.T.D., Creighton University, 1999
- **Dierks, Tracy** (Ph.D.); Assistant Professor, Department of Physical Therapy; B.S., University of Nebraska, 1999; M.S., University of Nebraska, 2001; Ph.D., University of Delaware, 2005
- **Ernst, Judith Ann** (R.D.); Associate Professor of Nutrition and Dietetics; B.S., University of Illinois, 1975; R.D. Dietetic Traineeship (Jefferson City, Missouri), 1977; M.S., Purdue University, 1977; D.M.Sc., Indiana University, 1988
- **Fisher, Thomas F.** (O.T.R., F.A.O.T.A.); Associate Professor and Chair, Department of Occupational Therapy; B.S., Indiana University, 1977; M.S., Purdue University, 1982; Ed.S., University of Kentucky, 1995; Ph.D., University of Kentucky, 2000
- **Fuchs, Robyn** (Ph.D.); Assistant Professor, Department of Physical Therapy; B.S., Oregon State University, 1996; Ph.D., Oregon State University, 2002
- **Janson, J. Robin** (O.T.R.); Lecturer, Department of Occupational Therapy; B.S., Indiana University, 1989; M.S., Indiana University, 2004
- **Justiss, Michael D.** (O.T.R.); Assistant Professor, Department of Occupational Therapy; B.S., University of Pittsburgh, 1993, 1995; M.O.T., Duquesne University, 2000; Ph.D., University of Florida, 2005
- **Loghmani, Mary T.** (P.T.); Clinical Associate Professor of Physical Therapy; B.S., Indiana University, 1983; M.S., University of Indianapolis, 1983
- **Liu, Chuing-ju** (Ph.D., O.T.R.); Assistant Professor, Department of Occupational Therapy; B.S. National Taiwan University, 1997; M.S., University of Kansas Medical Center, 2001; Ph.D., University of Kansas, 2006
- **Mac Kinnon, Joyce L.** (Ed.D., P.T.); Professor and Interim Dean; B.A., Ohio Wesleyan University, 1972; M.P.T., Baylor University, 1974; Ed.D., North Carolina State University, 1987
- **Mushi-Brunt, Christina** (Ph.D.); Assistant Research Professor; B.A., Creighton University; M.P.H., St. Louis University, 2000; Ph.D., St. Louis University, 2007
- **O'Palka, Jacquelynn** (R.D.); Professor of Clinical Nutrition and Chair, Department of Nutrition and Dietetics; B.S., California State University at Northridge, 1968; M.S., Pennsylvania State University, 1970; Ph.D., Pennsylvania State University, 1973
- **Pape, Sharon** (M.S., O.T.R.); Academic Fieldwork Coordinator and Lecturer, Department of Occupational Therapy; B.S., University of Wisconsin Milwaukee, 1987; M.S., Indiana University, 2006
- **Porter, Rebecca** (Ph.D., P.T.); Associate Professor of Physical Therapy, Executive Director of Enrollment Services, and Associate Vice Chancellor for Student Services; B.S., Indiana University, 1972; Ph.D., Indiana University, 1991
- **Rickard, Karyl** (R.D., F.A.D.A.); Professor of Nutrition and Dietetics; B.S., University of Wyoming, 1966; Dietetic Internship, V.A. Medical Center (Houston), 1967; M.S., University of Wisconsin-Madison, 1970; Pediatric Nutrition Fellowship, University of Washington Child Development Center (Seattle), 1970; Ph.D., Purdue University, 1978
- **Riolo, Lisa** (Ph.D., P.T., N.C.S.); Professor and Chair, Department of Physical Therapy; B.S., Quinnipiac University, 1985; M.Ed., Temple University, 1989; Ph.D., University of Connecticut, 1993
- **Robbins, Christopher**; Research Associate, Department of Health Sciences; B.S., University of Michigan, 1995; M.P.A., University of Michigan, 2003
- **Schmid, Arlene** (O.T.R.); Assistant Professor, Department of Occupational Therapy; B.S., M.S., D'Youville College, 1997; Ph.D., University of Florida, 2005
- **Strunk, Valerie** (M.S.P.T.); Director of Clinical Education, Department of Physical Therapy; M.S., University of Indianapolis, 1998
- **Scott, Patricia** (Ph.D., O.T.R.); Assistant Professor, Department of Occupational Therapy; B.S., University of New Hampshire, 1975; M.P.H., University of Oklahoma, 1983; Ph.D., Florida International University, 1997
- **Warden, Stuart** (Ph.D., P.T., F.A.C.S.M.); Assistant Professor, Department of Physical Therapy; B.S., University of Melbourne (Australia), 1997; Ph.D., University of Melbourne (Australia), 2001

Credential Abbreviations

C.S.-Certified Specialist in Pediatric Nutrition

F.A.D.A.-Fellow, American Dietetic
Association

F.A.C.S.M.-Fellow, American College of Sports Medicine

F.A.O.T.A.-Fellow, American Occupational Therapy
Association

N.C.S.-Neurologic Clinical Specialist

O.T.R.-Registered Occupational Therapist

P.T.-Physical Therapist

R.D.-Registered Dietitian