

# College of Education and Health Professions

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## COLLEGE OF EDUCATION AND HEALTH PROFESSIONS

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The College of Education and Health Professions offers high-quality graduate and undergraduate programs that provide an opportunity for students to gain experience, skills and values required to enter their first careers; to advance in existing careers; and/or make career changes. In cooperation with partners in the community, the college combines academic, internship and clinical experiences, which serve to foster a sense of service in students while enriching the educational and health care endeavors of the community.

All professional programs within the college are accredited or pursuing the necessary steps for obtaining accreditation. The programs' commitment to excellence can be measured by the quality of the faculty, students, resources and outcomes.

### Education

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### Education Mission Statement

Guided by the University and College of Education and Health Professions mission statements, the Faculty of Education at Sacred Heart University engage in "preparing men and women to live in and make their contributions to the human community."

Our primary purpose is to develop the capacities, talents and abilities of our teacher candidates through an integration of theory and practice in a performance-based program. Our teacher candidates possess the knowledge, skills and dispositions to facilitate the learning of *all* children.

Teacher candidates in Sacred Heart University's Department of Education programs demonstrate the following ability-based learning outcomes:

*Multicultural/Global Perspectives.* Candidates possess the knowledge, skills and attitudes to effectively teach diverse populations and to differentiate instruction based on what they discover about each child, including special needs and gifted children, and children from different cultural and ethnic backgrounds.

*Communication.* Candidates acquire effective communication skills and styles, written and oral, to create and maintain an educational climate that promotes the learning of all students. This includes integrating emerging technologies and strategies across the curriculum.

*Higher Order Thinking Skills.* Candidates engage in intellectual pursuits, demonstrating the ability to analyze, synthesize, apply and expand their knowledge base. Further, they demonstrate reflective practice, continually assessing their own and their students' learning using multiple modes of assessment and self-reflection.

*Collegiality and Collaboration.* Candidates become involved collaboratively in teaching, research and service efforts to improve the human condition, locally, nationally and internationally.

*Aesthetic and Artistic Sensibilities.* Candidates cultivate their talents, imagination and creativity for embracing a holistic approach to teaching.

The University offers the following graduate Education programs:

- Graduate Teacher Certification: Elementary and Secondary

- Fifth Year Internship Program
- Master of Arts in Teaching (M.A.T.)
- Intermediate Administrator Certification
- Certificate of Advanced Studies (C.A.S.): Administration (Sixth Year)
- Certificate of Advanced Studies (C.A.S.): Teaching (Sixth Year)
- MAT concentration in Pastoral and Catholic School Administration
- Graduate Certificate in Pastoral and Catholic School Administration

### Degree Requirements

A graduate student who is not working full-time may take up to five three-credit graduate courses in each 12-week semester. A graduate student who works full-time may take one or two three-credit graduate courses each semester. Permission to take more than six credits per semester must be given by the chair of the Education Department or the program director.

### Admission Requirements

Students applying for initial certification programs must hold at least a bachelor's degree from an accredited institution, and have at the minimum an undergraduate cumulative GPA of 2.75.

Graduate students who apply for admission to a certification program, but who do not qualify because their undergraduate cumulative average falls below 2.75, may ask for consideration under the Education Department's GPA Waiver Policy. To qualify for consideration for a waiver, candidates must submit materials (transcripts, letters of recommendation, personal statements of extenuating circumstances and other relevant information) to the GPA Waiver Committee. The committee may then recommend to the chair:

- waiving the 2.75 GPA requirement; or
- rejecting the request; or
- inviting the candidate to take a specified number of courses.

Candidates who choose to take additional coursework must demonstrate a specified level of

achievement in the courses, and upon completion of the courses, reapply for a waiver. The waiver policy on additional coursework is as follows:

- All courses required for achieving an acceptable standing for a GPA waiver must be in the following cognate areas: English, history, mathematics, psychology, the sciences (biology, chemistry, physics and earth sciences), linguistics, upper-level foreign language and philosophy. *Professional education courses may not be used for fulfillment of this requirement.*
- Courses selected for fulfilling the GPA waiver requirement *must be approved* by the chair before the courses are taken. The approval will be in writing and a copy will be given to the student and a copy placed in the file.
- All courses required for achieving acceptable standing for the GPA waiver must be taken at approved and accredited colleges and universities, and must be at the Junior level or above.
- To achieve acceptable standing for the waiver, the candidate must earn a 3.0 GPA average, and no grade less than a B.
- Depending on the undergraduate GPA, the number of courses recommended by the GPA Waiver Committee is based on the candidate's transcript. The future career goal of the candidate is considered by the department chair, with an aim toward enhancing that goal, when approving appropriate and intellectually demanding academic courses.

Candidates in the process of completing the admission procedure may, upon approval of the department chair, enroll in up to two courses in their certification program.

### Admission Procedure to Certification Programs

Application materials must include:

- *Application:* Submit the application for Graduate Education programs to the Office of Graduate Admissions.

- *Fee:* Submit the application fee to the Office of Graduate Admissions.
- *Recommendation letters:* Submit two letters of recommendation from individuals who can attest to the candidate's academic capability and potential as a future teacher, to the Office of Graduate Admissions.
- *Official transcripts:* Submit official transcripts to the Office of Graduate Admissions.
- *Essay:* Submit an essay to the Education Department stating reasons for wanting to become a teacher and describing any experiences that may have influenced the candidate's decision.
- *Praxis I test scores:* Submit passing examination scores on the Praxis I test. The candidate must successfully meet the Praxis I exam requirement either with passing exam scores or by having achieved over 1,000 on the SATs, if taken prior to March 31, 1995, and 1,100 if taken after April 1, 1995.

Once all the above documents have been submitted, the candidate should meet with an advisor to develop a plan of study. The candidate should then request an appointment for admission review, which, upon successful completion, enables the candidate to be fully matriculated.

Requirements may vary each year based on changes in Connecticut State Department of Education regulations and University policies.

### Transfer Guidelines

A student may request transfer of up to six graduate credits for work done at another accredited university. Only graduate-level courses in which a student has received a grade of B or better, and that are not part of an earned degree and which were earned less than seven years ago, will be considered. Requests for transfer of credit should be made to the chair of the Education Department in writing, and an official transcript of the courses completed should be sent to the chair from the

issuing institution. If approved, the transferred courses and credits will be recorded in the student's permanent record. The student will be informed by the chair or program director of the action taken. Once the student is matriculated in the graduate program, no additional transfer of credit will be allowed.

## Graduate Teacher Certification Program

The Graduate Teacher Certification programs allow students to meet requirements to become certified as public school teachers while applying earned credits toward an advanced degree. Students who have completed a bachelor's degree in a field other than teacher education may enter the graduate program to obtain a teaching certificate.

The graduate Education program offers approved programs for the preparation of teachers for the elementary grades, and for the secondary grades in the academic areas of business education, English, history and social studies, mathematics, general science, biology, chemistry and Spanish.

Course offerings in the Education Department also provide certified teachers with the opportunity to obtain additional teaching endorsements.

### Required Courses

The graduate program for Elementary Teacher Certification requires the completion of 36 credits in professional studies, including a semester of student teaching. In a typical planned program of study, 21 credits of the professional studies are applied toward fulfillment of the master's degree requirements.

### Elementary Certification Program with Master's Degree Application

ED 413	Elementary School Curriculum and Methods: Reading, Writing and Language Arts	3 credits
ED 430	Elementary Curriculum and Methods: Social Studies and Health	3 credits

ED 459	Elementary Curriculum and Methods: Mathematics and Science	3 credits
ED 491	Elementary Student Teaching	6 credits
ED 515	Children's Literature*	3 credits
ED 523	Multicultural Education*	3 credits
ED 552	Education in the United States*	3 credits
ED 553	Educational Psychology*	3 credits
ED 566	Classroom Management*	3 credits
ED 569	Education of Special-Needs Students*	3 credits
ED 578	Introduction to Computers in Education* or	3 credits
ED 592	Advanced PC Applications P-12*	3 credits

\*Applies to master's program requirements as well as Graduate Teacher Certification requirements.

Minimum total 36 credits

### Secondary Certification Program with Master's Degree Application

ED 428	Secondary Curriculum	3 credits
ED 429	Secondary Methods in the Content Areas	3 credits
ED 495	Secondary Student Teaching	6 credits
ED 510	Teaching Reading and Writing in the Content Areas	3 credits
ED 523	Multicultural Education*	3 credits
ED 552	Education in the United States*	3 credits
ED 553	Educational Psychology*	3 credits
ED 566	Classroom Management*	3 credits
ED 569	Education of Special-Needs Students*	3 credits
ED 578	Introduction to Computers in Education* or	3 credits
ED 592	Advanced PC Applications P-12*	3 credits
ED 627	Societal Issues in Adolescence*	3 credits

\*Applies to master's program requirements as well as Graduate Teacher Certification requirements.

Depending on courses completed at the baccalaureate level, the student may need to fulfill additional required courses at the graduate or undergraduate level to meet mandated certification requirements.

In addition to professional studies, students must meet coursework requirements in general studies and an academic major either through credits previously earned for the bachelor's degree or through supplemental coursework at the undergraduate or graduate level.

In the Elementary and Secondary Teacher Certification programs, completion of the master's degree is not required for teacher certification. Students who have completed equivalent coursework meeting certification requirements through previous studies need not repeat the coursework at the graduate level. The student's program is completed with course selections with an advisor's approval. All candidates for teacher certification must earn a minimum of 12 credits from Sacred Heart University to be eligible for certification recommendation.

### Fifth-Year Internship Program

The Fifth-Year Teacher Internship affords students the opportunity to complete teacher certification and master's degree program requirements in a supervised internship setting in a public school. Tuition costs for this program are supported by the public school system under a contract arrangement with the University and the intern.

Potential interns who desire certification in the program typically initiate coursework in the semester/summer prior to placement. Candidates need to meet with an advisor to develop their plans of study and schedule of coursework.

### Master of Arts in Teaching (MAT)

The MAT program has the following four components that are designed to build on the applicant's prior academic and school experience. The MAT

program is intended for educators who are already certified. Options exist, however, to combine initial certification or additional endorsement with MAT studies.

### **Core Requirements** **12 credits**

The core requirements of the MAT degree focus on the broad foundation of knowledge and skills required of all effective educators. The three areas of study in the core are:

1. *Foundations*: A course in history or philosophy of education, or social foundations of education **3 credits**
2. *Expressive/Receptive Communication* : An advanced reading methods course or a course in content or professional development course in writing or personal or professional effectiveness **6 credits**
3. *Seminar*: Students may fulfill this requirement only after the completion of a minimum of 24 credits in MAT studies. Students select from several course options designed to assist them in analyzing and integrating their knowledge of teaching **3 credits**

### **Concentration** **12 credits**

Students select courses for focused study in their area of interest.

### **Electives** **6 credits**

Subject to faculty advisor's approval.

### **Final Requirement** **3–6 credits**

Students may select one of the following:

- Comprehensive exam after the completion of 30 credits **3 credits**
- Master's thesis or project **3 credits**
- Publication option, and ED 600 Characteristics of Effective Schools **6 credits**

## **Intermediate Administrator Certification**

### **Admission Requirements**

To be eligible for admission, the candidate must meet these requirements:

1. Hold or be eligible for a Connecticut teaching certificate.
2. Hold a master's degree from an approved institution.
3. Have completed five years of teaching experience (if the applicant lacks this prerequisite, a student may partially fulfill this requirement through a practicum included in the planned program of preparation).
4. Have completed a course in special education (at least 36 hours).

### **Required Curriculum—state of Connecticut**

1. Applicants for the Intermediate Administrator Certificate must complete a minimum of 18 semester hours of graduate credit beyond the master's degree. Fifteen credit hours must be taken at the institution providing the recommendation for certification.
2. State of Connecticut regulations mandate that the categories of study for the Intermediate Administrator's Certificate listed below be completed anytime in the post-baccalaureate program [Sec. 10-145d-242 (g)]. In planning the program for certification, the student is advised that 18 credits are needed beyond the master's degree. Specific requirements for this certificate may have been met on the master's level. Consequently, in meeting the 18-credit requirement, the student will be directed to take enrichment studies specific to his or her career objective.
3. Courses taken for the certificate may be applied toward completion of the Certificate of Advanced Studies in Administration (Sixth-Year Degree program).

4. To obtain the Professional Educator Certificate, the student must complete not less than 30 semester hours of graduate credit at an approved institution or institutions in addition to the master's degree.
5. All applicants for the 092, Intermediate Administrative Certification must pass the Connecticut Administration Test (CAT).

**Required Courses (18 credits)****Psychological Foundations (3 credits)**

ED 526 Assessment and Evaluation:  
Quantitative and Qualitative  
Analysis 3 credits

(or another appropriate course approved by the advisor)

**Contemporary Education Problems (3 credits)**

ED 612 Leadership and Administrative  
Policy: Contemporary  
Educational Problems 3 credits  
or

ED 655 Distinguished Lectures in  
Education 3 credits

(or another appropriate course approved by the advisor)

**Curriculum Development (3 credits)**

ED 605 Advanced Curriculum  
Development and Program  
Monitoring 3 credits

**School Administration (3 credits)**

ED 650 The Law and Finance in  
Education 3 credits

(or another appropriate course approved by the advisor)

**Supervision and Evaluation (3 credits)**

ED 635 Teacher Supervision,  
Evaluation, and Staff  
Development 3 credits

(or another appropriate course approved by the advisor)

**Clinical Experiences (3 credits)**

ED 697 Administrative Internship 3 credits

**Certificate of Advanced Studies (C.A.S.): Administration (Sixth Year degree)****Required Courses (6 credits)**

ED 696 Technology and Information  
Management for  
Administrators 3 credits

ED 698 Administrative Practicum 3 credits

**Elective (3 credits)**

An 600-level course

**Terminal Requirement\* (6 credits)**

ED 625 Thesis Seminar 3 credits

ED 691 Education Research 3 credits

\*Note: Students completing the Sixth-Year program in Administration (Certificate of Advanced Study) must complete a "terminal requirement" as part of their program.

**Certificate of Advanced Studies (C.A.S.): Teaching (Sixth Year degree)****Area I—Foundations (9 credits)****Contemporary Educational Problems**

ED 655 Distinguished Lectures in  
Education 3 credits

**Psychological Foundations (Choose one)**

ED 526 Assessment and Evaluation:  
Quantitative and Qualitative  
Analysis 3 credits

ED 609 Multiple Intelligences:  
Classroom Application of  
Current Research 3 credits

**Curriculum**

ED 605 Advanced Elementary  
Curriculum Development  
and Program Monitoring 3 credits

**Area II—Professional Development (3 credits)**

ED 592 Advanced PC Applications in  
Education: P-12 3 credits

**Area III—Terminal Requirement (6 credits)**

Students are required to take a research course in

preparation for the terminal research project.

ED 625 Thesis Seminar 3 credits

ED 691 Education Research 3 credits

#### **Area IV—Electives (15 credits)**

Five courses at the 500 to 600 level

#### **Course Descriptions**

Note: Only those courses numbered 500 and higher apply to the MAT degree.

#### **ED 413 Elementary School Curriculum and Methods: Reading, Writing and Language Arts 3 CH**

A study of methodology in the areas of reading instruction and language arts for elementary education students. Field experience is an integral part of the course.

#### **ED 428 Secondary Curriculum 3 CH**

Explores national and state curriculum standards for grades 7–12. Philosophical, psychological and practical implementation of curriculum in the secondary classroom is emphasized. Students develop subject-specific curricula appropriate to secondary disciplines.

#### **ED 429 Secondary Methods in the Content Areas 3 CH**

Examines various methods of instruction applicable to all academic areas. Students plan and teach microlessons in content areas, develop short- and long-range lesson plans and complete a subject-specific portfolio for an extensive unit. Philosophical, psychological and practical implications for instruction; process learning; and cooperative learning are discussed and practiced.

#### **ED 430 Elementary Curriculum and Methods: Social Studies and Health 3 CH**

Examines the scope and sequence of the curriculum, as well as content and methods of instruction, in elementary grades. Special attention is on

lesson and unit planning and skill development in the subject areas.

#### **ED 459 Elementary Curriculum and Methods: Mathematics and Science 3 CH**

Students learn the basic concepts, scope and sequence of instruction and current methodology in elementary mathematics and science. Attention is given to lesson and unit planning/skill development utilizing application of current research in effective mathematics and science instruction. Emphasis is on the student as a learner and the role of the teacher as facilitator of math and science investigation.

#### **ED 491 Student Teaching Seminar: Elementary School 6 CH**

#### **ED 495 Secondary Student Teaching Seminars: Secondary School 6 CH**

Student teaching field experience in conjunction with a weekly student teaching seminar class is the culminating experience of the certification program. Application for student teaching placement must be made with the director of student teaching in the semester *before* beginning student teaching placement. Student teaching is conducted in the Fall and Spring semesters only. (Student teaching is 10 weeks for interns; 12 weeks for noninterns. There is a lab fee in addition to the usual tuition rate.) Interns must register for the companion seminar course.

#### **ED 501 Role of the Teacher 3 CH**

An educational foundations course leading to a Master of Arts in Teaching, this course is designed to address the needs, problems and tasks that confront teachers. Participants become able to understand their unique and changing roles as teachers and as human beings.

#### **ED 505 Adolescent Literature 3 CH**

Young-adult literature is studied from the per-

spective of the developmental psychology of adolescents. Traditional and classic literature are presented, as well as contemporary authors and popular fiction. Techniques, motivational strategies and procedures that result in the development of lifetime reading habits are explored.

**ED 509 Methods of Teaching English as a Second Language 3 CH**

Focuses on developing techniques to teach English communication skills to speakers of other languages. Language learning theories, major trends and curriculum development are examined in relation to the needs of second-language students for skill development in listening, speaking, reading and writing.

**ED 510 Teaching Reading and Writing in the Content Areas 3 CH**

Explores the fundamental principles of teaching reading and writing in the middle and secondary school. Students learn to effectively integrate reading and writing skills in subject-specific content areas. Students create classroom writing workshops and thematic units and utilize subject-specific trade books. In addition, students learn strategies for developing positive attitudes toward reading and writing as lifetime skills.

**ED 513 Elementary Developmental Reading 3 CH**

Focuses on the study of the process of teaching remedial reading in grades K–3, including language development, improving student comprehension, improving decoding skills, using semantic and syntactic cueing systems, encouraging the enjoyment of reading and creating lifetime reading habits.

**ED 514 Developmental Reading in Secondary Grades 3 CH**

Focuses on the study of the process of teaching remedial reading in secondary grades, including assessing language development, improving stu-

dent comprehension, improving decoding skills, using semantic and syntactic cueing systems, encouraging the enjoyment of reading and creating lifetime reading habits.

**ED 515 Children’s Literature 3 CH**

Examines a variety of genres of children’s literature to cultivate student interest in books and to develop methods for incorporating literature into classroom experiences. Criteria for selecting children’s books are included.

**ED 516 Seminar in Teaching for Fifth-Year Interns 3 CH**

This course is a component of the Fifth-Year Internship program of study for interns who come to the program as certified teachers. Weekly sessions are designed to address pertinent issues related to the teaching/learning process, and provide professional support. Students discuss the Connecticut Competency Instrument and assess their performance in the classroom. They select an area of in-depth study and conduct a review of the literature related to the topic.

**ED 517 Learning Stations in the Elementary Classroom 3 CH**

Teachers are given practical ideas for the use of learning stations in the classroom. The course offers experience in designing and constructing learning stations, record keeping and using stations for all curriculum areas.

**ED 518 Reading and Language Arts: Balanced Literacy 3 CH**

Engages students in the interactive study of balanced literacy methods and materials for use in the elementary classroom. Students develop techniques that foster the growth of receptive and expressive communication skills: reading, writing, speaking and listening.

**ED 522 Integration of the Arts in the Classroom 3 CH**

The arts are critical to education and learning. Through the arts, academic skills are enhanced, and creativity and persistence are developed. This

course balances the study of leading theories of arts education with experiential learning. Students actively engage in a broad spectrum of integrated arts to enhance creativity and artistic confidence.

**ED 523 Multicultural Education 3 CH**

This course is designed to foster understanding of ethnicities through literature and storytelling. Students attain problem-solving and listening skills necessary for attitudinal changes for appreciation of diversity. Group process activities are presented to help students understand biases and stereotypical assumptions, and how these affect decisions in the classroom. Portions of this course are experiential. There is a 10-hour service-learning requirement. Students visit a Masjid, a Buddhist temple and the American Indian Archeological Institute.

**ED 526 Assessment and Evaluation: Quantitative and Qualitative Analysis 3 CH**

Focuses on teacher interpretation of psycho-educational assessment data, and the translation of those data into remedial instructional plans. Current tests, as well as methods of data analysis are examined and discussed.

**ED 527 OL online Learning: Methods of Instructional Design 3 CH**

Practitioners develop tutorial courses for use in professional development and P–12 classroom instruction. Methods of instructional design for online learning focus on the delivery of course content, development of supplemental resources and utilization of appropriate assessment techniques.

**ED 538 Process Writing: Elementary Grades 3 CH**

Students study the methods of teaching writing as a process from beginning stages of written expression to more complex development. The writing process is explored in depth and instructional

strategies are examined.

**ED 539 Process Writing: Secondary Grades 3 CH**

Assists teachers in learning strategies facilitating students' writing skills development in any subject area. Emphasis is on strategies for teaching writing across the curriculum. Teachers reflect on their own writing process.

**ED 543 Teaching Foreign Languages in Elementary Grades 3 CH**

An in-depth study of current methodologies for teaching foreign languages to elementary-age students.

**ED 545 Principles and Practices in Bilingual Education 3 CH**

This course meets requirements for bilingual certification.

**ED 552 Education in the United States 3 CH**

Discusses current issues in education, explores their historical and philosophical roots and critically examines possibilities for the future of education.

**ED 553 Educational Psychology 3 CH**

This introductory course considers the application of psychological principles to educational theory and practice. Students explore the many ways of thinking about knowledge, teaching and learning. Major theories of learning and development are introduced, and consistent themes and concepts are identified.

**ED 562 Methods and Materials for the Learning-Disabled Student 3 CH**

Focuses on procedures, practices and materials for mainstreamed and inclusive classrooms. Strategies to be adapted by classroom teachers to

individualize curriculums and satisfy the unique needs of the mainstreamed student are included.

**ED 566 Classroom Management** 3 CH

Presents teaching strategies for discipline and management in the classroom. Students learn practical approaches for the establishment of routines and codes of conduct. Group dynamics; assertive discipline; conflict resolution; and the legal rights of teachers, parents and students in Connecticut are examined.

**ED 568 Education of the Gifted** 3 CH

Examines the identification, educational and programming issues as well as the social and emotional needs of gifted students. Emphasis is on current successful models of educating gifted students. Students explore the changing conceptions of gifted behaviors and investigate issues concerning minority and disabled gifted populations.

**ED 569 Education of Special-Needs Students** 3 CH

Focuses on the identification of exceptional students as well as methods of meeting their educational needs in regular and special classroom settings. Issues surrounding inclusion are considered, as well as inclusive practices, models and strategies. Exceptionalities studied include all areas defined by Public Law 94-142 and Public Law 101-476.

**ED 578 Introduction to Computers in Education** 3 CH

Emphasizes the integration of technological resources into primary and secondary classroom settings. Microsoft Office and the Internet are used for classroom management and professional development.

**ED 580 Observation and Case Studies of Learners** 3 CH

Considers the purposes and procedures for ethnographic study of children, classrooms and

schools. Students are required to carry out guided field work in urban, suburban and rural settings. This includes: gaining entry into the field; establishing rapport; observing and, later, interviewing people in educational settings; developing logs; analyzing data; sharing findings; and studying one's self. Gaining an understanding of qualitative methods leads to the development of action research and reflective practice.

**ED 588 Curriculum for the Talented and Gifted** 3 CH

Comprehensive curriculum for gifted learners includes planning, adaptation, process and integration. The facilitation of creative behavior is explored both experientially and theoretically.

**ED 590 Master's Project/Thesis Seminar** 3 CH

Designed for students who need to complete the culminating requirement for the Master of Arts in Teaching. Students conduct research on a specialized topic and design a project based on this research.

**ED 592 Advanced PC Applications in Education: P-12** 3 CH

Surveys the technological resources and methods required for P-12 educational practice and administration. IBM® PCs and Microsoft Office are utilized as resources in the creation of P-12 learning activities.

**ED 596 Publishing in Professional Journals** 3 CH

Designed for students who desire to have their material published. Emphasis is directed toward selecting a topic for possible publication, identifying sources for publication and critiquing published articles. Classes meet for four sessions and additional sessions are scheduled on an individual basis.

**ED 597 Comprehensive Exam** 3 CH

In weekly seminar discussions, students critique selected books, journal articles and research in

preparation for taking the comprehensive examination for the MAT terminal requirement. Emphasis is on theories, current practices and issues that are, or have been, influential in American education to the end of designing the ideal school.

**ED 598 Thesis Preparation 3 CH**

A seminar format is utilized to offer direction and advice to students preparing to submit a thesis for the culmination of the master's degree or Certificate of Advanced Studies programs. The initial four weeks focus on development of a proposal. Instruction is shared by members of the Education Department.

**ED 599 Independent Study 3 CH**

*Prerequisite:* Matriculated standing. The student chooses a subject of investigation, works individually under the guidance of the appropriate instructor and writes an extensive paper. Consultation, planning and approval for this paper should be completed before registration.

**ED 600 Characteristics of Effective Schools 3 CH**

Examines the characteristics of effective schools and studies the implications that effective school practices have on improving learning, teaching and leadership. Research findings, selected readings and experts in the field who make presentations all contribute to exciting class discussions and stimulating weekly sessions.

**ED 603 Seminar in Education 3 CH**

This seminar includes a discussion of the writing of eminent scholars in the field of education. Students analyze their thoughts to see if they are addressing the real problems of the real classroom. Selected professionals are invited to speak.

**ED 605 Advanced Elementary Curriculum Development and Program Monitoring 3 CH**

Examines research on advanced curriculum

development as it relates to alternative ways of developing pedagogy responsive to the wide range of individual differences found among students. Also examines the methodology of program evaluation and its application in the program development, implementation and evaluation cycle.

**ED 608 Urban Topics in Education 3 CH**

Focuses on appropriate school environments for children in urban settings. Special emphasis is on national school reform projects that most adequately address the needs of children in urban districts.

**ED 609 Multiple Intelligences: Classroom Application of Current Research 3 CH**

Assists K–12 teachers in recognizing and nurturing the multiple intelligences of their students. Teachers develop strategies to incorporate the recognition and application of multiple intelligences into their classroom practice.

**ED 612 Leadership and Administrative Policy: Contemporary Educational Problems 3 CH**

Provides an opportunity for prospective administrators to examine leadership styles as they relate to effective school practices. Administrative theory is analyzed in relation to current research on organizational behavior. Students analyze schools as evolving social systems and, from a policy perspective, apply different decision-making models to the solution of authentic educational problems.

**ED 623 Environmental Science for Elementary Teachers 3 CH**

Designed for elementary school teachers, this course introduces the basic scientific principles underlying today's environmental issues. Air, water and land pollution are discussed.

**ED 625 Thesis Seminar 3 CH**

A seminar format is utilized to offer direction and advice to those students preparing to submit a the-

sis for the culmination of the Certificate of Advanced Studies program. The initial four weeks focus on development of a proposal. Instruction is shared by members of the Education Department.

**ED 627 Societal Issues in Adolescence** 3 CH

Focuses on the current school and community responses to problems such as substance abuse, AIDS, gender issues, etc. Through classroom presentations, speakers and audiovisual materials, students gain practical insight and understanding of contemporary issues in adolescent life.

**ED 628 Grant Writing** 3 CH

Assists students in developing the knowledge and skills necessary for effective grant-seeking activity in both public and private sectors. The culminating product is a grant application prepared for submission.

**ED 630 Public School Finance** 3 CH

School finance includes the study of various sources of revenue: local taxes; state and federal competitive and entitlement grants; and budgeting methods, including MBO, PPBS, program and school site budgeting. Students learn how to complete financial application forms and design budgets based on specific assumptions.

**ED 631 Diagnosis and Remediation of Reading Difficulties** 3 CH

Examines techniques of remediating the individual or managing the remedial classroom. Diagnosis through criterion-referenced and norm-referenced testing, including the Connecticut Mastery Tests, miscue analysis, independent reading inventories and running records.

**ED 633 The Adult Learner** 3 CH

Explores some of the learning needs, interests and styles of adults returning to school.

**ED 634 Public School Relations** 3 CH

Explores ways that schools and school systems can

build effective partnerships with parents and the community. Techniques for designing and implementing a positive public relations program are examined and discussed.

**ED 635 Teacher Supervision, Evaluation and Staff Development** 3 CH

Provides an opportunity for prospective school administrators to develop and practice the skills essential to the improvement of teaching through effective evaluation and supervisory practices. The evaluation process provides feedback to teachers regarding the achievement of valued outcomes. The process also provides data about teachers' professional growth needs. The connection between the supervision, evaluation and staff development is made explicit. The Connecticut law on teacher evaluation is studied, and instruments such as the Connecticut Competency Instrument and the BEST portfolios are critically analyzed and discussed.

**ED 636 Management of Human Resources** 3 CH

The roles of the contemporary personnel function in public school organization in relation to recruitment, selection, induction and evaluation of staff, labor relations and collective bargaining are examined.

**ED 638 Organizational Behavior: The Dynamics of Change** 3 CH

Focuses on research in management science and how organizations can be transformed into far more effective, efficient and individually satisfying systems. Research and discussion focus on: order, change, autonomy, power, control, structure, cultural norms, feedback systems and integrated planning.

**ED 639 Statistical Methods and Systems for Total Quality Educational Reform** 3 CH

Explores statistical tools, management techniques

and methods such as control charts, statistical process control, benchmarking and understanding variations in data. This course also considers ways of organizing and developing quality systems for education that are driven by the data collected from student learning outcomes.

**ED 640 Management of School Facilities** 3 CH

School facilities, both building and grounds, are examined from various perspectives including design, function, maintenance, staffing and budget.

**ED 642 Special Projects in Education Technology** 3 CH

This research course is designed to provide practical experience in the development and implementation of technology resources in areas of P–12 administration, curriculum and instructional design.

**ED 645 The Elementary Principalship: Leadership and Management** 3 CH

**ED 646 The Middle School Principalship: Leadership and Management** 3 CH

**ED 647 The Secondary Principalship: Leadership and Management** 3 CH

Provides a comprehensive review of the role of the principal as a change agent and instructional leader. Explores the major duties and responsibilities of the school principal, including instruction, management and budget, supervision, evaluation and staff development, public relations and politics, multicultural and diversity issues, school improvement programs, special and bilingual education, school climate and discipline. Students preparing for the principalship at different levels (elementary, middle school and secondary) are accommodated through differentiated projects and assignments.

**ED 650 The Law and Finance in Education** 3 CH

Provides an overview of the origin and legal status of public and private schools and legal rights and responsibilities of administrators, parents, students, school board members and teachers. Attention is given, through the case study approach, to those contemporary legal issues that concern the operations and management of schools.

**ED 651 Practicum: Elementary** 3 CH

**ED 653 Practicum: Secondary** 3 CH

**ED 654 Practicum II: Elementary** 3 CH

**ED 657 Practicum II: Secondary** 3 CH

Open to students in the internship program. Field experience complements student teaching. Under the supervision of the mentor teacher and the University supervisor, students refine their teaching skills at the internship school by developing a proposal for specialized study.

**ED 655 Distinguished Lectures in Education** 3 CH

Brings together outstanding educators in the metropolitan area with administrative aspirants. The 12 sessions frame some of the major issues facing today's educational leaders, and present the perspectives necessary to understand issues and problems. Other staff and community members may participate in these sessions. Students analyze and critically review selected cases and presentations.

**ED 659 Professional Seminar** 3 CH

Open to students in the Fifth-Year Internship program, this course addresses philosophical concerns and practical applications of effective teaching. Further instruction is given in mastering the

state's initial educator requirements. A portfolio is required as the culminating master's project.

**ED 661 Multimedia Design and Programming for Educators 3 CH**

Multimedia authoring tools are used for developing educational courseware and exploring its relationship to P–12 instructional design. Participants produce a product, which supports state educational program goals and is field-tested with a target audience.

**ED 663 Instructional Software and Instruments in Education 3 CH**

An overview of computer software, which aligns with P–12 student standards and curricular objectives. Explores development of instructional support materials and an overview of the legal and ethical uses for these technologies.

**ED 669–686 Special Topics in Content Areas 3 CH**

Content-specific courses are regularly offered in academic subject areas. Specific, topic-appropriate course subtitles are provided on the student's transcript. Courses are available in the following subjects:

**ED 669 Special Topics in Science 3 CH**

**ED 670 Special Topics in Business Education 3 CH**

**ED 671 Special Topics in Physics 3 CH**

**ED 672 Special Topics in Chemistry 3 CH**

**ED 673 Special Topics in Biology 3 CH**

**Drama 3 CH**

**ED 676 Special Topics in History 3 CH**

**ED 678 Special Topics in Mathematics 3 CH**

**ED 680 Special Topics in Media 3 CH**

**ED 682 Special Topics in Political Science 3 CH**

**ED 684 Special Topics in Spanish 3 CH**

**ED 686 Special Topics in Computer Education 3 CH**

This seminar explores trends, developments and current issues in educational technology. Seminar topics vary per semester and are based on emerging technologies.

**ED 689 WWW: Curriculum and Instruction P–12 3 CH**

Examines the role of website development for P–12 educational environment. Participants design and publish standard-based, online documents that present information and include links to critical resources.

**ED 690 Graduate Education Institutes or Workshops 1–6 CH**

Exposure to outstanding educators, unique curriculums and exciting symposia is often available through special institutes and workshops. Through the guidance of University faculty and with some additional work, students can earn graduate credit for such experiences. Consult the graduate schedule for current availability of special institutes or workshops. Specific course subtitles are provided on the student's transcript. Note: Students may take a maximum of six credits of 690-numbered courses for fulfillment of MAT or Certificate of Advanced Studies program requirements. Courses numbered 690 apply only to the elective credit area of either program.

**ED 691 Education Research 3 CH**

This course is designed to increase student awareness of educational research techniques, specifically to enhance their classroom effectiveness by making them better consumers of educational literature. Students read and critique qualitative and quantitative educational literature. Experimental and quasi-experimental designs are examined and statistical techniques are discussed. Students pre-

pare half of their research proposal (through the methodological design).

**ED 698 Administrative Practicum** **3 CH**

Students in the Certificate of Advanced Studies program may undertake a practicum for fulfillment of the terminal requirement. Students submit a proposal for a school-based project that addresses an identified need. Complete information may be obtained from the student's advisor.

**ED 699 Administrative Practicum** **6 CH**

Students complete a 100-hour, University-supervised field experience. The practicum enables the student to implement and apply theory to their program of study.

**MAT Concentration in Pastoral and Catholic School Administration**

**Degree Requirements**

To earn the MAT degree with a concentration in Pastoral and Catholic School Administration, students complete the MAT requirements. The concentration in Pastoral and Catholic School Administration offers 12 credit hours out of the 33 required for a master's degree focusing on the theory and practice of administration in a pastoral or Catholic school context. Specifically, this concentration focuses on the competencies of educational, spiritual and managerial leadership. This program is intended for Catholic school administrators and teachers, religious educators and those involved in various forms of Church ministry.

**Required (12 credits)**

IC 517H	Educational Leadership in Catholic Schools	3 credits
IC 520	Adults in the Pastoral Process	3 credits
IC 527H	Management I: Finance	3 credits
IC 528H	Management II: Personnel Supervision and Evaluation	3 credits
IC 537H	A History of Catholic Education	3 credits

IC 545	Canon Law	3 credits
IC 547H	Curriculum and Instruction	3 credits
IC 550	Religion Education and Culture	3 credits
IC 560	Spiritual Dimensions of Pastoral Education	3 credits
IC 595	Foundations of Catholic Doctrine	3 credits

**Graduate Certificate in Pastoral and Catholic School Administration**

Individuals who would like to specialize in pastoral and Catholic school administration without pursuing further courses in education may want to consider a Graduate Certificate in Pastoral and Catholic School Administration. Graduate certificate goals are similar to those stated above.

**Available Courses (a minimum of 12 credits)**

IC 517H	Educational Leadership in Catholic Schools	3 credits
IC 520	Adults in the Pastoral Process	3 credits
IC 527H	Management I: Finances in Catholic Schools	3 credits
IC 528H	Management II: Personnel Supervision and Evaluation	3 credits
IC 535	Catholic Sacraments	3 credits
IC 537H	A History of Catholic Education	3 credits
IC 545	Canon Law	3 credits
IC 547H	Curriculum and Instruction	3 credits
IC 550	Religious Education and Culture	3 credits
IC 560	Spiritual Dimensions of Pastoral Education	3 credits
IC 595	Foundations of Catholic Doctrine	3 credits

**Course Descriptions**

**IC 517H Educational Leadership in Catholic Schools** **3CH**

This course develops the skills required to inspire spiritual leadership in a pastoral or Catholic

school setting, specifically in the following areas: preserving and enhancing Catholic identity, writing and implementing a mission statement, imparting Gospel values and Christian ethics and building a faith community within the parish setting.

**IC 520 Adults in the Pastoral Process 3CH**

Focusing on the adult, this course endeavors to reveal the implications of adult-centered learning and adult needs. In addition, it is the goal of this course to situate the adult within a context of empowerment, e.g., adult as learner, teacher and leader.

**IC 527H Management I: Finances in Catholic Schools 3CH**

Encompasses the following areas of finance: budgeting, fund-raising, educational economics, financial planning, tuition collections and strategic planning. Students prepare a school budget and develop a five-year strategic plan.

**IC 528H Management II: Personnel Supervision and Evaluation 3CH**

Presents an overview of managing all aspects of personnel with emphasis on responsibility and delegation, student discipline, civil criteria on reporting and freedom of information. Participants prepare and present a performance evaluation, they also develop a five-year personnel and program plan with goals, objectives, benchmarks and outcomes.

**IC 537H A History of Catholic Education 3 CH**

Explores Catholic educational foundations through a study of Church history, with emphasis on Catholic education in the United States, the philosophy of Catholic education, scriptural sources and contemporary ethical and moral issues.

**IC 545 Canon Law 3CH**

Presents an overview of the scope of canon law. It provides a research guide on finding, utilizing and

administering the letter and spirit of the data of the canons, with emphasis on those sections directly applicable to parish life. Participants develop plans of action based on case studies.

**IC 547H Curriculum and Instruction 3CH**

Presents current methods and criteria for creating and integrating Catholic religious truths and values into an entire curriculum using an interdisciplinary approach. Participants are expected to design and develop a curriculum.

**IC 550 Religion, Education and Culture 3 CH**

Delves into the sociological implications of culture and religious education. Utilizing research and case studies in disciplines such as history and political science, as appropriate, participants research the impact of human events on the development of philosophical and religious movements.

**IC 560 Spiritual Dimensions of Pastoral Education 3 CH**

Researches how the spirituality of the culture of any group, professional or social, impacts pastoral education. The focus is on major spiritual movements and the outcomes that these groups have had on personal and organizational development.

**IC 595 Foundations of Catholic Doctrine 3 CH**

Explores the fundamental principles behind key Catholic doctrines, and their basis in Catholic scripture and tradition. The goal is to better understand the interrelationship of these principles with parish life. Participants prepare a strategic communication plan for parish or institutional delivery.

**IC 599 (299) Human Meaning and Spirituality 3 CH**

A 1-credit course (as part of 3-credit program) designed for health care professionals interested in integrating spirituality and health care.

## Geriatric Rehabilitation and Wellness

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### Master of Science in Geriatric Rehabilitation and Wellness (MS)

The University's graduate program in Geriatric Rehabilitation and Wellness prepares health professionals for advanced clinical practice. The program is designed to facilitate the practitioner's ability to meet the diverse and challenging health care needs of older adults in traditional and emerging settings across the continuum of geriatric health care.

This innovative program is founded on three inter-related principles:

- The ability to evaluate clinical and research evidence to make informed health care decisions is the key to effective health care practice.
- Commitment to interdisciplinary teaming and collaboration will improve the quality and effectiveness of health care for older adults.
- An approach emphasizing wellness, health promotion and holistic care can and will enhance functional status and quality of life of older adults, across the continuum of functional status and health care settings.

The curriculum draws from the fields of geriatrics and gerontology, community health, health promotion and wellness, health care delivery systems and adult learning. Learning activities, based on principles of problem-based learning, are designed to further students' development as reflective practitioners.

The MS GRW curriculum is a structured, 36-credit degree program that blends Internet-based Online learning methodology with intensive on-campus symposium (1 or 2 per semester) to

meet the needs of adult learners actively practicing in their health care discipline. Online learning provides students with flexible access to learning activities beyond the boundaries of time and space, and offers a content-rich and interactive learning environment. The on-campus component provides students with face-to-face interaction that captures the social component of learning and collegial interaction. The University has provided credit-bearing instruction online since 1996. Students are supported in their online learning by extensive technical support, online access to library resources, and online tutoring.

### Goals and Objectives

The graduate program in Geriatric Rehabilitation and Wellness (MS GRW) has 12 specific objectives designed to facilitate the professional development of health care professionals. Graduates of the program will be able to:

1. Articulate an understanding of expanded professional practice, grounded in the knowledge and skill of their specific health discipline, that incorporates collaborative, interdisciplinary teamwork in the provision of health care to aging populations.
2. Provide evidence-based care to older adults that is interdisciplinary and team-centered.
3. Analyze trends of the evolving health care system as they relate to health care options, impact of policy decisions, and roles and responsibilities of providers caring for older adults.
4. Differentiate the normal aspects of physical, psychological and sociocultural aspects of aging.
5. Apply the disablement model as a framework for epidemiological analysis, diagnosis and interdisciplinary team management of common pathological conditions of older life.
6. Apply health promotion and wellness principles in the assessment, development, imple-

mentation and evaluation of interdisciplinary health programs and initiatives designed for older adults.

7. Analyze clinical and professional situations where competing ethical principles, spiritual beliefs and cultural lifeways create practice dilemmas.
8. Employ principles and methods of disciplined inquiry in the critique and use of existing literature and empirical evidence.
9. Initiate disciplined inquiry into a new area of professional practice.
10. Demonstrate appropriate professional conduct, effective organizational skills and written and verbal communication skills across health care settings.
11. Provide leadership in interdisciplinary team practice activities across health care settings.
12. Demonstrate a commitment to lifelong learning and reflection on interdisciplinary practice.

### Admissions Requirements

Students entering the program must have an entry-level degree (BS, MS or clinical doctorate) in their professional field and have at least one year of full-time clinical experience. All prospective students must meet admissions criteria for graduate studies of Sacred Heart University, as published in the *Graduate Catalog*.

Completed applications are considered as they are received, on a rolling-admissions basis, until the class is filled (20 students). Applicants are encouraged to submit all materials no later than February 15 for admission in incoming summer cohort. Applications received after February 15 will be considered on a space-available basis.

The admissions process recognizes the adult learning principles of internal motivation and the significance of personal and professional achievement in a student's decision to pursue post-professional graduate education. Admission into graduate study

at Sacred Heart is based on the applicant's portfolio, which allows the University to consider work experience and other non-academic activities relevant to the student's field of study.

Application materials must include:

- A completed graduate application form.
- Non-refundable application fee.
- Official transcript documenting graduation from an accredited professional entry-level program (baccalaureate or higher) in their health care discipline.
- Documentation (photocopy) of a current state license to practice as a health professional (if licensure is not required in your state, please provide evidence of national certification).
- Current curriculum vitae or resume, including relevant clinical experience with older adults.
- Two letters of recommendation: (1) from a current or former employer in the field of geriatric health care, or a professor from a previous educational setting, and (2) from a professional colleague with advanced certification or education beyond entry level, a colleague who is recognized as a master clinician, or a colleague from the applicant's professional organization. Letters from colleagues in other health disciplines are encouraged.
- A two-page essay defining key professional development goals to be achieved by completing the program.

GRE scores are not required, but may be submitted as additional evidence of eligibility. Qualified applicants will be invited for interview (on site or by conference call) with GRW program faculty to discuss professional goals, potential constraints on their progression through the program, and the "fit" of their preferred learning style with online learning delivery.

### Degree Requirements

The program has a structured course of study which

begin in early May, continues in six successive semesters (summer/fall/spring), and is completed in two years. The program prepares students for advanced practice in geriatrics rehabilitation and wellness, and may help students achieve some of the competencies required in the specialty certification process as defined and administered by the American Board of Physical Therapy Specialists and the American Occupational Therapy Association.

All students must complete a student-designed and implemented "capstone" project, tailored to the student's individual learning and professional development objectives. Students will carry out disciplined inquiry focused on a question or problem relevant to their practice setting, patient population or professional development goals. Preparation for capstone begins in the first semester of study, and continues as part of the weekend symposium over the entire plan of study. Implementation and evaluation of the capstone occurs in the final semester of study, prior to graduation.

### Required Courses

HS 511	Interdisciplinary Care in a Changing Health Care Environment	3 credits
HS 512	Systems of Health Care Delivery	3 credits
HS 523	The Aging Process: Physiological, Psychological and Sociocultural Aspects	6 credits
HS 534	Wellness Across the Continuum of Care	3 credits
HS 535	Ethical and Moral Issues in Geriatric Health Care	3 credits
HS 616	Foundations of Evidence-based Practice/Principles of Clinical Research	6 credits
HS 627	Pathology and Impairments in Later Life ( <i>Students choose three 2-credit modules</i> )	
HS 638	Graduate Capstone Research-Based Project/Practicum	6 credits

## Course Descriptions

### HS 511 Interdisciplinary Care in a Changing Health Care Environment

3 CH

Explores interdisciplinary team development and implementation, including factors that enhance or constrain the team's effectiveness within the health care environment. Defines traditional roles and boundaries of health professions, how these roles have evolved, and how boundaries are transcended in effective interdisciplinary teams.

### HS 512 Systems of Health Care Delivery

3 CH

An exploration of the development of the health care delivery system from historical, philosophical and economic perspectives, culminating with discussion of the factors shaping health care delivery in the 21st century. Changing roles and responsibilities of providers, consumers, government and corporations (provider networks and insurers) are examined.

### HS 523 The Aging Process: Physiological, Psychological and Sociocultural Aspects

6 CH

An in-depth exploration of the "normal" aging process, from physiological, psychological and sociological/cultural perspectives. A collection of assigned readings from classic and current research literature in each area allows students to trace how understanding of the aging process has changed over time. Emphasizes differentiation of "aging" from the acute and chronic pathological conditions encountered in health care practice.

### HS 534 Wellness Across the Continuum of Care

3 CH

Explores the concept of "wellness," comparing and contrasting principles and strategies of wellness to those of acute care, rehabilitation, public health or long-term care health practice. Students assess opportunity and need for wellness programming in their individual practice or community settings.

Using their knowledge of the aging process and principles of wellness and health promotion, they develop a proposal for a "wellness" initiative appropriate to their interests or practice setting. This proposal may be the initial component of planning for the graduate capstone activity.

**HS 535 Ethical and Moral Issues in Geriatric Health Care 3 CH**

Health professionals working with older adults often encounter situations where there is potential conflict between the rights of the patient and family, and the roles and responsibilities of the individuals and organizations that provide care. In this course, the contributions on spirituality and moral thought to health and health care practice are explored. Students also examine ethical principles important in health care practice, and explore how these principles can be used to guide clinical decision making when complex problems or issues create a dilemma (e.g., elder abuse, reimbursement-driven care, advanced directives).

**HS 616 Foundations of Evidence-based Practice/Principles of Clinical Research 6 CH**

In this intensive course, students develop understanding of the principles of measurement and data management and of research design. They apply their knowledge by examining instruments or protocols used to assess health or functional status of older adults in their particular practice settings, focusing on issues of reliability, validity and the interpretation of results. Students then examine how principles of evidence-based practice can be used to guide selection of appropriate intervention. Finally, they develop a research or project proposal for their "capstone," using sound measurement and design principles to evaluate "outcomes" of a wellness program and/or interdisciplinary activity appropriate for their interest or practice setting. The proposal will be ready for submission to potential funding sources and to the appropriate IRB for human subjects approval.

**HS 627 Pathology and Impairments in Later Life 6 CH**

Students select three of six systems-based modules, focusing on medical conditions commonly occurring in later life that are most germane to their interest or practice settings. Using concepts of the disablement model, they investigate the epidemiology, diagnosis and medical management (pharmacological, surgical, etc.) of these pathologies, the primary and secondary impairments associated with these pathologies, and the likelihood of functional limitation or disability. Students apply concepts of interdisciplinary teaming to the management and/or rehabilitation of older adults with these pathologies, and explore contribution of "wellness" initiatives to the prevention, management, or remediation of the disease. (Modules: cardiopulmonary system, integumentary system, musculoskeletal system, neuromuscular system, endocrine and metabolic, cognitive and psychological).

**HS 638 Graduate Capstone: Research-Based Practicum/Project 6 CH**

In the final semester of the program, students implement the research or project proposal developed during the evidence-based practice (HS 616). On completion of the project, students prepare a project or research report as their "thesis," present it to faculty and peers, and submit their project for presentation or publication to an appropriate professional forum. Depending on the nature of the project, students may opt to complete this over one or two semesters.

**Nursing**

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## **Master of Science in Nursing (MSN) with Concentrations in Patient Care Services Administration and Family Nurse Practitioner Primary Care**

The University offers a Master of Science in Nursing (MSN) in Patient Care Services Administration and Primary Care, Family Nurse Practitioner. Students may choose to study on a full- or part-time basis, however, they must complete their plan of study within six years. The MSN program is accredited by the National League for Nursing Accrediting Commission (NLNAC). For information, contact the following: NLNAC, 61 Broadway, 33rd floor, New York, NY 10006; phone: 1-800-669-1656, ext. 153; fax: 212-812-0390; web site: [www.nlnac.org](http://www.nlnac.org).

The Patient Care Services Administration track prepares nurses who hold baccalaureate degrees for administrative positions within acute, community or long-term health care facilities. The Nursing Department offers an accelerated RN to MSN program for registered nurses who want to pursue an MSN in Administration. A dual MSN/M.B.A. degree is offered in conjunction with the M.B.A. program.

The Family Nurse Practitioner program is designed to prepare students to successfully pass the American Nurses Association Certification Examination as a Family Nurse Practitioner. Certification, along with a 30-hour pharmacology course, allows students to apply for an Advanced Practice Registered Nurse license in the state of Connecticut. Graduates of the program possess the necessary educational and experiential background to provide primary care. The Nursing Department offers an accelerated RN to MSN program as well as a Post-Masters Certificate in the Family Nurse Practitioner program. The Post-Masters Certificate program is for applicants holding a graduate degree in nursing.

## **Goals and Objectives**

- Integrate relevant knowledge from nursing theory, liberal arts, science and humanities to advanced roles in nursing.
- Use the reflective process of critical thinking to analyze, make inferences, synthesize and evaluate nursing and health care practices.
- Demonstrate the competencies of the health care provider, consultant/collaborator, educator, administrator, counselor/advocate and researcher in a variety of settings.
- Utilize new knowledge and participate in research studies to provide high-quality health care, initiate change and improve nursing practice.
- Develop an understanding of the wide diversity of cultural influences on human behavior
- Formulate strategies that support people, families and communities to identify, promote and restore health.
- Assume accountability to patients, self and the nursing profession for ethical practice.
- Provide leadership in the health care delivery system.
- Participate in policy-making activities that influence health services and practices.
- Synthesize the principles from moral philosophy and ethical standards with self-reflection to promote ethical practices in nursing and health care.
- Communicate effectively both verbally and in writing to improve health care delivery and outcomes of patient care.
- Demonstrate a commitment to lifelong learning and continued professional growth.

## **Admission Requirements**

Students are admitted to the MSN program upon review and recommendation by the admissions committee based on the academic, course prerequisite and professional requirements listed below. Application materials must include:

- an application for graduate study;
- two letters of professional recommendation;
- a resumé; and
- statement of professional goals.

Admission criteria include:

- a baccalaureate degree with a major in nursing from an NLN-accredited program (students without a BSN should contact the program director), with an undergraduate grade point average (GPA) of 3.0 (on a 4.0 scale).

An interview with the Nursing Department program director is also required. Applicants must be licensed registered nurses in the state of Connecticut and possess professional liability insurance coverage.

### Degree Requirements

MSN students are required to design an approved plan of study in collaboration with a faculty advisor that must be satisfactorily completed for the degree, with a minimum GPA of 3.0. The plan of study varies depending on the track or program the student pursues. The Patient Care Services Administration track requires 40 credits. The Family Nurse Practitioner track requires 46 credits. A capstone project, administrative project or thesis is required of all students.

### Prerequisite Courses

MSN applicants must have successfully completed a basic statistics course and a nursing research course. Applicants for the Family Nurse Practitioner program must also have successfully completed a basic health assessment course.

### Required Courses

All Nursing graduate students are required to take the following:

NU 501	Impact of History and Policy on Nursing and Health Care	3 credits
NU 530	Theory and Ethics as a Grounding for Nursing Practice	3 credits

NU 601	Research Seminar I	3 credits
NU 602	Research Seminar II	3 credits
NU 650/651	Thesis/Capstone/Project Advisement	1 credit
Total		13 credits

### Patient Care Services Administration Track

In addition to the core requirements, students in the MSN program in Patient Care Services Administration are required to complete the following plan of study:

### Required Courses

BU 601	Organizational Management and Business Communications	3 credits
NU 510	Administration of Patient Care Services I	3 credits
NU 520	Administration of Patient Care Services II	3 credits
NU 610	Role Practicum	6 credits
	Related Business Courses	6 credits
	Electives	6 credits
Total		27 credits

### Family Nurse Practitioner Track

In addition to the core requirements, students in the Family Nurse Practitioner program are required to complete the following plan of study:

### Required Courses

NU 550	Concepts in Primary Care, Family and Community for Advanced Practice Nurses	3 credits
NU 551	Pharmacology for Advanced Practice Nurses	3 credits
NU 552a	A Pathophysiological Approach to Concepts of Health Assessment	3 credits
NU 552b	A Pathophysiological Approach to Concepts of Health Assessment	3 credits
NU 560	Theory and Practice in Family and Primary Care I:	

	The Emerging Family	6 credits	BU 631	Organizational Behavior	3 credits
NU 620	Theory and Practice in Family and Primary Care II: The Family with Adult Members	6 credits	BU 633	Legal Environment of Business	3 credits
NU 630	Theory and Practice in Family and Primary Care III: The Contracting Family	9 credits	BU 641	Dynamics of Information Technology	3 credits
Total		33 credits	BU 670	Operations Management	3 credits
			BU 690	Global Management Integration	3 credits
			EC 621	Managerial Economics	3 credits
			FN 660	Financial Management	3 credits
			MK 661	Marketing Management	3 credits
			NU 501	Impact of History and Policy on Nursing and Health Care	3 credits
			NU 510	Administration of Patient Care Services I	3 credits
			NU 520	Administration of Patient Care Services II	3 credits
			NU 530	Theory and Ethics as a Grounding for Nursing Practice	3 credits
			NU 601	Research Seminar I	3 credits
			NU 602	Research Seminar II	3 credits
			NU 610	Role Practicum	6 credits
			NU 650/651	Thesis/Capstone/Project Advisement	1 credit
			Electives (Business only)		6 credits
			Total		61 credits

### Dual-Degree Program: MSN/MBA

In conjunction with the MBA program, the Nursing Department offers a dual-degree program. Students in this program must adhere to University guidelines set forth in both the MSN and MBA programs.

### Admission Requirements

The applicant must meet the admission requirements and prerequisite coursework of both the MSN and MBA programs. Prerequisite coursework includes: statistics, calculus, economics, nursing research and accounting. If a student does not have these prerequisites, appropriate coursework will be planned by the MSN program director. Students must apply to, and be accepted by, each program independently although the same application is used.

### Degree Requirements

#### Prerequisites

Corporate Financial Accounting and Reporting	3 credits
Statistics for Decision Making	3 credits
Economic Principles	3 credits
Nursing Research	3 credits
Calculus for Decision Making	3 credits

The student must meet with the program director to determine a plan of study for the dual degree.

#### Required Courses

AC 610	Accounting for Decision Making and Control	3 credits
BU 601	Organizational Management and Business Communications	3 credits

### Accelerated RN to MSN Program

This program is for registered nurses who currently have a diploma or associate degree in Nursing and provides an accelerated path into the Masters in Nursing program. The baccalaureate upper-division Nursing major includes both undergraduate- and graduate-level courses to satisfy the requirements for the baccalaureate degree. The basis of the acceleration is the substitution of graduate credits for credits toward the BSN.

### Admission Requirements

The program is limited to academically strong students who have experience in nursing and demon-

strate a commitment to nursing leadership. Students apply directly for the RN to MSN program. Students are granted provisional admission to the graduate program pending completion of their BSN. Application materials must include:

- an undergraduate GPA of 3.0 or above;
- an application;
- two letters of recommendation;
- official transcripts; and
- statement of professional goals.

An interview with the Nursing faculty is also required. Applicants must possess a Connecticut RN license and liability insurance. One year of nursing experience is preferred.

### Degree Requirements

Students will be advised by a graduate advisor. Students are required to maintain a GPA of 3.0 while they complete the plan of study listed below. Upon completion of the BSN requirements, students will be admitted as graduate students.

Students are required to complete the courses listed below. However, many requirements may be completed through challenge exams.

#### Prerequisite Courses

BI 131	Human Anatomy and Physiology I	4 credits
BI 132	Human Anatomy and Physiology II	4 credits
BI 161	Introduction to Microbiology	4 credits
CH 100	Principles of Chemistry	4 credits
EN 011	Introduction to Rhetoric	3 credits
PS 101	General Psychology-Scientific Aspects	3 credits
PS 252	Child Development Psychology	3 credits
SO 101	Sociology: An Introduction	3 credits
Total		28 credits

#### Required Courses

CA 021	Effective Communication	3 credits
EN 012	Rhetoric: The Research Paper	3 credits

EN 101	Approaches to Literature	3 credits
HI 101	Civilizations	3 credits
MA 101	Modern College Mathematics	3 credits
MA 131	Statistics for Decision Making	3 credits
PH 101	Introduction to Problems of Philosophy	3 credits
RS 101	Introduction to Study of Religion	3 credits
RS 260	Bioethics	3 credits
	Art, Music, History, Literature, Media Studies, Modern Foreign Language	6 credits
Total		33 credits

### Nursing Validation Exams

Students are awarded 30 credits through the State Program for Nursing Articulation or portfolio review. Students will be advised of their status by the Nursing faculty.

#### Required Courses for BSN in Patient Care Services Administration

NU 260	Validation of Prior Learning	30 credits
NU 320	Health Assessment for RNs	3 credits
NU 350	Clinical Leadership for RNs	6 credits
NU 380	Community Health Nursing for RNs	6 credits
NU 401	Impact of History and Policy on Nursing and Health Care*	3 credits
NU 410	Administration of Patient Care Services I*	3 credits
NU 420	Administration of Patient Care Services II*	3 credits
NU 430	Research Seminar I*	3 credits
NU 431	Research Seminar II	
NU 433	Ethics and Theory as a Grounding for Nursing Practice*	3 credits
Total		33 credits

\*400-level courses are for students who have not completed the BSN.

At the completion of the above requirements, students will be awarded a BSN.

### Required Courses for MSN in Patient Care Services Administration

NU 610	Role Practicum	6 credits
NU 650/651	Thesis/Capstone/Project Advisement	1 credit
BU 601	Organizational Management and Business Communications	3 credits
	Health Care Financing	3 credits
BU 641	Dynamics of Information Technology	3 credits
Electives		6 credits
Total		22 credits

### Required Courses for BSN in Family Health Nurse Practitioner

NU 260	Validation of Prior Learning	30 credits
NU 320	Health Assessment for RNs or Challenge Exam	3/1 credits
NU 380	Community Health Nursing for RNs	6 credits
NU 350	Clinical Leadership for RNs	6 credits
NU 401	Impact of History and Policy on Nursing and Health Care*	3 credits
NU 430	Research Seminar I*	3 credits
NU 431	Research Seminar II	3 credits
NU 433	Theory and Ethics as a Grounding for Nursing Practice*	3 credits
NU 450	Concepts in Primary Care, Family and Community*	3 credits
NU 451	Pharmacology for Advanced Practice Nurses*	3 credits
NU 452A	A Pathophysiological Approach to Concepts of Health Assessment*	3 credits
Total		25

### Required Courses for MSN in Family Nurse Practitioner

NU 552B	A Pathophysiological Approach to Concepts of Health Assessment	3 credits
NU 560	Family Primary Care I	6 credits

NU 620	Family Primary Care II	6 credits
NU 630	Family Primary Care III	9 credits
NU 650/NU 651	Thesis/Capstone/Project Advisement	1 credit
Total		25

### Post-Master's Certificate in Family Nurse Practitioner

The Family Nurse Practitioner Post-Master's Certificate program consists of 33 credit hours of study. It is designed to prepare the student with a master's degree in Nursing to become a certified Family Nurse Practitioner. Students in the Post-Master's Certificate program take 33 credits of coursework designed for the nurse practitioner.

### Admission Requirements

Applicants are required to have an MS in Nursing and have successfully completed a basic health assessment course (30 hours or greater). A Connecticut RN license and liability insurance are also required. Application materials must include:

- an application;
- official transcripts;
- two letters of recommendation;
- a statement of one long-term goal; and
- a resume.

An interview with the program faculty is also required.

### Required Courses

NU 550	Concepts in Primary Care: Family and Community for Advanced Practice Nurses	3 credits
NU 551	Pharmacology for Advanced Practice Nurses	3 credits
NU 552a	A Pathophysiological Approach to Concepts of Health Assessment for Advanced Practice Nurses I	3 credits
NU 552b	A Pathophysiological Approach to Concepts of Health Assessment for Advanced Practice Nurses II	3 credits

NU 560	Family and Primary Care I: The Emerging Family	6 credits
NU 620	Family and Primary Care II: The Family with Adult Members	6 credits
NU 630	Family and Primary Care III: The Contacting Family	9 credits
Total		33 credits

### Course Descriptions

#### **NU 501 (NU 401) Impact of History and Policy on Nursing and Health Care** 3 CH

The first of two integrated, required nursing courses in the core curriculum of the graduate nursing programs, this course focuses on history and policy. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. Building on a framework of critical thinking, students explore through discussion, written critiques, readings, research and class participation, the history of nursing and medicine, analysis of current policy development and implications of the past for present and future actions in nursing and health care.

#### **NU 510 (NU 410) Administration of Patient Care Services I** 3 CH

This is the first in a two-semester course focusing on leadership and management for patient service administration. Emphasis is on administrative decision making and thinking, managing the social architecture of patient care services, change and conflict and leadership. Course content focuses on administration of patient care services in a variety of settings and in collaboration with the multidisciplinary team.

#### **NU 520 (NU 420) Administration of Patient Care Services II** 3 CH

This is the second of a two-semester course that provides an introduction to management informa-

tion systems and computers as tools for patient service administration. Building on the student's previous knowledge of systems theory, the course focuses on the analysis, management and evaluation of health care information. Emphasis is on the use of information systems in health care and the delivery of patient care services applied to management functions such as budgeting, staffing and scheduling.

#### **NU 530 (NU 433) Theory and Ethics as a Grounding for Nursing Practice** 3 CH

Focuses on ethical dimensions of clinical and administrative practice in nursing. Broad philosophical issues that have direct impact on health care are explored. Beginning with a reflection of one's own values, the course examines the philosophical basis of nursing ethics, applications of ethical principles and the ethical decision-making process. Because reflection, dialogue and critical thinking are essential to understanding ethical practices, the majority of the classes use a seminar format.

#### **NU 550 Concepts in Primary Care, Family and Community for Advanced Practice Nurses** 3 CH

This course, the first within the Family and Primary Care sequence, addresses selected family, primary care and community theories within the context of advanced practice nursing. The family system is viewed as both unique and dynamic, existing inter-dependently with the community and the environment, and requiring advanced nursing expertise and caring at various times across the life cycle. Emphasis is on family and community assessment strategies and the impact of various primary-care-oriented health problems on family roles and functions. Relevant concepts and principles of epidemiology are applied to the current and emerging health status of families and communities.

Faculty collaborate with students as they apply

advanced clinical knowledge to the family system in a community setting. Students function interdependently with other health team members in the care of families, and evaluate a plan of care using standards for advanced clinical practice.

**NU 551 Pharmacology for  
Advanced Practice Nurses 3 CH**

Focus is on the pharmacotherapeutic principles of drugs most commonly used in the primary care setting. Pharmacologic effects and clinical uses of various drug groups and classifications are discussed. Emphasis is on rational drug therapy for agent selection, monitoring drug therapies, identification and avoidance of adverse drug reactions and interactions and extensive patient education and counseling. This course meets the standards for Advanced Practice Nurse certification in Connecticut.

**NU 552a A Pathophysiological  
Approach to Concepts of Health  
Assessment 3 CH**

This course, the first of a two-semester sequence, prepares the student to assess the biopsychosocial health status of clients across the life span by obtaining a complete and accurate health history and by performing a thorough partial physical examination. Pathophysiological content is designed to provide correlation of assessment strategies with an understanding of the mechanisms of illness and health problems of the main body systems. This course assists in the socialization of the student into the role of the Advanced Practice Nurse in the current health care delivery system. The laboratory component enables the student to develop advanced assessment skills.

**NU 552b A Pathophysiological  
Approach to Concepts of Health  
Assessment 3 CH**

This course, the final in a two-semester sequence, further prepares the student to assess the biopsychosocial health status of clients by the mastery of

a complete health history and physical examination. The assessment of special populations, such as the infant, child, pregnant woman and geriatric client, is emphasized. Clinical pathology content addresses alterations in major body systems that are commonly found in the primary care setting. This course assists the student in being effective in the role of Advanced Practice Nurse with the ability to assess clients across the life span.

**NU 560 Theory and Practice in  
Family and Primary Care I:  
The Emerging Family 6 CH**

This course, the first of three clinical courses, enables graduate students to learn those problem-solving skills and clinical strategies necessary to socialize into the role of the family nurse practitioner. Class content introduces students to methodologies used to diagnose and treat common primary care problems found in emerging families. Emphasis is on the educational and counseling-role components of the nurse practitioner, as well as on the direct provision of primary care. The application of family and primary care theory into supervised clinical practice is included and emphasized.

**NU 601 (NU 430) Research  
Seminar I 3 CH**

This course, the first of two research seminars, reviews nursing and health care research literature according to criteria. Course content focuses on the development of a researchable problem, integrative literature review and research design. Content, related to quantitative, qualitative and evaluative methods, is outlined. Concepts are developed to promote an understanding of the research process within the context of a research proposal.

**NU 602 (NU 431) Research  
Seminar II 3 CH**

Builds on the content of NU 601 and begins with principles inherent to a sound research methodology. Included in the course are both philosophical and pragmatic differences between qualitative

and quantitative methods of data collection and analysis. Content areas of substance include both data collection methods and analysis using computer software. Graduate students complete the methods section of the thesis prospectus during this semester.

**NU 610 Role Practicum 6 CH**

Students apply the principles and concepts of previous courses in a designated clinical setting. They use concepts from the fields of management, organizational theory and behavior in a designated administrative role. In this role, they analyze trends and issues affecting a particular nursing service situation, identify problems and use appropriate intervention modalities to develop an appropriate implementation and evaluation plan.

**NU 620 Theory and Practice in Family and Primary Care II: The Family with Adult Members 6 CH**

The second of three clinical courses, this course enables graduate students to learn those problem-solving skills and clinical strategies necessary to be effective in the role of the family nurse practitioner. Class content introduces students to methodologies used to diagnose and treat common primary care problems found in adult families and their members. Emphasis is on the consultation role component of the nurse practitioner, as well as on the direct provision of primary care.

**NU 630 Theory and Practice in Family and Primary Care III: The Contracting Family 9 CH**

This final clinical course enables graduate students to learn those diagnostic and management skills necessary to be effective in the role of family nurse practitioner. Class content emphasizes problems commonly found in aging families and topics especially important to primary care management. Implementation and synthesis of the role are addressed through a focus on types of practice settings, reimbursement mechanisms, marketing

strategies, employment opportunities and collaborative relationships. Future trends in advanced nursing practice are explored. The application of advanced nursing practice theory into supervised clinical practice is included and emphasized.

**NU 650 Thesis/NU 651 Capstone Project 1 CH**

This course is an independent study course in which the student achieves one of two goals. Those students who are writing a thesis will complete their thesis work during this course, working closely with their thesis advisors. Those students choosing the non-thesis option will complete an independent capstone project working closely in collaboration with the faculty. Generally, this capstone project will be completed during the semester the student is enrolled in either NU 610 or NU 630. The project will be of substantive work to demonstrate the achievement of the terminal objectives of the program. Examples of capstone projects include but are not limited to program evaluation, feasibility/need assessment studies, research utilization projects, project implementation or outcomes research projects.

**Occupational Therapy**

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**Master of Science in Occupational Therapy (MSOT)**

Sacred Heart University's Graduate Program in Occupational Therapy is for persons with a baccalaureate degree in a field other than occupational therapy (OT). The program prepares students to master entry-level clinical practice skills and develop beginning level skills in leadership and research in OT. The University's program design is highly unique, with its curriculum orga-

nized utilizing an integrated systems and developmental approach, and strongly reflecting a philosophy of humanism, service to others and community-based practice.

The curriculum follows the Problem-Based Learning (PBL) model of teaching and learning. PBL utilizes small group tutorials where students solve clinical problems through self-directed and peer group study, research and discussion to integrate a theoretical and foundational knowledge base into the application of OT assessment and intervention strategies and skills. In this manner, students actively engage in and develop clinical reasoning skills requisite to team collaboration, leadership and evidenced-based practice. PBL provides students with the foundation for self-directed, lifelong learning necessary for a practicing professional.

The curriculum incorporates fieldwork education and community-based practice opportunities where students actively use clinical reasoning in the design of assessment, intervention and follow-up strategies based on evidence. Opportunities to develop skills in leadership, supervision and management, research and entrepreneurship are incorporated throughout the curriculum. Students are provided with a strong educational background to address the physical, cognitive, emotional, social and spiritual needs of their clients to design occupation-based interventions which enable clients to participate optimally in their own living environments at work, school, play, home, society and community.

### Goals and Objectives

Graduates of the Occupational Therapy Program will demonstrate the ability to:

- Develop a theoretical foundation for professional practice, drawing from a wide variety of disciplines including the physical and biological sciences, medical sciences, psychology, social sciences, arts and humanities, and education.
- Appreciate and understand the multicultural and multicontextual diversity of the client base.
- Approach clients and populations utilizing a holistic and humanistic approach, incorporating biological, psychological, sociocultural, sensory, cognitive, economic, lifestyle and family considerations throughout the assessment and intervention process.
- Apply an understanding of the foundational sciences and theoretical principles to facilitate outcomes of OT including function, occupational performance, health and well-being, and quality of life in the context of the individual or population's natural environments.
- Utilize principles of meaningful occupation in all assessment and intervention strategies.
- Uphold ethical standards, values and attitudes and practice in a safe, legal and ethical manner in all interactions with clients, families and caretakers, other professionals and the public.
- Determine the need for OT services for a given individual or population or for referral to other professionals
- Determine in any client or population in need of OT services, the appropriate assessment and intervention strategies within the domain and scope of OT practice.
- Plan and utilize skills in the OT assessment and intervention process including referral, evaluation, intervention, reevaluation, discharge and follow-up.
- Utilize evidence-based practice skills and the principles of occupation in all types of interventions including remediation and restoration, compensation and adaptation strategies and technology, environmental/task modifications, education of family and caregivers, disability prevention and promotion of health, well-being and quality of life.
- Critically analyze and synthesize information presented in the professional literature, tests and measurements, and research to read, interpret and be an effective consumer of and participant in research and evidence-based practice.

- Work within a variety of traditional and non-traditional service delivery models and systems where occupational therapists currently practice.
- Develop proactive entrepreneurial skills and abilities to enter new arenas of practice through assessing and identifying populations in need of service, designing program plans, marketing strategies and program evaluation methods.
- Develop and participate in beginning professional research, from inception of a research question to the presentation of final results in a format appropriate for professional publication/presentation.
- Engage in and plan for lifelong learning and professional development to maintain one's level of skill consistent with current standards and best practices.
- Participate in professional service activities for the benefit of others, the greater community, the profession and one's self.
- Utilize leadership, management and supervisory skills in developing collaborative and cooperative relationships with OT assistants, other professionals, caregivers, families and community agencies/organizations.
- Utilize strong clinical reasoning skills in determining the need for prioritizing, selecting and designing OT assessment and intervention plans.
- Demonstrate awareness of laws, legal issues, health care policies, trends, educational laws and social policy issues as they influence the profession of OT, the individual professional, practice and consumers.

### Admission Requirements

Students entering the program must have completed a baccalaureate degree in a field other than OT, and must have completed the necessary prerequisite courses by the end of the spring semester prior to enrollment. If students require the summer prior to enrollment to complete prerequi-

sites, any acceptance for admission into the program will be provisional to successful completion of the prerequisite coursework.

Students are admitted into the program on a competitive basis. Applicants must submit all materials for admission consideration by January 15 (or the date published by the Graduate Admissions Office) for the incoming fall class.

Application materials must include:

- a graduate admissions application form;
- two letters of recommendation (one from an academic source, one from an employer or volunteer supervisor);
- official transcripts of all previous college or university study;
- a non-refundable application fee;
- volunteer/work experience in the health care field with specific knowledge of OT highly recommended; and
- up-to-date certificate of CPR is required by the time the student enrolls in the program.

Admission criteria include:

- completion of a Bachelor of Arts or Bachelor of Science degree from an accredited college or university;
- OT prerequisite courses grade point average (GPA);
- undergraduate GPA;
- letters of recommendation;
- knowledge and experience relevant to OT;
- individual and or PBL group interviews with the OT admissions committee; and
- essay/writing sample (to be completed on site the day of the interviews).

The four options for program decision are classified into two categories: Early Application and Regular Application Decision. Early Application Decision is for entering Freshman- and/or Sophomore-year students. Regular decision is for Junior- and Senior-year students.

## Early Application Options

### Option One: Entering Freshman

Early Program Decision Option requirements for entering Freshman include:

1. high school GPA of 3.2 or higher in academic courses (Math, Science, History, English and Language);
2. SAT scores of 1100 or higher;
3. rank in the top 30% of their high school class; and
4. successful completion of four years of science.

Entering freshman who meet Early Program Decision Option criteria will have a seat reserved in the graduate Occupational Therapy Program contingent upon successful completion of all prerequisites and an undergraduate major, maintenance of a 3.0 GPA throughout Sacred Heart University tenure, and an interview with the Occupational Therapy Admissions Committee at the end of their Sophomore or Junior year.

### Option Two: Sophomore or Junior Year, Spring Term

For students who do not wish to apply for Early Program Decision as entering Freshman, or whose high school credentials do not meet the criteria, or, for students attending universities with whom Sacred Heart has articulation agreements, there is an opportunity to apply for Early Program Decision following completion of specific prerequisites based on Sacred Heart University credentials. The application deadline is May 31.

Sophomore/Junior Early Decision Program Option requirements include:

1. completion of all three science prerequisite courses, one psychology prerequisite course, and one additional prerequisite course in any area (Sociology, Statistics, Diversity, Ethics, Psychology);
2. submission of a completed graduate admis-

- sion application and applicable fee by the application deadline established by the Office of Graduate Admissions;
3. official transcripts from all colleges and universities attended;
4. two letters of recommendation (one from an employer or volunteer job supervisor, one from an academic source);
5. a GPA of 3.2 or better; and
6. interview with the Occupational Therapy Admission Committee, which will include participation in a group problem-based learning experience (conducted in spring or early summer only).

Sophomores and Juniors who meet the Early Program Decision Option criteria will have a seat in the Occupational Therapy Program reserved contingent upon maintenance of a 3.0 GPA throughout their University tenure, successful completion of all prerequisites and an undergraduate major, and an interview with the Occupational Therapy Admissions Committee at the end of their Sophomore/Junior year.

## Regular Application Option

### Option 3: Senior Year, Fall Term

This option is available to students who do not wish to apply for Early Program Decision or who do not meet the criteria, or, who are applying from universities other than Sacred Heart. The application deadline is January 15 or the date published by Graduate Admissions for the incoming fall class.

Requirements for Regular Decision Options include:

1. successful completion of all prerequisite courses with a GPA of 3.0 or better;
2. overall GPA of 3.0;
3. submission of a completed graduate admission application and applicable fee;
4. official transcripts from all colleges and universities attended;
5. to letters of recommendation (one from an

- academic source, one from an employer or volunteer supervisor);
6. relevant experience in the health care field;
  7. interview with the Occupational Therapy Admissions Committee, which will include participation in a group problem-based learning experience.

### **Adult Student Application Option Option 4: Adult Students Who Have Already Obtained a Baccalaureate Degree**

Open admissions are maintained for applicants who have already obtained a baccalaureate degree in a field other than OT. Although application deadlines and admissions criteria are flexible to accommodate the unique needs of adult applicants, it is suggested that materials be received as close to the January 15 deadline as possible. Admissions into the program are contingent upon available seats.

Requirements for admission include:

1. completion of a baccalaureate degree;
2. official transcripts from all colleges and universities attended;
3. overall GPA of 3.0 with a requirement of a 3.0 GPA in all prerequisite courses;
4. two letters of recommendation from employers/supervisors;
5. resume outlining work experience and significant continuing education courses;
6. interview with the Occupational Therapy Admissions Committee, which will include participation in a group problem-based learning experience;
7. submission of a completed graduate admission application and applicable fee; and
8. completion of prerequisite courses:
  - Prerequisite courses in Statistics and Human Anatomy and Physiology I and II must have been completed within the past 10 years.
  - Beginning September 2003, the prerequisite courses in Diversity/Multicultural studies and in Ethics may be taken concurrently with the Occupational Therapy Program but must be successfully completed by the time the student begins their second-level II fieldwork experience
  - Alternative courses and CLEP tests for prerequisite courses in psychology, sociology and life span development may meet prerequisite criteria. Applicants must submit CLEP test results and catalog course descriptions or other relevant documentation to the Occupational Therapy Program Director to determine if the alternative course/CLEP meets prerequisite requirements.

### **Continuous Enrollment Policy**

Graduate students in the master's degree program in OT must maintain continuous enrollment in the program. Students who need to take a leave of absence from the program must apply, in writing, to the program director. A maximum 12-month leave of absence may be granted upon review of the student's request. As the program is a "lock-step" curriculum, students must reenter the program following a leave of absence in the required curriculum sequence. If a request is denied, or if students fail to enroll for their next consecutive trimester in the program, they must apply for readmission. The application for readmission must be submitted to the Office of Graduate Admissions. Students who are readmitted must adhere to the guidelines and curriculum in effect at the date of readmission.

### **Program Accreditation**

The Occupational Therapy Program is accredited under the "Standards for an Accredited Educational Program for the Occupational Therapist-1998" by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). For information about accreditation, contact ACOTE c/o AOTA, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD

20824-1220; phone: 301-652-2682; web address: [www.aota.org](http://www.aota.org).

Program graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states, including Connecticut, require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

### Degree Requirements

The program consists of four academic semesters plus 24 full-time weeks of fieldwork education, and includes summers. Completion of the program requires two full calendar years. The course of study is full-time, with classes scheduled primarily during the day. Level I Fieldwork experiences are integrated into the class schedule during the academic year. Level II Fieldwork experiences are full-time for two, 12-week time blocks, with hours determined by the site. The program includes a capstone research project to be completed prior to graduation.

### Prerequisite Courses

Abnormal Psychology	3 credits
Biology I with lab	4 credits
Human Anatomy and Physiology I and II with lab	8 credits *
Psychology	3 credits
Life Span Development or Developmental Psychology (Must include the study of the entire life-span, from birth to old age)	3-9 credits
Sociology	3 credits
Statistics (Must include descriptive statistics, probability, confidence intervals, correlation and hypothesis testing)	3 credits *
Interpersonal Communication or Group Dynamics	3 credits

Diversity or Multicultural Studies	3 credits **
Ethics, Bioethics or Medical Ethics	3 credits **
Recommended elective Physics with lab	4 credits

\* Must have been taken within the past 10 years.

\*\* For Adult Student Applicants; may be taken concurrently with the program but must be completed by the beginning of the student's second-level II Fieldwork.

### Required Courses

OT 512	Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention I: Infancy, Childhood and Early Adolescence	11 credits incl. 1 credit level I FW
OT 514	Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention II: Late Adolescence and Adult	11 credits* incl. 1 credit level I FW
OT 521	Professional Interaction Skills I: Individuals, Families and Supervision	2 credits
OT 551	Beginning Research Skills	2 credits
OT 553	Research Methods and Designs	2 credits
OT 571	Tenets of Occupational Therapy: Models and Occupational Therapy Frames of Reference	3 credits
OT 573	Health Care and Professional Foundations I: Professional Guidelines	2 credits
OT 612	Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention III: Older Adults and Elderly	11 credits incl. 1 credit level I FW
OT 623	Professional Interaction Skills: Groups and Populations	3 credits

OT 625	Leadership and Management	3 credits
OT 651	Research Design Seminar	2 credits
OT 653	Research Project Seminar	3 credits
OT 655	Capstone Research Project	3 credits
OT 671	Health Care and Professional Foundations II: Health Care Policies and Law	2 credits
OT 673	Health Promotion/Roles in the Community	5 credits incl. 2 credits level I FW
OT 691	Level II Fieldwork: 12 weeks of full-time equivalent of supervised fieldwork education	4 credits
OT 693	Level II Fieldwork: 12 weeks of full-time equivalent of supervised fieldwork education	4 credits
OT 699	Independent Study in Occupational Therapy Intervention	3 credits
	or	
	Graduate-level elective. Must be pre-approved by faculty advisor	3 credits
	<b>Total</b>	<b>76 credits</b>

### Course Descriptions

**OT 512 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention I: Infancy, Childhood and Early Adolescence** **11 CH**  
**incl. 1 credit level I FW**

Examines the foundational theories that serve as a basis for OT assessment and intervention and involves students in practice opportunities to develop skills in OT assessment and intervention strategies to be carried out in the contexts of children's lives. Typical and atypical development, diseases, disorders, conditions and traumas that can occur within human systems in this stage of the lifespan are studied as they impact on a child's occupations that allow them to participate in their lives and life contexts. Learning formats include Problem-Based Learning (PBL) tutorial groups,

laboratories, lecture/seminars and one day per week in level I fieldwork. Through the PBL tutorials, students will develop a habit of self-directed learning, critical analysis and synthesis and clinical decision-making in the application of foundational knowledge, theories, best-practice principals and research evidence to OT assessment and intervention. Practice based on research evidence and developing a client and family-centered perspective are emphasized. Lecture/seminars and PBL tutorials provide students with multiple opportunities to articulate, synthesize and apply theories from the biological, psychological, medical and social sciences, human development, and spirituality and meaningful occupation as they can be applied to assessment and intervention strategies which facilitate a child's engagement in occupations of their lives. Administration, scoring and interpretation of assessments, documentation of evaluation summaries and development of intervention plans are emphasized throughout the OT process. Laboratories, PBL and one-day-per-week level I fieldwork in community-based and traditional settings provide students with opportunities to practice OT assessment and intervention skills and strategies and apply various theoretical models and frames of reference to OT assessment and intervention in the contexts of a child's natural environments.

**OT 514 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention II: Late Adolescence and Adult** **11CH**  
**incl. 1 credit level I FW**

Examines older adolescent and adult typical and atypical development, diseases, disorders, conditions and traumas that can occur within human systems in this stage of the lifespan as they impact participation in daily life and purposeful occupations. Learning formats include Problem-Based Learning (PBL) tutorial groups, laboratories, lecture/seminars and one day per week in level I

fieldwork. Through the PBL tutorials, students continue to develop a habit of self-directed learning, critical analysis and synthesis and clinical decision-making in the application of foundational knowledge, theories, best-practice principals and research evidence to OT assessment and intervention throughout the OT process. Written evaluation reports, development and implementation of intervention plans and documentation of ongoing progress are emphasized. Practice based on research evidence and developing a client and family-centered perspective are expected. Lecture/seminars and PBL tutorials provide students with multiple opportunities to articulate, synthesize and apply theories from the biological, psychological, medical and social sciences, human development, and spirituality and meaningful occupation as they can be applied to assessment and intervention strategies which facilitate a person's engagement in the occupations of daily life. Laboratories, PBL and one-day-per-week level I fieldwork in community-based and traditional settings provide students with opportunities to practice OT assessment and intervention skills and strategies and apply various theoretical models and frames of reference to OT assessment and intervention in the contexts of an adolescent's and or adult's environments. Students develop skills in the application of musculoskeletal, biomechanical, splinting, sensory-motor, social, psychological and cognitive principles necessary for successful adaptation, participation, and meaning of occupation in the adolescent's and adult's life.

**OT 521 Professional Interaction  
Skills I: Individuals, Families and  
Supervision 2 CH**

Designed as a lecture/lab sequence, this course enables students to gain knowledge of professional interactions and implement that knowledge in labs designed to develop professional skills. Students study and apply professional interaction skills that occupational therapists must use when

working with individuals, families and other professionals. This course reviews diversity issues, including race, social class, disability, ethnicity, religious/spiritual beliefs, gender roles and sexual identity as they affect values and interactions as a practicing occupational therapist. Values stemming from these issues as they impact the functioning of individuals and families, meaning of occupation, occupational choices and participation in and quality of life are studied in depth. Students also examine roles and responsibilities of the supervisory relationship, from the perspective of the supervisor and supervisee. Types of supervisory models and styles of learning and teaching are introduced. Students develop a supervision plan suited to their own and their supervisor/supervisee's teaching and learning style. Students participate in weekly small group lab activities and structured experiences that focus on the skilled application of professional interactions when working with diverse client base and their families, as well as when interacting with other professionals/team members.

**OT 551 Beginning Research  
Skills 2 CH**

In this introduction to the critical thinking and learning necessary to function as a consumer of research, students investigate, gather, analyze, and synthesize scholarly literature relevant to OT. They gain a basic understanding of methodological and statistical information presented in the literature and in standardized instruments, and develop ability to analyze and contrast them in the context of research and practice. By comparing and analyzing articles and data on assessment instruments, students will develop the ability to identify articles and research designs, which are theoretically and methodologically sound, and evaluate their appropriateness to evidence-based practice.

**OT 553 Research Methods and  
Design 2 CH**

Appropriate, feasible designs and procedures for

data collection and analysis necessary to prepare a research proposal for the capstone research project are introduced in this course. Students develop their knowledge of scientific investigation, survey methods, descriptive studies, systematic observation and measurement, case study methods and quasi-experimental designs, and grant proposals. Students develop their research question and complete a literature review on the topic. Students may use their selected topics and/or components of their literature review in preparation for their Capstone Research Proposal. They will be introduced to AJOT's Writing Style Guide and proposal submission requirements from a variety of funding sources.

**OT 571 Tenets of Occupational Therapy: Models and Occupational Therapy Frames of Reference 3 CH**

Examines the science of occupation as the foundation for practice in OT. This course emphasizes the centrality of occupation as essential for participation in a person's daily life, and for the maintenance of one's overall health and well being. Types of interventions used in OT including restoration/remediation, adaptation/compensation, prevention and health promotion are discussed in detail. AOTA Uniform Terminology, Standards of Practice and the new Practice Framework are introduced and examined for their integration into practice. Overarching theoretical models and OT frames of reference as well as theory, foundations and history of OT are emphasized. Differentiation among occupation, activity, purposeful activity and tasks are discussed. Occupational, task and activity analysis are introduced and practiced.

**OT 573 Health Care and Professional Foundations I: Professional Guidelines 2 CH**

Examines and analyzes the Official Documents of AOTA, including the Code of Ethics, Core Values and Attitudes and various position papers and their application to practice. Collaborative and

supervisory responsibilities between occupational therapists and OT assistants are explored. Functions of and participation in international, national, state and local OT associations are introduced. Interrelationship between AOTA guidelines, NBCOT standards and state licensing boards for licensure and continued competency are reviewed. The assumption of individual responsibility in continued professional development as a lifelong learning process to maintain currency in practice is emphasized. Students will also begin to explore the ongoing professional responsibility for providing fieldwork education and supervision and the variety of ethical dispute resolution systems that have jurisdiction over OT practice.

**OT 612 Biopsychosocial Maturation and Occupational Therapy**

**Assessment and Intervention III:**

**Older Adults and the Elderly 11 CH  
incl. 1 credit level I FW**

Examines typical and atypical development, diseases, disorders, conditions and traumas that can occur within human systems in older adults and the elderly as they impact occupation and participation in daily life. Particular attention is given to evolutions in the elder's life roles, participation in daily life and the meaning of occupation as persons enter this phase of the lifespan. Learning formats include Problem Based Learning (PBL) tutorial groups, laboratories, lecture/seminars and one day per week in level I fieldwork. Through the PBL tutorials, students continue to develop a habit of self-directed learning, critical analysis and synthesis and clinical decision-making in the application of foundational knowledge, theories, best-practice principals and research evidence to OT assessment and intervention throughout the OT process. Reassessment, consultation and education of caregivers and the development and implementation of intervention plans through discharge and follow-up and documentation of ongoing progress is emphasized. Practice based on

research evidence and developing a client and family-centered perspective are expected. Lecture/seminars and PBL tutorials provide students with multiple opportunities to articulate, synthesize and apply theories from the biological, psychological, medical and social sciences, human development, and spirituality and meaningful occupation as they can be applied to assessment and intervention strategies which facilitate an older person's participation in daily life. Laboratories, PBL and one-day-per-week level I fieldwork in community-based and traditional settings provide students with opportunities to practice OT assessment and intervention skills and strategies, and apply various theoretical models and frames of reference to OT assessment and intervention in the elder's natural environments. Students develop skills in the application of musculoskeletal, biomechanical, splinting, sensory-motor, social, psychological and cognitive principles necessary for successful adaptation, participation, and the creation of meaning through occupation in the contexts of the older adult and elder life stage.

### **OT 623 Professional Interaction**

#### **Skills: Groups and Populations**

**3 CH**

Focuses on the study of group dynamics, group structures, occupations, communication and roles that facilitate or hinder a group's functioning. Large and small groups, including populations, team dynamics and functioning and groups for intervention are studied. Students develop and conduct a population-based needs assessment in a community-based setting as preparation for developing a program for that population in OT 625 and OT 673. Students work in small groups of two or three to conduct their needs assessments. (The same small groups will continue their work together in program design and implementation in OT 625 and OT 673). Students develop a group protocol for an assessment or intervention group, outlining criteria for group membership, group goals and methods for achieving those goals including leadership,

communication and task structures. They will implement this group in their level I fieldwork. In addition, students participate in weekly, small group laboratory experiences, designed to facilitate the study of a group's dynamics, roles, occupations, communication structures and leadership. Students are required to participate in, lead and observe groups in the community on several occasions.

### **OT 625 Leadership and Management**

**3 CH**

This course uses the formats of lecture, seminar and collaborative work groups to facilitate the student's development of programs for a population of need to be implemented in a community-based setting. Program designs are based on the needs assessment completed in OT 623 and will be implemented during the level I fieldwork in OT 673 Health Promotion/Roles in the Community. The programs should be occupation based and focus on an aspect of health promotion, prevention and or quality-of-life issues relevant to the population and needs identified from the needs assessment. Program plans include a mission and philosophy statement, detailed program design, budget, staffing and other resources needed, marketing plan and program evaluation plan. Students work in small groups of two or three to design their programs. This course also examines theoretical and practical models for developing effective and visionary management and leadership roles in health care systems, emerging practice areas, the community and the profession.

### **OT 651 Research Design**

#### **Seminar**

**2 CH**

This course is the forum in which students design and complete their proposals for the capstone research project, in collaboration with faculty advisors and peer groups. Students select topics and submit them to the faculty advisor for approval. They then prepare written proposals outlining the research design, methodology, and analysis plan. Students execute these projects in the context of small groups.

**OT 653 Research Project Seminar****3 CH**

The research project seminar is the forum in which students implement and complete the bulk of their capstone research project. Students schedule ongoing advisement and timelines with major project advisor.

**OT 655 Capstone Research Project****3 CH**

Students complete their capstone research projects. They schedule ongoing advisement and timelines with major project advisor. As students will be on fieldwork, this can be accomplished via phone calls or with email. Chat rooms are also provided through Blackboard. Students complete the project and submit for publication or presentation at local, state, or national conference. Oral defense is required and is scheduled following completion of OT 693. Students are expected to complete the capstone requirement by the end of the summer semester of professional year two. Students requiring additional time to complete the capstone research project, will be levied a fee at a rate of 1.5 graduate credits per semester for continued research advisement that extends beyond the expected date of completion.

**OT 671 Health Care and Professional Foundations II: Health Care Policies and Law****2 CH**

This final course in the Tenets and Health Care Practice Stream of Learning explores the legal, social, educational and health care policies as they impact the practice of OT. Constructs governing practice and reimbursement are examined, including IDEA and ADA. Reviews disability classification systems such as ICDH-2, ICD-9 CM, common therapy diagnoses and reimbursement codes. Documentation for accountability and reimbursement is emphasized.

**OT 673 Health Promotion/Roles in the Community****5 CH****incl. 2 credits level I FW**

Students implement the community-based pro-

grams they designed during OT 625 in a two-day-per-week, level I fieldwork experience. They carry out their programs, collect data if the program or an aspect of the program is to be used for the capstone research project, and conduct program evaluation. The self-designed community fieldwork consists of a minimum of two full-time equivalent days a week of experience for at least eight weeks, and a minimum of 125 contact hours. The experience is designed to give students the proactive entrepreneurial skills needed to identify and work in community-based and emerging arenas of practice. The course also examines theoretical models of community-base practice and health promotion including consultation, resilience and prevention.

**OT 691 Level II Fieldwork****4 CH**

Level II Fieldwork consists of 12 weeks of full-time equivalent of supervised fieldwork education. Hours are determined by the fieldwork site. Students arrange fieldwork site locations with the Academic Fieldwork Education Coordinator.

**OT 693 Level II Fieldwork****4 CH**

Level II Fieldwork consists of 12 weeks of full-time equivalent of supervised fieldwork education. Hours are determined by the fieldwork site. Students arrange fieldwork site locations with the Academic Fieldwork Education Coordinator.

Elective: Graduate-level elective. Must be pre-approved by faculty advisor prior to registration for the course. **3 CH**

OR

**OT 699 Independent Study in Occupational Therapy Intervention****3 CH**

In the independent project, the students explore a selected aspect of OT intervention culminating in the development and implementation of an intervention strategy, technology device or piece of equipment. The project includes a proposal, evidence-based research on the selected topic and a final product including research paper, description, prototype and outcome of the selected strategy, device or equipment. Students must have the

approval of the course instructor prior to registering for the course.

## Physical Therapy

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### Master of Science in Physical Therapy (MSPT)

The University's Physical Therapy Graduate program prepares students for professional practice as general practitioners who demonstrate self-directed, ongoing learning, competency in clinical practice, a commitment to the application of professional skills and knowledge in service to others.

The program's curriculum is a problem-based learning (PBL) design. PBL places emphasis on the development of a reflective practitioner by teaching students to learn from and solve clinical problems. Curriculum content is organized around carefully designed clinical patient problems that students study, discuss and research in small tutorial groups. Students learn to synthesize information from multiple disciplines as it is relevant to the clinical problem. Tutorial group work develops interdependence among students, and supports the use of peers in learning and problem solving.

Clinical education includes part-time, integrated experiences (mentorship) in each of the academic semesters, and full-time clinical education in the summer between the second and third years of study and the final semester of the academic program. Clinical education totals 28 weeks of full-time work and approximately 12 to 16 hours per semester of part-time work.

### Goals and Objectives

Graduates of the Physical Therapy program will demonstrate the ability to:

- Practice in an ethical, legal, safe, caring and effective manner.
- Screen individuals to determine the need for physical therapy (PT) examination or for referral to other health professionals.
- Determine in any patient with physical dysfunction a diagnosis that is within the scope of PT.
- Design and manage a comprehensive PT plan of care.
- Apply concepts and principles of management in the provision of PT to individuals, organizations and communities.
- Apply concepts of teaching and learning theories in designing, implementing and evaluating learning experiences used in the education of patients, students, colleagues and the community.
- Apply basic principles of the scientific method to read and interpret professional literature, to participate in clinical research activities and to critically analyze new concepts and findings.
- Design and implement cost-effective PT services.
- Plan and implement programs designed to promote and maintain health and wellness.
- Use current information management technologies in the delivery of PT services and analysis of data when indicated.
- Demonstrate effective verbal, nonverbal and written communication skills.
- Reassess and modify treatment and service outcomes.
- Plan for future professional development to maintain a level of practice consistent with acceptable standards.
- Participate in developing methods to meet the PT needs of society.
- Serve as consultants to individuals, colleagues in PT, other health professionals, organizations and the greater community.

- Participate in personal and professional service activities for the betterment of self, others and the greater community.
- Appreciate the significance of biological, psychological, cognitive, social and cultural factors as they relate to the provision of PT services to patients, families, other health professionals and the greater community.

### Admission Requirements

Students entering the program must have completed an undergraduate degree in the discipline of their choice, or in the case of Sacred Heart University undergraduates, have completed the first three years of a chosen major in the articulated undergraduate-to-graduate sequence in PT education. Students also must have completed the necessary course prerequisites by the end of the Summer semester prior to enrollment and have no more than two courses outstanding at the time of application.

Students are admitted to the program on a competitive basis. Applicants must submit all materials for admission consideration by January 15 (or as published by the Graduate Admissions Office) for the incoming Fall class.

Application materials must include:

- a graduate admissions application form;
- two letters of recommendation (one from an academic source and one from an employment/volunteer source);
- complete official transcripts of all previous college or university study; and
- a nonrefundable application fee.

Admission criteria include:

- physical therapy prerequisite courses grade point average (GPA);
- undergraduate GPA;
- letters of recommendation;
- relevant activity in the health care field; and
- individual and group interviews with the Physical Therapy admissions committee.

### Degree Requirements

The program is a three-year (six semesters plus eight weeks of one summer) course of study offered on a full-time basis only, to allow for the professional socialization of the student and the integration of coursework. This program leads to preparation for licensure as a physical therapist.

#### Prerequisite Courses

BI 111, 112 Concepts in Biology I and II	6 credits
BI 113, 114 Concepts in Biology Laboratory I and II	2 credits
BI 131, 132 Human Anatomy and Physiology I and II with labs	8 credits
CH 151, 152 General Chemistry I and II	6 credits
CH 153, 154 General Chemistry Laboratory I and II	2 credits
MA 131 Statistics for Decision Making	3 credits
MA 140 Precalculus (or above)	4 credits
PY 111, 112 General Physics I and II (or above)	6 credits
PY 113, 114 General Physics Laboratory I and II	2 credits
Two psychology electives	6 credits
<b>Total</b>	<b>45 credits</b>

#### Required Courses

PT 410 Functional Anatomy and Kinesiology	6 credits
PT 421 Clinical Neuroanatomy/Neurophysiology	6 credits
PT 500 Professional Practice I*	3 credits
PT 501 Professional Practice II*	3 credits
PT 502 Professional Practice III*	3 credits
PT 503 Professional Practice IV*	3 credits
PT 510 Basic Functional Skills I	3 credits
PT 511 Basic Functional Skills II	3 credits
PT 512 Musculoskeletal Evaluation and Treatment I	6 credits
PT 522 Human Development and Maturation	3 credits

PT 523	Neurological Evaluation and Treatment I	6 credits
PT 530	Clinical Pathophysiology	3 credits
PT 531	Human Performance <sup>12</sup>	
	Physiology	3 credits
PT 540	Clinical Education I	4 credits
PT 604	Professional Practice V*	3 credits
PT 606	Capstone	3 credits
PT 613	Musculoskeletal Evaluation and Treatment II	3 credits
PT 624	Neurological Evaluation and Treatment II	3 credits
PT 632	Acute Care/Cardiopulmonary Evaluation and Treatment	6 credits
PT 641	Clinical Education II	4 credits
PT 643	Clinical Education III	4 credits
PT 645	Clinical Education IV	4 credits
Total	85 credits	

\*Mentorship program with local clinical instructors.

### Clinical Education

The curriculum includes 16 credits of full-time clinical education at affiliating clinical sites across the United States. These activities occur in the summer between the second and third year (PT 540 Clinical Education I, 4 credits) and during the entire sixth semester of the program (PT 641, 643 and 645 Clinical Education II, III and IV; 4 credits each). Student placement for these clinical education experiences provides each student with a variety of learning experiences within different types of practice settings.

The MSPT program is affiliated with more than 300 clinical facilities representing a wide range of practice settings, located predominately in the northeastern United States, but include sites across the country. Each site must have a formal contractual relationship with the University that includes a description of the responsibilities associated with clinical education. The University supervises the student's clinical education experi-

ence through communication with the clinical instructor on site, written student performance evaluations and on-site visits as may be necessary.

Students should anticipate the additional costs of clinical education in the curriculum, including travel, housing, meals and living expenses. In some cases, clinical sites may provide some assistance for expenses such as housing. Planning for clinical education is done through the MSPT program by the academic coordinators of clinical education (ACCEs). Students will receive individual advisement regarding clinical education planning. Students will be asked to make clinical education placement requests; however, final placement decisions are the responsibility of the ACCEs.

### Program Accreditation

The MSPT program has completed the initial accreditation requirements of both the Connecticut Department of Higher Education (CTDHE) and the Commission on Accreditation of Physical Therapy Education (CAPTE). The program received accreditation status by the CTDHE in 1998, and by CAPTE in 1999. The program was recognized in these accreditation proceedings for several strengths, including the high quality of its curriculum, the exceptional qualifications of its faculty and for the level of University support provided to the program.

CAPTE accreditation is an ongoing process for all PT programs. The PT program at Sacred Heart University will next be reviewed by CAPTE in 2004.

### Course Descriptions

#### PT 410 Functional Anatomy and Kinesiology 6 CH

Examines human gross and applied anatomy with emphasis on musculoskeletal factors that produce and influence human movement. A problem-based approach is utilized.

#### PT 421 Clinical Neuroanatomy/Neurophysiology 6 CH

Explores human anatomy and physiology of the

brain, brain stem, cranial nerves and spinal cord, with implications for control of movement. A problem-based approach is utilized.

**PT 500 Professional Practice I** **3 CH**

Examines the professional role of the physical therapist. Introduces concepts of disablement, role of scientific inquiry in physical therapy practice and ethical frameworks. Includes mentorship experience.

**PT 501 Professional Practice II** **3 CH**

*Prerequisite:* PT 500 Professional Practice I. Examines the application and analysis of quantitative and qualitative methods of research employed in expanding the body of physical therapy knowledge. Provides continued exploration of communication issues including the medical interview and clinical documentation. Includes mentorship.

**PT 502 Professional Practice III** **3 CH**

*Prerequisites:* PT 500 Professional Practice I and PT 501 Professional Practice II. Addresses the teaching/learning process and the role of the physical therapist as an educator. Students explore communications issues in clinical practice and psychosocial implications of health and disability. Includes mentorship.

**PT 503 Professional Practice IV** **3 CH**

*Prerequisite:* PT 502 Professional Practice III. Explores the health delivery system including legal implications of physical therapy practice, reimbursement mechanisms and management methods utilized in health care institutions. Includes mentorship.

**PT 510 Basic Functional Skills I** **3 CH**

Focuses on acquisition of basic clinical skills

related to problem-based cases, including positioning bed mobility and transfers, basic upper- and lower-quarter screening of range of motion and strength.

**PT 511 Basic Functional Skills II** **3 CH**

*Prerequisite:* PT 510 Basic Functional Skills I. Provides continued focus on acquisition of basic clinical skills related to problem-based cases. Includes assessment of vital signs, sensation, reflexes, posture, gait and functional screening.

**PT 512 Musculoskeletal Evaluation and Treatment I** **6 CH**

*Prerequisites:* PT 410 Functional Anatomy and Kinesiology and PT 511 Basic Functional Skills II. Students develop understanding and skill in the management of patients with musculoskeletal dysfunction through a problem-based approach.

**PT 522 Human Development and Maturation** **3 CH**

*Prerequisite:* PT 421 Clinical Neuroanatomy/Neurophysiology. Explores the normal and abnormal human sensory/motor developmental sequence through adulthood, including the child-bearing years for women, and the effects of aging.

**PT 523 Neurological Evaluation and Treatment I** **6 CH**

*Prerequisites:* PT 511 Basic Functional Skills II and PT 522 Human Development and Maturation. Discusses classic and contemporary physical therapy approaches to the evaluation and treatment of adults and children with primary neurological disorders, utilizing a problem-based approach.

**PT 530 Clinical Pathophysiology** **3 CH**

Examines human diseases and conditions, including physiological concepts common in disorders managed by physical therapists.

**PT 531 Human Performance  
Physiology 3 CH**

*Prerequisite:* PT 530 Clinical Pathophysiology. Explores normal physiological responses to environmental condition changes, such as physical workload, stress, illness and conditioning, with particular emphasis on the cardiovascular and pulmonary systems. A problem-based approach is utilized.

**PT 540 Clinical Education I 4 CH**

*Prerequisites:* All first- and second-year physical therapy coursework. An eight-week, full-time required clinical education experience in a clinical facility affiliated with the University. This course allows students to apply educational principles in a patient setting. Students are responsible for all travel, housing and incidental expenses associated with clinical education.

**PT 604 Professional  
Practice V 3 CH**

*Prerequisite:* PT 503 Professional Practice IV. Examines the role of the physical therapist in the community, including education, interaction with other disciplines, health promotion and wellness. This course addresses community resources, home health, environmental design and disposition planning. Includes mentorship.

**PT 606 Capstone 3 CH**

This course serves as the capstone experience for the physical therapy program. It includes an independent, case-based group project in which students assess scientific literature, present relevant literature to the case, make patient care recommendations based on the literature and design and present a research proposal that would facilitate clinical decision making for patient care relative to the case. The course culminates in a formal presentation and written submission of the work completed.

**PT 613 Musculoskeletal  
Evaluation and Treatment II 3 CH**

*Prerequisites:* PT 510 Basic Functional Skills I

and PT 512 Musculoskeletal Evaluation and Treatment I. Students acquire advanced knowledge and skills in the evaluation and management of patients with musculoskeletal pathologies of the head, neck, spine and pelvis. Focus is on the physical therapy differential diagnosis of musculoskeletal disorders. A problem-based approach is utilized.

**PT 624 Neurological Evaluation  
and Treatment II 3 CH**

*Prerequisite:* PT 523 Neurological Evaluation and Treatment I. Students acquire advanced knowledge and skills in the management of the neurologically impaired patient, with emphasis on management of patients with spinal cord injury, traumatic brain injury and rehab of the patient requiring an orthotic or prosthetic device. A problem-based approach is utilized.

**PT 632 Acute Care/  
Cardiopulmonary Evaluation  
and Treatment 6 CH**

*Prerequisite:* PT 531 Human Performance Physiology. Examines physical therapy management of patients with primary and secondary cardiopulmonary disorders, as well as the physical therapy management of a range of acute medical conditions. A problem-based approach is utilized.

**PT 641, 643, 645 Clinical  
Education II, III, and IV 4 CH each**

*Prerequisite:* All didactic coursework in the Physical Therapy program years one, two, and three and PT 540 Clinical Education I. Students participate in a series of full-time required clinical education experiences designed to prepare them for entry-level physical therapy practice. Affiliated clinical facilities are located throughout the United States. Students are responsible for all travel, housing and incidental expenses associated with clinical education.