

College of Education and Health Professions



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 a higher education institution accredited by a regional association of colleges and schools recognized by the U.S. Secretary of Education and recognized as accredited by the Connecticut State Department of Education or a Connecticut higher education institution accredited by the Connecticut Board of Governors of Higher Education, 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. Graduate students who apply for entrance into an administrative certification program must hold or be eligible for a Connecticut teaching certificate and hold a master's degree from an approved

institution having achieved at least a 3.0 GPA. 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 from the following disciplines: English literature, history, mathematics, social sciences, natural sciences, linguistics, philosophy and religious studies. All courses must be taken at the junior level or higher.
- Courses selected for fulfilling the cognate area requirement *must* be approved in writing on the GPA Waiver Course Approval Form *before* the courses are taken. Copies should be given to the student and placed in the student's file.
- All courses required for achieving acceptable standing for the GPA waiver must be taken at accredited four-year colleges and universities.
- To achieve acceptable standing and further consideration for a waiver, the candidate must earn a minimum grade point average of 3.0 or better.
- Depending on the undergraduate GPA, the the number of courses to be taken is determined by a review committee and the department chair.

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, or 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 gradu-

ate 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 prior to the request, 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 (K–6), and for the secondary grades (7–12) 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 Course Requirements

Students admitted to the elementary school certification program after January 1, 2004, must complete the courses listed below. Each course in the program is identified by its undergraduate course number (UG No.) and its graduate course number (GR No.). The courses are grouped in sequentially ordered blocks and reflect the competencies of the Common Core of Teaching (CCT). It is recommended that students progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block.

Note: Students admitted to the certification program before January 1, 2004, are not required to complete the courses presented below. Instead, they are required to complete the courses listed on their plans of study.

Students must complete the courses in their program with an average grade of "B" or better.

UG No. GR No. COURSE TITLE

Block I (9 Credits)

ED 101 ED 553 Educational Psychology (3 credits)

ED 152 ED 552 Education in the United States (3 credits)

ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)

or

ED 207 ED 566 Classroom Management (3 credits) (For Interns only)

Block II (12 Credits)

ED 205 ED 569 Education of Special Needs Students (3 credits)

ED 229 ED 523 Multicultural Education (3 credits)

ED 222 ED 459 Elementary Curriculum & Methods: Mathematics & Science (3 credits)*

ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)

or

ED 207 ED 566 Classroom Management (3 credits)

Block III (9 Credits)

ED 387 EDR 560 Children's Literature (3 credits)

ED 221 ED 413 Elementary Curriculum & Methods: Reading, Writing & Language Arts (3 credits)*

ED 223 ED 430 Elementary Curriculum & Methods: Social Studies & Health (3 credits)*

STUDENT TEACHING (6 Credits)

ED 391 ED 491 Student Teaching Seminar: Elementary School (6 credits) *

General and Course Requirements and SHU Education Department policies and interpretations of certification regulations are subject to change.

* Credits not applicable to MAT degree

Secondary Certification Course Requirements

Students admitted to the secondary school certification program after January 1, 2004, must complete the courses listed below. Each course in the program is identified by its undergraduate course number (UG No.) and its graduate course number (GR No.). The courses are grouped in sequentially ordered blocks and reflect the competencies of the Common Core of Teaching (CCT). It is recommended that students progress sequentially through the program, completing the courses and field experiences in a block before enrolling in courses scheduled in the next block.

Note: Students admitted to the certification program before January 1, 2004, are not required to complete the courses presented below. Instead, they are required to complete the courses listed on their plans of study.

Students must complete the courses in their program with an average grade of “B” or better.

UG No. GR No. COURSE TITLE

Block I (9 credits)

ED 101 ED 553 Educational Psychology (3 credits)

ED 152 ED 552 Education in the United States (3 credits)

ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)

or

ED 207 ED 566 Classroom Management (3 credits) (For Interns only)

Block II (12 Credits)

ED 205 ED 569 Education of Special Needs Students (3 credits)

ED 229 ED 523 Multicultural Education (3 credits)

ED 272 ED 627 Societal Issues in Adolescence (3 credits)

ED 271 ED 578 Introduction to Computers in Education (or an advanced computer technology course) (3 credits)

or

ED 207 ED 566 Classroom Management (3 credits)

Block III (9 Credits)

ED 262 ED 428 Secondary Curriculum (3 credits)*

ED 264 ED 429 Secondary Methods in the Content Areas (3 credits)*

ED 342 EDR 510 Teaching Reading & Writing in the Content Areas (3 credits)*

Student Teaching (6 Credits)

ED 395 ED 495 Student Teaching Seminar: Secondary School (6 Cr)*

General and Course Requirements and SHU Education Department policies and interpretations of certification regulations are subject to change..

* Credits not applicable to MAT degree.

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 (092)

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 before applying for certification.
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)

- EDL 626 Assessment and Evaluation:
Quantitative and Qualitative
Analysis 3 credits

(or another appropriate course approved by the advisor)

Contemporary Education Problems (3 credits)

- EDL 654 Leadership and Administrative
Policy: Contemporary
Educational Problems 3 credits
or

- EDL 655 Distinguished Lectures in
Education 3 credits

(or another appropriate course approved by the advisor)

Curriculum Development (3 credits)

- EDL 605 Advanced Curriculum
Development and Program
Monitoring 3 credits

School Administration (3 credits)

- EDL 650 The Law and Finance in
Education 3 credits

(or another appropriate course approved by the advisor)

Supervision and Evaluation (6 credits)

- EDL 635 Teacher Supervision,
Evaluation, and Staff
Development 3 credits

(or another appropriate course approved by the advisor)

- EDL 698 Administrative Practicum 3 credits

Certificate of Advanced Studies (C.A.S.): Administration (Sixth Year degree)

Required Courses (9 credits)

- EDL 695 Technology and Information
Management for
Administrators 3 credits
- EDL 696 Administrative Internship 6 credits

Elective (3 credits)

Terminal Requirement* (6 credits)

- EDL 690 Research Seminar 3 credits
- EDL 691 Thesis Seminar 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

EDL 605 Advanced Curriculum Development
and Program Monitoring 3 credits

Area I—Foundations (9 credits)

Area II—Professional Development (3 credits)

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

Area III—Electives (15 credits)

Five courses at the 500 to 600 level

Area IV —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

Connecticut Literacy Specialist Program (CLSP)

The CLSP provides professional education to graduate students in the area of Reading and Language Arts. The overall goal of the program is to prepare our students to lead educators and school districts into the best practices of school reform available in the 21st century. They will be knowledgeable proponents of action research and change agents assisting schools in promoting community literacy as well as student performance.

The CLSP prepares graduates to promote literacy in a variety of positions within a school system. Their training will give them the skills to lead staff development, run intervention clinics, chair appropriate departments, manage summer programs, write grants or provide all of these services in single school settings. Students will study reading and language from a much broader perspective than that of a classroom teacher. Study will include systemic evaluation and programming, the training and supervision of professionals and paraprofessionals and the utilization of community resources. Further, students are expected to develop competence through a super-

vised summer school practicum in an urban setting and a clinical experience in a university-based diagnosis and remediation center (clinic). Graduates will be prepared to assume the leadership role in any school system seeking expertise in the area of Reading and Language Arts, to perform independent research or to pursue doctoral study.

The CLSP will serve both full-time and part-time students. The program will be available to certified teachers with a Master's degree and a minimum of 20 months classroom experience as a teacher, intern, or degreed paraprofessional prior to graduation. Portions of the CLSP satisfy course requirements for the Remedial Reading and Remedial Language Arts Certification as described in Sec. 10-145d-480, 481,482,483,484 (Certification Code 102).

Program Requirements

Sequence I – Classroom Instruction (select 3)

*EDR 505 Early Reading and Language Arts Success (PK-3)

*EDR 507 Developmental Reading and Language Arts (4-6)

*EDR 510 Content Area Reading Instruction

EDR 520 Methods of Teaching and Evaluating Writing Process

The first sequence will focus on the research and implementation and evaluation of Best Practices of classroom instruction K–12. The courses in this sequence are all designed with performance standards individually designed by each instructor.

Sequence II – Student Services/Clinic (select 3)

EDR 540 Advanced Diagnosis and Evaluation

EDR 545 Assessment and Evaluation: CT Model

*EDR 550 Clinic Experience I (University Clinic)

*EDR 555 Clinic Experience II (School Based Clinic)

The second sequence of courses are all field based. Candidates will work under direct supervision of University and public school personnel. Evaluation will be performance based.

Sequence III – Literature (select 3)

EDR 557 Methods and Materials for Teaching Second Language Learners

EDR 560 Children's Literature

EDR 562 Middle School Literature

EDR 564 Adolescent Literature

EDR 570 Professional Literature

The third sequence of courses will promote candidate's special expertise in the literature of Connecticut schools, and the electronic resources available to school systems. Faculty members, following new departmental guidelines, will design the specific course requirements and assessment criteria.

Sequence IV – School Administrative Services (select 3)

EDR 545 Assessment and Evaluation: CT Model

EDR 690 Practicum: Administration and Supervision of Reading Programs

EDR 615 Grant Writing

EDR 620 Special Topics in Technology

The fourth sequence of courses will be designed with the needs of the public schools as the focal point of instruction. After being thoroughly schooled in the Connecticut Framework of instruction and evaluation, students will shadow reading and language arts personnel, work in teams to produce legitimate and appropriate external funding sources for literacy programs and explore the network of computer technology and applicability. All three selected courses will require projects to benefit the "field" school district and be designed with the guidance and collaboration of the participating school system.

Course Descriptions

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

**ED 413 Elementary 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 Student Teaching Seminar: 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 perspective 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 (See EDR 510)**ED 513 (See EDR 505)****ED 515 (See EDR 560)****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 enter 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 Common Core of Teaching (CCT) 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 (See EDL 626)

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 Students **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 (See EDL 605)**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 (See EDL 654)**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 (See EDL 690)**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 (See EDL 635)**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 (See EDL 650)**ED 651 Practicum: Elementary****3 CH****ED 653 Practicum: Secondary****3 CH****ED 654 Practicum II: Elementary****3 CH****EDL 655 (See EDL 655)****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 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 681 Human Growth and Development 3 CH

This course covers the life span from adolescence through late adulthood. Reading grounded in psychological theory, literature, videos, discussions, projects, and assignments provide the student with various theoretical and cultural perspectives on major themes adults face in their development. Ideas for classroom practice and interaction with parents that build on the understanding of the interdependence between development, teaching and learning will be developed and discussed.

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 (See EDL 691)

ED 696 (See EDL 696)

ED 697 (See EDL 696, EDL 697)

ED 698 (See EDL 698)

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.

Educational Administration Programs: 092 Intermediate Administrative Certification 6th Year Degree in Administration – Certificate of Advanced Study (CAS)

Course Descriptions

**EDL 605
Advanced Curriculum 3 CH
(Formerly ED 605)**

Engages prospective administrators in the investigation of what drives curriculum, the application of concepts and principals for sound curriculum design, and the examination of how a focus on standards and learning for understanding deepens curriculum and assessment work. The course involves reading, thought and discussion on educational research, and study of concrete curricular, instructional and assessment practices. Operating principals obtained from different sources and created by instructor and students will guide the learning in and from the course.

**EDL 626
Assessment & Evaluation of Learning: Qualitative and Quantitative Analysis 3 CH
(Formerly ED 526)**

Focuses on interpretation of psycho-educational assessment data, and the translation of those data into instructional plans. Current tests as well as methods of data analysis are examined. Statistical methods of analyzing and tracking test data, including trend analysis, are utilized.

**EDL 635
Teacher Supervision, Evaluation and Staff Development 3 CH
(Formerly ED 635)**

Provides an opportunity for perspective school administrators to develop and practice the skills

essential to the improvement of teaching through effective evaluation and supervisory practices. The connection between supervision, evaluation and staff development is made explicit. The CT law on teacher evaluation is studied, and instruments such as the CT Competency Instrument and the BEST portfolios are critically analyzed and discussed.

EDL 650**Educational Law and Finance 3 CH
(Formerly ED 650)**

Provides an overview of the origin and legal status of public and private schools and the 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.

EDL 654**Leadership: Contemporary
Educational Problems 3 CH
(Formerly ED 612)**

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 solutions of authentic educational problems., or

EDL 655**Distinguished Lectures In
Education 3 CH
(Formerly ED 655)**

Students have the opportunity to hear 12 lectures delivered by distinguished guest lecturers each of whom has particular expertise in an area of school administration. In the past, lectures have included: the Urban Principalship, Restructuring Schools, Data Analysis for Continuous School Improvement, Teacher Fair Dismissal, Technology and Vision Building, etc. Readings and assign-

ments, frequently presented in case-study format, are presented by each lecturer.

EDL 695**Technology and Information
Management for
Administration 3 CH
(Formerly ED 696)**

This course is designed to examine the technology knowledge that current and future school administrators possess and what aspects of technology they need to know in order to do their jobs more effectively. Student will develop understandings of how technology can improve the efficiency of managing the school community and can enhance instruction and learning. The constructivist approach will be utilized in order for students to build their current knowledge and understanding by using technology applications and knowledge in real life contexts that meet their needs and interests. Through discussion and research of technology issues, utilization of technology applications, and analysis of instructional leadership components, the course teacher school administrators about the vital role technology plays in schools.

EDL 696**September–June
Administrative Internship
Part 1 3 CH
(Formerly ED 697)**

(See advisor for further details.)

EDL 697**Administrative Internship
Part 2 3 CH
(Formerly ED 697)**

(See advisor for further details.)

Terminal Requirement**EDL 690****Educational Research
Seminar 3 CH
(Formerly ED 625)**

This course is designed to increase student aware-

ness of educational research techniques; specifically to enhance classroom effectiveness by making administrators 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. A research study is started and moves through Methodological Design.

**EDL 691 Thesis Seminar 3 CH
(Formerly ED 691)**

A seminar format is utilized to offer direction and advice to those students preparing to submit a thesis for the culmination of the Certificate of Advanced Studies program. (focus on development of and conclusion of the research project).

EDL 698 6 CH

**All Students September-June
Administrative Practicum**

Students will undertake a practicum for fulfillment of the terminal requirement. Students submit a proposal for a district/school-based project and that addresses an identified need. Further details will be available through the student's advisor.

**Connecticut Literacy Specialist
Program (CLSP)**

Course Descriptions

***EDR 505 Early Reading and
Language Arts Success (PK- 3) 3 CH
(Formerly ED 513)**

Examines the philosophy behind the “reading wars” controversy and explains why primary grade instruction must be comprehensive. Teaching to individual differences, developing oral competencies, phonics and phonemic awareness are all covered in detail. The importance of, and how to involve family and community in the schools reading programs are taught. Motivating children to read and enjoy the language arts from a developmental perspective stressing the importance of quality literature as well as word play is the major focus.

***EDR 507 Developmental Reading
and Language Arts (4- 6) 3 CH**

Connecticut Standards and teacher and society expectations of reading achievement are examined. Learning to read verses reading to learn and what that means. Designing a balanced literacy program, teaching reading comprehension, understanding meta-cognition and its implications. Involving students in the process of writing, developing a philosophy of spelling and grammar instruction, utilizing technology, intervention strategies, Guided Reading, leveling books, classroom libraries, understanding the big picture, creating a learning environment and community in your classroom these are the challenges facing a student in this course.

***EDR 510 Content Area Reading
Instruction (7-12) 3 CH
(Formerly ED 510)**

Teaches the Content Area teacher the appropriate use of text books in the Middle and Secondary classroom. Expands expertise to include constructivist and inquiry methods of teaching as well unit planning and the “less is more” philosophy of instruction. The major goal of the course is to move teachers toward student centered classrooms and away from the lecture dominated pedagogy. Understanding textbook design and their limitations as well as C.R.I.S.S. comprehension strategies and the use of trade books to enrich instruction.

**EDR 520 Methods of Teaching and
Evaluating the Writing
Process 3 CH
(Formerly ED 538)**

Examines the Best practices of teaching at different levels: the emergent writer preschool – grade 3, the transitional writer expository and narrative instruction, and the fluent – advanced writer. Instructional differences in motivation, evaluation and state and national standards are examined.

***EDR 540 Advanced Diagnosis and Remediation of Reading Difficulties 3 CH**

Examines techniques of remediation 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 is studied.

EDR 545 Assessment and Evaluation: CT Model 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. Stressed are the Connecticut Framework for instruction and evaluation and the National Assessment of Educational Progress.

***EDR 550 Clinical Experience I (University Clinic) Corequisite EDR 540 3 CH**

Students will work 1/1 with a student in the University based reading clinic. This complete supervised diagnostic work up will take place after school, weekends, during semester break or during the summer. The methods and materials taught in EDR 631 Diagnosis and Remediation will be applied. Confidentiality and parental education of the issues and resolution will be primary; no child left behind is the driving force of the clinic.

***EDR 555 Clinical Experience II (School Based) - Corequisite EDR 540 3 CH**

Students will be assigned to work with small groups of children in remedial education programs through out the area. After school enrichment programs, literacy volunteers, mandatory summer programs and any approved initiatives sponsored by the publics sector to promote literacy. Each student will be mentored and supervised by appropriate personnel.

EDR 557 Teaching Reading to Second Language Learners 3 CH

Study of language acquisition of students who are English-language learners whose dominant language is one other than English. Examination of what research indicates as necessary educational support to acquire English literacy. The nature of support is controversial. Students will develop and support personal philosophies after studying models.

EDR 560 Children's Literature (Formerly ED 515) 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. Multicultural literature and the dramatic arts are emphasized.

EDR 562 Middle School Literature (Formerly ED 525) 3 CH

Examination of early chapter books from the works of local author as Patricia Reilly Giff to the Harry Potter phenomena with a focus on the American Library Association awards and links. Motivating students and the development of lifetime reading habits is the major focus of this course.

EDR 564 Adolescent Literature (Formerly ED 505) 3 CH

Young-adult literature is studied from the perspective of the developmental psychology of adolescents. Traditional and classic literature is 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. Participation in the publishing of book reviews through the SHU

web site and the utilization of technology within classrooms is paramount.

**EDR 570 Professional Literature:
Electronic Literacy &
Library Media** **3 CH**

This course will provide Education Specialists with advanced research skills in navigating appropriate databases, web sites and journals. There are numerous publishers who excel in distributing the best products for Reading Educators. The information explosion both electronic and paper and now requires special skills for optimal system access.

EDR 615 Grant Writing **3 CH**
(Formerly ED 628)

Assists students in developing the knowledge and skills necessary for effective grant-seeking activity in both public and private sectors. Priority is supporting remediation for underserved populations in priority school districts. The culminating product is a grant application prepared for submission.

**EDR 620 Special Topics in
Technology** **3 CH**
(Formerly ED 686)

Examination of the processes, programs and accomplishments of technology in the classroom. Special focus on computer generated reading instruction and record keeping.

**EDR 690 Practicum: Administration
& Supervision of
Reading Programs** **3 CH**

Students in the Advanced Studies program undertake a practicum for fulfillment of this requirement. Students submit a proposal for a school-based project that addresses an identified need. School personnel responsible for the administration and supervision of Language Arts instruction mentor students. Complete information may be obtained from the program director.

* indicates course required for Code 102 certification.

**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 pas-

toral 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, implementation and evaluation of interdisci-

plinary 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 (15 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 or human services 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. A 3-year plan of study is also available. 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 master's 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

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 explore the medical conditions that commonly occur in later life by looking at pathophysiological processes (tissue atrophy/hypertrophy, cell division and neoplasm, immune system response, infection, inflammation, tissue healing/scarring, pain, fluid dynamics, and pharmacokinetics/pharmacodynamics) as they present in diseases of the physiological systems of the aging human body (musculoskeletal, neuromuscular, endocrine and metabolic, cardiovascular and cardiorespiratory, integumentary, and cognitive/psychological). Using the concepts of the disablement model, students 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.

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 two tracks: Patient Care Services Administration and 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.

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, and to deliver care in numerous healthcare settings. 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.

Program Competencies

Nursing

- *Caring:* Develop connections with and show empathy for clients, family, and colleagues.
- *Collaboration:* Establish effective collaborative relationships with interdisciplinary team members.
- *Communication:* Convey and process information effectively and accurately with individuals and groups in a manner that enhances credibility and builds relationships.
- *Critical Thinking:* Demonstrate critical thinking skills as evidenced by the ability to analyze, synthesize, evaluate, and reflect.
- *Therapeutic Interventions:* Provide evidence-based, clinically competent contemporary care.

Health and Illness

- *Clients:* Foster population-based health care for diverse client groups across the lifespan.
- *Health Care Needs:* Analyze complex factors that influence health care needs.
- *Health Care Goals:* Ensure appropriate, cost-effective, quality health care outcomes across the care continuum.

Professionalism

- *Leadership:* Provide effective leadership

skills needed for effective practice in the contemporary and future health care delivery system.

- *Policy and Systems:* Use knowledge of local to global health care trends, systems, and policy to participate in change that results in improved nursing and health care services.
- *Standards and Conduct:* Promote accountability for competent advanced practice as an individual and as a member of a profession.

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 résumé;
- official transcript; and
- statement of professional goals.

Admission criteria include:

- a baccalaureate degree with a major in nursing from an NLN-accredited program or a baccalaureate degree in another field (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 graduate Nursing faculty is also required. Applicants must be licensed registered nurses in the state of Connecticut or, for online students in their state of practice, 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 is recommended. 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 552	Health Assessment for Advanced Practice Nurses	3 credits
NU 553	Advanced Pathophysiology	3 credits
NU 560	Theory and Practice in Family and Primary Care I: The Emerging Family	6 credits
NU 620	Theory and Practice in Family and Primary Care II: The Family with Adult Members	6 credits
NU 630	Theory and Practice in Family and Primary Care III: The Contracting Family	9 credits
Total		33 credits

Dual-Degree Program: MSN/MBA

In conjunction with the MBA program in the College of Business, the Nursing Department offers a dual-degree option. 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 are listed below. If a student does not have these prerequisites, appropriate coursework will be planned by the MSN faculty. 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
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
BU 631	Organizational Behavior	3 credits
BU 633	Legal Environment of Business	3 credits
BU 641	Dynamics of Information Technology	3 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
Total		55 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 demonstrate a commitment to nursing leadership and advanced practice. 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;
- a résumé;
- official transcripts; and
- statement of professional goals.

An interview with the graduate Nursing faculty is also required. Applicants must possess a Connecticut RN license or, for online students in their state of practice, and liability insurance. One year of nursing experience is preferred.

Degree Requirements

Students will be advised by a graduate faculty member. 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/PH 258 Medical Ethics	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 of Connecticut Nursing Articulation Plan. 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	3 credits
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 Nurse Practitioner Track

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 452	Health Assessment For Advanced Practice Nurses*	3 credits
Total		25

Required Courses for MSN in Family Nurse Practitioner

NU 553	Advanced Pathophysiology	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 may transfer up to 15 graduate credits from other accredited programs with faculty approval.

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 professional goals;
- 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 552	Health Assessment for Advanced Practice Nurses	3 credits
NU 553	Advanced Pathophysiology	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 information 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 543 Cultural Issues in
Health Care Delivery 3 CH**

Explores the various elements of culture and ethnicity that impact the provision of health care and

the eventual acceptance of this care by individuals, families and communities. Issues such as time, communication, health beliefs, gender and values are discussed and compared to the beliefs and practices of American culture and the current method of delivering health care.

**NU 550 (NU 450) 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 interdependently 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 (NU 451) 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 552 (NU 452) Health Assessment for Advanced Practice Nurses 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 553 Advanced Pathophysiology 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 570 The Nurse and the Law 3 CH

Examines the U.S. legal system and the law's impact on the practice of nursing and the provision of health care in the United States. Topics include the legal basis of nursing practice, theories of professional liability, confidentiality and informed consent.

NU 574 Care Management and Outcomes Assessment 3 CH

This nursing elective course will examine recent changes in the healthcare system that have led to dramatic changes in how and where care may be provided. The impact on patients and families, nurses and other health providers, and healthcare organizations will be explored in the context of the following key concepts: the evolving continuum of care, care/case management principles and practice, multidisciplinary evidence-based practice protocols, outcomes assessment and performance improvement, medical errors and patient safety, and financing and reimbursement.

NU 582 Management of Home Health Care Agencies

This course takes basic and advanced management concepts and applies them specifically to home care. Content includes financing home care including Medicare, Medicaid and private insurance; state and federal regulations; accreditation regulations including quality improvement, concepts of case management; trends and issues in home care; legal and ethical considerations, and community resources. This course is only offered online.

NU 583 Alternative Healing Modalities

Examines holistic forms of healthcare that can add to the effectiveness of traditional allopathic care, including energy systems, art and imagery, and meditation. Implications for advanced practice nurses and nurse leaders will be included.

NU 599 Special Topics in Nursing 3 CH

Designated new or occasional courses that may or may not become part of the department's permanent course offerings. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student's transcript.

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 651Capstone

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 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 assessment and intervention 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 lives 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.

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- 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 person's 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 an individual, persons or populations, or for referral to other professionals
 - Determine for a 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 including referral, evaluation, intervention, reevaluation, discharge and follow-up.
 - Utilize evidence-based practice skills and the principles of occupation in all 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 entry-level 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 prerequisites, 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 is 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).

Access to a computer with printer, the Internet, and e-mail as well as word-processing skills are required. Students are expected to be skilled in Internet library database searches, Internet searches, and the use of e-mail including sending and opening attachments. Basic word-processing skills in Microsoft Word including tables, grammar and spell check, and basic formatting, are required for admission.

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, and adult 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 15.

Sophomore/Junior Early Decision Program Option requirements include:

1. completion of all three science prerequisite courses (Biology with lab, Human Anatomy and Physiology I with lab, Human Anatomy and Physiology II with lab), one psychology prerequisite course, and one additional prerequisite course in any area (Sociology, Statistics, Diversity, Ethics, Psychology);
2. submission of a completed graduate admission 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 3.0 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.
 - 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 Chair 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 chair. 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 fully 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 at AOTA, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; phone: 301-652-2682; web address: www.aota.org. Graduates of the program are 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.

Note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or attain state licensure.

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. Several courses in the curriculum are conducted online through Sacred Heart University's online course management system, Blackboard. Online course offerings increase flexibility in students' scheduling. 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. All level II fieldwork must be completed within 24 months of completion of coursework. The program includes a capstone research project to be completed prior to graduation.

Prerequisite Courses

Biology I with lab	4 credits
Human Anatomy and Physiology I and II with lab	8 credits *
Psychology	3 credits
Abnormal Psychology	3 credits
Life Span Development or Developmental Psychology (Must include 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
Neuroscience	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	3 credits
OT 553	Research Methods and Designs	2 credits
OT 571	Introduction to Occupational Therapy: OTPF, Models and Frames of Reference	2 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 614	Occupational Therapy Assessment and Intervention in Mental Health	3 credits

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	5 credits incl. 1 cr. field research
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	3 credits incl. 1 credit 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 (Optional; by permission of the program chairman and academic advisor)	1-3 credits
Total		76 credits

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

This course examines the biological, psychological, medical, and social sciences that serve as a basis for occupational therapy assessment and

intervention in current practice with infants, children, and early adolescents. In addition, pediatric human development, foundational sciences, and spirituality, as it relates to meaningful occupations, are explored. Typical and atypical development, diseases, disorders, conditions, and traumas that can occur within human systems in this stage of the life-span are studied for their impact on occupations that allow clients to participate in their lives and life contexts. Students will have opportunities to develop and practice skills in occupational therapy assessment and intervention incorporating clinical reasoning, evidence-based practice, and client and family-centered perspectives. Documentation and the development of intervention plans, including the application of occupational therapy frames of reference to clinical cases, are emphasized. Learning formats include Problem Based Learning tutorial groups, laboratories, lecture/seminars, and one day per week in Level I fieldwork in community-based and/or traditional settings.

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

This course examines the biological, psychological, medical, and social sciences that serve as a basis for occupational therapy assessment and intervention in current practice with older adolescents and adults. In addition adolescent and adult human development, foundational sciences, and spirituality, as it relates to meaningful occupations, are explored. Typical and atypical development, diseases, disorders, conditions, and traumas that can occur within human systems in this stage of the life-span are studied for their impact on occupations that allow clients to participate in their lives and life contexts. Students will have opportunities to devel-

op and practice skills in occupational therapy assessment and intervention incorporating clinical reasoning, evidence based practice, and client and family-centered perspectives. Documentation and the development of intervention plans including the application of occupational therapy frames of reference to clinical cases are emphasized. Learning formats include Problem Based Learning tutorial groups, laboratories, lecture/seminars, and one day per week in Level I fieldwork in community-based and/or traditional settings.

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

This course, designed as a lecture/lab sequence, enables students to gain knowledge of professional interactions and then practice that knowledge in labs designed to develop professional skills. Students study and apply professional interaction skills occupational therapists use when working with diverse populations of individuals, families and, other professionals. This course reviews issues concerning diversity, including race, social class, ability, ethnicity, religious/spiritual beliefs, gender roles and sexual identity as they affect the occupational therapist's values and interactions. Individuals' and families' values as they impact the functioning, meaning of occupation, occupational choices and participation in a person's life are studied in depth. Students also explore roles and responsibilities of the supervisory relationship from the perspective of the supervisor and supervisee. 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. Learning formats include seminars, group activities and structured experiences.

OT 551 Beginning Research Skills **3 CH**
Beginning research skills is an 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 occupational therapy. Students gain a basic understanding of methodological and statistical information presented in the literature and in standardized instruments and develop the ability to analyze and contrast them in the context of research and practice. By comparing and analyzing articles, students develop the ability to identify articles and research designs, which are theoretically and methodologically, sound, and evaluate their appropriateness to evidence based practice. Students initiate the development of their capstone research project. This is an online course.

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. Students initiate the development of a literature review and preliminary methodology for their capstone research projects. Students will be introduced to AJOT's Writing Style Guide and proposal submission requirements from a variety of funding sources. This is an online course.

OT 571 Introduction to Occupational Therapy: OTPF, Models and Frames of Reference **CH**

The science of occupation as the foundation for occupational therapy practice and centrality of occupation for the person's participation, overall health and well being are explored. The definition of occupational therapy and the Occupational Therapy Practice Framework is introduced and examined for their integration into practice.

Differentiation among occupation, activity and purposeful activity are explored in depth along with activity/task/occupational analysis. Theoretical models and occupational therapy frames of reference are introduced and reviewed for application to practice. This is an online course.

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

This course 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 occupational therapy assistants are explored. Functions of and participation in international, national, state and local occupational therapy associations are introduced. Interrelationship between AOTA guidelines, NBCOT standards and state licensure are reviewed. The assumption of individual responsibility in continued professional development as a lifelong learning process in order to maintain currency in practice is emphasized. Students 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 occupational therapy practice. This is an online course.

OT 612 Biopsychosocial Maturation and Occupational Therapy Assessment and Intervention III: Older Adults and the Elderly 11 CH incl. 1 credit level I FW

This course examines the biological, psychological, medical, and social sciences that serve as a basis for occupational therapy assessment and intervention in current practice with older adults and the elderly. Also, geriatric human development, foundational sciences, and spirituality, as they relate to meaningful occupations, are explored. Typical and atypical development, dis-

eases, disorders, conditions, and traumas that can occur within human systems in this stage of the life-span are studied for their impact on occupations that allow clients to participate in their lives and life contexts. In addition to assessment and intervention, students have opportunities to develop and practice skills in occupational therapy reassessment, consultation and education of caregivers, documentation of ongoing progress, and the development of intervention plans through discharge and follow-up. Incorporation of clinical reasoning, evidence-based practice, and client and family-centered perspectives is expected. Documentation and the development of intervention plans, including the application of occupational therapy frames of reference to clinical cases, are emphasized. Learning formats include Problem Based Learning tutorial groups, laboratories, lecture/seminars, and one day per week in Level I fieldwork in community-based and traditional settings.

OT 614 Occupational Therapy Assessment in Mental Health 3 CH

This course examines the role of occupational therapy in psychosocial practice in various service delivery models including acute care, day treatment, transitional living, vocational rehabilitation, forensic psychiatry, school-based psychosocial practice, home health, wellness and prevention and, psycho-geriatrics. Psychosocial diagnoses, models/frames of reference, assessment and intervention programs including individual, group and population-based methods and, medications related to psychosocial issues are emphasized.

OT 623 Professional Interaction: Groups 3 CH

This course 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 will be studied. Students will develop and conduct a population-based needs assessment for a population of need 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 complete their needs assessments. (The same small groups will continue their work together in program design and implementation in OT 625 and OT 673). Students also 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. Students implement this group in level I fieldwork for OT 673. Students will 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, seminars, collaborative work groups, and online forum discussions to continue the needs assessment process initiated in OT623, and precedes the program plan and implementation conducted in OT 673 Health Promotion/Roles in the Community. Students will complete the population-based needs assessment in the community and present the results to key stakeholders. Students will begin to develop specific components of a health promotion, wellness or prevention program based on needs assessment results. Program components to be developed include a vision for the program, outline of alternative solution strategies to address needs, budgeting plan, and marketing plan. The course introduces organizational theory, including structures, culture and contingency theory.

Leadership and management are examined in detail, including budgeting, marketing plan, strategic planning, supervisory practices, OT- OTA collaboration, personnel management, and leadership roles in health care systems, emerging practice areas, the community and the profession. Cognate and skill components of organizational analysis, leadership, management and supervision of personnel are emphasized. 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. This is an online course and includes in-person workshops and advisement.

OT 653 Research Project Seminar **5 CH**

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. This is an online course and includes in-person workshops and advisement.

OT 655 Capstone Research Project **3 CH**

Students complete their capstone research projects. Students schedule ongoing advisement and timelines with major project advisor. As students will be on fieldwork, advisement will be accomplished via phone calls, email, and/or chat rooms

provided through Blackboard Learning System. Upon completion, students submit their project for publication or presentation at local, state, and/or national conference. A successful oral defense is required and will be 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. This is an online course and includes in-person workshops and advisement.

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 on the practice of OT. Constructs governing practice and reimbursement are examined, including IDEA and ADA. Disability classification systems such as ICIDH-2, ICD-9 CM, common therapy diagnoses and reimbursement codes are reviewed. Documentation for accountability and reimbursement is emphasized. This is an online course.

OT 673 Health Promotion/Roles in the Community **3 CH**
incl. 2 credits level I FW

Students implement the community-based programs they designed during OT 625 in a one-day per week, Level I fieldwork experience. Students complete designing and carry out their programs, collect data and conduct program evaluation. The self-designed community fieldwork consists of a minimum of one full-time equivalent day per week of experience for at least eight weeks, and a minimum of 64 contact hours. The experience is designed to give students the proactive entrepreneurial skills needed to identify and work in com-

munity-based and emerging arenas of practice. The course also examines the theoretical models of community-base practice and health promotion including consultation, resilience and prevention.

OT 691 Level II Fieldwork **4 CH**

This course consists of 12 weeks of full-time equivalent supervised fieldwork education. Hours are usually 40 hours per week, with specific hours 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.

OT 699 Independent Study in Occupational Therapy Intervention **optional 1-3 CH**

Prerequisite: Approval of program chairperson and academic advisor. Independent project exploring a selected aspect of occupational therapy intervention, research or professional development.

Physical Therapy

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Doctor Physical Therapy (DPT)

The University's Doctoral Program in Physical Therapy 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 in each of the academic semesters, and full-time clinical education in the summers following the first and second years of study and the final semester of the academic program. Clinical education totals 38 weeks of full-time work and approximately 12 to 16 hours per semester of part-time work.

Goals and Objectives

The graduate of the Program in Physical Therapy at Sacred Heart University will demonstrate the ability to:

- Practice in an ethical, legal, safe, caring and effective manner.
- Screen individuals to determine the need for physical therapy examination or for referral to other health professionals.
- Determine in any patient with physical dysfunction a diagnosis that is within the scope of physical therapy.
- Design and manage a comprehensive physical therapy plan of care.
- Apply concepts and principles of management in the provision of physical therapy 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 physical therapy services.
- Plan and implement programs designed to promote and maintain health and wellness.
- Use current information management technologies in the delivery of physical therapy 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 physical therapy needs of society.
- Serve as consultants to individuals, colleagues in physical therapy, other health professionals, organizations and the 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 it relates to the provision of physical therapy services to patients, families, other health professionals and the community.
- Examine, evaluate and interpret the results of history and clinical findings in order to diagnose clinical problems within the scope of physical therapy practice.
- Synthesize the findings from laboratory and diagnostic tests, including radiologic assessments, in order to arrive at a diagnosis and prognosis for rehabilitation.
- Differentiate from history and diagnostic findings relevant information which should result in a referral to another practitioner.
- Utilize advanced clinical measurement instrumentation, where appropriate, in order to diagnose and intervene in patient/client clinical problems.

- Participate in program development and evaluation.
- Be prepared to practice as a primary care provider for clinical problems within the scope of physical therapy practice.
- Be prepared to evaluate the health of communities and populations.
- Be prepared to facilitate the health and wellness of communities and populations through clinical interventions, health promotion strategies, and advocacy.

Admission Requirements

Students entering the program must have completed an undergraduate degree in the discipline of their choice. In the case of Sacred Heart University undergraduates, undergraduate study in some majors may be completed in three years, followed by three years of graduate study. 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 clinical education in the first summer and ten weeks in the second 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	6 credits
(or above)	
PY 113, 114 General Physics Laboratory I and II	2 credits
Two psychology electives	6 credits
Total	45 credits

Required Courses

Semester	Hours per Week	Credit
Year 1, Semester I		
PT 611 Structure and Function I	9.75 hours	7 credits
PT 621 Examination and Documentation I	8.5 hours	6 credits

PT 631 Evaluation – Intervention I	6.5 hours 5 credits
Semester Total	24.75 hours/wk 18 credits

Year 1, Semester 2

PT 612 Structure and Function II	9.75 hours 7 credits
PT 622 Examination and Documentation II	8.5 hours 6 credits
PT 632 Evaluation – Intervention II	5.25 hours 3 credits
Semester Total	23.5 hours/wk 16 credits

Summer

PT 651 Clinical Experience I	8 wks full-time 4 credits
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Year 2, Semester 1

PT 713 Structure and Function III	9.75 hours 6 credits
PT 723 Examination and Documentation III	5.25 hours 3 credits
PT 733 Evaluation – Intervention III	5.25 hours 4 credits
PT 741 Professional Practice I	2.5 hours 3 credits
Semester Total	22.75 hours/wk 16 credits

Year 2, Semester 2

PT 714 Structure and Function IV	7.25 hours 6 credits
PT 724 Examination and Documentation IV	10.25 hours 3 credits
PT 734 Evaluation – Intervention IV	5.5 hours 3 credits
PT 742 Professional Practice II	3 hours 3 credits
PT 760 Special Project I'	3 credits
Semester Total	26 hours/wk' 18 credits

'PT 760 largely includes independent work, with required attendance at presentations in the latter half of the semester (See Year 2, Semester II Description).

Summer

PT 652 Clinical Experience II

Year 3, Semester 1

PT 825 Contemporary Practice in Physical Therapy	14.5 hours 9 credits
PT 843 Professional Practice III	5 hours 4 credits
PT 861 Special Project II	3 hours 4 credits
Semester Total	24.5 hours/wk' 17 credits

Year 3, Semester 2

PT 844 Professional Practice IV	2.5 hours 3 credits
PT 853 Clinical Experience III	10 wks. full time 5 credits
PT 854 Clinical Experience IV	10 wks. full time 5 credits
Semester Total	40 hours/wk' 13 credits
Program Total	107 credits

Clinical Education

The curriculum includes 19 credits of full-time clinical education at affiliating clinical sites across the United States. These activities occur in the summers following the first and second years of study and during the entire sixth semester of the program. Student placement for these clinical education experiences provides each student with a variety of learning experiences within different types of practice settings.

The DPT 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 experience 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 DPT 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 Physical Therapy program was initially accredited by both the Connecticut Department of Higher Education (CTDHE) in 1998 and the Commission on Accreditation of Physical Therapy Education (CAPTE) in 1999. In 2003, both agencies approved transition of the program to the Doctor of Physical Therapy (DPT) degree. 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

Year 1, Semester 1 **17 CH**
[22.75 hrs/wk]

This semester focuses on the patient with movement dysfunction primarily due to musculoskeletal prob-

lems. While PT 611 serves as the tutorial course, each of the courses use the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial will not be used concurrently across courses, but will be presented in a course context-specific manner. The courses will be substantially interrelated and are, therefore, co-requisite to each other. The structured clinical experiences and related writing assignments are attached to the tutorial course for purposes of description. However, at least one experience/assignment will emerge from and be part of the grade for each of the semester courses.

PT 611 Structure and Function I **7CH**
[9.75 hrs/wk]

This tutorial-based course covers the structure and function of the normal and impaired musculoskeletal system. Normal anatomy and biomechanics are examined in the context of patient cases with common musculoskeletal problems to understand the tissue and organ stressors (including environmental interaction, aging, and disease processes) that result in physiological responses that may then lead to or exacerbate pathology, impairment or dysfunction. Also included in this semester and tied to components of each course are 4–6 structured clinical exposures for each student per semester that will serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience will have an associated short writing assignment that will be used to facilitate achievement of the goals of the experience and to work on writing competence. [Format: 2 3-hour tutorials, and 3 large group discussions (75 minutes) each per week.]

PT 621 Examination and Documentation I **6 CH**
[8.5 hrs/wk]

This course presents conceptual models for clinical decision-making and expert practice for

patients presenting with musculoskeletal dysfunction. Students are introduced to psychosocial, psychomotor, and communication aspects of interacting with patients and their families. Using tutorial-based cases, basic concepts in patient data collection from the patient interview to clinical tests and measurements of the musculoskeletal system are presented, including assessment of: range of motion, joint integrity and mobility, pain, basic muscle performance, posture, body mechanics and observational gait analysis. Students are introduced to the concepts of evidence-based practice, with emphasis on principles necessary to understanding patient impairment, functional outcome and disability data, measurement characteristics of and rationale for choices among available tests and measures, and strengths and limitations of using data to draw conclusions about individual patients or patient groups. Parameters of patient documentation as a data management tool and form of professional communication are initiated. [Format: 2 3-hour laboratories and 2 large group discussions per week (75 minutes each).]

PT 631 Evaluation and Intervention I **5CH**
[6.5 hrs/wk]

This course includes interpretation and implications of patient history, patient goals and examination data, including diagnostic imaging, to evaluation of the patient with musculoskeletal problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to planning appropriate interventions. The intervention options, the physiologic rationale, implications and evidence for choices in the context of tutorial cases are discussed for impairment-level problems with strength, range of motion, inflammation and pain. Implications of pharmacologic use and interactions on the musculoskeletal system and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. [Format: 2 large group discussions (75 minutes each) and 2 2-hour labs per week.]

Year 1, Semester II **16 CH**
[23.5 hrs/wk]

This semester focuses on the patient with movement dysfunction primarily due to neurologic problems, although some cases include musculoskeletal problems to maintain continuity across semesters. While PT 612 serves as the tutorial course, each of the courses uses the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial will not be used concurrently across courses, but will be presented in a course context-specific manner. The courses will be substantially interrelated and are, therefore, co-requisite to each other. The structured clinical experiences and related writing assignments are attached to the tutorial course for purposes of description. However, at least one experience/assignment will emerge from and be part of the grade for each of the semester courses.

PT 612 Structure and Function II **7 CH**
[9.75 hrs/wk]

This tutorial-based course covers the structure and function of the normal and impaired neurological system. Anatomy of the central, peripheral and autonomic nervous systems is examined in the context of patient cases with common neurological pathology to understand the interactive effects of normal, pathological, developmental or age-related and environmental influences on movement (including motor planning, motor control and motor learning). Also included in this semester and tied to components of each course are 4–6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that will be used to facilitate achievement of the goals of the experience and to work on writing competence. [Format: 2 3-hour tutorials, and 3 large group discussions (75 minutes) each per week.]

PT 622 Examination and Documentation II**6 CH**

[8.5 hrs/wk]

Using neurologically involved patients from tutorial-based cases, principles of examination and patient data collection are expanded to include interview issues with and clinical tests and measurement options and rationales for assessing: attention, arousal, cognition, cranial nerve integrity, neuromotor development, reflex integrity, sensory integrity and motor performance. Handling skills for the more involved patient will be included, as will implications of findings for referral to other health care practitioners. Students continue to examine how to use evidence in practice by developing an understanding of and ability to analyze and independently interpret the range of issues affecting statistical and clinical inference in a published research, including individual studies, systematic reviews and clinical practice guidelines. [Format: 2 3-hour laboratories and 2 large group discussions per week (75 minutes each).]

PT 632 Evaluation and Intervention II**3 CH**

[5.25 hrs/wk]

This course includes interpretation and implications of patient history, patient goals and examination data, including diagnostic imaging, to evaluation of the patient with neurologic problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to planning appropriate interventions for the patient with neurologic involvement with consideration of best available evidence. The intervention options and implications for choices in the context of tutorial cases are discussed, for example, for problems with balance, gait, and motor function. Gait analysis are used as a support to the patient evaluation process. The implications of pharmacologic use and interactions on the nervous system and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achieve-

ment. [Format: 1 large group discussion (75 minutes) and 2 2-hour lab/seminars per week.]

PT 651 Clinical Experience I**4 CH**

This 8-week full-time supervised clinical experience takes place in an environment that has a predominant caseload of patients with musculoskeletal and/or neurologic problems.

Year 2, Semester I**16 CH**

[22.75 hrs/wk]

This semester focuses on the patient with movement dysfunction primarily due to spinal, TMJ, or genitourinary problems, including patients with congenital or acquired spinal cord injury that is inherently multisystem and complex. While PT 713 serves as the tutorial course, each of the courses use the patient cases from tutorial (some with additional information or modification) as the context for learning. Cases first presented in the tutorial will not be used concurrently across courses, but will be presented in a course context-specific manner. The courses will be substantially interrelated and are, therefore, co-requisite to each other. The structured clinical experiences and related writing assignments are attached to the tutorial course for purposes of description. However, at least one experience/assignment will emerge from and be part of the grade for each of the semester courses.

PT 713 Structure and Function III**7 CH**

[9.75 hrs/wk]

This tutorial-based course covers the in-depth structure and function of the normal and impaired axial skeleton and genitourinary system, including problems related to pregnancy, spinal dysfunction, TMJ, and spinal cord injury. Building on the foundational musculoskeletal and neurologic systems presented in previous semesters, patient problems will be inherently more complex and likely to involve at least two systems. The interactive effects

of normal, pathological, developmental or age-related and environmental influences on the ability to perform activities of daily living and on response to exercise are explored. The implications of pharmacologic use and interactions on the relevant systems and on exercise tolerance are also studied. Also included in this semester and tied to components of each course are 4–6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that will be used to facilitate achievement of the goals of the experience and to work on writing competence. [Format: 2 3-hour tutorials per week and 3 large group discussions per week (75 minutes each).]

PT 723 Examination and Documentation III **3 CH**
[5.25 hrs/wk]

In the context of tutorial-based cases, students will continue with clinical tests and measurement options and rationales for assessing spinal dysfunction, genitourinary problems, mobility impairments, and environmental/ergonomic factors including functional capacity evaluations. The strengths and limitations of advanced technology-based procedures for obtaining examination data, including muscle performance and movement analysis, are introduced. [Format: 1 large group discussion (75 minutes) and 2 2-hour lab/seminars per week.]

PT 733 Evaluation and Intervention III **3 CH**
[5.25 hrs/wk]

This course includes interpretation and implications of patient history and examination data, including diagnostic imaging, to evaluation of the patient with spinal, TMJ, genitourinary, or complex mobility problems, to diagnosis of movement dysfunction, to formulation of a prognosis and to

planning appropriate interventions using best available evidence. The intervention options, rationale, and implications for choices among spinal interventions, exercise programs, assistive or supportive devices, orthotic, environmental, and ergonomic modifications are examined as the means of optimizing mobility, self-care, and home or workplace management. Gait analysis is used as a support to the patient evaluation process. The implications of pharmacologic use and interactions on the studies systems and related structures are also included, as well as the role of assistive and adaptive devices in facilitating goal achievement. [Format: 1 large group discussion (75 minutes) and 2 2-hour lab/seminars per week.]

PT 741 Professional Practice 1 **3 CH**
[2.5 hrs/wk]

This course uses tutorial-based cases to examine the roles and responsibilities of the physical therapist as a professional. Scope of physical therapy practice is explored, including the role and responsibilities of other members of the health care team, responsibilities in referral to other health care professionals and in delegation to and supervision of support personnel. Ethical guidelines and conflicts are considered along with factors affecting patient, family and interprofessional communication. Patient and family educational issues are examined in the context of optimizing short- and long-term outcomes [Format: 2 large group discussions (75 minutes each) per week.]

Year 2, Semester II **16 CH**
[23 hrs/wk]

This semester focuses on the patient with movement dysfunction primarily due to cardiopulmonary or integumentary problems, as well as movement dysfunctions for the complex and multisystem-involved patient. While PT 734 serves as the tutorial course, each of the courses use the patient cases from tutorial (some with additional

information or modification) as the context for learning. Cases first presented in the tutorial will not be used concurrently across courses, but will be presented in a course context-specific manner. The courses will be substantially interrelated and are, therefore, co-requisite to each other. The structured clinical experiences and related writing assignments are attached to the tutorial course for purposes of description. However, at least one experience/assignment will emerge from and be part of the grade for each of the semester courses. This semester also includes the first Special Project that will serve as the summative capstone experience for the patient-based components of the curriculum.

PT 714 Structure and Function IV

6 CH

[8.5 hrs/wk]

This tutorial-based course covers the structure and function of the normal and impaired cardiopulmonary and integumentary systems. Patient cases include not only problems of the cardiopulmonary and integumentary systems, but also the patient with complex, multisystem problems such as amputation, cancers, chronic pain, and frailty. The interactive effects of normal, pathological, developmental or age-related and environmental influences on the ability to perform activities of daily living and on response to exercise are considered. Implications of pharmacologic use and interactions on the relevant systems and on exercise tolerance are also included.

PT 724: Examination and Documentation IV

4 CH

[7.25 hrs/wk]

In the context of tutorial-based cases, students continue with clinical tests and measurements to assess ventilation, respiration, circulation, aerobic capacity, and endurance for patients with problems of the cardiopulmonary and integumentary systems, as well as special tests and measurements

that might apply to the frail patient, patients with cancer, or patients with amputation being considered for prosthetic intervention. Students develop an understanding of how patient data and documentation systems are used to develop diagnostic codes and patient classification systems that direct patient care, support interprofessional communication and provide a rationale for the patient's plan of care. Students use database management and statistical software to analyze presented data from a patient group to address one or more clinical questions relevant to that patient group. Diagnostic screening and implications of findings for referral to other health care practitioners are also included. [Format: 1 large group discussion (75 minutes) and 2 3-hour lab/seminars per week.]

PT 734 Evaluation and Intervention IV

6 CH

[10.25 hrs/wk]

This tutorial-based course looks at clinical decision-making for the more complex patient and the patient with multisystems involvement. The intervention options, rationales, and implications for choices in these more complex patients are considered. The impact of lifespan issues, family/cultural/societal support systems and expectations, and health care resource limitations are also considered in the context of how these will affect evaluation, prognosis and intervention for a patient. Patient advocacy issues relative to obtaining equipment and support services are studied. Also included in this semester and tied to components of each course are 4–6 structured clinical exposures for each student per semester that serve as a mechanism for understanding clinical relevance to practice and patient care. Each structured clinical experience has an associated short writing assignment that will be used to facilitate achievement of the goals of the experience and to work on writing competence. [Format: 1 3-hour tutorial, 1 large group discussion (75 minutes) and 2 3-hour labs per week.]

PT 742 Professional Practice II

3CH

[2.5 hrs/wk]

The history, present status, and future directions of physical therapy profession are explored, as well as the role of the American Physical Therapy Association, state and federal regulations, and regulatory agencies in influencing practice. Physical therapy practice settings and the structure of the health care system (including the role of third-party payers) are examined to develop an understanding of the impact these have on the role of physical therapists and physical therapy practice. The potential role of the physical therapist as a case manager is discussed. [Format: 2 large group discussions (75 minutes each).]

PT 760 Special Project I**3CH**

[3 hrs/wk]

Students complete and present a project that will be a summative experience across coursework to date. Students are presented with complex clinical cases from which key issues in examination or intervention are selected. Working in small groups, students review the research literature on their assigned case-related management issue. Using independent and self-directed learning, students: (1) assess the value of case and issue-related scientific literature to the clinical decision making; (2) choose, analyze, and present the research article chosen to best facilitate clinical decision-making; (3) make a recommendation for the patient case based on the reviewed article and background literature; and (4) briefly propose a research project that would address one or more deficits in the current body of relevant research literature. This major project will demonstrate the students' ability to appropriately use research literature to guide clinical decision-making and practice, as well as their understanding of the role of research in advancing practice and contributing to the profession's body of

knowledge. [Format: Preparation is largely independent. Each group will present for approximately 60 minutes once during the semester (2 presentations per class session). Student will be required to attend all presentations but little preparation is required for other than one's own presentation. 1 3-hour presentation session per week for the latter half of the semester.]

PT 752: Clinical Experience II 5CH

This 10-week full-time supervised clinical experience takes place in an environment that differs from the student's first affiliation and is expected to prepare students to work with more complex and multisystem-involved patients, as well as prepare the student to carry an independent caseload.

Year 3, Semester I**16 CH**

[23.25 hrs/wk]

This semester focuses on the larger issues in contemporary physical therapy practice rather than on individual patient management. While PT 825 serves as the tutorial course, PT 843 will also use the contemporary practice cases from tutorial as the context for learning. The courses will be substantially inter-related and are, therefore, co-requisite to each other. Students also work with a faculty member and preceptor for their second Special Project.

PT 825 Contemporary Practice in Physical Therapy**9 CH**

[14.5 hrs/wk]

This tutorial-based course focuses on the health care delivery system—the content in which practice exists, must function, and within which practice goals and objectives are established. Practice-based cases are used to develop an understanding of health care finance and financial decision-making (including an understanding of case-mix and cost-effectiveness issues), marketing, and capitation/contractual issues. Trends in health care and health care finance are examined in the context of understanding the role of the physical therapist as

an advocate for the patient and the profession. The function of and considerations relative to the physical therapist as a consultant to other practices, health care providers, or a community are discussed. Program evaluation and needs assessment strategies, concepts in wellness assessment, and screening programs are considered as elements of understanding current practice status, potential for new services and short- and long-term practice planning strategies. [Format: 2 3-hour tutorials, 2 large group discussions (75 minutes), and 2 3-hour labs per week.]

PT 843 Professional Practice III **4 CH**

[2.5 hrs/wk]

Practice-based tutorial cases are used to prepare students for role competence in practice implementation issues. Practice-based cases are used to develop an understanding of the role of standardized patient examination data and patient/practice documentation systems (including employee assessment tools) in examining practice outcomes, administrative issues such as scheduling (patient and personnel), and cost-effectiveness issues around equipment/supplies. The role of documentation systems in contributing to the body of knowledge of the profession and generating financial data is explored. This course prepares students for community outreach, implementation of wellness programming, advanced or specialized intervention programs in the context of either practice-based tutorial cases or past tutorial cases revisited. Students are exposed to options for and have selected experiences with interventions based on advanced technology. Professional presentations by the students are used as the teaching-learning medium for a substantial segment of this course. [Format: 2 large group discussions (75 minutes each) per week.]

PT 861 Special Project II **4 CH**

[7.25 hrs/wk]

This project is a summative experience across

coursework to date, serving as a capstone experience for the practice and community-based phase of the curriculum. Students work in small groups to develop a full proposal, including some data collection, analysis, and interpretation. Students work jointly with a faculty member and preceptor from the professional community who can lend expertise to the clinical problem. Each group presents and defends its project to the class, preceptor and faculty, and (where possible) relevant practice personnel in an end-of-semester professional presentation week. The final outcome of each project (approved by the preceptor and faculty) includes a formal written recommendation that includes a full and documented rationale. One day per week of integrated field experience provides students time to focus on their clinical practice problem. [1 LGD, 2 3-hour field work periods]

Year 3, Semester II **16 CH**

In this final semester, students complete their study with both clinic-based patient management experiences, and with practice-based clinical and didactic experiences.

PT 844 Professional Practice IV **3 CH**

This course focuses on leadership and management theory, including organizational behavior, change agency, and assessing/managing quality assurance. Practice settings and organizational structures are examined in the context of their impact on patient care, professional, and organizational behavior. The course includes examination and interpretation of personnel and practice outcomes, personnel management and development, management of benefits, and risk management. This course is predominantly on-line in format, with students teleconferencing for 1 2-hour period each week for 14 of the 20-week clinical assignment(s) to explore and discuss issues in advanced practice, practice management, and health care. Actual examples from the students'

current clinical assignments and sample cases are used to facilitate discussions of opportunities and need for change, including evaluation of the constraints to change. [Format: 1 2-hour online session per week]

PT 853 Clinical Experience III 5 CH

PT 854 Clinical Experience IV 5 CH

These two full-time supervised clinical experiences (in 2 10-week units) take place either in a single environment that offers different patient care or practice options, or in two different settings that will round out the student's exposure to patient care. Students are exposed to and participate in practice administration for at least some period during this final experience or set of experiences.

Capstone Experiences

The DPT Program has two major projects, each of which is the type of formative and summative experience that qualifies as a capstone experience. The first of these projects (PT 760) replicates the project that serves as the capstone experience for the current MSPT program at Sacred Heart University. Using problem-based learning as a platform for case-based clinical decision-making, students engage in the research process from in-depth exploration of research literature related to their case-based topic through formulation of a proposed study that will add depth or breadth to the current body of professional knowledge. In lieu of data collection and analysis, students at this level do in-depth critical review of selected published research papers, evaluate the data presented in the studies and independently draw and defend their conclusions about the credibility of evidence in the papers as it relates to both the types of patients represented in the study and the particular patient case that is the conceptual framework for this project. The presentation to their peers not only serves the function of a

"defense" but also exposes the entire class to a range of patient care issues and related research. This project has been presented both regionally and nationally as a model capstone experience for incorporating concepts in evidence-based practice into a physical therapy professional curriculum. The response of educators has been consistently positive as to objectives, process and documented outcomes. Student responses to this project have been universally positive in terms of its comprehensive and summative nature, developing an understanding of the role and importance of research in the profession, and organizing the assets of a team to bring a project to a successful and satisfying conclusion.

The second major project will be in the first semester of the third year (semester 5). PT 861 is intended to parallel PT 760, but on a multidisciplinary level with the focus on practice or community-centered issues rather than the individual patient. Students (working in groups of 2–3) are presented with a specific practice-center problem or question. The problems and questions may include such issues as mechanisms to increase cost-effectiveness of a current practice or expand services, regulatory challenges to patient care or to the practice, hiring and quality assurance, practice relocation or expansion, contractual considerations with HMOs, and risk assessment challenges. While students draw on knowledge and skills developed through each of the Professional Practice courses, the project will largely be designed to apply and integrate the knowledge and skills developed in the final full semester of study—content that is new in the DPT curriculum. Students will once again be called on to explore relevant research literature. It is assumed, however, that the nature of the practice problems will lead students into the exploration of literature from professions in addition to physical therapy. Each group is expected to work with a faculty member and a preceptor drawn from the relevant

professional communities based on expertise in the problem or issue under investigation. The final outcome of each project (approved by the preceptor and faculty) will be a formal written recommendation for action that includes a synthesis of the relevance of the reviewed literature to the PT practice problem, data collection plan with a rationale as to how this will inform a recommendation, data collection strategy, and data analysis strategy (including analytic tools or software where relevant). Whenever possible, the group will be involved in some aspect of data collection and analysis related to their question as experiential learning.