

A.T. STILL UNIVERSITY
ARIZONA SCHOOL OF HEALTH SCIENCES

ATSU

SCHOOL CATALOG
ONLINE STUDENTS
Academic Year
2015 - 2016



5850 E. Still Circle
Mesa, AZ 85206
480.219.6000
www.atsu.edu

A.T. Still University of Health Sciences
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Kirksville, MO 63501
660.626.2121
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Dear Student and Colleague,

Welcome to the Arizona School of Health Sciences and A.T. Still University. You are becoming part of an institution that has educated health professionals for over 100 years. As the founding school of osteopathy, the University is focused on educating healthcare professionals to deliver quality, compassionate, whole-person healthcare.

I commend you on your commitment to your profession and to life-long learning that is demonstrated by your decision to further your professional education. I am pleased that you have selected the Arizona School of Health Sciences to assist you in reaching your educational goals. I assure you that we are committed to helping you succeed.

In this catalog you will find useful information on the steps you will take in your journey from application to graduation. We have included information on services that are available to assist you and policies and procedures that will help you along the way. I encourage you to familiarize yourself with the contents of this catalog and with the University Student Handbook and hope that you will find them to be invaluable.

On behalf of the administration, faculty, and staff, I welcome you to our online community and wish you every success in your academic endeavor.

Sincerely,

Randy Danielsen, PhD, PA-C
Professor and Dean, Arizona School of Health Sciences

The Catalog

This catalog represents a description of curricular plans, policies, and requirements that may be updated from time to time. It also contains useful information and resources for online students.

The provisions of the ASHS catalog do not constitute an irrevocable contract between A.T. Still University and students.

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Introduction

A.T. Still University of Health Sciences (ATSU) offers graduate and professional healthcare education across three campuses in Kirksville, Missouri, Mesa, Arizona and a virtual campus on the Internet. ATSU awards doctoral and master's degrees from its six schools: Arizona School of Dentistry & Oral Health, Arizona School of Health Sciences, Kirksville College of Osteopathic Medicine, School of Health Management, School of Osteopathic Medicine in Arizona and Missouri School of Dental & Oral Health (pending accreditation). ATSU takes pride in its outstanding faculty, clinical experiences, and scholarship. This catalog provides policies, procedures, and information on the academic programs of the Arizona School of Health Sciences.

Notice of Nondiscrimination

A.T. Still University of Health Sciences (ATSU) does not discriminate on the basis of race, color, religion, national origin, sex, gender, sexual orientation, age, disability, or veteran status in admission or access to, or treatment or employment in its programs and activities. Any person with questions concerning ATSU's nondiscrimination policies is directed to contact the following persons:

Employees may contact:

Arizona Campus:

Tonya Fitch

Director Human Resources
5850 East Still Circle
Mesa, AZ 85206-3618
(480) 219-6007

Missouri Campus

Donna Brown

Director of Human Resources
800 West Jefferson Street
Kirksville, Missouri 63501
(660) 626-2790

Students, members of the public, or beneficiaries may contact:

Arizona Campus:

Beth Poppre

Associate Vice President for Student Affairs
5850 E. Still Circle
Mesa, Arizona 85206-3618
(480) 219-6026

Missouri Campus:

Lori Haxton

Vice President for Student Affairs
800 West Jefferson Street
Kirksville, Missouri 63501
(660) 626-2236

Harassment and retaliation are forms of discrimination prohibited by the University.

ATSU Mission Statement

A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.

Accreditation

A.T. Still University is accredited by The Higher Learning Commission, 230 S. LaSalle Street; Suite 7-500; Chicago, IL 60604, Phone: 800.621.7440.

The Arizona State Board for Private Postsecondary Education, 1400 W. Washington St., Room 260, Phoenix, AZ 85007 (602) 542-5709 has given degree-granting authority to ASHS.

The school is approved by the State of Arizona, Department of Veterans' Services; Office of Veterans' Education for the training of students entitled to receive veterans' educational benefits.

Drug-Free Policy

ATSU complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989.

Introduction to the Arizona School of Health Sciences

The Arizona School of Health Sciences (ASHS) was established in 1995 in Phoenix, AZ, and moved to the Mesa location in 2001. ASHS provides instruction and clinical training for students preparing for entrance into their discipline along with post-professional education and training.

The School offers Master of Science (MS) degree programs in athletic training, human movement, occupational therapy, and physician assistant studies. The following doctorate degree programs are also offered: Doctor of Audiology (AuD), Doctor of Health Sciences (DHSc) and Doctor of Physical Therapy (DPT).

ASHS offers the following programs through online or blended delivery. Blended programs involve online education with the addition of some required clinical components or attendance on campus.

Online Degree Programs

Department	Program	Degree	Type	Length	Format
Audiology	<i>Audiology</i>	AuD	Transitional Post-Professional	1½-3 years	Online
Interdisciplinary Health Sciences	<i>Doctor of Athletic Training</i>	DAT	Post-Professional	4 years	Online
Occupational Therapy	<i>Occupational Therapy</i>	MS, OT	Post-Professional	2-3 years	Online
Physical Therapy	<i>Physical Therapy</i>	DPT	Transitional Post-Professional	1-2 years	Online
Physician Assistant	<i>Advanced PA</i>	MS in PA Studies	Post-Professional	1-2 years	Online

ASHS Mission Statement

Invested from the beginning
Learning Together
Partnering through the future

Making lifelong learning a reality, the Arizona School of Health Sciences partners with individuals to fulfill their potential throughout their career.

ASHS Online Academic Calendar 2015 - 2016

Important Notes about this Calendar

- This calendar represents the general Arizona School of Health Sciences calendar for online programs.
- All students should consult with their program information for important program specific dates.
- Transitional Doctor of Audiology (AuD) students: please note that your program runs on a unique schedule and you can access the details of the schedule at :
http://blogs.atsu.edu/ee/eeindex.php?/auddept/module_dates_through_07_08
- The school academic calendar is subject to change; we do attempt to minimize such changes but changes are necessary under certain circumstances.
- *Graduation ceremony dates as outlined in this calendar may be subject to change due to facility availability.

Winter 2014

Calendar	Event
December 1 – March 8	AMOT, APA, DHSc, HM, OTD
December 1 – January 25	TDPT Session 1
January 26 – March 8	TDPT Session 2
December 8 – January 19	Transitional AuD Session 1
February 1 – February 28	Transitional AuD Session 2

Spring 2015

Calendar	Event
March 16 – June 7	AMOT, APA, DHSc, HM, OTD
March 16 – April 26	TDPT Session 1
April 27 – June 7	TDPT Session 2
March 1 – March 31	Transitional AuD Session 1
April 1 – April 30	Transitional AuD Session 2
May 1 – May 31	Transitional AuD Session 3

Summer 2015

Calendar	Event
June 15 – August 9	AMOT, APA, DHSc, HM, OTD
June 15 – July 26	TDPT
June 1 – June 30	Transitional AuD Session 1
July 1 – July 31	Transitional AuD Session 2
August 1 – August 31	Transitional AuD Session 3

Fall 2015

Calendar	Event
August 31 – November 22	AMOT, APA, OTD
August 31 – October 11	TDPT Session 1
October 12 – November 22	TDPT Session 2
September 1 – October 31	Transitional AuD Session 1
October 1 – December 6	Transitional AuD Session 2
November 1 – January 17	Transitional AuD Session 3
July 13 – September 20	Doctor of Athletic Training Semester 1
September 28 – December 13	Doctor of Athletic Training Semester 2
July 13 – December 20	Orthopedic Physical Therapy Residency

Winter 2015

Calendar	Event
November 30 – March 6	AMOT, APA, OTD
November 30 – January 24	TDPT Session 1
January 25 – March 6	TDPT Session 2
December 7 – February 29	Transitional AuD Session 1
February 1 – March 31	Transitional AuD Session 2

Spring 2016

Calendar	Event
March 14 – June 5	AMOT, APA, OTD
March 14 – April 24	TDPT Session 1
April 25 – June 5	TDPT Session 2
March 1 – April 30	Transitional AuD Session 1
April 1 – May 31	Transitional AuD Session 2
May 1 – June 30	Transitional AuD Session 3
January 4 – March 13	Doctor of Athletic Training Semester 3
March 21- May 29	Doctor of Athletic Training Semester 4
January 4 – July 10	Orthopedic Physical Therapy Residency

Summer 2016

Calendar	Event
June 13 – August 7	AMOT, APA, OTD
June 13 – July 24	TDPT Session 1
June 1 – July 31	Transitional AuD Session 1
July 1 – August 31	Transitional AuD Session 2
August 1 – September 30	Transitional AuD Session 3

***Graduation ceremony dates subject to change due to facility availability; check the Graduation website for updated information:

http://www.atsu.edu/student_services/mesa/Graduation.htm

Academic calendar subject to change

Admission and Registration

Prohibition of Discrimination, Harassment, and Retaliation

A.T. Still University of Health Sciences (ATSU) does not discriminate on the basis of race, color, religion, national origin, sex, gender, sexual orientation, age, disability, or veteran status in admission or access to, or treatment or employment in its programs and activities. Any person with questions concerning ATSU's nondiscrimination policies is directed to contact the following persons:

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Lori Haxton

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(660) 626-2236

Harassment and retaliation are forms of discrimination prohibited by the University.

Anti-Harassment

Prohibited conduct includes unwelcome conduct, whether verbal, non-verbal, physical, or visual, that is based on or relates to an individual's race, color, religion, sex, gender, sexual orientation, age, disability, or veteran status, and 1) has the purpose or effect of creating an intimidating, hostile, or offensive environment; 2) has the purpose or effect of unreasonably interfering with an individual's work or student performance; or 3) otherwise adversely affects an individual's employment or education opportunities.

Examples of prohibited conduct include but are not limited to: jokes, epithets, slurs, insults, negative stereotyping, written or graphic material, (including emails), or any threatening or intimidating act, that denigrate or show hostility toward an individual and that relate to race, color, religion, sex (including pregnancy), national origin, disability, age, or any other status protected by applicable law.

Prohibited behavior also includes any unwelcome behavior of a sexual nature such as sexual advances and propositions, requests for sexual favors, sexual jokes, comments, suggestions, or innuendo, foul or obscene gestures or language, display of foul or obscene or offensive printed or visual material, physical contact such as patting, pinching, hugging, or brushing against another individual's body; and any other unwelcome verbal, non-verbal, physical, or visual conduct of a sexual nature where:

1. Submission to such conduct is an explicit or implicit condition of employment or education; or
2. Submission to or rejection of such conduct is used as a basis for employment-related or academic-related decisions such as a promotion, discharge, performance evaluation, pay adjustment, discipline, work assignment, or any other condition of employment or career development or academic development; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, abusive, or offensive working or education environment.

This policy applies universally to all University personnel and students in their dealings with each other and to third parties in their dealings with University personnel and students. Any University personnel or student who violates this policy will be subject to corrective action up to and including dismissal or termination. A salaried exempt employee may be suspended in full-day increments without pay for violations of this policy. Any University personnel or students may be disciplined, up to and including dismissal or termination, for engaging in behavior that is disrespectful or disruptive or otherwise prohibited by this Policy, regardless of whether that behavior constitutes harassment prohibited by law.

Discrimination, Harassment, and Retaliation Grievance Procedures

Any individual who feels he/she has witnessed or experienced behavior prohibited by this Policy in connection with her/his employment or as a student with the University, or who has questions, concerns, or complaints of harassment, should immediately report the circumstance(s) or incident(s) to his or her supervisor, the Vice President for Student Affairs or the Human Resources Director (see designated coordinators, above). Upon receipt of a written or verbal complaint of discrimination, harassment, or retaliation, the University will conduct an impartial investigation and evaluate all relevant information and documentation relating to the complaint. If a verbal complaint is made, such complaint must be reduced to writing and signed by the complainant after the complainant has an opportunity to discuss the allegations and/or circumstances with the investigator. Such investigation shall be concluded within ten (10) business days of the receipt of the complaint by the appropriate personnel. As part of the investigation the complainant shall have the opportunity to present witnesses and provide evidence that has not yet been considered by the investigator. Written notice to the complainant describing the findings of the investigation will occur within five (5) business days of the completion of the investigation. If unsatisfied with the findings of the investigation, student complainants shall have the right to appeal the decision to the Dean of the appropriate school within five (5) business days of receiving the findings. Any other complainants shall have the right to appeal the decision to the President of the University within five (5) business days of receiving the findings. Upon receipt of a written appeal, the President or the Dean of the appropriate school shall have fifteen (15) business days to rule on the appeal.

Anti-Retaliation

The University will not retaliate against, nor permit retaliation against, any individual who opposes discrimination or harassment, makes a complaint of discrimination or harassment, and/or participates or cooperates in a discrimination or harassment investigation, proceeding, or hearing.

How to Apply for Admission

Applicants who are interested in the online master's programs in occupational therapy, physician assistant studies, and human movement or the doctorate degree programs in Doctor of Physical Therapy or Doctor of Health Sciences should contact an online enrollment counselor for an application. Enrollment counselors are available to answer questions and assist applicants by telephone at 877.469.2878 or via e-mail at onlineinquiry@atsu.edu.

Applicants who are interested in the transitional Doctor of Audiology program can locate an online application at www.atstu.edu, or may contact the Department of Audiology at 480.219-6124 or e-mail trorie@atsu.edu.

Application to Multiple Programs

Applicants who wish to be considered for more than one program must submit a separate application and fee, official test scores (if applicable), transcripts, and references for each health sciences program. Acceptance to ASHS is to a specific program and is not transferable to any other program. Application materials are not transferable from one application year to another.

Transcript Requirements

Official transcripts from all colleges and universities attended must be submitted to the ATSU Admissions Office with your application. The final official transcript confirming an undergraduate or graduate degree, if required for the academic program, must be submitted prior to the closing date for application.

English Proficiency

All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University.

Written and reading proficiency in the English language may be demonstrated by one of the following options:

Option 1 - English is my first language.

Option 2 – Graduated from a regionally accredited four-year university or college in the United States (minimum B.A. or B.S.)

Option 3 – You are demonstrating your English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL) or the International English Testing Service (IELTS)

Acceptable TOEFL minimal scores for ASHS applications are:

Internet based total score = 80

Acceptable IELTS scores are an overall band score of 6.5

***Please note: some programs may require TOEFL sub score minimums. Please refer to the individual program website or catalog page to determine if sub scores are required.**

International Applicants

All programs may accept international students. Prior to application, international applicants should contact the office of online admissions for current information on the application process.

Applicants who have graduated from a non-US college or university must submit acceptable evidence of U.S. degree/course equivalency. Applicants must have foreign transcripts evaluated by an evaluation service specializing in foreign transcript evaluation. The evaluation must state that the transcript(s) reflect an equivalency of a U.S. degree.

Foreign Evaluation Services

Below is a list of credentialing agencies. Please check with your admissions counselor to verify which agencies are acceptable to the specific program for which you are applying.

Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
(414) 289-3400

International Education Research Foundation, Inc.
P.O. Box 66940
Los Angeles, CA 90066
(310) 390-6276

Josef Silny & Associates, Inc.
7101 SW 102 Avenue
Miami, FL 33171
(305) 273-1616

World Evaluation Service Inc.
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
(212) 966-6311

International Credentialing Associates, Inc.
7245 Bryan Dairy Road
Largo, FL 33777
(727) 549-8555

International Consultants of Delaware
P. O. Box 8629
Philadelphia, PA 19101-8629
(215) 222-8454

Foreign Credentialing Commission on Physical Therapy

124 West Street South, 3rd Floor
Alexandria, VA 22314
(703) 684-8406

University of Texas at Austin (Credential reviews for Texas only) Robert Watkins – Graduate and International Admissions Center
2608 Whitis Avenue
Austin, TX 78712
(512) 475-7409

An official copy of the transcript evaluation must be provided to Admissions.

Selection of Applicants

The Admissions Committee for each program seeks those individuals capable of meeting the academic standards of ASHS and its programs. Completed applications in compliance with minimum admission requirements are reviewed on the basis of some or all of the following areas: the quality of academic performance, professional exposure, work and life experiences, and recommendations.

The Admissions Committee reserves the right to accept, reject, or defer any application. Applicants are notified following the Committee's decision on their status. Successful applicants are granted a specified time period to notify the Admissions Department of their intention to enroll. After acceptance, matriculation is subject to the satisfactory completion and verification of all academic and admission requirements.

Advanced Credit

Advanced credit is defined at ASHS as credit awarded in professional programs based on a prior learning assessment. Credit will be awarded for specific advanced standing categories or for listed courses in the plan of study. Transitional doctor audiology and doctor of physical therapy applicants must submit requests for advanced credit using the Evaluation of Practicing Audiologists (EPAC) or by submitting a physical therapy professional portfolio, respectively. Petitions for advanced credit in other programs must be submitted in writing to the Admissions Department. All transcripts, admission forms, and supporting documentation must be completed and received by the University before advanced credit will be considered.

General Requirements for Admission

Each degree program at ASHS has separate prerequisites and admission requirements. Students should refer to the specific program description section of this catalog for complete admission requirements and procedures. All students applying to ASHS must meet the published admission requirements. In addition, all students must meet the Minimal Technical Standards and Technology Requirements.

Minimal Technical Standards for Admission and Matriculation

ASHS is committed to the admission and matriculation of qualified students. The school complies with laws that prohibit discrimination against anyone on the basis of race, color, national origin, religion, gender, age, disability, or sexual orientation. The school will not discriminate against mentally or physically challenged individuals who are otherwise qualified, provided the applicants meet certain minimal technical standards. These standards were adopted to ensure the safety of students and patients and are set forth as the expectations of health sciences students to perform common educational tasks and clinical functions. Technological compensation can be made in some areas, but a candidate must be able to perform in a reasonably independent manner.

The holder of a health sciences professional degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for a doctorate degree in Doctor of Audiology, Doctor of Health Sciences, or Doctor of Physical Therapy, or a master's in human movement, occupational therapy, and physician assistant studies must be able to consistently, quickly, and accurately integrate, analyze, and synthesize data.

Candidates for the doctorate or master's degrees at ASHS must possess abilities and skills in seven identified categories, including observation; communication; motor; sensory; strength, mobility and endurance; intellectual, (conceptual, integrative, and quantitative); and behavioral and social. These abilities and skills are defined as follows:

- **Observation:** Candidates and students must have sufficient uncorrected or corrected visual acuity, depth perception, and color perception to be able to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences. They must be able to observe a patient accurately at a distance of 20 feet and up close. Vision must be sufficient to utilize clinical instrumentation; identify dissected nerves and landmarks on anatomical structures such as the tympanic membrane; observe motion; and evaluate posture, locomotion and movement in a clinical setting. Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of symmetry, range of motion, and tissue texture changes.
- **Communication:** Candidates and students must possess formal and conversational oral English skills. They must be able to write, read and comprehend classroom lecture and assessment materials, technical reports, research articles, diagnostic and treatment reports and professional correspondence in English. They must be able to speak, hear (with or without the use of amplification and/or other assistive technology), and observe patients in order to elicit information; examine and treat patients; describe changes in mood, activity, and posture; and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients. They must be able to communicate effectively in oral and written form with all members of the healthcare team.
- **Motor:** Candidates and students must have sufficient motor functions to execute movements required to perform laboratory exercises and provide clinical care. Such actions require coordination of both gross and fine motor movements and equilibrium.
- **Sensory:** Candidates and students must have functional use of sensory skills such as tactile discrimination and proprioception for classroom, laboratory and clinical experiences. Functional use of hearing and vision are also required and are described in sections above.
- **Strength, mobility and endurance:** Candidates and students must have sufficient upright posture, balance, flexibility, mobility, strength and cardiovascular endurance for standing, sitting, lifting moderate weight and participating in classroom, laboratory and clinical experiences.
- **Intellectual (conceptual, integrative, and quantitative):** Candidates and students must be able to engage in activities of discovery, measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of health professionals, requires all of these intellectual abilities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.
- **Behavioral and social:** Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all academic requirements and responsibilities attendant to the diagnosis and care of patients. Candidates and students must be able to develop mature, sensitive, and effective relationships with patients. Candidates and students must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, respect for differences, interpersonal skills, interest, and motivation are all personal qualities that will be assessed during the admission and educational processes.

Due to the nature and variety of programs within ASHS, specific programs may have additional technical standards that must be reviewed and met by candidates. Please review your program handbook for any additional technical standards.

Qualified candidates with limitations or challenges must be thoroughly evaluated. ASHS will attempt to develop creative ways of opening the health sciences programs to competitive, qualified, challenged individuals. The school will maintain the integrity of its programs and preserve those elements deemed essential to the education of a health science professional.

Technology Requirements Prior to Matriculation

All students are required to have a computer that meets ASHS' specifications. Specifications are determined each year based on technological advances and are published on the school's website.

Transfer Credit

Transfer credit is accepted on a case-by-case basis and per program requirements.

Registration and Orientation

Course Enrollment

Enrollment in the online programs is by individualized curriculum plan and sequence. A faculty advisor or enrollment counselor assists each student in the individualized curriculum that she/he must complete the sequence of online education modules and the registration process. When their course schedule is finalized, the student will be pre-enrolled for all prescribed courses and will proceed with the courses in the determined sequence.

Tuition and Fees for 2013 – 2014

Application Fee

A non-refundable application fee is due at the time the application is submitted. The application fee does not apply toward tuition.

	Degree Seeking	Non-degree Seeking
Audiology, AuD	\$70	\$35-\$70*
Doctor of Athletic Training	\$70	
Physical Therapy, DPT	\$70	\$70*
Physical Therapy Residency	\$70	
Advanced OT Studies, MS	\$70	--
Advanced PA Studies, MS	\$70	--

**Please contact the specific department for further information.*

Tuition

Tuition is subject to change. Students who have not paid their tuition by the stated due date will not be permitted to enroll in courses for the respective quarter.

Per Credit Fees

Tuition for all programs with payment per credit is due two weeks prior to the beginning of the first day of class.

Degree Program - Per Credit Fees		
Occupational Therapy Advanced OT Studies, MS	\$510 per credit hour	
Advanced Physician Assistant Studies, MS	\$402 per credit hour	
Doctor of Athletic Training	\$477 per credit hour	
Non-degree Seeking Programs – Per Credit Fees		
*Audiology - Lifelong Learning Program	\$350 per credit hour	
*Occupational Therapy	\$402 per credit hour	
*Physical Therapy	\$460 per credit hour	
*Doctor of Athletic Training	\$477 per credit hour	

Per Program Fees

There are two options available for tuition payments in programs with per program fees. Payment for these programs can be made in full and is due two weeks prior to the beginning of the first day of class.

An installment plan is also available with 4 installments, the first being due two weeks prior to the beginning of the first day of class. The installment payment plan has an additional one time, non-refundable \$175 processing fee.

Degree Program - Per Program Fees

Audiology Transitional, AuD	\$9,597 total program cost	
Physical Therapy Transitional, DPT	\$9, total program cost	
Physical Therapy Residency	\$8,008 total program cost	

**Please contact the department for further information.*

Student Financial Assistance

For information on eligibility for financial aid please contact the Director or Assistant Director of Student Financial Assistance.

Alumni Tuition Discount

The University has a tuition discount policy for alumni who wish to study for a degree in one of ASHS's online programs. Please contact an admissions counselor for information.

Refund Policy

A student who officially withdraws from any program while at A.T. Still University (ATSU) prior to the end of a payment period must complete an exit process form, which can be completed online. A student's eligibility for a refund will be determined by one of the following formulas.

Payment per Credit

If you withdraw from a course or from the program after you have submitted your tuition payment, the following tuition refund policy for course withdrawals applies.

- If you withdraw before the course starts you will receive = 100% refund
- If you withdraw 1 to 3 calendar days into the course = 75% refund
- If you withdraw 4 to 6 calendar days into the course = 50% refund
- If you withdraw 7 to 9 calendar days into the course = 25% refund
- If you withdraw after 9 calendar days into course = 0 refund

The date of withdrawal is determined to be the date you submit the withdrawal form.

Payment per Program

If you withdraw from the program after you have submitted your tuition payment, the following refund policy applies:

Withdrawal prior to logging on to the first module = tuition refund minus \$250 pre-matriculation fee.
 Withdrawal after logging on to but not completing the first module = tuition refund minus \$500 (\$250 pre-matriculation fee + \$250 matriculation fee).

Withdrawal after completing one or more classes = pro-rated tuition refund based upon percentage of program credits completed minus \$500. For example if you have completed 50% of your program credits before you withdraw, you would receive a tuition refund of 50% of the program costs minus \$500.

Financial Assistance Refund Policy

RETURN OF TITLE IV FUNDS FORMULA (For students who received federal financial assistance)

If a Title IV recipient withdraws during a payment period, the institution must calculate the amount of Title IV funds that were unearned by the student. Unearned Title IV funds will be based on how many calendar days (or contact hours) are remaining in the payment period divided by the total number of calendar days (or contact hours) in the payment period. Unearned Title IV funds must be returned to Title IV programs, up to 60% of the payment period for which the student was charged tuition/fees and equipment charges. After 60% of the payment period, the student will have earned all Title IV funds for that payment period and no financial returns or refunds will be made.

For example, if a student paid tuition, fees, and equipment charges (if applicable) with Title IV funds for 174 calendar days, but withdrew after 87 calendar days, the percentage of Title IV funds earned would be 50.0%. Unearned Title IV funds would be 50.0%. Therefore, ATSU would have to return 50.0% of all Title IV funds to the lender.

- ◆ Tuition, fees, and equipment charges paid with Title IV funds for 174 calendar days = \$30,602.00
- ◆ Calendar days attended by the student = 87
- ◆ Calendar days remaining in the payment period = 87 (174 - 87)
- ◆ $87 \div 174 = 50.0\%$ (Percentage of Title IV funds unearned)
- ◆ 50.0% of \$30,602.00 = \$15,301.00 (Unearned Title IV funds)
- ◆ Amount ATSU repays to the lender = \$15,301.00

The funds must be paid back to the federal loan programs in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal GradPLUS Loan

Debts Owed to ATSU

Fees and expenses charged by an attorney or collection agency to secure payment of any debt owed to ATSU by a student or former student will be the responsibility of such student or former student.

Academic Affairs

Academic Term

ASHS operates on a quarter system. We have four quarters per academic year: fall, winter, spring, and summer. The quarters are 12 weeks long with the exception of the summer quarter, which is either 6 or 8 weeks in duration, depending on the program of study. The online education programs offer modularized courses of different lengths, but all grades are posted at the end of the quarter.

Course Credit

Course credit at ASHS is awarded in quarter credit units. Each quarter credit represents a minimum of 12 contact hours. One-quarter credit is equivalent to 0.67 semester credit, rounded to the nearest tenth of a credit.

Grading System:

Students will receive a letter grade based on the following:

Passing Grades -	A
	B
	C
	P
Failing Grade	F
Incomplete Grade	I
Withdrawal	W
Withdrawal Fail	WF
Withdrawal Pass	WP
Audit	AU
Advance Credit	AC
Failure retaken	F*

Pass (P) Grade

This grade is assigned as a passing grade in a pass / fail course.

Incomplete (I) Grade

Those students whose work at the end of a course is incomplete due to illness or other circumstances beyond their control may be given, at the instructor's discretion, a grade of Incomplete. It is the responsibility of the student to contact the instructor to receive a grade of "I". The instructor will complete an Incomplete Agreement Form, which outlines requirements for course completion and completion date. The completion date must be within one year unless special arrangements have been made with the dean. The instructor must complete this form prior to the end of the quarter before a grade of "I" can be issued. After the instructor and student have signed the agreement, it must be approved by the appropriate department chair. Upon approval, the department chair will send the original form to the registrar's office. The instructor may then record the "I" on the final grade sheet for the course. When the student has completed the course work, the instructor will file a Change of Grade Request Form with the department chair who will forward it to the office of the registrar. If the work is not finished within the period of time specified in the agreement, the grade will become an "F" unless otherwise noted in section a) of the agreement.

Fail (F) Grade

If you receive the grade of "F" on a course you will be required to retake the course and pay tuition for the course.

Withdrawal (W) Grade

Refer to ATSU Student Handbook.

Auditing a Class (AU)

The following information pertains to currently enrolled ASHS students.

1. Requests to audit a course should go to the program director or chair of the department under which the course is offered and to the program director or chair of the student's department, if different. All requests must be approved in writing.
2. Students may be allowed to sit in class and may participate only on a space available basis.
3. Students who audit a course are expected to attend classes on a regular basis. Satisfactory completion of a course for audit will be determined by the instructor and will be recorded on the student's transcript as an AU (audit) or other appropriate indicator. No letter grade will be awarded for an audited course. No credit will be awarded for an audited course with the exception of students in the Athletic Training program.
4. An audited course may not be changed to a course for credit or vice versa.

Questions concerning the audit policy should be directed to the student's program director or department chair.

Challenging a Grade

Students who wish to file an academic appeal concerning a course grade must do so by contacting the instructor and/or department chair in writing within 60 calendar days from the final examination or last class period, whichever is later.

Course Cancellation

The institution has the right to cancel a course at its discretion. Any student who has enrolled prior to a course cancellation will receive a full refund of the tuition paid.

Program Cancellation

Should the institution cancel a program, each currently enrolled student will be permitted to complete the program before it is discontinued. No new students will be permitted to enroll in a program that the institution has cancelled.

Withdrawal from School

Information, policy and procedures on securing a leave of absence are included in the *ATSU Student Handbook*.

Re-admission Policy

In most instances, students who withdraw from ATSU, regardless of the reason, must apply for re-admission. Additional information, policy and procedures on re-admission are included in the *ATSU Student Handbook*.

Graduation and Degree Completion

The degree will be awarded at the regularly scheduled commencement following the completion of requirements. Attending commencement is not required but highly recommended. Please ensure that the mailing address in CampusVue is current. This is the address where the diploma will be mailed. Students planning to attend need to submit an RSVP for the appropriate Commencement ceremony (found on the graduation website).

For those students completing their degree requirements during the course of an academic quarter, the transcript will reflect the date of degree completion (“date cleared”) as the last day of the quarter during which the student completed their requirements. For students in the transitional audiology program and the transitional physical therapy program, the ATSU transcript reflects the date cleared as the last date of the classes successfully completed. The “date awarded,” reflects the commencement date.

Time Limit for Completion of Degree

Students are expected to complete their degree within the program’s standard plan of study. In circumstances where additional time is needed, and with approval of the appropriate chair, students will have a maximum degree completion timeline of five (5) years for a master’s program and seven (7) years for a doctoral program from the time of initial enrollment. Failure to complete a degree program within the specified period may result in loss of some or the entire student’s previously earned course credits.

Student Support Services



Student Affairs Department

http://www.atsu.edu/student_affairs/mesa/index.htm

Registrar Services – <http://www.atsu.edu/registrar/index.htm>

1. Student Academic Records
2. Transcripts
3. Family Educational Rights and Privacy Act (FERPA)
4. Criminal Background Checks
5. Student Health Insurance requirements
6. Withdrawal Policy
7. Re-admission Policy
8. Veteran's Services
9. International student services

Student IDs – Online students may request to have a non-photo ATSU student ID made. The cost is \$10. Online students can make their request to the Student Affairs office. Online programs that have required on-campus classes are eligible to have a photo ID taken during the on-campus sessions.

Financial Services – An online financial aid counselor is available from the Kirksville, MO campus to provide assistance with financial services. **http://www.atsu.edu/financial_aid/index.htm**

Bookstore/ATSU Apparel – The Arizona campus currently does not have a bookstore. Students order their textbooks from a variety of online vendors.

Student Blog – Find out what is happening on and off campus at: **<http://blogs.atsu.edu/azstudentaffairs>**

Student Services is on Facebook! **<http://www.facebook.com/pages/Office-of-Student-Services-Arizona/107150735973338>**

Graduation – Student Affairs coordinates the fall graduation ceremony for ASHS. Graduation information can be found online at: **http://www.atsu.edu/student_services/mesa/Graduation.htm**

Ombudsperson – Student Services provides ombudsperson services to all students. This service provides students with a student affairs staff member who can advise them confidentially in solving problems and conflict resolution. The ombudsperson facilitates communication between students and faculty/staff/administration and provides clarification on University policies.

Accommodations

Students may find that disabilities diminish academic performance. The University can make accommodations for students with documented disabilities who are otherwise qualified. Students with disabilities are encouraged to contact learning resources. Requests for accommodations must be made in writing to the director - learning resources. The contact information for the director - learning resources is as follows:

Director - Learning Resources
800 W. Jefferson St.
Kirksville, MO 63501
660.626.2424
studentresources@atsu.edu

The director - learning resources will confer with the student and may request documentation and may refer the students for individual assessment by qualified experts. The ATSU Technical Standards and Accommodations Committee shall review any requests for accommodations. The committee determines whether there are disabilities as protected by the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act and then decides if reasonable accommodations can be made without fundamentally altering the essential nature of the school's program or instruction being pursued.

The committee makes recommendations for or against accommodations to the director - learning resources who then notifies the student and the appropriate faculty and staff members who have an educational need to know. Within ten (10) days of receiving the committee's determination from the director - learning resources a student can appeal the decision in writing to the dean of the appropriate school.

Faculty members should be aware of the process whereby students with disabilities may seek accommodations under federal law and ATSU policy.



A.T. Still Memorial Library

Library and multimedia resources and services are provided for the Mesa campus programs of the A.T. Still University of the Health Sciences via the A.T. Still Memorial Library (ATSMLib). The ATSMLib is a resource that supports both the students in their educational activities and the faculty in their teaching and research. It takes advantage of the electronic based information resources that have developed since the emergence of the Internet a decade ago. The ATSMLib's collections are a blending of print and electronic resources that bring access to evidence/information into the curriculum and clinical rotations of the students.

Access to and use of the ATSMLib's electronic resources is facilitated through its web site (<http://www.atsu.edu/atmllib>). Off campus access is provided via the student's my.atsu account. The website provides access to and facilitates use of over 2400 electronic, full text clinical journals, over 3000 full text medical and dental textbooks and an array of web based health information-based vendors including:

- Ovid Technology – Medline, CINAHL, 344 e-books and 250 e-journals published by Lippincott Williams & Wilkins.
- PubMed with LinkOut – Access to Medline via the National Library of Medicine interface with direct links to the ATSMLib's full text journals.
- Rehabilitation Reference Center - an evidence-based clinical reference tool for use by rehabilitation clinicians at the point-of-care. RRC is designed to deliver valid and relevant information so that rehabilitation specialists can build customized treatment regimens for patients using the best available evidence.
- MDConsult – Medline, over 65 journals full text, 40 full text clinical textbooks and extensive current awareness content. It also includes FIRSTConsult, which synthesizes findings from journals and other respected references into a templated knowledge base that is organized into a highly accessible format.
- StatRef – access to 60 medically related text and reference books including the American College of Physician's PIER, a web based, evidence-based guidance tool to improve clinical care.
- Theime Electronic Book Library - provides access to Theime's Flexibook Atlases and Textbooks Series, a series of review textbooks, published in the basic as well as the medical sciences.
- ProQuest Psychology - provides access to over 400 psychology related journals, many of which are available full text.
- ProQuest Dissertations & Theses – provides a comprehensive collection of dissertations and theses. More than 930,000 are available in PDF format for immediate free download.

- Health Business FullTEXT Elite - 445 journals full text detailing all aspects of health care administration.
- SPORTDiscus with Full Text - a comprehensive source of full text for sports & sports medicine journals and magazines, providing full text for more than 350 journals.
- EBSCO Link Revolver – software to enable the ATSMlib to tie its full text journals into its Ovid and PubMed platforms.
- Intranet Health Resources – subject access to key quality health sites including brief annotations on the sites.

The ATSMlib Director also works with the faculty to weave instruction and use of the ATSMlib's resources into the curriculum in order to teach the students to adopt an evidence-based approach to their practice. In 2007 a Distance Support Librarian position was established to provide the Arizona Campus's distance programs faculty and staff the same level of support provided its residential programs. ATSU also makes available for alumni an evidence-based practice alumni portal with full text resource to support their access and use of evidence after graduation.

In addition to providing an extensive, web-based digital library the ATSMlib provides a full range of mediated services including: training and assistance in subject searching; document delivery and interlibrary loan; and one-on-one or small-group training.

University Writing Center

ATSU's Writing Center is a resource for both students and faculty. The center has online resources covering APA formatting, citations, references, tools for organizing a paper, and tips for writing introductions, thesis statements, conclusions, paragraphs and more. Students are encouraged to visit the writing center's website to get answers to routine APA questions and basic writing help. The center is accessed through the my.atsu.edu link or via the WebCT/Blackboard main page.

Information Technology and Services-Support Services Group

The Support Services group is the central point of contact for problems and questions concerning technology at ATSU. Support staff will make every effort to resolve your problems or answer questions. When appropriate, your issue may be assigned to another group for resolution.

In-house technicians are available to assist during business hours and our out-sourced solution Presidium will assist you, evenings, weekends and holidays, escalating issues to our in-house techs when needed.

Services provided:

- Warranty computer repair on Lenovo and Mac systems
- Wireless connectivity assistance
- Loaner computers
- Virus prevention software at no cost to you
- On-campus printers
- 24 hour phone support

Online Administrative Policies and Procedures



Academic Policies

General academic policies for all programs are published in the *ATSU Student Handbook*. Program specific academic policies are published in the program handbook. Progression in each ASHS program is contingent on continued mastery of program objectives, course content and the demonstration of behaviors consistent with a healthcare professional. Course syllabi contain instructor-specific academic policies.

Code of Academic Conduct

Refer to the *ATSU Student Handbook*.

Code of Behavioral Standards

Refer to the *ATSU Student Handbook*.

Academic Warning

Students demonstrating unacceptable performance in any unit of study during any phase of their program may be notified of such performance by the instructor of the course or program chair/director as soon as it becomes evident. The student may be notified verbally or in writing that continued poor academic performance could lead to academic probation and dismissal. The instructor or program chair will also discuss the resources available to students for academic assistance.

Academic Probation

The quality of an educational program can be measured by the academic performance of its students. With regard to academic performance, standards are set to insure that the integrity of the program and institution are maintained. Consistent with academic norms and in the exercise of professional judgment, each ASHS department shall determine and shall provide to students (1) the standards of academic performance and (2) the standards of progression.

A student who fails to meet the department's standards of academic performance will be placed on academic probation and shall be notified of such, in writing, by the relevant department chair. Such notice shall identify the academic standards which the student has failed to meet and will advise the student that continued failure to meet such standards may result in delay in graduation or dismissal. Copies of any academic probation notice shall be sent to the dean and the ATSU Office of the Registrar.

Academic Dismissal

Any student who does not meet the department's standards for progression will receive a written notice of dismissal from the department chair. Decisions regarding dismissal are made on an individual basis consistent with academic norms and in the exercise of professional judgment after considering all pertinent circumstances. The department chair's decision will be based on a recommendation from the department faculty, the student's academic record, department standards of progression and information from the student and other individuals as appropriate. The department chair will notify the student and dean of the decision, which notice shall describe the significant facts and reasons for dismissal. The student has the right to appeal the decision as outlined in the appeal process.

Appeal Process

Dismissal by a department may be appealed, in writing, to the dean no later than five (5) academic days following receipt of notification of the department chair's decision of dismissal. Such notice of appeal from the student shall include a statement of reasons why dismissal is inappropriate. The dean shall review the notice of dismissal, notice of appeal, significant facts and reasons for dismissal in light of the department's standards of progression, academic norms and professional judgment. The dean may meet in person with the student if indicated and shall notify the department chair and student of the decision no later than seven (7) academic days following receipt of the student's appeal. Such notice shall describe the basis for the decision.

The dean's decision may be appealed in writing by the student to the senior vice president-academic affairs only if new and significant information has been discovered. A written appeal to the senior vice president-academic affairs must occur within seven (7) academic days of the dean's decision and must specifically state the new and significant information forming the basis for reconsideration of the dean's decision. The written appeal must contain a signature of the student (faxes are acceptable). The senior vice president-academic affairs will review the appeal and issue a decision, which shall be final and without further appeal, within seven (7) academic days of receipt of the student's appeal.

Student Grievance Procedure

Refer to the *ATSU Student Handbook*.

Contact Information

Department	Contact Phone & Address	Service
Controller	C/O Controller A.T.S.U. 800 W. Jefferson Kirksville, MO 63501 1.866.626.2878, ext. 2495	1. Tuition billing 2. Tuition payment
Registrar	C/O Registrar A.T.S.U. 800 W. Jefferson Kirksville, MO 63501 1.866.626.2878, ext. 2356 registrars@atsu.edu	1. Transcripts 2. Enrollment verification 3. Change of: a. Address b. Name c. Phone d. E-mail
IT Help Desk	Toll-free 1.866.626.2878, ext. 2200	
Financial Aid	Steve Jorden Director of Student Financial Assistance sjorden@atsu.edu 660.626.2529	1. Financial Assistance
Online Librarian	Cynthia Porter 480.219.6192 cporter@atsu.edu	1. Assistance with literature searching
Online Admissions	Toll-free 1.866.987.7776 onlineinquiry@atsu.edu	
Accommodations	Tim Tucker Director of Learning Resources ADA Accommodations 660.626.2151 ttucker@atsu.edu	1. Application for Accommodations
Student Affairs	Beth Poppre Associate Vice President for Student Affairs (AZ Campus) 480.219.6028 bpoppre@atsu.edu	1. See student affairs section

Doctor of Audiology – Transitional

Curriculum Overview

The outcomes-based design of the Doctor of Audiology (AuD) transitional (online) education option for practitioners requires a flexible curriculum in order to meet the individual academic needs of each candidate. Review of the ASHS application, including scores from the Evaluation of Practicing Audiologists Capabilities (EPAC) and phone interview data, will be used to determine advanced placement for each student and to prescribe modules of instruction in areas of deficiency. Each student's academic plan of study will be individualized according to deficiencies. A total of 42 modules will be available for online education and are described in this catalog.

Admission Requirements

1. Meet all ATSU General Requirements for Admission (see page 14);
2. An earned master's or doctoral degree in audiology from a regionally accredited college or institution. Master's degree equivalency as demonstrated through state licensure in audiology or verification of the Certificate of Clinical Competence in Audiology (CCC-A) is also accepted.
3. A minimum graduate program GPA of 2.70 on a 4.0 scale. The undergraduate GPA will be included in the GPA calculation for applicants whose transcripts are from countries where the undergraduate degree is the degree in audiology and the master's degree is not required to practice;
4. Official documentation of current audiology licensure, Certificate of Clinical Competence in Audiology (CCC-A), Board Certification in Audiology by the American Board of Audiology (ABA), or Aud-C (in Canada). If licensure and/or certification were held in the past, but are not currently active, applicants must submit official documentation of previous licensure and/or certification. If the licensure or certification agency does not send paper verification forms, the applicant must provide a website URL for verification of previous licensure or certification. For applicants who practice outside of the United States or Canada, the applicant must provide official documentation of regulatory certification or registration to practice audiology that is held by the applicant, and the applicant's credentials will be evaluated on a case-by-case basis. *Individuals are not eligible to enroll in the program if their license, certification or registration is currently revoked or suspended;*
5. At least four years of full-time employment in audiology or its part-time equivalent of 5760 hours. Experience gained during the Clinical Fellowship Year does count toward the 5760 hours. If an applicant is not currently licensed or certified and has not been engaged in the profession of audiology in the past 5 years, it is mandatory that the academic plan include 24 credits of coursework. Individuals who have not held an audiology license or certification and who have not been engaged in the profession of audiology within the last 10 years are not eligible for the Doctor of Audiology Transitional degree program;
6. Computer literacy and experience in word processing and Internet use. All curricula require extensive computer usage;
7. Official profile scores from the Evaluation of Practicing Audiologists Capabilities (EPAC). An official report of EPAC results must be forwarded to the Admissions Processing Center from the EPAC evaluator's office. For an EPAC application or profile of results, contact Credentialing Services at 309.343.1202 or go to www.audfound.org to order the EPAC application;
8. Two references from audiologists or healthcare professionals familiar with the applicant's clinical and professional experience. Letters of reference must be submitted for each application year;
9. A personal resume following the guidelines published in the application packet;
10. Completion of a personal interview by telephone;
11. Submission of all official college or university transcripts prior to matriculation;
12. Demonstration of proficiency in English. See the English Proficiency subsection above in this catalog.

If an applicant is not granted admission, upon consideration of a completed application file, new materials, reference letters, and fees must be submitted in order to reapply at a later date and to demonstrate additional qualifications.

Application Deadlines

Applications for the Doctor of Audiology (AuD) transitional degree program may be submitted at any time during the academic year and will be processed on a rolling admissions basis. Applications will be processed routinely to ensure that all class openings are filled for the beginning of each quarter. Quarterly start dates for the AuD transitional degree program are March, June, September, and December of each year.

Degree Completion Requirements

The Doctor of Audiology transitional program **should be expected to take 1½ to 3 years to complete** dependent upon the individualized plan of study. To earn the AuD in the transitional option, the student must:

1. Complete all prescribed and elected didactic courses;
2. Pass all courses with a minimum grade of 'C' and an overall GPA of 3.0 on a 4.0 scale;
3. Discharge all financial obligations to ATSU;
4. Submit an RSVP for the appropriate Commencement ceremony (found on the graduation website)
5. Ensure that the mailing address in CampusVue is current. This is the address where the diploma will be.
6. Attending commencement is not required but highly recommended.

Course Descriptions

Modules of instruction are used for the AuD transitional degree program to allow specific areas of knowledge and clinical practice to be defined and presented in concise instructional units. Each module is four to eight weeks in length (indicated in parentheses following the description). Course descriptions, course durations, and related information are subject to change.

AUD 700 Professional Roles and Responsibilities

This module is designed to introduce students to the professional roles and responsibilities of a variety of members of the healthcare delivery team. An understanding of the function of each of the different types of healthcare professionals is valuable when students work with and practice as members of a professional healthcare team. Particular emphasis will be placed on those health professions that are professionally prepared at A.T. Still University of Health Sciences, and will include an orientation to the history and philosophy of osteopathic medicine upon which the institution is founded.

This module will not address the study of audiology specifically, but will concentrate on what audiology can learn from the histories, philosophies, experiences, and evolutions of other professions. In addition, since this is an early offering in the curriculum, this module will also continue to build on what you have learned so far regarding the use of interactive computer-based media as an educational delivery strategy, including the further development of web-searching skills. *(4 weeks/1 credit)*

AUD 702 Auditory and Vestibular Neuroanatomy and Neurophysiology

The foundations of audiologic diagnostic and therapeutic measures are based upon an understanding of the anatomy and physiology of the nervous system. This module provides a study of the development of the nervous system, the structure and function of the peripheral nervous system and the central nervous system, neurovasculature, and in depth coverage of the audiovestibular system. *(8 weeks/2credits)*

AUD 726 Infection Control

This course will cover in-office infection control procedures for audiologists, covering universal precautions, cleaning and sterilization of instruments, and regulations. This module includes counseling patients on infection control procedures. *(4 weeks/1 credit)*

AUD 733 Tinnitus

This module is designed to introduce students to the fundamental principles of clinical management for patients with severe tinnitus. This module includes basic information concerning tinnitus epidemiology, tinnitus mechanisms, tinnitus measurement, tinnitus treatment and resources for audiologists and patients including the American Tinnitus Association. *(4 weeks/1 credit)*

AUD 736 Advanced Acoustic Immittance

Acoustic immittance measures provide noninvasive evidence of the normalcy of the middle ear system and evidence of pathology, which may require medical intervention. Multifrequency and multicomponent tympanometry are useful tools for identifying mass or stiffness dominated systems that are consistent with pathology. The Advanced Tympanometry module provides a study of tympanometric measures for use in the assessment of tympanic membrane abnormalities, ossicular chain pathology, otitis media, neonatal hearing assessment, and aging of the middle ear system. The goal of this module is to provide the advanced clinical audiologist with knowledge and skills to pursue additional audiologic information through the use of multifrequency tympanometry, multicomponent tympanometry, acoustic reflexes and acoustic reflex decay for the diagnosis and rehabilitation of their patients. *(4 weeks/1 credit)*

AUD 737 Otoacoustic Emissions

This course presents the origin and classification of otoacoustic emissions. Test equipment and procedures for obtaining emissions, interpretation of results and uses of otoacoustic emissions data in differential diagnosis of auditory disorders are discussed. *(4 weeks/1 credit)*

AUD 745 Introduction to Auditory Evoked Potentials

This module is designed to offer introductory principles of various physiological and electro-physiological measurements in the area of auditory evoked potentials (AEPs). Whereas AEPs comprise a series of electrical events throughout the entire auditory pathway, particular attention will be focused on Short-Latency or Early Latency AEP measurements and their clinical application. This module will cover cochlear microphonics and the summing potential, electrocochleography (ECochG), the auditory brainstem response (ABR), and the auditory steady state response (ASSR). Understanding diagnostic applications and basic interpretation of test results and their relation to neuroanatomy and physiology of the auditory system will be emphasized. Access to ABR equipment for the practice with various test protocols is beneficial but not required. *(8 weeks/2 credits)*

AUD 746 Advanced Auditory Evoked Potentials

Peripheral and cortical auditory evoked potentials are useful tools in assessing auditory processing beyond the estimation of hearing sensitivity. The Advanced Auditory Evoked Potential module provides a study of clinical tools for use in the differential diagnosis of cochlear vs. neural function, a diagnostic test battery for auditory neuropathy, and current uses of ASSRs and cortical potentials in the investigation of sensorineural hearing loss, auditory processing disorders, and aging. The primary goal of this module is to provide the advanced clinical audiologist with knowledge and skills to pursue additional audiologic information through the use of auditory evoked potentials (AEPs) for the diagnosis and rehabilitation of their patients. The secondary goal is to introduce AEP applications that have clinical utility, but are at present used primarily for auditory research purposes. Access to evoked potential equipment is highly recommended but not required for this course. *(8 weeks/2 credits)*

AUD 750 Specialized Electrophysiological Evaluations and Intraoperative Neurophysiological Monitoring

Specialized electrophysiological procedures and intraoperative monitoring explores the importance of intraoperative neurophysiological monitoring (IONM), the responsibilities required, and the role of the audiologist as a surgical team member. The course addresses various IONM modalities, the surgeries reliant on monitoring, anatomy and physiology, terminology required for accurate monitoring, the effect of anesthesia on IONM, and new advances in the profession. *(8 weeks/2 credit)*

AUD 751 Assessment of Auditory Processing

Assessment of (central) auditory processing (AP) and identification of auditory processing disorder (APD) in children and adults is a systematic and multidisciplinary process. The assessment process includes the use of case history, questionnaires and observation forms, behavioral speech audiometric tests, electroacoustic, and electrophysiologic tests. Prerequisites to the course include a basic understanding of the anatomy and physiology of the central auditory nervous system (CANS) and electrophysiologic test procedures. This module is designed to provide students with an understanding of the auditory processing assessment process, with primary emphasis on the pediatric population. *(8 weeks/2 credits)*

AUD 752 Treatment of Central Auditory Processing Disorders

This module includes anatomy and physiology of the central auditory nervous system (CANS) as it relates to normal and disordered processing. Students will use this knowledge to determine appropriate counseling and remediation for individuals demonstrating auditory processing problems and their families. Included in this module, the student will learn of efficacious interventions related to central auditory processing disorder treatment and management including but not limited to manipulating the acoustic environment, fitting an assistive device and instituting an auditory training regimen. *(8 weeks/2 credits)*

AUD 731 The Dynamic Human Ear Canal

This module is designed to teach students about ear canal anatomy and function, techniques in visualization and examination of the ear canal, and cerumen management. This module includes a review of precautions, recommendations for referral, and regulations regarding cerumen removal. The course also covers the dynamic aspects of the human ear canal, practical information regarding taking impressions of the ear canal and examination of the ear canal with respect to amplification options. Topics include are acoustics of the ear canal, otoplastics, impression – taking techniques, earmold styles, earmold modifications, tubing, and other coupling options. *(8weeks/2credits)*

AUD 763 Hearing Aid Verification and Troubleshooting

This module is designed to introduce students to hearing aid measurement science, various hearing aid measures and methods for verifying appropriate hearing aid fittings. The topics include a basic primer on real ear measurements and tests to be performed in a hearing instrument test box. Skills and knowledge will be gained which will be essential in the validation and verification of hearing aid fittings, as well as hearing aid troubleshooting. This course explores the science and the art of fitting amplification on hearing impaired individuals with the goal of achieving acceptance of amplification by the patients we serve. *(8 weeks/2 credits)*

AUD 767 Assistive Listening Devices

This course is intended to provide students with the background and tools necessary to service the Hearing Assistance Technology needs of deaf and hard of hearing individuals. The class will explore a variety of levels at which the audiologist may wish to provide these services. *(8 weeks/2 credits)*

AUD 771 Advanced Hearing Aid Technology: Part One

This course is designed to enable audiologists to be conversant in current hearing aid technology, focusing on the chief components that are responsible for understanding hearing aids and their use. A solid knowledge base of hearing aids and their development will be built by relating historical perspectives to current trends in amplification. *(8 weeks/2 credits)*

AUD 772 Advanced Hearing Aid Technology: Part Two

Focus is on understanding essential major hearing aid developments and how they relate to current fitting approaches. Focus is on compression, directional microphones, digital technology, and hearing aid selection and uses, analysis, and performance of hearing aids. Content to change as developments dictate. Individuals taking this course are expected to have a firm knowledge of hearing aids. *(8 weeks/2 credits)*

AUD 780 Cochlear Implants

This course is intended to be an introduction to cochlear implants. The individual completing the course will not be prepared to program or troubleshoot any device nor will they be a “cochlear implant audiologist.” Our goal is to provide a level of knowledge to audiologist to enable the student to provide initial counseling to prospective implant patients and make better referrals to cochlear implant centers. On completion of the course, the individual should have knowledge of what a cochlear implant is, candidacy and evaluation issues including medical, audiological, and (re)habilitative aspects, postoperative follow-up including programming, communication options and outcomes as well as the current and future trends. While it is expected that this course will impart a tremendous degree of knowledge upon the students, completing this course is not sufficient for expertise in cochlear implants. *(8 weeks/2 credits)*

AUD 782 Audiological Management in Heritable Syndromes

This course covers the wide diversity of genetic syndromes wherein hearing loss and/or aberrant audiovestibular system (AVS) function is involved, including those conditions in which audiovestibular compromise may not be the primary or most obvious stigmata. Review of basic inheritance patterns, (elementary genetics) including Mendelian transmission together with pertinent embryology is covered. Current genetic concepts and terminology are provided together with discussion of certain organ systems' association with audiovestibular system impairments/deficits. Further material includes appropriate professional language in syndromology and audiology, insights for expanding professional patient bases and the need to utilize our audiovestibular probes to best highlight the audiovestibular deficits seen in conjunction with the patient's particular syndrome. *(8 weeks/2 credits)*

AUD 790 Pediatric Audiology

This module is designed to introduce students to the fundamentals of pediatric audiology. This eight-week module includes an introduction to ear embryology, developmental theory and milestones, identification and intervention of newborn hearing loss, appropriate use of diagnostic tests, and the development of a parent resource packet. In addition, skills and knowledge will be gained which will be essential in the use of family counseling and access to multidisciplinary resources. *(8 weeks/2 credits)*

AUD 800 Auditory/Vestibular Pathologies

Detailed coverage of auditory and vestibular pathologies and their relation to structure and function. Case studies are used to show audiologic patterns associated with various disorders. Includes coverage of the basic otologic/medical evaluation and surgical and medical treatments of auditory/vestibular conditions. *(8 weeks/2 credits)*

AUD 802 Radiography in Auditory/Vestibular Diagnosis

This module is designed to help students gain an understanding of imaging techniques used for the evaluation of auditory and vestibular pathologies. Neurodiagnostic imaging data from CT scans, MRI, etc. will be correlated with audiological findings when possible. *(4 weeks/1 credit)*

AUD 810 Pharmacology and Ototoxicity

A basic introduction to pharmacology. The effects of medications on the auditory and vestibular systems, ototoxic medications and monitoring protocols will also be covered. *(8 weeks/2 credits)*

AUD 815 Health Informatics for Audiology

This module will provide an introduction to the online learning system used for the academic program as well as valuable information about the use of computer technology for lifelong learning and in your office. Topics will include an orientation to navigating and using tools in the online courses, computer basics, a helpful PowerPoint tutorial and more. Essential student links and instructions will be provided to assist students throughout their online programs. *(4 weeks/1 credit)*

AUD 820 Audiological Counseling

This module is designed to introduce students to the fundamental principles, contemporary theories, and applied techniques of the counseling process. Special emphasis will be placed on issues and practices related to the effects of hearing loss on individuals of all ages and their families. The role of counseling across the scope of audiologic practice, including diagnostic and rehabilitative activities will be discussed. *(8 weeks/2 credits)*

AUD 823 Communication Training

Consumer education and aural rehabilitation. Topics to include teaching the patient and the family listening and helping skills, as well as other methods to enhance communication and sound awareness through individual or group communication training sessions. *(4 weeks/1 credit)*

AUD 824 Early Hearing Detection and Intervention

This course provides a comprehensive introduction to the role of the audiologist in Early Hearing Detection and Intervention (EHDI) programs. Special emphasis will be placed on the importance of audiological involvement in all organizational and administrative aspects of such programs. Topics include: legislative mandates, screening protocols and procedures, organization and administration of EHDI programs, data management and tracking, program evaluation and quality improvement. Students enrolling in this class should have a good understanding of ABR and OAE procedures. *(4 weeks/1 credit)*

AUD 825 Educational Audiology

Educational audiology has become recognized as a specialty area in our profession, since the responsibilities of an educational audiologist differ significantly from those of a clinical audiologist. Like the clinical audiologist, the educational audiologist must be familiar with terminology and concepts related to the screening, diagnosis and remediation of hearing loss. Unlike the clinical audiologist, however, the educational audiologist must be prepared to deal with overwhelming numbers of children with diverse needs, usually with insufficient support, equipment, money and staff to deal with those needs. Legislative mandates have increased the need for educational audiology services in the schools, but the number of educational audiologists is still not sufficient to provide the level of services our children deserve. Increasingly, audiologists are being approached to provide contractual services to local school districts. At the conclusion of this course you will have a better understanding of the role of the educational audiologist and perhaps be interested in considering educational audiology as a component of your practice. *(8 weeks/2 credits)*

AUD 828 Prevention of Hearing Loss and Disability

Topics to be covered include recognizing dangerous levels of sound, screening/testing industrial or at-risk populations, recommending and evaluating hearing protection devices. Focus is on OSHA, NIOSH, and other regulations, as well as Worker's Compensation issues. *(4 weeks/1 credit)*

AUD 831 Vestibular Evaluation Procedures

This module provides students with a review of the anatomy and physiology of the peripheral and central vestibular systems, as well as an overview of the human equilibrium system. This module will provide students with a comprehensive overview of vestibular assessment procedures, focusing on gathering an appropriate case history, ENG/VNG, non-computerized postural testing, and non-computerized rotational testing. Case studies will be utilized to provide an enhanced learning experience. *(8 weeks/2 credits)*

AUD 832 Vestibular Rehabilitation

This module will introduce audiologists to the basic principles of Vestibular Rehabilitation Therapy (VRT). The module will provide students with an overview of the philosophical bases to Vestibular Rehabilitation and will provide specific symptom based strategies of treating identifiable vestibular dysfunctions. The content will have a practical approach to allow audiologists to develop knowledge and skills for use of Vestibular Rehabilitation Therapy (VRT) within their scope of practice. *(8 weeks/2 credits)*

AUD 833 Advanced Vestibular Evaluation Procedures

This module is designed to provide students with an understanding of specialized/advanced vestibular diagnostic tools. Topics will be focused on rotary chair testing, computerized dynamic posturography, VEMP, subjective visual vertical testing, correlation of results with ENG/VNG, and common errors in interpretation. Case studies will be utilized to provide an enhanced, "real world" learning experience. *(8 weeks/ 2 credits)*

AUD 836 Practice Development I: Business Planning & Accounting

This course is about business development and accounting as it applies to audiology. It is an introductory course designed to help you make the kinds of decisions you will need to make if you set up an audiology practice. It is a practical course that encourages you to take chances, make mistakes and enjoy your successes without having to put up real cash. Topics covered will include private practice models, business plan design, short- and long-range business planning, general accounting practices, and development and analysis of profit-and loss statements. *(8 weeks/2 credits)*

AUD 837 Corporate, Legal Aspects of Practice

A study of basic business structures and the economic and regulatory aspects of healthcare practice. Other topics include advocacy as it applies to licensure, scope of practice and reimbursement.

(4 weeks/1 credit)

AUD 841 Practice Development II: Marketing and Advertising

This module is designed to explore the marketing of hearing care services and hearing aids to the public. This module includes a review of the hearing aid industry and a survey of present hearing aid marketing efforts by industry and audiology practices. Students will generate internal and external marketing strategies and evaluate the effectiveness of different marketing media. They will evaluate marketing strategies and generate appropriate marketing budgets. In addition, each student will generate a marketing plan for his/her own practice. *(8 weeks/2 credits)*

AUD 846 Practice Development III: Personnel Management

This module introduces students to the basic concepts and ideas of personnel management, also known as human resource management or practice management. Concepts will be discussed as it applies to the audiologist as an employee, manager or private practice owner. This course includes information on designing job descriptions, hiring and firing employees, training, guiding, and evaluating staff in a professional audiology office or department with an emphasis on employment law. *(8 weeks/2 credits)*

AUD 847 Risk Management and Documentation

This module provides an examination of risk management as it applies to daily business practices as well as professional liability. Topics include informed consent, regulatory compliance, proper methods of documentation, auditing and professional liability insurance. *(4 weeks/1 credit)*

AUD 848 Introduction to Continuous Quality Improvement

This module provides an examination of the evolution of quality management in healthcare and an introduction to current quality management methodologies. Topics include continuous quality improvement, defining quality, measuring quality and standard setting organizations. The course focuses on the core aspects of quality management that a clinician should understand to initiate or participate in quality assurance or improvement efforts. *(4 weeks/1 credit)*

AUD 851 Professionalism I: Ethics

This module will examine the nature and evolution of codes of ethics. Class discussions and reading materials will emphasize ethical issues as they relate to the professional practice of audiology. Topics will include numerous contemporary issues in Audiology and how they relate to Codes of Ethics from AAA., ADA and ASHA. In addition to the issues discussed, a framework for ethical decision-making will be developed. Students will be expected to demonstrate an understanding of the issues and ethical implications discussed through class discussions, written assignments and a final examination. *(4 weeks/1 credit)*

AUD 852 Professionalism II: Leadership and Service

This module will provide a forum for discussion of the organization and function of professional associations, activities which serve the professional community and service to the public. Discussion about leadership is also a component of this module. *(4 weeks/1 credit)*

AUD 853 Preceptor Training

This preceptor-training module provides instruction in adult learning styles, how to set goals and provide constructive feedback, the development of professionalism, and strategies to facilitate critical thinking and case management skills in the trainee. Audiologists attain mainly theoretical knowledge in the academic classroom and clinical knowledge and skills in the clinical setting. Audiologists who are going to serve, as preceptors for audiology students also need to learn concepts and skills related to the supervisory process and how to be a mentor and teacher in the clinical setting. The primary goal of this module is to provide the supervising audiologist with knowledge and skills to be a successful preceptor for audiology students and/or a supervisor for audiology employees. The concepts covered in this module will be useful for audiologists who are involved in clinical training with audiology students

and new employees, as well as audiologists in supervisory positions who cross-train audiology staff for new roles, evaluate performance of staff and provide feedback to supervisees. *(8 weeks/2 credits)*

AUD 890 The Aging Auditory System

This module is designed to present current knowledge of the changes associated with aging from the peripheral to the central human auditory system. It covers a study of the anatomical, physiological, psychological, and social factors that can affect auditory aging and will aid the clinician in providing effective rehabilitation to the older adult. It also includes a review of contemporary research on this topic. *(8 weeks/ 2 credits)*

AUD 895 Investigative Audiology

The exceptionally broad use of hearing in modern cultures and societies gives rise to diverse questions from many quarters. Industries may inquire about the protection of worker hearing. Manufacturers are interested in product liability control and will ask if their products are dangerously loud. Various jurisdictions are interested in curbing community (environmental) noise. Litigants choose to proffer claims for hearing impairment due to various alleged causes. Personal safety depends a great deal upon the ear and hearing, so we may be asked to evaluate acoustical warning signals. A well-prepared audiologist will know how to deal with these, and other, related questions. An additional structure within this module involves the legal process including discussions of appropriate clinical work ups of hearing impairment claims; testimony styles; and techniques of value to the testifying witness. *(4 weeks/1 credit)*

Master of Science in Occupational Therapy

The Master of Science in Occupational Therapy (AMOT) is a post-professional degree for practicing occupational therapists holding a bachelor's degree but wishing to enhance their clinical skills and professional status. This distance education program will allow the occupational therapist to build upon existing experience, strengthen academic foundations, improve critical reasoning skills, and increase the ability to practice in varied clinical and administrative settings.

The AMOT program requires a minimum of 42-quarter credit hours beyond the bachelor's degree. The program is designed to meet the needs of working therapists and on average can be completed in two years. The program of study is divided into four areas:

1. Professional Practice (9 required credits)
2. Critical Inquiry & Analysis (12 required credits)
3. Electives (12 credits)
4. Capstone Experience (9 credits)

Admission Requirements

Applicants accepted for admission must demonstrate the following prior to enrollment:

1. No GRE required;
2. A bachelor's degree or higher from a regionally accredited college or university;
3. Initial certification as an occupational therapist from the National Board for Certification in Occupational Therapy. International applicants are eligible to apply, but must show proof of certification or eligibility to practice as an occupational therapist that is equivalent to OT certification and licensure in the United States;
4. Minimum cumulative undergraduate GPA of 2.75 on a 4.0 scale and a minimum Occupational Therapy program GPA 2.75 on a 4.0 scale;
5. Official sealed transcripts from all institutions attended prior to matriculation;
6. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University.

Written and reading proficiency in the English language may be demonstrated by one of the following options:

Option 1 - English is my first language.

Option 2 - You may provide evidence of your English proficiency by submitting acceptable scores on the Test of English as a Foreign Language (TOEFL) as follows:

- Paper based total score = 550
 - Minimum 57 on Reading Skills section
 - Minimum 61 on Writing Skills section
- Computer based total score = 213
 - Minimum 22 on Reading Skills section
 - Minimum 26 on Writing Skills section
- Internet based total score = 80
 - Minimum 22 on Reading Skills section
 - Minimum 24 on Writing Skills section

The TOEFL is administered by TOEFL/TSE Services, PO Box 6151, Princeton, NJ, 08541-6151, USA (609) 771-7100. Information is available on the Internet at www.toefl.org. A.T Still University's institutional code is 0339.

7. ATSU technology requirements.

Degree Completion Requirements

The Advanced Master of Science in Occupational Therapy is a 2-3 year degree program dependent upon the plan of study. To earn the Advanced Master of Science in Occupational Therapy, the student must:

1. Complete all prescribed didactic and clinical courses and the terminal project;

2. Pass all courses with a minimum grade of “C” or higher, maintain a 2.70 or higher cumulative GPA (on a 4.0 scale), and pass all comprehensive exams when applicable;
3. Complete the Program within a 5 year period from matriculation;
4. Discharge all financial obligations to ATSU;
5. Submit an RSVP for the appropriate Commencement ceremony (found on the graduation website)
6. Ensure that the mailing address in CampusVue is current. This is the address where the diploma will be mailed.
7. Attending commencement is not required but highly recommended.

Curriculum Overview

Courses	Credit Hours
PROFESSIONAL PRACTICE: 9 credits required	
OT 802 Advanced Theory and Philosophy in Occupational Therapy	3
OT 803 Trends in Occupational Therapy	3
HP 814 Issues in Diverse Populations and Settings	3
CRITICAL INQUIRY: 12 credits required	
OT 807 Research Methodology	3
OT 808 Statistics	3
OT 811 Evidence-Based Practice I for OT Clinicians	3
OT 812 Evidence-Based Practice II for OT Clinicians	3
ELECTIVES: 12 credits required*	
OT 833 Holistic School-Based Practice	3
OT 841 Issues in Pediatric Practice	3
OT 842 Advances in Sensory Integration Theory & Practice	3
OT 843 Early Intervention: Working with Children 0-3 and Their Families	3
OT 844 Critical Thinking in Pediatric Intervention	3
OT 845 Application of Technology to Occupational Therapy Practice	3
OT 847 Issues in Geriatric Practice	3
OT 849 Addressing the Needs of the Medically Fragile Child	3
OT 850 Independent Study	1-3
OT 875 Special Topics in Occupational Therapy	3
PT 806 Pharmacology	3
HP 815 Health and Wellness	2
HP 834 Delivery Systems, Legislation and Regulation	2
HP835 Reimbursement Systems, Issues and Strategies	2
HP836 Business Planning	2
SHM School of Health Management Courses (see website for options)	4
CAPSTONE COURSES: 9 credits	
OT 880 AMOT Capstone Experience in Occupational Therapy I	3
OT 881 AMOT Capstone Experience in Occupational Therapy II	3
OT 882 AMOT Capstone Experience in Occupational Therapy III	3

**Contact the School of Health Management for additional elective offerings.*

Course Descriptions

The **Professional Practice** area courses provide the student with a firm foundation in the practice of occupational therapy and the issues and concerns of a graduate health profession. The following courses are required:

OT 802 Advanced Theory and Philosophy in Occupational Therapy

This course is a review, discussion, and analysis of the current theoretical and philosophical basis for occupational therapy practice.

OT 803 Trends in Occupational Therapy

Current practice issues and trends within the occupational therapy profession are studied.

HP 814 Issues in Diverse Populations and Settings

The role of culture in healthcare will be explored. Emphasis will be placed on students learning to recognize and negotiate cultural differences and assessing intercultural interactions and interventions in their own practice.

The *Critical Inquiry* courses provide the student with formal skills in critical inquiry and decision-making. Students learn to use the research literature and technology resources to establish interventions based on scientific evidence and best professional practices.

OT 807 Research Methodology

A survey of basic quantitative and qualitative research designs and methods used in research relevant to the practice of occupational therapy. Emphasis is placed on learning how to critically evaluate research and become a better consumer of it.

OT 808 Statistics

Through this course students become acquainted with, and develop a better understanding of, the statistical methods and techniques most commonly utilized in healthcare and education research. Interpretation of results of statistical analyses and assessment of the appropriateness of test selection are presented.

OT 811 Evidence-Based Practice I for OT Clinicians

First course in a series of two on the topic of evidence-based practice (EBP). This first EBP course provides an introduction to the concept of EBP, discusses the fundamental need to structure EBP within the framework of occupational therapy practice, and introduces students to the key underlying components and stages of EBP. The course provides students with the opportunity to, not only gain theoretical knowledge about the stages, but also engender skills that will allow them to begin to implement these in their practice.

OT 812 Evidence-Based Practice II for OT Clinicians

This course is the second in the series of two evidence-based practice (EBP) courses. Building on the EBP skills learned during OT 811, this course follows an evidence-based journal club format, involving small group work in a specific clinical area, offering students the opportunity to further enhance their EBP skills through implementation of the EBP process in additional exploration of clinical questions. Emphasis is also placed on reflecting upon and examining how the clinical reasoning processes underlying EBP influence one's clinical decision-making and practice. (Prerequisite: OT 811)

Electives

Electives (12 credits required) Clinical practice areas of specialization or interest are offered for the practicing therapist. Students may choose from general practice, pediatric, or management specialty areas. Electives may be chosen (when offered) from the OT courses listed below, from several physical therapy courses listed below, or from any course offered by ATSU's School of Health Management. (See the School of Health Management for additional elective offerings.)

OT 833 Holistic School-Based Practice

This course holistically addresses OT practice in school systems settings. Topics include, but are not limited to, IDEA, ADA 504, psychosocial intervention, and transition planning.

OT 841 Issues in Pediatric Practice

Focus of study will be evaluation of the strengths and limitations of various treatment methods and modalities used in pediatric practice.

OT 842 Advances in Sensory Integration Theory and Practice

Focus of study will be the theoretical foundation, research, and current treatment methods of sensory integration theory and practice.

OT 843 Early Intervention: Working with Children 0-3 and Their Families

Overview of federal legislation involving the role of OT in early intervention will be discussed. Study will focus on OT programming in natural environments, family-centered practice, goal writing for the IFSP, and transition planning to preschool.

OT 844 Critical Thinking in Pediatric Intervention

This course will explore in depth the foundation, research efficacy, similarities, and differences among the theoretical frameworks commonly employed by occupational and physical therapists working with children in a variety of contexts. Students will evaluate best practice in clinical application with a variety of diagnoses.

OT 845 Application of Technology to Occupational Therapy Practice

Current technology utilized for occupational therapy practice and treatment of dysfunction. Use of computers, switches, software programs, adaptive equipment, diagnostic, medical, and environmental controls are explored.

OT 847 Issues in Geriatric Practice

This course holistically addresses issues and intervention practices with geriatric populations. Topics to be covered include, but are not limited to, occupations of the elderly, adaptations for healthy living, and mental health issues.

OT 849 Addressing the Needs of the Medically Fragile Child

The role of OT intervention in school and home environments for the medically fragile child is explored.

OT 850 Independent Study

Independent investigation of a topic of interest. Approval of independent study option is by the faculty and chair of the Department of Occupational Therapy.

OT 875 Special Topics in Occupational Therapy

Special topic colloquium the focus of which changes year to year, allowing for in-depth exploration of a particular content area of interest to the field of occupational therapy.

PT 806 Pharmacology

This course covers the administration, physiologic response, and adverse affects of drugs under normal and pathophysiologic conditions. Topics focus on the influence of drugs on therapy patient/client management.

HP 815 Health and Wellness

This course includes discussion on the theories of health and wellness, including motivational theory, locus of control, public health initiatives, and psycho-social, spiritual, and cultural considerations. Health risks, screening, and assessment considering epidemiological principles are emphasized. Risk reduction strategies for primary and secondary prevention, including programs for special populations are covered.

HP 843 Delivery Systems, Legislation and Regulation

This course includes discussion of delivery systems, legislation, and regulation, including measuring access to and outcomes of different healthcare delivery models, public health policy, political systems, reimbursement models, ethical issues, and advocacy to improve healthcare policy. Corporate/legal and regulatory factors, including liability, risk management, and regulation (state practice acts and various accrediting agencies such as JCAHO and CARF).

HP 835 Reimbursement Systems, Issues and Strategies

This course includes a review of different reimbursement systems in healthcare to include Medicare, Medicaid, fee-for-service, capitation, workers' compensation and contractual care. Issues in reimbursement and strategies for overcoming challenges of reimbursement in rehabilitation will be covered.

P 836 Business Planning

This course includes discussions on business planning, including strategic planning, financial management, personnel management, and physical resource management as it relates to the healthcare industry.

School of Health Management Courses:

For course offerings see the School of Health Management online at www.atsu.edu.

AMOT Capstone Experience

The *AMOT Capstone Experience* includes an integrating and culminating project that allows each student to explore an area of professional interest. Under supervision of AMOT faculty, each student develops and implements a project that exemplifies practice-based scholarship and furthers the profession's body of knowledge. The projects are completed over the course of a consecutive three quarter sequence and includes the involvement of the same cohort of peers throughout the overall three course sequence.

OT 880 AMOT Capstone Experience I

First course in a series of three for the M.S. in Advanced Occupational Therapy Studies Capstone Experience. During the first half of this course, students identify, develop, and articulate their ideas for their capstone terminal projects. During the second half of the course, students identify, locate, and review literature and other sources of information pertinent to their projects (that will provide a foundation for proceeding with the work they propose to do as their actual capstone project). (Pre-requisite: completion of at least 18 credits of the AMOT Program curriculum; permission of the AMOT Program Director)

OT 880 AMOT Capstone Experience II

Second course in a series of three for the M.S. in Advanced Occupational Therapy Capstone Experience. During this second part of the course sequence, students develop proposals for their capstone projects. Students also serve as "advisors" and reviewers of their peers' project proposals. (Pre-requisite: OT 880)

OT 880 AMOT Capstone Experience III

Third course in a series of three for the M.S. in Advanced Occupational Therapy Studies Capstone Experience. During this third part of the course sequence, students will implement their capstone projects, document their project experiences, produce final "products" or "artifacts" associated with their projects, write a paper about their project using *OT Practice* Author Guidelines and consider potential venues for future dissemination and publication. Students will also serve as "advisors" to their peers and reviewers of their peers' progress reports and summaries. (Pre-requisite: OT 881)

For further information pertaining to AMOT admissions policies and procedures, please visit us at www.atsu.edu.

Doctorate in Occupational Therapy (OTD) (Online, Post-professional Program)

The Doctorate in Occupational Therapy (OTD) Program is an online, post-professional degree program for occupational therapists wishing to develop and enhance skills in program development and evaluation, leadership, advocacy, and health promotion and wellness. The mission of the OTD Program is to enable occupational therapists to develop roles and skills beyond that of the therapist-clinician, to educate them to become practitioner-scholars who can translate knowledge (including cross-disciplinary theories and research) into practice and who are capable of serving as agents of change in new and expanded arenas. The primary focus of the curriculum is on program development and evaluation and the role of occupational therapy in prevention and in the promotion of health and wellness. In addition to coursework, program requirements include completion of a doctoral project and submission of a professional portfolio representing the attainment of core competencies.

The Curriculum

The program requires a minimum of 48 quarter credit hours beyond the Master's degree. Developed for the practicing occupational therapist, the program is designed to be completed in two years based upon a part-time plan of study and includes the following coursework requirements:

1. Occupational Therapy Doctoral Seminars (24 credits required)
2. Electives (8 credits required)
3. Doctoral Project (16 credits)

Requirements for Admission

1. A Master's degree or higher from a regionally accredited college or university. Applicants who have graduated from a non-US college or university must submit acceptable evidence of U.S. degree/course equivalency and must have foreign transcripts evaluated by an evaluation service specializing in foreign transcript evaluation. The evaluation must state that the transcript(s) reflect equivalency of a U.S. degree.
2. Initial certification as an Occupational Therapist from the National Board for Certification in Occupational Therapy (NBCOT). International applicants are eligible to apply, but must show proof of certification or eligibility to practice as an occupational therapist that is equivalent to OT certification and licensure in the United States and have earned an OT degree from an OT Program recognized by the World Federation of Occupational Therapy (WFOT).
3. Minimum cumulative GPA of 3.00 for all prior undergraduate and graduate level coursework and degrees completed; minimum Occupational Therapy Program GPA of 3.25 (on a 4.00 scale.)
4. An up-to-date Resume or Curriculum Vitae.
5. A "Letter of Intent" providing a description of why the ATSU OTD Program was chosen by the applicant and how the program aligns with the applicant's intended career goals. The Letter of Intent should be a minimum of 2 double-spaced pages and maximum of 4 pages in length and preferably will include a one paragraph description of a prevention/health promotion program the applicant might be interested in developing for a particular population.
6. Two letters of Reference – one from someone who can attest to the applicant's ability to be successful in doctoral level academic work (i.e., a former faculty member, academic advisor, or employer) and a second one from a reference who can attest to the quality of applicant's professional work as an occupational therapist.
7. Interview (conducted via phone) to identify the goodness-of-fit of the Program for the applicant.
8. Completion of all prerequisite coursework prior to program matriculation.
9. Official sealed transcripts from all institutions attended.
10. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T. Still University. Written and spoken proficiency in the English language may be demonstrated by one of the following two options.

Option 1: English is your first language.

Option 2: Submission of acceptable scores on the Test of English as a Foreign Language (TOEFL). Acceptable minimal scores for ASHS applications are: Paper based total score = 550 (Minimum of 57 on Reading Skills section; Minimum of 61 on Writing Skills section); Computer based total score = 213 (Minimum of 22 on Reading Skills section; Minimum of 26 on Writing Skills section); Internet based total score = 80 (Minimum of 22 on Reading Skills section; Minimum of 24 on Writing Skills section)

Degree Completion Requirements

The OTD Program is designed to be completed in two continuous years of part-time study. To earn the OTD Degree the student must:

1. Pass all courses with a minimum grade of “C”, and an overall cumulative GPA of 3.00 on a 4.0 scale;
2. Complete a doctoral project and a professional portfolio representing attainment of core competencies associated with the program;
3. Discharge all financial obligations to ATSU;
4. Submit an RSVP for the appropriate Commencement ceremony (found on the graduation website)
5. Ensure that the mailing address in CampusVue is current. This is the address where the diploma will be mailed.
6. Attending commencement is not required but highly recommended.
7. Complete all prescribed courses and electives as well as all other program requirements within seven years of matriculation into the program.

Program of Study

(*also see pre-requisite coursework and eligibility criteria at end of this document)

FIRST YEAR / Fall Quarter

OTDP 9300: OTD Seminar I -- The Role of OT in Health Promotion & Wellness (4 credits)

OTDP 9910: OT Doctoral Project I (2 credits)

FIRST YEAR/ Winter Quarter

OTDP 9400: OTD Seminar II - Program Development and Evaluation, Part I (4 credits)

OTDP 9920: OT Doctoral Project II (2 credits)

FIRST YEAR/ Spring Quarter

OTDP 9500: OTD Seminar III - Program Development and Evaluation, Part II (4 credits)

OTDP 9930: OT Doctoral Project III (2 credits)

FIRST YEAR/ Summer Quarter

Elective (4 credits)

OTDP 9940: OT Doctoral Project IV (2 credits)

SECOND YEAR/ Fall Quarter

OTDP 9600: OTD Seminar IV – Strategic and Financial Planning (4 credits)

OTDP 9950: OT Doctoral Project V (2 credits)

SECOND YEAR/ Winter Quarter

OTDP 9700: OTD Seminar V – Opportunities, Roles & Responsibilities in Leadership and Advocacy Arenas (4 credits)

OTDP 9960: OT Doctoral Project VI (2 credits)

SECOND YEAR/ Spring Quarter

OTDP 9800: OTD Seminar VI – Professional Writing and Dissemination of Practice-Based Scholarship (4 credits)

OTDP 9970: OT Doctoral Project VII (2 credits)

SECOND YEAR/ Summer Quarter

Elective (4 credits)

OTDP 9980: OT Doctoral Project VIII (2 credits)

Occupational Therapy Doctoral Seminars (24 credits required)

The doctoral level seminars in occupational therapy are core courses designed to provide the OTD student with a firm foundation in the role of occupational therapy in the area of prevention and health promotion and wellness and aim to develop skills in needs assessment, program planning, design, development and evaluation of occupation based programs, leadership and advocacy, and writing for publication. The following six, 4 quarter credit hour courses are all required and are designed to be *taken successively with a cohort group that enters once each year*:

OTDP 9300: OTD Seminar I -- The Role of OT in Health Promotion & Wellness

This course will explore the myriad of opportunities for OT's to influence the health and/or wellbeing of individuals and populations. Students will examine topics within public health and epidemiology while furthering their knowledge of OT's capacity to prevent disease, disability and activity limitations, and to promote health and participation. Upon completion of this course, students will be expected to identify a target population and/or an agency or community partner that could benefit from an occupation based health promotion and/or wellness initiative, and should have a proposed program idea that could be explored for further development. Includes a focus on literature from positive psychology and exploration of the relevancy of this body of work for occupational therapy practitioner-scholars. Co-requisite: OTDP 9910. (4 credits)

OTDP 9400: OTD Seminar II - Program Development and Evaluation, Part I

First course in a series of two on this topic, during this seminar, students will be exposed to different methods of conducting a needs assessment and how to use the information obtained from a needs assessment to plan for and develop a program for a specific targeted population. By the end of the course students will be expected to complete a needs assessment and plan a program relevant to meeting an identified need at their practice site or with a community partner. Pre-requisite: OTDP 9300. Co-requisite: OTDP 9920. (4 credits)

OTDP 9500: OTD Seminar III - Program Development and Evaluation, Part II

Second course in a series of two on this topic, during this seminar students will be introduced to and explore different methods of program evaluation and outcomes assessment. As part of the seminar, they will be expected to complete an IRB application to assess outcomes associated with a program they will develop. Pre-requisite: OTDP 9400. Co-requisite: OTDP 9930. (4 credits)

OTDP 9600: OTD Seminar IV – Strategic and Financial Planning

During this seminar, students will learn about the combined strategic and financial planning that is necessary to sustain a program's feasibility and long term viability. Through case study examples, students will examine the relationship between organizational and programmatic priorities and the allocation and deployment of resources. By the end of the course students will be able to create a business unit plan that includes a market analysis, budget (start-up and/or operational, as well as human resource and facility planning), financial projections, and measurement of performance in relation to expenditures. (4 credits)

OTDP 9700: OTD Seminar V – Opportunities, Roles & Responsibilities in Leadership and Advocacy Arenas

This course will explore avenues of leadership for the practicing occupational therapist, as well as teach advocacy skills needed to represent individual, community and population based concerns. Students will be exposed to verbal and written advocacy strategies necessary to influence current policy/legislation or that can be used for the development of new policies. At the end of the course students will demonstrate their ability to be a change agent in at least one of the following new roles: manager, supervisor, care coordinator, program developer, entrepreneur, consultant, advocate, mediator, policy infuser, liaison, community partner/organizer, or committee chair or officer in a professional organization or community group. In order to complete the OTD program, the student will be required to demonstrate one additional leadership role. (4 credits)

OTDP 9800: OTD Seminar VI – Professional Writing and Dissemination of Practice-Based Scholarship

Conducted using a writing workshop format, this course will focus on how to write a scholarly article from beginning to end, how to find appropriate publication avenues for scholarly writing and conference forums for dissemination of practice-based scholarship, how to prepare proposals for a presenting at conferences, and how to prepare presentations and posters. By the end of this course, students will be expected to submit a written article using author's guidelines from a peer-reviewed journal and a proposal for presenting at a suitable conference venue using "Call For Papers" guidelines. (4 credits)

Electives (8 credits required)

Students will be required to take 8 credits of electives in subject areas of interest to them and related to the overall intent and design of the OTD Program. Students will be able to select from the following course offerings, at least one of which will be scheduled for each summer. In addition, students may elect to pursue selected course offerings from ATSU School of Health Management Programs and/or the ATSU-ASHS Doctor of Health Sciences Program subject to respective program director permission as well as OTD Program advisor approval. Should the electives available at ATSU not match a students' needs and interests, a student may elect to take and transfer up to 8 credits of graduate level coursework from another regionally accredited institution, but is required to consult with his/her OTD Program advisor and obtain approval prior to pursuing this option.

OTDP 9010: Disabilities Studies

This course will focus on the experience of living with a disability from the perspective of those with disabilities. Includes reading of works written or otherwise authored by persons with disabilities and provides a historical perspective on the disability and independent living movements in the U.S. and internationally. The use of person-first language, the World Health Organization Classification of International Classification of Functioning, Disability and Health, principles of universal design, models of empowerment, strengths development, the value of collaboration, and promoting health and wellness within the disability community will be some of the topics addressed during this course. (4 credits) **Note: Open to all ATSU students.**

OTDP 9020: Organizational Behavior

Survey of theories about how individuals and groups act in organizations and the applicability of these to maximize activity participation, promote targeted behavior change and health related outcomes. Includes an examination of a strengths-based approach to leadership and management and a focus on identifying aspects of an organization's culture and how such cultural dimensions of organizations can influence leadership, communication, and group dynamics. (4 credits)

OTDP 9030: Policy Analysis

An introduction to policy analysis including the application of analytical techniques through case study examples, with a particular focus on selected health policies. (4 credits)

OTDP 9040: Scholarship of Teaching and Learning

Introduction to scholarly inquiry and dissemination aimed at promoting effective practices in teaching and learning. (4 credits)

Doctoral Project Course Sequence (16 credits required)

The OTD Program requires the completion of a Doctoral Project which entails an integral and interwoven set of learning experiences designed to promote students' development and refinement of skills in program design, development, implementation, evaluation, and dissemination of this work. The required course sequence includes eight (8) two (2) credit courses that are taken over the duration of the student's progression through the OTD Program.* The student must complete all the assigned tasks of each course to enroll in each subsequent course in the series.** Optimally, a student will proceed through the Doctoral Project sequence of eight courses with the peer cohort group the student started the OTD Program with so as to benefit from the peer support and review process that will be built into the design of each of the courses in this sequence.

OTDP 9910: OT Doctoral Project I

Introduction to and comparison of forms of scholarship with particular emphasis on practice-based scholarship. Students will be expected to identify a theoretical body of work or conceptual framework and examine how this work applies to some aspect of their present or future practice area of interest. Co-requisite: OTDP 9300. (2 credits)

OTDP 9920: OT Doctoral Project II

Building upon OT 9910, students will identify a project idea and conduct a review of literature incorporating works from within and outside the body of OT literature. During this second course in the OTD Project sequence, students collaborate with the course instructor to identify an OTD project advisor (who must be selected from a designated list of OT Department Faculty) and a project mentor from outside the OT Department (might come from other departments or schools within the university or from the community). Pre-requisite: OTDP 9910. Co-requisite: OTDP 9400. (2 credits)

OTDP 9930: OT Doctoral Project III

Students work with their project advisors and project mentors to develop a full proposal treatment for the project idea approved by their primary OTD Project advisors. Pre-requisite: OTDP 9920. Co-requisite: OTDP 9500. (2 credits)

OTDP 9940: OT Doctoral Project IV

Upon completion of their OTD Project proposals, students submit and defend their proposal to their OTD Project Committee (consisting of their OT 9910 course instructor, their primary project advisor and their project mentor). Following Committee approval, students complete and submit an IRB application to the ATSU-Mesa IRB committee as appropriate. Pre-requisite: OT 9930 and OTDP 9500.** (2 credits)

OTDP 9950: OT Doctoral Project V

Following their successful proposal defense and IRB submission, students enter the implementation phase of their OTD Projects, identifying at the beginning of the quarter the end point they intend to achieve. Students are required to provide progress reports to and receive feedback from their Project Advisors and Mentors at least 2-3 times during the quarter. Pre-requisite: OTDP 9940.** (2 credits)

OTDP 9960: OT Doctoral Project VI

Students continue with and complete the implementation phase of their OTD Projects. Students are required to provide progress reports to and receive feedback from their Project Advisors and Mentors at least 2-3 times during the quarter. Pre-requisite: OTDP 9950. (2 credits)

OTDP 9970: OT Doctoral Project VII

Students will complete their program evaluations and document their results, completing at least a full first draft of an article for future publication as per author guidelines for a peer reviewed (online or print) journal and a proposal for a conference submission. Pre-requisite: OTDP 9960. Co-requisite or pre-requisite: OTDP 9800 (2 credits)

OTDP 9980: OT Doctoral Project VIII

Upon completion of their coursework and all their OTD Project requirements, students formally petition to present and defend their projects to their Project Committee members and an additional outside reviewer. Upon their successful defense, they will be invited to present their projects to their peers in an online or in person conference forum.** (2 credits)

**Should a student in the OTD Program be unable to complete the requirements for OTDP 9940 or OTDP 9980 by the end of the quarter in which it is taken, the student will be given an incomplete for the course, will have one additional quarter to complete the associated tasks required, and will also be required to register for the following coursework. (Note: the specific number of additional credits required will be determined on a case-by-case basis, upon the recommendation of the student's doctoral project advisor and/or committee.)

OTDP 9941: OT Doctoral Project Proposal Completion

Additional research and study required to complete and defend the OTD Project Proposal and/or obtain IRB approval. (1-4 credits; amount of credits to be determined by Project Advisor and/or Doctoral Committee) Note: In the event a student receives an “Incomplete Pass” grade for OTDP 9940 and is required to register for OTDP 9941 for 1-4 credits, the student will be allowed to continue on into the 2nd year of the OTD Project sequence at the discretion of the student’s Project Advisor and/or Committee.

OTDP 9981: OT Doctoral Project Completion

Additional research and study required to complete and defend the OTD Project. (1-4 credits; amount of credits to be determined by Project Advisor and/or Doctoral Committee)

*Pre-requisite course work and eligibility criteria for the OTD Program:

1. Completion of an entry-level OT program with NBCOT certification (or completion of WFOT recognized OT Program (at the time of graduation) and international equivalent of NBCOT certification and/or licensure to practice OT)
2. Completion of Masters Degree or higher (or international equivalent)
3. For applicants graduating from Masters Degree Programs other than the ATSU-ASHS OT Program or AMOT Program, completion of the following *graduate* level courses (or the equivalent) with a grade of B (3.00) or better on a 4.00 scale:
 - Evidence Based Practice (minimum of 3 quarter credit hours; e.g. OT 811)
 - Research Designs & Methods (minimum of 3 quarter credit hours; e.g. OT 807 or HS 522)
 - Statistics (minimum of 3 quarter credit hours; e.g. OT 808 or HS 532]

Transitional Doctor of Physical Therapy

Transitional Online Learning

The transitional Doctor of Physical Therapy (tDPT) program is designed for practicing physical therapists already holding a bachelors or masters degree who wish to enhance their skills and professional status. The length of each student's plan of study depends upon their current level of education, experience, and skills as determined by an evaluation based on an extensive portfolio.

Application Deadline

Transitional Doctor of Physical Therapy (tDPT) applications may be submitted at any time during the academic year and are processed on a rolling admissions basis. Applications are processed routinely to ensure that all class openings are filled for the beginning of each quarter.

Admission Requirements

Applicants accepted for admission must demonstrate the following prior to enrollment:

1. Bachelor's degree or higher in physical therapy from a regionally accredited college or university. Applicants who have graduated from a university outside the United States must provide an official physical therapy degree equivalency evaluation for admission. The evaluation report must state the physical therapy degree earned abroad is equivalent to the physical therapy degree in the United States. The evaluation will be paid for by the prospective student. The following are the only credentialing agencies accepted by the tDPT program in determining degree equivalency:
 - Foreign Credentialing Commission on Physical Therapy (FCCPT) <http://www.fccpt.org/>
 - International Consultants of Delaware (ICD) <http://www.icdeval.com/>
 - International Education Research Foundation, (IERF) <http://www.ierf.org/>
 - World Education Services (WES) <http://www.wes.org/>
 - International Credentialing Associates (ICA) <http://www.icaworld.com>
2. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T. Still University (See University policy on English proficiency requirement.);
3. Licensure as a physical therapist in one of the 50 United States, the District of Columbia, US Virgin Islands or Puerto Rico;
4. Minimum physical therapy professional program grade point average of 2.70 (on a 4.0 scale);
5. Official transcripts from all institutions attended;
6. Expanded portfolio;
7. Recommendation letters from three professional colleagues.

Degree Completion Requirements

The transitional Doctor of Physical Therapy program is a 1 - 3 year degree program dependent upon the individual plan of study. To earn the Doctor of Physical Therapy degree in the transitional program, the student must:

1. Complete all prescribed didactic and clinical courses and the capstone project (if required);
2. Pass all courses with a minimum grade of 'C' and maintain a 2.70 grade point average (on a 4.0 scale);
3. Discharge all financial obligations to ATSU;
4. Ensure that the mailing address in CampusVue is current. This is the address where the diploma will be mailed.
5. Attending commencement is not required but highly recommended.

Curriculum Overview

The curriculum offers a full spectrum of educational opportunities whose content meets or exceeds that described by the American Physical Therapy Association's (APTA) Preferred Curricular Guide for the tDPT Program. We offer many courses including, but not limited to, differential diagnosis, radiology and imaging, evidence-based practice, and pharmacology.

Course Descriptions

HP805 tDPT Foundations

This course provides detailed instruction on the use of Blackboard Campus Edition course platform, and an introduction to academic scholarly writing with proper APA formatting, including referencing/citation. An introduction to online literature searches using various medical databases is also taught in this course. *(1 credit)*

PT 801 Neuromuscular Physical Therapy

This course is designed to update the practicing physical therapist in current theory and issues underlying assessment and treatment of the adult patient with neurological injury/disease. Principles of motor control and motor learning will be studied. Normal posture control will also be covered. Current principles, tools, and strategies for assessment and treatment of impairments and functional limitations for individuals with specific neurological diagnoses will be covered, including pathologies of brain injury/disease, spinal cord injury/disease, vestibular pathology, Parkinson's disease, Multiple Sclerosis, Guillain-Barre Syndrome and Post-Polio Syndrome. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(3 credits)*

PT 802 Musculoskeletal Physical Therapy

This course includes an updated study of normal and abnormal structures and function of the musculoskeletal system and pathological alterations of structure and function including diagnostic tests and measurements. This course discusses changes in treatment philosophy in recent years as well as relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with musculoskeletal disorders. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area including contemporary and traditional rehabilitation interventions with current medical-surgical management of patients. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(3 credits)*

PT 803 Cardiovascular and Pulmonary Physical Therapy

This course includes a study of normal and abnormal structures and function of the cardiovascular, pulmonary, and lymphatic systems. Pathological alterations of structure and function including current diagnostic tests and measurements are included. This course discusses relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with cardiovascular and pulmonary disorders. The use of evidence-based physical therapy interventions for cardiovascular and pulmonary conditions is emphasized. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(3 credits)*

PT 804 Integumentary Physical Therapy

This course includes a study of normal and abnormal structures and function of the integumentary system and pathological alterations of structure and function including diagnostic tests and measurements. This course discusses the updated philosophy of physical therapy interventions for integumentary conditions. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(2 credits)*

PT 806 Pharmacology

This class is a study of basic pharmacological concepts as applied to physical therapy patient management. The major classes of drugs seen in physical therapy practice settings are covered. Application of pharmacology concepts to the practice of physical therapy will also be included. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(3 credits)*

PT 807 Radiology and Imaging

This course includes the study of the common diagnostic and therapeutic imaging studies such as radiographs, CAT, MRI, and musculoskeletal imaging. Students will become aware of the indications and implications of commonly used diagnostic imaging tests as they pertain to patient/client management. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(3 credits)*

HP 808 Statistics

The statistics introduced in this course are the common descriptive statistics found in the health care literature. This course covers the basic knowledge necessary for understanding and interpreting basic statistics. Basic statistics including central tendency, probability, percentile ranks, confidence intervals, and interpretation of results are covered in this course. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations . (3 credits)

HP 809 Quantitative Research Methods and Designs

This course includes discussion on basic quantitative methods and designs, including concepts of reliability and validity, interpretation of inferential statistics related to research designs, correlational statistics & designs, intraclass correlation coefficients, and critical appraisal of the literature. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations and HP808 Statistics. (3 credits)

HP 811 Evidence-Based Practice in Physical Therapy 1

Evidence-based, clinical decision-making skills are covered in this course including locating and accessing sources of evidence, evaluating levels of evidence, applying evidence to clinical practice and integrating evidence, patient values and preferences and clinical experiences. This course is designed to provide the practicing therapist with knowledge and skills in critical inquiry including review and analysis of articles and writings in professional and medical journals and books. Literature review and data collection methods for professional literature will be included. Introduction to theory and use of evidence-based research in health care is discussed. Basic theories and practices of evidence-based practice will be applied to both acute and rehabilitation settings. Current health care research findings will be applied to diagnoses and interventions common to physical therapists. Participants will incorporate prior experience and knowledge in applying this topic to the delivery of physical therapy services in diverse settings. Students learn skills to locate and organize evidence using research databases. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. (2 credits)

HP 812 Evidence-Based Practice 2

The skills needed for evidence-based practice are covered in this course to provide practicing physical therapists with key skills to incorporate evidence based techniques into daily practice. Students will search professional literature, locate articles to address their clinical questions and critically appraise articles examining issues such as the level of evidence, applicability to the clinical question, statistical concerns, bias, and validity. The literature reviews and article analysis will include topics related to screening and diagnostic tests, prognosis, clinical trials, interventions, systematic reviews, meta-analysis and clinical practice guidelines that would be applicable to various physical therapy practice settings. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations, HP808 Statistics, HP809 Quantitative Research and HP811 Evidence Based Practice 1 (3 credits)

HP 813 Educational Theory and Practices

Teaching and learning theory, including discussions of teaching and learning as it applies to patients, clinical experiences, and formal educational settings are discussed. Evaluation and program development of educational components of practice are covered. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. (2 credits)

HP 814 Issues in Diverse Populations and Settings

Communication and cultural competencies, including principles of professional communication of cultural competencies, conflict resolution, negotiation skills, networking and awareness of cultural differences are studied in this course. Students will study practice settings and patient/client groups from diverse populations, rural, and urban settings for their impact of healthcare. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. (3 credits)

HP 815 Health and Wellness

This course includes discussion on the theories of health and wellness, including motivational theory, locus of control, public health initiatives, and psychosocial, spiritual, and cultural considerations. Health risks, screening, and assessment considering epidemiological principles are emphasized. Risk reduction strategies for primary and secondary prevention, including programs for special populations are covered. The role of the physical therapist in prevention and wellness is stressed. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(2 credits)*

PT 818 Professional Practice

This course begins with a study of the history of the physical therapy profession and the American Physical Therapy Association. The course also includes information on the elements of Vision 2020 including: Doctor of Physical Therapy, Professionalism, Autonomy, Direct Access, Evidence-Based Practice, and Practitioner of Choice. Other topics in this course include: The Five Roles of The Physical Therapist; Ethics; Professional Development, Competence, and Expertise; Patient-Centered Care; and Social Justice Issues. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(3 credits)*

PT 819 Differential Diagnosis and Screening for Medical Conditions

This course reviews information related to differential diagnosis of the major body systems including cardiovascular, pulmonary, hematological, gastrointestinal, renal and urinary, hepatic and biliary, endocrine, and immune systems. In addition, the student will be introduced to the concept of differential screening in physical therapy and an in-depth analysis of the interviewing process. This course is taught with the assumption that physical therapists function in an environment of direct access to physical therapy services. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(3 credits)*

PT 825 Extremity Manual Therapy

This course covers the theory and techniques of manual therapeutics as applied to the upper and lower extremities. This course covers clinical case presentations, theory and use of mobilization techniques, and online lab demonstrations on performing joint mobilization of all the extremity joints. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(3 credits)*

PT 826 Spinal Manual Therapy

This course covers the theory and application of evaluation and treatment techniques to spinal conditions. Included in this course will be evaluation and treatment of spinal dysfunctions, spinal manual therapeutics, and spinal stabilization exercises. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(3 credits)*

PT 828 Pediatric Physical Therapy

This course covers the topics of normal and abnormal motor development; clinical assessment, clinical reasoning, and evidence-based practice in pediatrics; medical management of spasticity in children, pediatric disorders including cerebral palsy, myelodysplasia, Down Syndrome, muscular dystrophy, developmental coordination disorder, brachial plexus injuries, congenital muscular torticollis, various orthopedic disorders, childhood sports injuries; important factors in lower extremity bracing, assistive technology in pediatrics, adults with developmental disabilities, and fitness issues in children with and without special needs. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(3 credits)*

PT 830 Geriatrics

This course discusses relevant tests and measures for determining impairment and differentiating the diagnosis based on the specificity and sensitivity of the assessment instrument(s) as related to patients with geriatric disorders. The use of evidence-based physical therapy interventions for geriatric conditions will be emphasized. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving technology in this area. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(2 credits)*

PT 831 Gender Healthcare in Physical Therapy

The course discusses gender-specific health care issues including care and treatment of pelvic pain, incontinence, female athlete triad, testicular cancer, menopause, osteoporosis, prostate disease, pre and post-partum exercise, breast health and lymphedema. Topics will focus on analyzing and comparing contemporary and traditional interventions and the impact of evolving knowledge in this area. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(2 credits)*

HP 834 Delivery Systems, Legislation and Regulation

This course includes discussion of delivery systems, legislation, and regulation, including measuring access to and outcomes of different healthcare delivery models, public health policy, political systems, reimbursement models, ethical issues, and advocacy to improve healthcare policy. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations

HP 835 Reimbursement Systems, Issues, and Strategies

This course offers an introduction to provider reimbursement, focusing on criteria for establishing internal systems that meet governmental expectations regarding Medicare compliance, HIPAA anti-fraud regulations and Stark rules. Students will briefly survey the history of managed care and learn about the current managed care landscape. Students will also be introduced to the basic auditing practices and procedural guidelines for billing Medicare. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(2 credits)*

HP 836 Business Planning

This course includes discussions on business planning, including strategic planning, financial management, personnel management, and physical resource management as it relates to the healthcare industry. A focus on the physical therapist as a professional corporation will be included. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations. *(2 credits)*

PT 838 Capstone Project

The capstone project is an integration of the many course experiences the student has been exposed during their matriculation as a student. The capstone project provides each student with an opportunity to demonstrate his or her knowledge and skills in an Evidence-in-Practice project. The final product for the course is a manuscript, which is scrutinized in the same fashion as a submission of manuscript to a journal. This is the final course taken in our curriculum. Prerequisite: HP800 Medical Informatics or HP805 tDPT Foundations, HP808 Statistics, HP809 Quantitative Research, HP811 Evidence Based Practice 1 and HP812 Evidence Based Practice 2. *(3 credits)*

Orthopedic Physical Therapy Residency

Program Description

This residency program is a post-professional curriculum designed to elevate the clinical skills and knowledge from a general practitioner to that of a clinical specialist in orthopedic physical therapy. Upon completion of the residency program the resident will be prepared to take the Orthopedic Board Certification exam with the American Physical Therapy Association and practice patient-centered evidence-based orthopedic physical therapy at the competence level of an orthopedic clinical specialist.

All residents must be practicing physical therapy in a clinical setting with a wide variety of patients with orthopedic musculoskeletal conditions. In addition to the varied caseload, a second requirement for all residents is that they identify a physical therapy mentor. The mentor must: 1) have a minimum of five years of clinical practice in orthopedic physical therapy and 2) be willing to mentor the resident a minimum of two and a half hours per week. Mentoring for each resident is an organized collaboration between the “site mentor” and core University faculty. The curriculum also includes online coursework, weekly virtual rounds, weekend continuing education conferences and more. A panel of expert clinicians is available to consult with about patient care during the residency program. The resident will also shadow these expert clinicians as part of the clinical education experience.

The residency program is designed for one on one mentoring and instruction.

Admission Requirements

- Unrestricted license in physical therapy in one of the fifty states, eligible for license in Arizona to practice physical therapy before matriculation (Arizona license required for residency clinical experiences).
- Graduation from a CAPTE (Commission on Accreditation of Physical Therapy Education) physical therapy program.
- Submission of Application to the residency program

Application Deadline

June 15 of each year

Completion Requirements

- Satisfactory completion of each learning module completing directed learning activities, and passing didactic and laboratory assessments
- Complete a minimum of 150 hours of one-on-one mentoring physical therapy treatment sessions with patients with orthopedic impairments
- Discharge all financial obligations to A.T. Still University

General Curriculum Overview

The curriculum delivery is blended with online resources, directed learning activities, clinical mentoring, and laboratory practical course work. The program has been developed to accommodate the full time working individual who is currently seeing patients in an outpatient clinical setting. The program is 12 months in duration, and will be delivered in eight learning modules.

Each module will include content from the “Orthopedic Physical Therapy Description of Specialty Practice” on examination, evaluation, diagnosis, prognosis, intervention, and treatment outcomes for common musculoskeletal conditions. Developing patient centered evidence-based practice will be the focus of each module.

Course Descriptions

Fall Quarter

PT 772 Clinical Reasoning and Evidence-based Practice

This course will provide the fundamental bases for the courses to follow. The primary goal of the course will be to develop an understanding of the clinical reasoning and clinical decision-making process and foster the resident's development of these skills. The clinical reasoning process in this course and all succeeding courses includes meta-cognitive analysis of both clinical success and error in patient management. Models of clinical reasoning will be explored and emphasis will be placed on the International Classification of Functioning, Disability and Health and the developing evidence-based practice guidelines developed by the orthopedic section of the American Physical Therapy Association. Residents will be required to develop and present case studies demonstrating their developing clinical reasoning skills and understanding of evolving of evidence in practice management of common musculoskeletal conditions.

PT 776 Lumbo-Pelvic Region: Physical Therapy Patient Management Utilizing Current Evidence

This course will provide an in depth review of current practice management concepts with patients with functional impairments in the lumbo-pelvic region. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

Winter Quarter

PT 773 Cervical and Thoracic Spinal Regions: Physical Therapy Patient Management Utilizing Current Evidence

This course will provide an in depth review of current practice management concepts with patients with functional impairments in the cervical and thoracic spinal regions. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

Spring Quarter

PT 777 Hip: Physical Therapy Patient Management Utilizing Current Evidence

This course will provide an in depth review of current practice management concepts with patients with functional impairments in the hip region. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

PT 774 Shoulder Complex: Physical Therapy Patient Management Utilizing Current Evidence

This course will provide an in depth review of current practice management concepts with patients with functional impairments in the shoulder region. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

PT 778 Knee: Physical Therapy Patient Management Utilizing Current Evidence

This course will provide an in depth review of current practice management concepts with patients with functional impairments in the knee region. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

PT 779 Foot and Ankle: Physical Therapy Patient Management Utilizing Current Evidence

This course will provide an in depth review of current practice management concepts with patients with functional impairments in the foot and ankle regions. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

Summer Quarter**Fall Quarter****PT 775 Elbow, Wrist, and Hand: Physical Therapy Patient Management Utilizing Current Evidence**

This course will provide an in depth review of current practice management concepts with patients with functional impairments in the elbow wrist, and hand regions. Evidence based orthopedic physical therapy theory and practice will be developed through clinical and laboratory experiences. Clinical reasoning skills will continue to be developed applying clinical reasoning and evidence based practice principles in these body regions. A strong emphasis will be placed on applying new theoretic knowledge and clinical skills to direct patient care in the clinic throughout each module.

Master of Science in Advanced Physician Assistant Studies

The Department of Physician Assistant Studies offers a Master of Science degree via distance education for postgraduate PAs. The graduate physician assistant may take one or two years to complete the program. Physician assistants choose one of two specialty concentrations: *Education/Leadership* or *Clinical Medicine*. Courses within each concentration augment the existing skill set of the practicing PA. A bachelor's equivalency admission option is available (additional admission requirements apply; contact the Admissions Department for details).

Application Deadlines

Students are accepted into the Advanced Physician Assistant Studies program each quarter. Application deadlines are eight weeks prior to the start of each quarter.

Admission Requirements

Applicants accepted for admission must demonstrate the following prior to enrollment:

1. An earned bachelor's degree from a regionally accredited college or university, or qualify under the Bachelor's Equivalency Admission Option;
2. Graduation from an accredited Physician Assistant (PA) program;
3. A minimum overall undergraduate cumulative GPA of 2.50 on a 4.0 scale;
4. Submission of a curriculum vitae or a detailed personal resume.

Degree Completion Requirements

To earn the Master of Science in Advanced Physician Assistant Studies, the student must:

1. Complete all prescribed didactic and clinical courses;
2. Pass all courses with a minimum grade of 'C' and all comprehensive exams when applicable;
3. Discharge all financial obligations to ATSU;
4. Submit an RSVP for the appropriate Commencement ceremony (found on the graduation website)
5. Ensure that the mailing address in CampusVue is current. This is the address where the diploma will be mailed.
6. Attending commencement is not required but highly recommended.

Curriculum Overview

Clinical Medicine Concentration

Required Courses

	Credit Hours
APA 620 Clinical Medicine I	4
APA 621 Clinical Medicine II	4
APA 622 Clinical Medicine III	4
APA 623 Clinical Medicine IV	4
APA 660 Clinical Practice I	2
APA 661 Clinical Practice II	2
APA 662 Clinical Practice III	2
APA 663 Clinical Practice IV	2

Elective Courses (students select four)

APA 501 Healthcare Delivery Systems	4
APA 503 Ethical Issues in PA Practice	4
APA 505 PA Professional Practice Issues	4
APA 506 Evidence-based Medicine	4
APA 507 Medical Writing	4

Education / Leadership Concentration

Courses		Credit Hours
APA 506A	Evidence-based Medicine for Educators	5
APA 507A	Medical Writing for Educators	5
APA 630	Curriculum Development & Implementation	5
APA 631	Leadership & Administrative Issues in Education	5
APA 632	Educational Concepts	5
APA 633	Assessment & Evaluation	5
APA 634	Theories of Professional Expertise	5
APA 637	Technology in Education	5

Course Descriptions

Clinical Medicine Concentration

APA 501 Healthcare Delivery Systems

This course will survey the U.S. healthcare delivery system and review financial issues. Particular focus will be on issues that directly affect the practicing physician assistant. The student will undertake an in-depth review of managed care, reimbursement and economic/financial issues.

APA 503 Ethical Issues in PA Practice

In this advanced intensive course, the student will review, analyze, and study the theories and themes of medical bioethics. Emphasis is on the role of the practicing physician assistant in the integration of practice with use of case study discussions.

APA 505 PA Professional Practice Issues

This course is a review, discussion, and analysis of the issues that face the practicing physician assistant. The student will learn about the future of the PA profession, including economic trends, reimbursement, nonclinical roles, and legal issues.

APA 506 Evidence-Based Medicine

This course introduces students to the concepts of evidence-based medicine and medical research design, while stressing the examination of the best available evidence as a basis for clinical decision-making. The student learns to construct well-built clinical questions and to perform medical literature searches that yield evidence-based results. Methods for critically appraising the medical literature are emphasized throughout the course, as well as strategies for maintaining medical knowledge.

APA 507 Medical Writing

This course is designed to provide the practicing healthcare provider with knowledge and skills in medical writing such as articles for biomedical journals, case reports, reports of clinical studies, review articles, editorials, and book reviews. Topics include: the writing process, writing technique, common writing problems, choosing the right journal, and working with journal editors and reviewers.

APA 620, 621, 622, 623 Clinical Medicine

These are advanced clinical courses designed to augment and update existing clinical skills and knowledge of the physician assistant. Upon completing these courses, students will understand and be able to clinically apply advanced principles of evaluation, diagnosis, and management consistent with the physician assistant scope of practice. Evaluation of advanced case studies and discussions highlight this area of concentration.

APA 660, 661, 662, 663 Clinical Practice

Students must complete 400 hours (usually 100 hours/quarter) of clinical practice to complete the program. Normally, this will be the PA's current practice setting. This experience is documented by completing clinical practice and time logs.

Education/ Leadership Concentration

APA 506A Evidence-Based Medicine for Educators

This course introduces students to the concepts and techniques of teaching evidence-based medicine and medical research design, while stressing the examination of the best available evidence as a basis for clinical decision-making. The student learns to construct well-built clinical questions and to perform medical literature searches that yield evidence-based results. Methods for critically appraising the medical literature are emphasized throughout the course, as well as, strategies for maintaining medical knowledge. In addition to completing the requirements for APA-506, this course will stress the teaching of EBM for clinical decision-making. The student will design teaching modules based on material in the APA-506 course.

APA 507A Medical Writing for Educators

This course is designed to provide the practicing healthcare provider with knowledge and skills in medical writing such as articles for biomedical journals, case reports, reports of clinical studies, review articles, editorials, and book reviews. Topics include: the writing process, writing technique, common writing problems, choosing the right journal, and working with journal editors and reviewers. Students also investigate a chosen research topic through the development of a research proposal. In addition to completing the requirements for APA-507, the student will create an effective learning presentation based on the topic they researched and wrote about throughout the course.

APA 630 Curriculum Development and Implementation

Students explore topics such as: course goals and learning objectives, developing a syllabus, instructional design models, instructional delivery methods and evaluation tools. Other topics covered include: developing a course rationale, refining intended learning outcomes, forming and organizing units of a course, developing general teaching strategies, and planning course evaluations.

APA 631 Leadership and Administrative Issues in Higher Education

This course is designed to provide the student with an introduction to the organization and management of health professions programs and to assist the student with developing skills necessary to contribute to the successful administration of a program. Students explore a variety of current topics in higher education, specifically related to PA or other health professions education. Topics covered include: academic law, understanding organizational structure in higher education, faculty - administration, contracts, academic rank & tenure, and budget. Students analyze case studies covering the following: academic dishonesty, remediation, the problem student, and instructor/student relationships.

APA 632 Educational Concepts

This course is an introduction to educational concepts. Students gain an understanding of educational philosophy, major learning style theories and their application within educational practice. Students will identify their predominant learning and teaching styles and explore how to incorporate various strategies to improve teaching effectiveness. This course examines the use of instructional design models to create materials that focus on the needs of learners in the health professions. Topics covered include: adult learning theories, pedagogy versus Andragogy, cooperative learning, assessment and evaluation.

APA 633 Assessment & Evaluation

Student assessment and program evaluation are central to curriculum design. Student assessment seeks to determine how effectively students have learned content and skills. Program evaluation provides evidence of whether the instructional unit, program or course has been effective. This course will address these two topics. Students learn about educational assessment models and explore issues and trends in assessment and evaluation that may shape curriculum design. Other topics include testing & student assessment, program evaluation, and issues & trends in educational assessment and evaluation.

APA 634 Current Topics in Education

This course presents a broad exploration of contemporary issues influencing higher education with an emphasis on medical education. Expertise will be fostered by exploring selected issues and trends in medical education and education as a whole. The student, whether new to academia or a veteran health professions educator, will expand their knowledge of critical issues confronting health educators through the course content.

APA 637 Technology in Education

This course is designed to provide the student with an introduction to educational technology in the traditional and online education classroom. The course will also assist with developing skills in use and application of various educational technologies to meet instructional needs. Topics covered include: using technology in the classroom, investigation of educational administrative software, and online education.

Doctor of Athletic Training

The Doctor of Athletic Training (DAT) program is post-professional distance learning program with a one-week on-campus Winter Institute culminating in a Doctor of Athletic Training Degree. Didactic coursework in advanced areas of study can be planned to allow students to complete the program in three or four years. The DAT program is designed for state licensed and/or athletic trainers certified by the Board of Certification (BOC), or individuals who have met eligibility requirements to sit for the BOC certification examination prior to matriculation. Courses are designed with an emphasis on academic rigor, advancement of clinical practice, and an applied research experience. Faculty and staff work closely with students to develop the professional attitudes and clinical problem-solving skills necessary for optimum patient care.

Application Deadline

Applications for the DAT program may be submitted at any time during the academic year to Online Admissions. The program has four intakes per year, July, September, January and March. All application materials must be submitted no later than 2 months prior to the start of a course block.

Admissions Requirements

The DAT program will admit athletic training professionals with diverse professional and personal experiences who have demonstrated capacity to pursue a rigorous course of graduate study. Prospective students will be selected by considering the overall qualities of the applicant through application content, academic record, and prior experience. Candidates accepted for admission must demonstrate and/or submit documentation of the following prior to matriculation:

1. Candidates accepted for admission to the DAT program will have earned a masters or higher degree from a regionally accredited institution. Applicants must provide official transcripts from all educational institutions attended where a degree was conferred.
2. Applicants to the Athletic Training Program must demonstrate Board of Certification (BOC) certification as an athletic trainer. Verification of progress toward completion of all eligibility requirements to sit for the BOC certification examination will be accepted at the time of application, but BOC certification must be verified prior to matriculation.
3. Students must demonstrate proof of state licensure (if required in your current state of residence). A photocopy of a current state license is acceptable.
4. Candidates must have achieved a minimum overall graduate cumulative GPA of 3.0 (on a 4.0 scale).
5. Official recommendation forms must be completed by: 1) academic advisor, professor, employer, family friend or minister, and 2) a health care professional. A formal letter of recommendation must accompany each form. Letters from an educational consulting service will not qualify. Letters of reference must be submitted for each application year.
6. Candidates are expected to be computer literate and experienced in word processing. All curricula require extensive computer usage. Accepted applicants are required to have a personal computer prior to matriculation and have access to a high-speed Internet connection.
7. Candidates must submit an application form.
8. GRE scores are not required for admission to the DAT.
9. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T Still University.

Degree Completion Requirements

To earn a Doctor of Athletic Training degree, all students must:

- Complete all prescribed and elected courses within seven years of commencing the program
- Maintain a minimum overall GPA of 3.0*;
- Complete with a passing grade ("C" or better) all prescribed courses and clinical rotations;
- Obtain final applied research project approval documenting completion of all applied research project requirements;
- Discharge all financial obligations to ASHS-ATSU;
- File all necessary graduation forms with the ATSU Registrar's Office, 800 West Jefferson St., Kirksville, MO 63501; (800) 626-5266 Ext. 2356;

*The U.S. Department of Education requires that all students receiving federal financial assistance must meet and maintain satisfactory academic progress, which is defined as minimum GPA of a 2.0 on a 4.0 scale.

2014 - 2015		
BLOCK	START	END
FAB1	7/14/14	9/21/14
FAB2	9/29/14	12/14/14
Break	11/24/14	11/30/14
SPB1	1/5/15	3/15/15
SPB2	3/23/15	5/31/14
2015-2016		
BLOCK	START	END
FAB1	7/13/15	9/20/15
FAB2	9/28/15	12/13/15
Break	11/23/15	11/29/15
SPB1	1/4/16	3/13/16
SPB2	3/21/16	5/29/16
2016-2017		
BLOCK	START	END
FAB1	7/18/16	9/25/16
FAB2	10/3/16	12/18/16
Break	11/21/16	11/27/16
SPB1	1/2/17	3/12/17
SPB2	3/20/17	5/28/17
2017-2018		
BLOCK	START	END
FAB1	7/17/17	9/24/17
FAB2	10/2/17	12/17/17
Break	11/20/17	11/26/17
SPB1	2/8/18	3/18/18
SPB2	3/26/18	6/3/18
2018-2019		
BLOCK	START	END
FAB1	7/16/18	9/23/18
FAB2	10/1/18	12/16/18
Break	11/19/18	11/25/18
SPB1	1/7/19	3/17/19
SPB2	3/25/19	6/2/19
2019-2020		
BLOCK	START	END
FAB1	7/15/19	9/22/19
FAB2	9/30/19	12/15/19
Break	11/25/19	12/1/19
SPB1	1/6/20	3/15/20
SPB2	3/23/20	5/31/20

However, the AT student is advised that the AT Program degree completion requirements presented above include a GPA standard that is more rigorous. Failure to maintain the minimum AT Program GPA of 3.0 will constitute a violation of program *Standards of Academic Performance*.

Curriculum

DAT Curriculum Overview		QTR HRS
Clinical Decision Making Foundation (see below)		15
Orthopaedic Rehabilitation Foundation (see below)		12
Leadership Foundation (see below)		14
Applied Research Foundation (see below)		29
TOTAL PROGRAM CREDIT HOURS		70

DAT	Clinical Decision Making Foundation	QTR HRS
ATRN 7110	Quality Improvement and Patient Safety* (C)(M)	3
ATRN 7120	Evidence-Based Practice* (C) (M)	3
ATRN 7130	Patient-Oriented Outcomes* (C) (M)	3
ATRN 7140	Health Information Technology* (C)	3
TOTAL FOUNDATION CREDIT HOURS		15

DAT	Orthopaedic Rehabilitation Foundation	QTR HRS
ATRN 7210	Foundations of Orthopaedic Basic Science*	3
ATRN 7220	Surgical Considerations for Orthopaedic Rehabilitation*	3
ATRN 7230	Assessment of Movement Dysfunction	3
ATRN 7240	Corrective Techniques for Movement Dysfunction	3
TOTAL FOUNDATION CREDIT HOURS		12

DAT	Leadership Foundation	QTR HRS
ATRN 8110	Comparative Effectiveness in Athletic Training*	3
ATRN 8120	Athletic Injury Epidemiology*	3
ATRN 8130	Healthcare Policy and Systems of Delivery*	3
ATRN 8140	Leadership & Professionalism in Athletic Training	3
ATRN 8150	Winter Institute –Professional Issues in Athletic Healthcare	5
TOTAL		14

DAT	Applied Research	QTR HRS
ASHS 5220	Research Methods & Design * (M)	3
ASHS 5320	Methods of Data Analysis* (M)	3
ATRN 8210	Qualitative Research Methodology	3
ATRN 9001	Reviewing the Literature – Practice Analysis	5
ATRN 9002	Developing a Research Proposal	5
ATRN 9003	Data Analysis and Interpretation	5
ATRN 9004	Project Completion and Dissemination	5
TOTAL FOUNDATION CREDIT HOURS		29

*Eligible for advanced standing

Course Descriptions

ATRN 7110: Quality Improvement and Patient Safety

This course is designed to enhance the athletic trainer's understanding of quality improvement at the service and provider levels. The content covered will include patient safety, fundamentals of quality improvement, measuring improvement, cost and value models, and the history of quality improvement in healthcare.

ATRN 7120: Advanced Evidence-Based Practice

This course is designed to enable the athletic trainer's clinical decision-making process in a manner that integrates clinical experience, patient values, and the best available evidence. It is also intended to build on entry-level evidence-based practice courses with the use of informatics and technology to access the medical literature. The course will cover advanced topics related to the EBP process, framing clinical questions to enhance clinical decision-making, searching the literature, critical appraisal, integration and evaluation of the evidence, grading levels of evidence and strength of recommendations, patient values, and statistical terminology related to EBP.

Foundations of Orthopedic Basic Sciences is a prerequisite for ATRN7220: Surgical Considerations for Orthopedic Rehabilitation

ATRN 7130: Advanced Patient-Oriented Outcomes

Advanced Patient-Oriented Outcomes is designed to enhance the athletic trainer's ability to employ clinician-based and patient-based clinical outcome measures for the determination of effective clinical decision-making through the practice of providing patient-centered whole person healthcare. Discussion of disablement models and outcomes research as the foundations to evidence-based practice will be provided. The use of disablement models as a framework for whole person healthcare and the evaluation of health-related quality of life will be presented. This course builds upon the basic components of clinical outcomes assessment by providing advanced content related to clinician- and patient-oriented outcomes. Instruction on the selection, implementation, and use of single- and multi-item, general and specific patient-rated outcomes instruments will be given. Details regarding the concepts of measurement properties, including assessment of measurement change, will be provided. Opportunity to develop an outcomes study through creation of a clinical question in PICO format will be provided and discussion of using practice-based research networks as means to conducting outcomes investigations will occur.

ATRN 7140: Health Information Technology

The purpose of this course is to provide the athletic trainer with a survey of relevant concepts, tools, and systems of healthcare informatics and technology that may be useful throughout the clinical decision-making process. An understanding of informatics concepts and skills related to the use of technology has been identified as critical for all modern healthcare professionals. Moreover, informatics and technology provide several distinct advantages to the modern healthcare system, including, but limited to: cost savings; error detection; quality improvement, and; improved patient outcomes.

ATRN 7210: Foundations of Orthopaedic Basic Science

This course is designed to enhance the athletic trainers' ability to plan and implement a comprehensive sports injury rehabilitation program based on the sequential biological events of connective tissue healing. Orthopaedic basic science concepts involved in clinical assessment, establishment of therapeutic objectives, and selection of therapeutic agents will be addressed. The histology, morphology, and biomechanics of soft connective tissues, articular cartilage and bone will be presented. Subsequently, the basic science of tissue healing following injury will be covered. Special focus is placed on the relationships between tissue healing physiology and selection of appropriate therapeutic interventions. This course provides the orthopaedic basic science foundation for discussion of therapeutic techniques in future rehabilitation courses.

ATRN 7220: Surgical Considerations for Orthopaedic Rehabilitation

This course is designed to enhance the athletic trainer's knowledge and awareness of common orthopaedic surgical techniques utilized in the practice of sports healthcare. Indications, contraindications, and general orthopaedic surgical techniques will be presented. Tissue response to surgical intervention and post-surgical rehabilitation considerations and timelines will be emphasized.

ATRN 7230: Clinical Assessment of Movement Dysfunction

This course introduces and explores normal fundamental patterns of human movement, and advanced techniques for movement pattern assessment. Neuro-developmental progression, motor development, motor learning, and motor control concepts will be presented. Utilizing the Dynamic Systems Theory and Tensegrity models, techniques for movement assessment will be outlined and discussed. This course provides the foundational knowledge for the subsequent Corrective Techniques for Movement Dysfunction course. **Assessment of Movement Dysfunction is a prerequisite for ATRN7240: Corrective Techniques for Movement Dysfunction.**

ATRN 7240: Corrective Techniques for Movement Dysfunction

This course provides the athletic trainer with advanced knowledge in the rehabilitation of orthopaedic injuries, by utilizing corrective techniques to restore movement patterns and function. Emphasis is placed on integration of tensegrity and dynamic systems models to develop a sequential and progressive rehabilitation program, centered on restoration of movement patterns in fundamental, transitional, and functional postures. Concepts of mobility, sensorimotor control, movement patterning, and neuro-developmental progression will be discussed. Assisted, active, and reactive techniques for improving mobility, stability, and movement will be taught.

ATRN 8110: Comparative Effectiveness in Athletic Training

This course is designed to improve the athletic trainer's understanding of, and ability to conduct, clinical research in order to compare the effectiveness of various athletic training treatment interventions for sport-related injury and illnesses. Determination of treatment effectiveness must also take into account the preferences of individual patient, as well as the known benefits and harms of each intervention. The course will cover the basics of comparative effectiveness research questions, study design, outcome measures, statistical analyses, and dissemination.

ATRN 8120: Athletic Injury Epidemiology

Athletic Injury Epidemiology is designed to enhance the athletic trainer's clinical decision-making process by providing a understanding of the injury patterns associated with a variety of athletic sports. Emphasis will be placed on understanding and applying introductory principles of epidemiology, including the concepts of rates (eg, rate ratios and rate differences), incidence, proportions, odds ratios and relative risks. Students will gain experience calculating epidemiology values through class examples and exposure to national databases. Discussion of epidemiology study design (eg, cohort vs. case-control) will also be included. Evaluations of the injuries with the highest incidence and their associated risk factors will be discussed.

ATRN 8130: Healthcare Policy and Systems of Delivery

This course examines the evolution of the U.S. health care system from a health policy and health politics perspective. Topics include financing, organization, and delivery of health care, including: access, coverage, cost, and quality of health services; the influence of medical and nonmedical determinants of health; the design of health insurance, including public and private health coverage models; the evolution of consumer-directed and other price-sensitive cost containment mechanisms; impacts of the changing care delivery systems on providers and their patients; public safety net programs; overview of the status of the 2010 health care legislation; and an analysis of the respective roles of government and the private sector in regulating health care. Special emphasis will be given to the history and evolution of educational, regulatory, and credentialing components of major allied health care disciplines, including athletic training, and their role in the contemporary U.S. healthcare system.

ATRN 8140: Leadership and Professionalism in Athletic Training

Examination and application of theories of professionalism and leadership as they relate to various aspects of the practice of athletic training. Topics include, but are not limited to, contemporary leadership theories, medical professionalism, organizational and interpersonal communication, decision-making, change, and conflict management.

ATRN 8150: Winter Institute –Professional Issues in Athletic Healthcare

This course provides an opportunity for examination of the interrelationship of athletic training, ethics, and the law, while simultaneously exploring the major components of the athletic training profession and the contemporary issues confronting those systems. The class is designed to enhance the athletic trainer's understanding of legal and risk management concepts as they pertain to daily clinical practice, especially to those aspects of practice at high risk for liability claims, including sports pre-participation physical evaluation, discharge decision-making, preventative activities, and acute injury management and emergency care.

HS5220 Research Methods & Design

This course will focus on the development and application of graduate level knowledge and skills related to research methods in health sciences. Skills regarding the development of a research proposal, including the identification of a problem, conducting a literature review, developing a hypothesis, designing a study and submitting an Institutional Review Board application are integral components of this course.

HS5320 Methods of Data

This course will focus on development and application of graduate level knowledge and skills related to the use of statistical methodology in health sciences research.

ATRN 8210: Qualitative Research Methodology

This course is designed to introduce the athletic trainer to the methods of qualitative research. As athletic training continues to identify ways to enhance the care provided to various populations, it is essential to integrate patients' perspectives and preferences during the decision-making process. To effectively do so, it is important to have an understanding of the various strategies to gather this information. This course will cover the basics of qualitative research, methods to collect and analyze qualitative data, and strategies to incorporate qualitative data into athletic training clinical practice.

ATRN 9001: Reviewing the Literature

This course is the first in a series of four courses designed to assist you with the development of an applied research project (ARP) through the stages of reviewing the literature to project dissemination. Understanding the past and current literature around your desired research topic area is crucial to the development of a sound research project. Therefore, the purpose of this course is to provide you with the knowledge and skills to successfully review the literature around your chosen ARP topic and write a focused review of literature, which will serve as a foundational paper for your ARP.

ATRN 9002: Developing a Research Proposal

This course is the second in a series of four courses designed to assist you with the development of an applied research project (ARP) through the stages of reviewing the literature to project dissemination. The purpose of this course is to provide you with the knowledge and skills to develop and present the proposal for your required ARP. The proposal is crucial for the success of your ARP, as it describes in detail the research questions, hypotheses, and methodological details of your study.

During this course you will work closely with your ARP advisor to ensure your ARP proposal is methodologically sound and feasible. By the end of this course, you will have completed your ARP proposal and will present your project to your ARP advisor and submit your application to the IRB.

ATRN 9003: Data Collection, Analysis and Interpretation

This course is the fourth in a series of four courses designed to assist you with the development of an applied research project (ARP) through the stages of reviewing the literature to project dissemination. The purpose of this course is to provide you with the knowledge and skills to continue to finalize your data collection forms and sampling methodology and to successfully complete your data collection as well as properly manage your data. Additionally, this course will help you to develop and implement an analysis plan for your ARP, based on previous methodological and statistical courses, and write the bulk of your results section so that you will be ready to complete your manuscript and prepare it for dissemination in the next course.

ATRN 9004: Project Completion and Dissemination

This course is the fourth and final course in a series of four courses designed to assist you with the development of an Applied Research Project (ARP) through the stages of reviewing the literature to project dissemination. The purpose of this course is to provide the knowledge and skills needed to successfully complete your ARP manuscript, and to identify possible strategies for the dissemination your research findings through means, such as poster and oral presentations or manuscript submission.

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