SOAHS Catalog
2005-2006

PUBLICATION POLICY
The programs, policies, statements, fees, and/or

FREQUENTLY ASKED QUESTIONS

What degrees does the School of Allied Health Sciences offer?

The School of Allied Health Sciences offers the following degrees:

Bachelor of Science (B.S.)

- Clinical Laboratory Science
- Clinical Services Management
-

- Program in Speech, Language and Hearing Sciences
- Program in Program in Speech-Language Pathology

CONTENTS

ACADEMIC CALENDAR

SUMMER 2005

May 23..... MPT 2 Clinical Experience I Begins

May 31..... AT, MP, OT, PA, PT Orientation

June 1 ..... First Day of Semester

June 27 ..... MOT 3 Fieldwork II:1 Begins

July 1 ..... Last Day of First Summer Semester

July 1 ..... MPT 2 Clinical Experience I Ends

July 4 .....Independence Day Holiday

July 5 .....MAT 2 Classes Begin
..... MPT 2 Classes Begin

August 5 ..... Last Day of Classes

FALL 2005

August 22 ..... MOT 2 Fieldwork I:1 Begins

August 26 .....MOT 2 Fieldwork I:1 Ends

August 29 ..... SLHS, SLP, CLS, & Au.D. Orientation
..... Classes Begin

September 5 .....Labor Day Holiday

September 16 ..... MOT 3 Fieldwork II:1 Ends

September 26 ..... MOT 3 Fieldwork II:2 Begins

November 7..... CLS Clinical Preceptorships Begin-Seniors

November 23-25 ..... Thanksgiving Holiday

December 15 ..... Final Day of Semester

December 16 ..... MOT 3 Fieldwork II:2 Ends
..... CLS Clinical Preceptorships End – Seniors

SPRING 2006

January 2 ..... CLS Clinical Preceptorships Resume
..... MPT 2 Clinical Experience II Begins
..... MOT 2 Fieldwork I:2 Begins

January 9 ..... MPT 3 Clinical Experience III Begins

January 11 ..... First Day of Semester

January 13 ..... MOT 2 Fieldwork I:2 Ends

January 16 ..... Martin Luther King Holiday

February 10 ..... MPT 2 Clinical Experience II Ends

February 13 ..... MPT 2 Classes Begin

March 3 ..... MPT 3 Clinical Experience III Ends

March 6 ..... MPT 3 Clinical Experience IV Begins
..... MSMP Clinical Preceptorship Begins

March 13-17 ..... Spring Break

April 28 ..... MSMP Clinical Preceptorship Ends

May 5 ..... MPT 3 Clinical Experience IV Ends
..... CLS Clinical Preceptorship Ends - Seniors

May 8-12 ..... MSMP Graduate Seminar Week

May 9 ..... Final Day of Semester

May 15-19 ..... MPT 3 Clinical Seminar Week
..... CLS Senior Week

May 20 ..... Graduation

A Message from PAUL P. BROOKE, JR., Ph.D., FACHE
Dean of the School of Allied Health Sciences
Texas Tech University Health Sciences Center

I welcome the opportunity to introduce the School of Allied Health Sciences. Established by the Texas State Legislature in 1981, the School of Allied Health Sciences was created to educate allied health professionals to fill crucial shortages in meeting the healthcare needs of the people of West Texas. The School of Allied Health Sciences has since become a vital member of the Texas Tech University Health Sciences Center team.

From the first class of 18 students in 1983, the School has grown steadily. With campuses in Amarillo, Lubbock, Midland, and Odessa, the School now serves a student population of more than 750 students enrolled in fourteen different degree programs at the doctoral, masters and baccalaureate degree levels. In preparing the allied health professional who will meet the evolving healthcare needs of all Texans in the 21st century, the School of Allied Health Sciences remains focused on developing and presenting educational programs of the highest quality in a student-centered learning environment.

Our objective is to offer our learning opportunities that exceed nationally recognized standards of technical competence, while simultaneously developing the professional insight and service-oriented compassion that will enable our graduates to excel in merging “high tech and high touch” throughout their professional careers. The faculty, students, and graduates of the School of Allied Health Sciences represent the very best in the complement of ideas, education, and clinical skills offered in service to the people of Texas.

ADMINISTRATION

BOARD OF REGENTS

Term Expires January 31, 2007
C. Robert "Bob" Black, Chair ..... Horseshoe Bay
L. Frederick "Rick" Francis ..... El Paso
Bob L. Stafford, M.D. ..... Amarillo

Term Expires January 31, 2009
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Term Expires January 31, 2011
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SCHOOL OF ALLIED HEALTH SCIENCES

Paul P. Brooke, Jr., Ph.D., FACHE ..... Dean and Professor
Hal S. Larsen, Ph.D., MT (ASCP), CLS (NCA) ..... Associate Dean;
..... Chair, Department of Laboratory Sciences and Primary Care
Robin Satterwhite, M.B.A., Ed.D. ..... Associate Dean for Education Outcomes and Technologies
..... Chair, Department of Clinic Administration and Rehabilitation Counseling
Rajinder Koul, Ph.D., CCC-SLP ..... Assistant Dean for Research;
..... Chair, Department of Speech, Language and Hearing Sciences
Steven F. Sawyer, Ph.D., MPT ..... Chair, Department of Rehabilitation Sciences
Michael Hooten, M.H.A. ..... Regional Dean, Amarillo
Brenda Bobo ..... Director of Administration
Lindsay Roberts, M.Ed. ..... Director of Admissions and Student Affairs

GENERAL INFORMATION

MISSION

The mission of the Texas Tech University Health Sciences Center is to provide excellence in the education of healthcare professionals to serve the West Texas region, the state of Texas, and the nation through innovations in technology, research, and patient care.

The Texas Tech University Health Sciences Center fulfills its higher education mission by achieving four strategic goals:

Develop professionals today to meet the health challenges of tomorrow

OUR HISTORY

In the 1960s, over 100 health-related professions were classified as Allied Health Professions by the federal government. Medical specialization and new technologies called for the support of related disciplines such as physical therapy, occupational therapy, medical technology, respiratory therapy, and many others. Throughout the 70's and 80's, colleges and universities across the United States raced to establish educational programs to meet the critical shortages in these new health professions. Because the shortage of these caregivers was even more critical in the rural areas of West Texas, the 67th Texas Legislature approved funding to establish the School of Allied Health Sciences at TTUHSC in 1981. The School of Allied Health Sciences was authorized to begin baccalaureate programs in physical therapy, occupational therapy, and medical technology. In 1983, the School accepted its first class of 18 students.

Despite the challenges of growth presented to the small faculty and staff, the School of Allied Health Sciences received full accreditation for its programs in 1985. By 1986, the application rate for class slots was doubling on a yearly basis. Because of competition for admission and critical shortages in the workplace, allied health careers became some of the most sought after in higher education. In 1991, the Emergency Medical Services Educational program (EMS) was added to the programs in the School of Allied Health Sciences. This program was nationally recognized as one of the most successful programs of its type. The EMS program offered Emergency Medical Technician certification at three levels: Basic, Intermediate, and Paramedic.

Responding to the public demand for larger classes, the administration of Texas Tech University Health Sciences Center asked the School of Allied Health Sciences to expand the Physical and Occupational Therapy programs to two of the regional campuses--Odessa and Amarillo. In 1993, the School of Allied Health Sciences placed its first classes in those regional sites, which effectively doubled the size of these programs, as well as meeting the mission of providing higher education opportunities to regional sites.

Texas Tech University is the home of the oldest Speech-Language Pathology and Audiology program in Texas. The program had by 1993 outgrown its classrooms and clinics. At that time this distinguished graduate program, which properly belonged in a medical education environment, was added to the School of Allied Health Sciences. Additionally in 1993, the School received permission from the Texas Higher Education Coordinating Board to replace the existing bachelor's degree in Physical Therapy with a master's degree in Physical Therapy.

In little more than a decade, the School's enrollment had grown from the original 18 students to approximately 500 students. In 1997, the School of Allied Health Sciences was virtually assured of becoming the largest health profession school in Texas when the Texas Legislature authorized the establishment of a bachelor's degree program to educate physician assistants. The program was the first of its kind in West Texas and continues to draw large numbers of applicants. In keeping with the mission of providing higher education at regional sites, the Physician Assistant program is located in Midland.

Recent additions to the School of Allied Health Sciences include approval by the coordinating board to change the bachelor's degree programs in both occupational therapy and physician assistant studies to master's degree programs, changing the master's degree program in audiology to a doctoral degree program, and developing a bachelor's degree program in emergency medical services management. The Bachelor of Science in Emergency Medical Services Management was the first of its kind in Texas. Other additions to the School include the approval of the Master of Athletic Training, Master of Rehabilitation Counseling, Bachelor of Science in Clinical Services Management, Master of Science in Rehabilitation Sciences, Master of Science in Molecular Pathology, and a Doctor of Science in Physical Therapy. The bachelor's degree in EMS Management has recently merged with the bachelor's degree in Clinical Services Management and the name of the Rehabilitation Sciences program has changed to Clinical Practice Management.

The newest program to be approved by the coordinating board is the Ph.D. program in Communication Sciences and Disorders. With the addition and changes of its programs, the School of Allied Health Sciences continues to grow and diversify.

PROGRAM STRUCTURE

The general format for TTUHSC, School of Allied Health Sciences programs vary. Please refer to specific program descriptions for requirements.

CORE CURRICULUM REQUIREMENT

All undergraduate students enrolled at the Texas Tech University Health Sciences Center are required to meet the designated core curriculum as specified by the Texas Higher Education Coordinating Board. The core curriculum is in addition to prerequisite requirements designated by the programs.

TRANSFER OF CREDITS

The School of Allied Health Sciences will accept transfer hours from fully accredited U.S. two-year colleges and universities. The School traditionally accepts 66 transfer hours; however, additional hours may be accepted upon program approval.

APPLYING FOR ADMISSION

Students admitted to Texas Tech University should not consider themselves also admitted to the School of Allied Health Sciences. For admission to any School of Allied Health Sciences program, the online application must be completed and submitted by the program deadline. Each program has its own applicant pool, from which the most qualified students are chosen for an admission review. Those students who best meet the stated qualifications and prerequisites of the individual programs will be accepted as students of TTUHSC and the School of Allied Health Sciences. Students who successfully complete the program will receive one of the following degrees from the Texas Tech University Health Sciences Center: a Bachelor of Science in Clinical Laboratory Science, Speech, Language and Hearing Sciences or Clinical Services Management; a Master of Athletic Training, a Master of Science in Speech-Language Pathology, a Master of Science in Molecular Pathology, a Master of Occupational Therapy, a Master of Physician Assistant Studies, a Master of Physical660 -1.1467 TD.1(a M)Up.5(i,-1.146a)-1.1(s)4.8(t)0.1(er of P)5.1(h)9(y)-Samc foe

Rehabilitation Counseling
Fall Semester.....May 15
Clinical Services Management
Summer Semester.....May 1
Fall Semester..... August 1
Spring Semester.....December 1
Clinical Practice Management
Summer Semester.....May 1
Fall Semester..... August 1
Spring Semester.....December 1
Physical Therapy (Sc.D.)
Summer Semester.....March 15

WHAT MUST BE DONE TO QUALIFY FOR ADMISSION
A student who wishes to enroll in the School of Allied Health Sciences must fulfill the general admissions criteria contained in this catalog, as well as the specific criteria of each program. Information or applications to any Allied Health Sciences program may be accessed via the Texas Tech University Health Sciences Center, School of Allied Health Sciences' website at www.ttuhsc.edu/sah.

WHAT IS EXPECTED OF THE ALLIED HEALTH SCIENCES STUDENT
Students studying in the School of Allied Health Sciences must complete the professional curriculum within the prescribed school and departmental academic and calendar guidelines. Allied Health Sciences students are required to observe departmental, school, and institutional regulations and requirements. Allied Health Sciences students are expected to maintain a professional attitude toward the patients to whom they will provide healthcare, and toward the colleagues with whom they learn and work. Class attendance in Allied Health Sciences programs is mandatory. Only the specific course instructor can excuse absences. Other policies concerning departmental expectations of Allied Health Sciences students are contained in the student handbooks of the respective departments. Students will be held responsible for both the information contained in this catalog and in the departmental handbooks. In addition, students are expected to abide by all stated school or departmental policies and regulations.

STUDENT ORGANIZATIONS
TTUHSC and the School of Allied Health Sciences offer a variety of student organizations. The School of Allied Health Sciences sponsors a chapter of *Alpha Eta*, the national honorary society in Allied Health Sciences, for students of the School who have distinguished themselves academically.

Each department within the School of Allied Health Sciences has a student group organized for student support and participation in professional activities specific to the department. These organizations are: *Pi Theta Epsilon Honorary*; *Student Occupational Therapy Association (SOTA)*; *Student Physical Therapy Association (SPTA)*; *Clinical Laboratory Science Student Association (CLSSA); National Student Speech-Language Hearing Association (NSSLHA); and the National Association for Doctors of Audiology (NAFDA).* For more information concerning organizations open to students at TTUHSC, or for registration of a new organization, please contact the Office of Student Services.

STUDENT LIABILITY
An essential part of allied health sciences education is the clinical experience. Students in all departments of the School of Allied Health Sciences are placed in clinical settings outside the institution. Because allied health sciences students will practice patient care under the supervision of graduate professionals, students are required to purchase liability insurance coverage. A

nominal yearly charge is included in student fees paid at registration.

STUDENT HEALTH SERVICE
Students who pay the Medical Services Fee and are enrolled in the School of Allied Health Sciences are eligible to receive healthcare through the Department of Family Medicine at TTUHSC. However, services may vary from campus to campus. Information concerning student health services can be obtained from the TTUHSC Student Services Office.

STUDENT HOSPITALIZATION INSURANCE COVERAGE
Students are required to have adequate medical/hospitalization insurance coverage while enrolled as a student in the School of Allied Health Sciences. It is the student's responsibility to obtain and maintain medical/hospitalization insurance through the provider of their choice. TTUHSC offers such coverage. Students should contact the TTUHSC Student Services Office for details.

IMMUNIZATIONS
Students in the School of Allied

facility to include a leased facility/space. Violations of this policy are subject to disciplinary action as stipulated in HSC Operating Policy and Procedure 70.31, as appropriate. For more information regarding the Tobacco-Free Environment or the Tobacco Intervention Program please visit the TTUHSC website at www.ttuhsc.edu.

REGISTRATION OF CONVICTED SEX OFFENDERS

Senate Bill 871 passed in the recent regular Texas Legislative Session made changes to Chapter 62, Code of Criminal Procedure, and now requires that all sex offenders register with local law enforcement authorities. Those who intend to be students or attend classes on or at any campus of the Texas Tech University System are required to register with the campus police department in accordance with article 62.064 of the Texas Code of Criminal Procedure within seven (7) days of beginning school. In addition, all such sex offenders who intend to volunteer, work, or carry on a vocation (incl

GENERAL ADMISSIONS POLICIES AND REQUIREMENTS

ADMISSION POLICY

Applicants for all programs in the School will be reviewed on an individualized and holistic basis that takes into account each applicant's demonstrated academic ability; commitment to service; potential for success in and contribution to the profession; and potential for contribution to the overall student-body diversity of the class and the School. Admissions criteria generally will include a consideration of prerequisite course grade-point-average (GPA); overall GPA; Graduate Record Examination (GRE) scores (where applicable); personal statement or essay; letters of recommendation; honors and awards received; extra curricular and community service activities; and, where applicable, the results of the personal interview. Admissions requirements and weights assigned to program-specific criteria will be developed for each program.

APPLICANTS TO THE PROFESSIONAL PROGRAMS

Applicants to the professional programs must have completed all prerequisite courses and met all other conditions of admission before entering the first professional program course. Acceptable minimum grade point averages vary with program and are stated in the appropriate section of this catalog. A personal interview may be required of each applicant.

PREREQUISITE COURSE CREDITS

All questions of course acceptability must be referred to the academic advisors in the School of Allied Health Sciences Office of Admissions and Student Affairs. All college level, nonvocational courses completed at regionally accredited colleges and universities (not including trade or technical schools) will be evaluated for acceptance of prerequisite course credit by the School of Allied Health Sciences Office of Admissions and Student Affairs. In general, credit hours with a grade of C or higher will be accepted. However, evaluation of specific courses is required and decisions made by the program are final. Each student will be notified of acceptance of prerequisite courses. If the required science courses were completed seven or more years prior to admission into the School of Allied Health Sciences, the student may be required to retake courses.

3. Specified subject examinations of the CEEB College Level Examination Program (CLEP)

Tests on courses in the credit-by-examination program which are prerequisites for higher level courses must be completed and scored before registering for advanced courses. Students may not receive credit by examination for a course if they have already passed a more advanced course in the same subject area. The deadline for registering to take the CEEB Achievement and CLEP examinations either at Texas Tech University or at a national testing center is typically 4-6 weeks before the scheduled test date. Generally, test results or scores are mailed 4-5 weeks after the test date. Information regarding test dates and fees for national standardized examinations are available from the Testing and Evaluation Division at Texas Tech University. It is the student's responsibility to request that his or her CEEB test scores be sent to the School of Allied Health Sciences. Information concerning each of the testing programs follows.

Credit for CEEB Achievement Tests

The CEEB achievement tests are part of the CEEB Admissions Testing Program. Each year there are several national administrations of the CEEB Achievement Tests. Students should plan to take the specified tests at national testing centers during their senior year of high school at an early testing date in order that scores may be reported by June. In addition to the national administration, there are limited administrations of the Achievement Tests recognized for credit by Texas Tech University during the Freshman Orientation Conferences held on the Texas Tech campus each summer.

Further information concerning the CEEB Achievement Tests may be obtained from your high school counselor or principal, the College Entrance Examination Board (Box 592, Princeton, NJ

FINANCIAL INFORMATION

Financial Aid
Grants and loans are available through the TTUHSC Financial Aid Office. All students interested in receiving grants and/or loans must complete a Free Application for Federal Student Aid (FAFSA) and send it to the TTUHSC Financial Aid Office. On-line FAFSA applications are available at www.FAFSA.ED.GOV.

NOTE: Financial aid award letters to other colleges and universities, including TTU, are not transferable to TTUHSC. Separate financial aid applications are required for TTUHSC. For further information regarding financial aid, please contact:

TTUHSC Financial Aid Office
3601 4th Street, Suite 2C 400
Lubbock, TX 79430
806-743-3025

Scholarships
The School of Allied Health Sciences has scholarships dedicated to currently enrolled students. In addition, there are general scholarships funded by private foundations and organizations. Scholarships are administered by the School of Allied Health Sciences Office of Admissions and Student Affairs.

Scholarships given to incoming students will be based on the admissions application including all information that is provided by that application and the application process (i.e. grade point average, GRE scores (if applicable), interview, written essay, extracurricular/volunteer activities.)

TUITION AND FEES

Texas Tech University Health Sciences Center reserves the right, without notice in this catalog, to amend, add to, or otherwise alter any or all fees, rates or other charges set forth herein by action of the Board of Regents of Texas Tech University or the Texas State Legislature, as the case may be.

Texas residents will be charged tuition at a rate of $50 per semester credit hour. Non-resident and foreign students will be charged tuition at a rate of $382 per semester credit hour. Both resident and non-resident students enrolled in graduate programs will be charged an additional $50 per semester credit hour. Institutional tuition for all students is $56 per semester credit hour.

To be granted status as a resident of Texas for educational purposes, proper documentation must be on file in the TTUHSC Office of the Registrar. Each student will be required to complete a written residency oath upon applying. For detailed information regarding residency status, contact the TTUHSC, Office of the Registrar. Foreign students seeking entry into the School of Allied Health Sciences must be processed through the International Admissions Counselor at Texas Tech University.

***FEE TABLE**

Fall or Spring semester -- Full time student enrolled for 15 hours

Tuition	(Resident Undergraduate)	$1,590.00
	(Resident Graduate)	$2,340.00
	(Non Resident Undergraduate)	$6,570.00
	(Non Resident Graduate)	$7,320.00
Student Services Fee		$126.00
Placement Guarantee Fee (All 1st year students, non-refundable)		$50.00

Summer Session – Full-time student enrolled for 7 hours
Tuition (Resident Undergradu

REFUND OF TUITION AND FEES

Texas Education Code, Section 54.006, provides the amount of tuition and fees to be refunded to students who drop courses or withdraw from the institution.

Students who drop a course within the first twelve days of a fall or spring semester or within the first four days of a summer term will receive a full refund of tuition and fees applicable to the course being dropped.

Students who withdraw from the institution (zero semester credit hours) will receive a percentage of the tuition and mandatory fees collected for each course based on their official withdrawal date.

Fall and Spring Semester withdrawal:

Prior to the first class day	100 percent
During the first five class days	80 percent
During the second five class days	70 percent
During the third five class days	50 percent
During the fourth five class days	25 percent
After the fourth five class days	none

Summer Semester withdrawal:

Prior to the first class day	100 percent
During the first, second or third class day	80 percent
During the fourth, fifth, or sixth class day	50 percent
Seventh day of class and thereafter	none

TEXT BOOKS AND SUPPLIES

The cost of books and supplies will vary with the different curricula. School of Allied Health Sciences students can expect to pay approximately $300-$500 per semester for books and supplies. Some professional students will also be required to purchase lab coats and accessories for course work at TTUHSC.

DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES

THE FIELD OF SPEECH, LANGUAGE AND HEARING SCIENCES

A communication disorder is anything that interferes with speech, language, or hearing. People with communication disorders comprise the largest population of Americans with disabilities. One in ten Americans has some kind of communication disorder. To meet the needs of these people, speech-language pathologists and audiologists use behavioral, cognitive, physiologic, and technological procedures to assess and treat speech, language, swallowing, hearing, and balance

The department sponsors chapters of the National Student Speech-Language-Hearing Association and the National Association of Future Doctors of Audiology. Besides numerous community fund-raising events and scholarship drives, the student organizations conduct annual conferences which attract professionals from throughout the Southwest. Nationally and internationally recognized

Spring Semester	Course	Credit Hours

AHSL 3324 Language Disorders (3:3:0) An emphasis on language disorders across the lifespan. Topics include the nature and etiologies of language disorders, with an overview of the principles of treatment.

AHSL 3325 Fluency Disorders (3:3:0) An extensive review of current information on fluency disorders in children and adults, including clinical assessment and management strategies.

AHSL 3327 Phonetics (3:3:0) An introduction to production and classification of speech sounds; principles and theories of phonetics; emphasis on development of clinical transcription skills.

AHSL 3426 Phonetics/Articulation and Phonological Disorders (4:3:1) The basic principles of assessment and treatment for children and adults with phonological and articulatory disorders. Includes lab for practice of advanced clinical transcription skills.

AHSL 3442 Clinical Audiology (4:3:1) An introduction to hearing assessment techniques and auditory disorders, with adaptation of testing for special populations such as infants, geriatrics, and different language backgrounds. The student will gain proficiency with pure-tone, speech, and impedance testing techniques.

AHSL 3522 Anatomy & Physiology (5:5:0) A study of the anatomical and physiological aspects of speech and hearing in both normal and clinical populations.

AHSL 4280 Clinical Practicum: SLP (2) A supervised clinical assisting experience. May be repeated for credit.

AHSL 4290 Clinical Practicum: Audiology (2)

Graduate Program in Speech-Language Pathology

ADMISSION TO THE SPEECH-LANGUAGE PATHOLOGY PROGRAM
Professional education includes two years of study beyond the baccalaureate level. The application

Summer Semester	Course	Credit Hours
AHSL 5339	Research in Speech and Language Science	3
AHSL 5383	Graduate Clinical Practicum III: SLP	3
AHSL 6000 (optional)	Master's Thesis	1-3
		Total Hours = 6-9

SECOND YEAR

Fall Semester	Course	Credit Hours
AHSL 5100	Foundations	1
AHSL 5143	Aural Rehabilitation Lab	1
AHSL 5343	Aural Rehabilitation	3
AHSL 5328	Voice	3
AHSL 5384	Graduate Clinical Practicum IV: SLP	3
AHSL 5310	Special Topics in Speech-Language Pathology	3
Or		
AHSL 6000	Master's Thesis	1-3
		Total Hours = 14-17

Spring Semester	Course	Credit Hours
AHSL 5362	Motor Speech Disorders	3
AHSL 5466	Augmentative & Alternative Communication	4
AHSL 5385	Graduate Clinical Practicum V: SLP	3
AHSL 6000 (optional)	Master's Thesis	1-3
		Total Hours = 10-13

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

AHSL 5010 Independent Study (v:v:0) A variable credit course used for individualized leveling plans created by the program director.

AHSL 5100 Foundations (1:1:0) A forum for the discussion of professional issues in communication disorders. May be repeated for credit.

AHSL 5310 Special Topics in Speech Pathology AHSL 5100 Found:e3ddp c1N(4)]TJ0o[AHSL 3)aricUM

Program in Audiology

PROGRAM DESCRIPTION

The program in Audiology at the Texas Tech University Health Sciences Center, which is accredited by the American Speech-Language-Heari

Summer Semester	Course	Credit Hours
AHSL 7249	Auditory Neuroscience	2
AHSL 7175	Professional Issues in Audiology	1
AHSL 7394	Clinical Practicum	3
		Total Hours = 6

SECOND YEAR

Fall Semester	Course	Credit Hours
AHSL 7345	Advanced Amplification	3
AHSL 7264	Auditory Electrophysiology	2
AHSL 7164	Auditory Electrophysiology Lab	1
AHSL 5320	Research Design	3
AHSL 7348	Aural Rehabilitation	3
AHSL 7147	Aural Rehabilitation Lab	1
AHSL 7395	Clinical Externship	3
		Total Hours = 16

Spring Semester	Course	Credit Hours
AHSL 7370	Cochlear Implants	3
AHSL 7355	Instrumentation	3
AHSL 7365	Balance Function	3
AHSL 7267	Clinical Electrophysiology	2
AHSL 7396	Clinical Externship	3
AHSL 7000	Research Project	1
		Total Hours = 15

Summer Semester	Course	Credit Hours
AHSL 7166	Research Colloquium	1
AHSL 7397	Clinical Externship	3
AHSL 7000	Research Project	1
		Total Hours = 5

THIRD YEAR

Fall Semester	Course	Credit Hours
AHSL 7348	Educational Audiology	3
AHSL 7343	Cortical Connections	3
AHSL 7324	Language	3
AHSL 7000	Research Project	1
AHSL 7198 or AHSL 7398	Clinical Externship	1-3
	Elective	3
		Total Hours = 14-16

Spring Semester	Course	Credit Hours
AHSL 7322	Auditory Processing Disorders	3
AHSL 7352	Clinical Disorders in Audiology	3
AHSL 7399	Clinical Practicum	3
AHSL 7000	Research Project	1
		Total Hours = 10

Summer Semester	Course	Credit Hours
AHSL 7020	AuD Independent Study	5
		Total Hours = 5

FOURTH YEAR

Fall Semester	**Course**	**Credit Hours**
AHSL 7020	AuD Independent Study	5
		Total Hours = 5

Spring Semester	**Course**	**Credit Hours**
AHSL 7020	AuD Independent Study	5
		Total Hours = 5

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

AHSL 5320 Research Design (3:3:0) The purpose of this course is to summarize the basic concepts of science and research. Emphasis will be placed on the nature of experimental designs and basic inferential statistical analyses. Discussions will also include the application of relevant methodologies in clinical settings.

AHSL 7000 Doctoral Research (v:v:0) May be repeated for credit. Instructor permission is required.

AHSL 7020 AuD Independent Study (v:v:0) Independent study for advanced students in the fourth year of the AuD program. Three enrollments required before graduation. May not be taken before all courses and comprehensive examinations are successfully completed. May be repeated for credit.

AHSL 7030 Clinic Independent Study (v:v:0) Independent study for students in summer clinical placements in the first two years of the AuD program. This course can be repeated for credit.

AHSL 7130 Advanced Concepts in Audiology (1:1:0) Provide training on using additional testing and techniques to expand the diagnostic and rehabilitative focus of audiologists.

AHSL 7147 Aural Rehabilitation Lab (1:0:1) This lab course is designed to provide clinical training on using additional testing and techniques to expand the diagnostic and rehabilitative focus of audiologists.

AHSL 7164 Auditory Electrophysiology Lab (1:0:1) Hands-on experiences with equipment utilized to allow students to practice and demonstrate the skills instructed in "auditory electrophysiology" lecture course.

AHSL 7355 Instrumentation and Conservation (3:3:0) This course will present the physiologic and behavioral effects of noise exposure, hearing conservation programs and clinical services to children and adults from diverse populations. Instrumentation associated with the measurement of noise across multiple environments will be a central aspect of the course.

AHSL 7365 Balance Function (3:3:0) Covers theoretical knowledge and applied skills of normal and pathological vestibular system. Includes laboratory.

AHSL 7370 Cochlear Implants (3:3:0) Electrophysiology of implantable devices. Also includes processor strategies, and spe

Program in Communication Sciences and Disorders

PROGRAM DESCRIPTION

The Department of Speech, Language, and Hearing Sciences offers a Doctor of Philosophy (Ph.D.) degree in Communication Sciences and Disorders. The program is designed to prepare students with the competencies and abilities to perform in academic, research, and industrial positions. In addition, the program prepares students to meet the growing demands at local, state, regional and national levels for doctoral level instructors/mentors. The Ph.D. program offers an individualized program which allows each doctoral student to have both broad underpinnings of audiology, speech-language pathology, and/or communications sciences, along with a narrow focus in his/her

AHSL 8321 Linguistics (3:3:0) This course is designed to prepare students for understanding and conducting research in speech and language science. Emphasis is placed on how to conduct a literature search and write a literature review. Students will learn how to present research findings at professional meetings and how to apply research findings in evidence-based practice.

AHSL 8322 Advanced Auditory Research (3:3:0) Seminar devoted to the understanding of frontier knowledge in the area of auditory research and to applying the knowledge in developing and performing research projects. May be repeated as topic varies.

AHSL 8323 Seminar in Language and Culture (3:3:0) Selected topics on language and culture will be explored through reading of current research in the field. Topics include psycholinguistics, sociolinguistics, dialects, language variations, bilingualism, multicultural and multilingual communication, speech perception and production, and language development. May be repeated as topic varies.

AHSL 8324 Seminar in Augmentative and Alternative Communication (3:3:0)

Courses may also include curriculum from graduate programs in the Department of Speech, Language, and Hearing Sciences. Individualized degree programs also include courses from departments at Texas Tech University and the Texas Tech University Health Sciences Center.

DEPARTMENT OF LABORATORY SCIENCES AND PRIMARY CARE

Program in Clinical Laboratory Science

PROGRAM DESCRIPTION

The clinical laboratory plays a major role in diagnostic medicine. Graduates of the Program in Clinical Laboratory Science (medical technology) analyze patient specimens for indications of disease. Results of these tests are used by the physician in confirming the patient diagnosis and in prescribing therapy. Academic preparation for a career in clinical laboratory science is a four-year baccalaureate degree, including a clinical preceptorship. Two years of prerequisite courses in chemistry, mathematics, biology, microbiology, and liberal arts precede a two-year professional component dealing specifically with clinical laboratory science. The professional program combines didactic instruction with student laboratory experience, followed by clinical practice in affiliated laboratories.

A student admitted into the Clinical Laboratory Science program must meet basic and essential requirements that are necessary to be able to obtain employment in the field of clinical laboratory medicine. The essential functions identified are the following:

1. Must be able to communicate effectively, in English, in the written and verbal form with colleagues, instructors, patients, and other members of the healthcare team.
2. Must have the physical and motor function ability to observe, learn and implement various technical skills associated with the practice of clinical laboratory medicine such as: hand-eye coordination to operate specialized automated and technical equipment including a microscope, and manual dexterity associated with specimen collection, including venipuncture.
3. Must have the intellectual and integrative abilities to measure, calculate, reason, analyze, evaluate and synthesize. This includes problem solving skills and interpretation of laboratory data.
4. Must have the maturity to readily accept the clinical preceptorships assigned by the clinical coordinator.
5. Must have basic computer and typing skills needed to complete assignments.

The TTUHSC Clinical Laboratory Science program culminates in the Bachelor of Science degree in Clinical Laboratory Science. Graduates of the program are eligible to sit for national certification examinations.

TTU Honors College students accepted into the CLS program may complete honors college credit in the School of Allied Health Sciences and graduate with the honors designation.

SPECIAL FEATURES

Having completed the didactic study on campus, students rotate through the departments of the clinical laboratories affiliated with the program. This student preceptorship will be directed by the clinical coordinator, education coordinators and supervised by teaching technologists. With careful supervision, students perform patient sample assays. Students also learn professionalism in patient care and interpersonal relationships with other healthcare practitioners. Clinical experiences are integral parts of the four-year curriculum and students pay regular tuition and fees for enrollment.

CLS EARLY ADMISSION

The Clinical Laboratory Science program has an early admission program. Students wishing to apply for this freshman program must have obtained acceptable admission scores on college entrance exams and make application to Texas Tech University and the School of Allied Health

Sciences. Students accepted into the early admission program in the School of Allied Health Sciences are not automatically accepted into Texas Tech University, nor are students admitted to

Spring Semester	Course	Credit Hours
CHEM 1308	Principles of Chemistry II	3
CHEM 1108	Principles of Chemistry II Lab	1
ENGL 1302	Advanced College Rhetoric	3
BIOL 1404	Biology II or A&P	4
*Elective		3
		Total hours = 14

SECOND YEAR

Fall Semester	Course	Credit Hours
CHEM 2303	Introduction to Organic Chemistry	3
CHEM 2103	Introduction to Organic Chemistry Lab	1
HIST 2300	U.S. History to 1877	3
POLS 1301	American Government Organization	3
*Elective		3
*Elective		3
		Total hours = 16

Spring Semester	Course	Credit Hours
MBIO 3401	Principles of Microbiology	4
HIST 2301	U.S. History after 1877	3
POLS 2302	American Public Policy	3
Science Elective		3-4
		Total hours 13 - 14

* Electives must be one behavioral science, one humanities and one visual performing arts. Please see advisor.

PRE-MED OPTION

The pre-med mentor program is designed to provide direction to students interested in attending medical school following the completion of a degree

Spring Semester		Course	Credit Hours
CHEM	1308	Principles of Chemistry II	3
CHEM	1108	Principles of Chemistry II Lab	1
BIOL	1404	Biology II	4
ENGL	1302	Advanced College Rhetoric	3
*Elective			3
			Total hours = 14

SECOND YEAR

Fall Semester		Course	Credit Hours
PHYS	1306	General Physics	3
PHYS	1103	General Physics Lab	1
CHEM	3305	Organic Chemistry	3
CHEM	3105	Organic Chemistry Lab	1
HIST	2300	U.S. History to 1877	3
POLS	1301	American Government Organization	3
*Elective			3
			Total hours = 17

Spring Semester		Course	Credit Hours
PHYS	1307	General Physics	3
PHYS	1104	General Physics Lab	1
CHEM	3306	Organic Chemistry	3
CHEM	3106	Organic Chemistry Lab	1
MBIO	3401	Principles of Microbiology	4
POLS	2302	American Public Policy	3
HIST	2301	U.S. History after 1877	3
			Total hours = 18

THIRD YEAR

Summer Semester		Course	Credit Hours
BIOL	3416	Genetics	4
*Elective			3
			Total hours = 7

* Electives must be one behavioral science, one humanities and one visual performing arts. Please see advisor.

PREPROFESSIONAL CURRICULUM: PRE-PHYSICIAN ASSISTANT OPTION

FIRST YEAR

Fall Semester		Course	Credit Hours
CHEM	1307	Principles of Chemistry I	3
CHEM	1107	Principles of Chemistry I Lab	1
BIOL	1403	Biology I	4
MATH	1320	College Algebra	3
ENGL	1301	Essentials of College Rhetoric	3
*Elective			3
			Total hours = 17

Spring Semester	Course	Credit Hours
AHMT 3450	Clinical Chemistry II	4
AHMT 3460	Clinical Bacteriology II	4
AHMT 3465	Immunohematology I	4
AHMT 4480	Hematology II	4
		Total hours = 16

SECOND YEAR

Summer Semester	Course	Credit Hours

AHMT 3400 Clinical Chemistry I (4:3:6) An introduction to the basic principles, methodologies, and physiology of clinical chemistry.

AHMT 3405 Clinical Bacteriology I (4:3:6) Study of the isolation, cultivation, identification, and susceptibility testing of pathogenic bacteria. The taxonomy, physiology, and pathogenesis of medically important bacteria are covered.

AHMT 3450 Clinical Chemistry II (4:3:6) Prerequisite: AHMT 3400. The qualitative and quantitative chemical analysis of blood and other body fluids. Correlation of test results to health and disease states.

AHMT 3455 Principles of Immunology (4:3:6) Fundamentals of immunology and the human immune system. An introduction to the theory, practical application, and technical performance of immunologic and serologic procedures used in diagnostic laboratory medicine.

AHMT 3460 Clinical Bacteriology II (4:3:6) Prerequisite: AHMT 3405. A continuation of AHMT 3405 with an emphasis in clin

AHMT 34070 Hme I (4:3:6)

AHMT 4741 Clinical Preceptorship II An intermediate supervised clinical practicum in an affiliated clinical laboratory.

AHMT 4842 Clinical Preceptorship III An advanced supervised clinical practicum in an affiliated clinical laboratory.

Program in Molecular Pathology

PROGRAM DESCRIPTION

Developments in biotechnology in the past two decades have led to the clinical diagnostic laboratory entering a new phase of development and expansion. For the first time in the history of the diagnostic laboratory, molecular pathology is extending the range of information available to physicians, research scientists, and other health professions. Biotechnology, in all its forms, is the fastest-growing discipline in the modern clinical laboratory. The rapid growth of genomics and molecular techniques available to the healthcare professional is dramatically changing the detection, treatment, and assessment of disease. The diagnostic molecular scientist is a professional

Program in Physician Assistant Studies

Physician Assistants are skilled healthcare professionals who are academically and clinically prepared to practice medical skills with the supervision of a licensed physician. With physician management, the PA can exercise autonomy in making medical decisions and provide a broad range of diagnostic and therapeutic services. The PA is trained to take medical histories, perform physical examinations, order and interpret diagnostic tests, formulate a working diagnosis and implement a treatment/management plan. The clinical role of the PA includes primary and specialty care in medical and surgical practice settings in both urban and rural areas. PA practice is centered on patient care and patient advocacy. Patient education and counseling are important aspects of daily PA activity but the PA may also be involved in research or administrative duties.

PA's are physician-dependent healthcare providers, and that is a distinctive characteristic of the profession. The Physician – PA team is a close professional relationship built on trust and collegiality. The PA is trained to provide quality healthcare as an agent or extension of the physician. The PA is accountable to a supervising physician, and the physician is ultimately responsible for care rendered by the PA.

PROGRAM DESCRIPTION

Based in Midland, Texas, and located on the campus of Midland College, the Texas Tech University Health Sciences Center PA Program is

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

AHPA 5101 Introduction to the Physician Assistant Profession (1:1:0) This lecture series explores the role and socialization of the physician assistant as a healthcare professional. The course discusses the history of the profession, the evolution of the physician – PA team, maintenance of professional credentials, professional organizations, program accreditation, professional liability, practice issues and future trends.

AHPA 5201 Medical Ethics & Jurisprudence (2:2:0) This lecture series examines prominent ethical issues in healthcare delivery. Students are engaged in discussion of ethical dilemmas

AHPA 5311 Cardiology (3:3:0) This lecture series examines the complex disease states frequently encountered in the adult internal medicine setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing a problem oriented approach to diagnosis and treatment. The approach to problems in cardiology and EKG interpretation is explored.

AHPA 5312 Clinical Medicine III (3:3:0) This lecture series examines the complex disease states frequently encountered in the primary care medicine setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. Referral of patients to other healthcare providers or agencies is discussed. The approach to problems in orthopedic and musculoskeletal disease processes including acute, chronic, continuing, rehabilitative care is explored. Case studies and patient education are incorporated into the teaching process.

AHPA 5313 Clinical Medicine IV (3:3:0) This lecture series surveys the acute and chronic disease states frequently encountered in the primary care setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. The family medicine relevance to genitourinary, reproductive (including family planning) and endocrinology processes including acute, chronic, continuing, rehabilitative care are explored. Referral of patients to other healthcare providers or agencies is discussed.
Case studies and patient education are incorporated into the teaching process.

AHPA 5403 Clinical Medicine I (4:4:0) This lecture series examines the complex disease states frequently encountered in the adult internal medicine setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. The approach to problems in pulmonology and gastroenterology are explored including the important aspects acute, chronic, continuing and rehabilitative care. The role of proper nutrition for health and disease prevention is discussed. Referral of patients to other healthcare providers or agencies is discussed. Case studies and patient education are incorporated into the teaching process.

AHPA 5404 Clinical Medicine II (4:4:0) This lecture series surveys the acute and chronic disease states frequently encountered in the primary care setting. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. The family medicine relevance to EENT, infectious disease, dermatology, hematology / oncology and alternative / complementary medicine and the important aspects of acute, chronic, continuing and rehabilitative care are explored. Referral of patients to other healthcare providers or agencies is discussed. Case studies and patient education are incorporated into the teaching process.

AHPA 5406 Physiology (4:4:0) This lecture series investigates human physiology through a detailed explanation of the functions and activities of bodily processes as related to healthcare. It discusses the fundamental principles of cellular physiology, considers the important concepts necessary for understanding the integrated cellular function of the human body and develops the explanation of human physiology as relevant to the health professional. The lectures assimilate an approach to major organs systems and develop important concepts and principles necessary for understanding the integrated function of major organ systems of the human body.

AHPA 5407 Pathology (4:4:0) This lecture series integrates normal human physiology with the pathological basis of disease. It illustrates abnormal cellular physiologic function in disease conditions, introduces major concepts of cellular pathophysiology and demonstrates abnormal

physiologic function in disease c

of each clinical rotation, the students are instructed and monitored in the stages of developing a text suitable for publication.

AHPA 6501 Clinical Medicine V (5:4:2) This lecture series explores specialized and tertiary healthcare. Students learn the importance of the relationship between primary care practice and specialty practices. Areas of study include medical specialties, surgical specialties, and emergency medicine. Technical healthcare in sophisticated, research and teaching hospitals is evaluated. This course prepares the student for clinical clerkships. Discussions address appropriate protocol, behavior and dress within the clinical setting. Weekly workshops enable students to learn and perform procedures that are essential to clinical practice. Students perform histories and physical examinations and develop further case presentation skills. A summative evaluation of clinical skills will be administered near the end of the clinical curriculum. PACKRAT (Physician Assistant Clinical Knowledge Rating and Assessment Tool) will be administered as a summative evaluation at the end of the didactic phase, and then administered again at the end of the clinical phase to document the students' progress in developing a medical data base. Case studies and patient education are incorporated into the teaching process.

AHPA 6601 Family Medicine Clerkship (6:0:40) This clerkship provides experience with common diseases and chronic illnesses in the family practice setting and is composed of one six-week rotation. The learning experience includes the family medicine approach to direct care, initial care, comprehensive care and continuity of care. The student participates in the promotion and application of preventive medicine and wellness maintenance techniques as an important aspect of family practice.

AHPA 6602 Internal Medicine Clerkship (6:0:40) This clerkship provides clinical experience with acute and chronic illnesses seen in the general internal medicine practice and is composed of one six week rotation. The student experiences the traditional approach to the comprehensive care of adult patients to include continuity of care. Clinical experience in preventive medicine, health and wellness maintenance techniques, especially in secondary and tertiary settings, is provided.

AHPA 6603 Prenatal Care and Gynecology Clerkship (6:0:40) This clerkship provides a six-week clinical experience in the care of prenatal and gynecologic patients. Training will emphasize the examination of the female patient with focus on the most common gynecologic problems and their diagnostic assessment, the formulation of appropriate treatment plans, the utilization of preventive medicine modalities and the evaluation and education of the pre-natal patient.

AHPA 6604 Pediatrics Clerkship (6:0:40) The Pediatric clerkship is designed to provide PA students with experience in the specialty of pediatric medicine and is composed of one six week rotation. This clerkship provides the op.000g:0:40)

AHPA 6607 Psychiatry Clerkship (6:0:40) The six-week Psychiatry clerkship provides experience with common acute and chronic psychiatric diseases and illnesses in both the outpatient and inpatient settings. The student learns about and interacts with public and private treatment facilities for substance abusers and their affiliated support groups, local public counseling agencies, and state psychiatric facilities.

AHPA 6608 General Surgery Clerkship (6:0:40) The six-week clerkship in surgery provides experience in the presentation and treatment of surgical disease and illness. This rotation allows the PA student to experience the approach to and the management of the surgical patient in the pre-operative, intra-operative, and postoperative phase of care.

DEPARTMENT OF REHABILITATION SCIENCES

Program in Athletic Training

The Master of Athletic Training program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

“Certified athletic trainers (ATCs) are medical experts in preventing, recognizing, managing and rehabilitating injuries that result from physical activity” as described by the National Athletic Trainers’ Association (NATA). ATCs are integral members of the healthcare team, working under the direction of a licensed physician and in collaboration with other health care professionals, administrators, coaches, and parents. Career opportunities exist in settings such as college/university athletic departments, secondary school systems, professional sports, sports medicine clinics, corporate/industrial settings and other health care environments.

The American Medical Association recognized athletic training as an allied health profession in 1990. As athletic training has evolved into a recognized allied heath professionT87(l)-1.eSharof r

Classes are restricted to approximately twenty (20) full-time students to ensure optimal student/instructor ratios and to enable each student to receive comprehensive instructional and clinical experience. Students entering the program should have ready access to a computer, and be familiar with basic Internet skills, including the use of e-mail, searching the World Wide Web, and using a basic word processing package. Students without computers are encouraged to purchase one and become familiar with it prior to beginning the program.

ESSENTIAL FUNCTIONS (TECHNICAL STANDARDS)

A student admitted into the Athletic Training program must meet essential functions/technical standards that are necessary to be able to obtain employment. These are established minimum physical and mental guidelines necessary for the MAT program. Prior to matriculation, all students must submit verification of their ability to perform at or above the minimum physical and mental guidelines established by the Department of Rehabilitation Sciences. A list of the essential functions for the MAT program and the Department of Rehabilitation Sciences can be found in the Department of Rehabilitation Sciences Student Handbook (http://www.ttuhsc.edu/sah/current/handbooks.aspx) or obtained from the MAT program director. Please familiarize yourself with the essential functions document.

ADMISSION TO THE PROGRAM

The athletic training program begins the Tuesday after Memorial Day each year. The Admission process is very competitive. Applicants must have earned a Bachelor's degree from an accredited college or university, complete the application process (outlined below), and have completed or plan to complete all prerequisites prior to enrollment.

PREREQUISITE COURSES	**Semester Hours**
Required courses include:	
Anatomy (4) & Physiology (4) {or A&P I and II (8)}	6-8
Exercise Physiology	3
Statistics	3
Nutrition	3
Proof of CPR and First Aid from approved provider.	
Recommended courses include: (Required beginning in 2007)	
Kinesiology/Biomechanics	3
Total Hours	**17**

If prerequisite courses have not been completed in the last seven years, program director approval for acceptance of courses may be required.

GPA REQUIREMENTS

To be considered for admission, an overall grade point average of 2.7 on a 4.0 scale is required. Additionally, students must possess a "C" or better in all prerequisite courses. Provisional

APPLICATION PROCESS
All application materials for prospective MAT students listed below must be submitted and received by the TTUHSC Registrar's Office by February 1st for summer enrollment. The following information is required for an individual to be considered for the MAT program:
1. a completed and submitted online application (including essay)
2. two letters of recommendation
3. official transcripts from all colleges/universities attended
4. verification of observation hours (optional – see experience above)

Additionally, the following information must be provided prior to a student's matriculation in the MAT program.
completed health evaluation by an appropriate healthcare provider (see health concerns below)
completed Essential Functions/Technical Standards form (see essential functions above)
verification of current First-Aid and Emergency Cardiac Care Certification (ECCC) from an approved provider (Front and back signed copies of ECCC cards required for verification)

Students who would like to be considered for Early Admission into the MAT program must have his/her online application completed and submitted, and all required application materials received by the TTUHSC Registrar's Office no later than October 15th. The early admissions process is identical to the traditional application process; however, chosen candidates will be notified of acceptance into the program in November. Student applications not accepted for early admissions will be considered during the regular admissions period. Accepted students would begin classes the following summer. All application materials should be sent to the TTUHSC Office of the Registrar. It is the applicant's responsibility to ensure all application materials have been received by the TTUHSC Registrar's Office prior to the application deadline.
Qualified candidates selected by the Athletic Training Admissions Committee will be contacted for either a phone or on-campus interview. Fulfillment of the basic admissions requirements does not guarantee admission. Acceptance into the MAT program is based on a rank-order scoring system calculated from grade point average (cumulative and prerequisite courses), completion of all prerequisite courses, athletic training observation/experience (optional), essay, letters of recommendation and interviews (professional and academic) scores. Approximately twenty (20) full-time students will be admitted into the MAT program each year.

HEALTH CONCERNS
EaS]TJ0 -1n the MAT program each year.

HEALTH CONCERNS ls wCERNS

Exercise Physiology	Credit Hours
ESS 3305 Exercise Physiology	3
	Required Hours =3

Nutrition	Credit Hours
F&N 1325 Nutrition, Foods, and Healthy Living	3
Or	
F&N 1410 Science of Nutrition	4
	Required Hours =3

Health, Physical Education, & Recreation	Credit Hours
ESS 3301 Mechanical Kinesiology	3
or	
ESS 3305 Scientific Basis of Exercise	3
Recommended (Required beginning in 2007) Hours = 3	

PROFESSIONAL CURRICULUM

The following courses are offered once each year in the semester listed and must be taken in sequence unless granted permission by the course instructor and the MAT Program Director.

FIRST YEAR

Summer Semester	Course	Credit Hours
AHAT 5500	Human Anatomy	5
AHAT 5204	Principles of Kinesiology	2
AHAT 5200	Research Methods in Athletic Training	2
AHAT 5122	Introduction to Clinical Education	1
		Total Hours = 10

Fall Semester	Course	Credit Hours
AHAT 5105	Research Seminar	1
AHAT 5505	Patient Evaluation & Management I	5
AHAT 5303	Management & Prevention of Injuries	3
AHAT 5305	Clinical Kinesiology	3
AHAT 5201	Clinical Experience I	2
		Total Hours = 14

Spring Semester	Course	Credit Hours
AHAT 5506	Patient Evaluation & Management II	5
AHAT 5322	Athletic Training Administration	3
AHAT 5304	Special Topics in Athletic Training	3
AHAT 5206	Clinical Experience II	2
		Total Hours = 13

SECOND YEAR

Summer Semester	Course	Credit Hours
AHAT 5210	Orthopaedic Assessment I	2
AHAT 5120	Research Directed Study I	1
AHAT 5099	Independent Study (optional)	1-6
		Total Hours = 3-9

Fall Semester	Course	Credit Hours
AHAT 5401	Orthopaedic Assessment II	4
AHAT 5223	Special Populations & Concerns	2
AHAT 5227	Current Medical Diagnosis & Treatment I	2
AHAT 5225	Clinical Experience III	2
		Total Hours = 10
Spring Semester	Course	Credit Hours
AHAT 5302	Rehabilitation & Sports Injuries	3
AHAT 5224	Management/ Iden. of General Medical Conditions	2
AHAT 5124	Seminar in Athletic Training	1
AHAT 5126	Research Directed Study II	1
AHAT 5228	Clinical Experience IV	2
		Total Hours = 9

Total Program Hours = 59

AHAT 5126 Research-Directed Study II (1:0:3) Completion of the student's research project including submission of a manuscript suitable for publication in the sports healthcare literature. Requirements include completion of the manuscr

Master of Physical Therapy

Physical therapy is a health profession that assists people in regaining and maintaining health and functional independence after illness or injury. Physical therapists evaluate, prevent and limit physical disability and pain, promote healing, and restore/maintain functional ability. Physical therapy management involves direct patient treatment, education of the patient, family and staff consultation and community advisement.

Physical therapists treat people of all ages and with various types of disabilities, such as premature infants, children with birth defects or special education needs, and adults recovering from injuries and illnesses. Individualized treatment plans are designed by the physical therapist according to the specific needs and goals of each patient. Therapists also work to help restore emotional well being through the building of self-confidence in new and relearned skills. A wide range of employment opportunities in a number of different settings are available for the physical therapist. As integral members of the healthcare team, physical therapists work with physicians other rehabilitation professionals (such as occupational therapists, athletic trainers and speech therapists). Physical therapists practice within traditional medical settings, such as hospitals and rehabilitation centers, and also in less traditional, more community-oriented settings such as public and private schools, sports medicine centers, home health agencies, health clubs and birthing centers. Additionally, physical therapists are often active in preventive health endeavors such as public education programs, physical fitness, athletic screening, postural screening and high-risk infant clinics. Physical therapists are involved as investigators in basic and clinical research, and serve as both academic and clinical faculty members. In the community, physical therapists act as consultants in local, state and federal health-planning activities and in special recreational programs.

After graduating from an accredited professional education program, physical therapists must pass a state administered licensure examination in order to legally practice physical therapy. Additional

program.

ADMISSION TO THE PROGRAM

The professional phase of physical therapy education begins in late May each year. A minimum of 90 semester hours of credit, including the courses listed below, is required prior to enrollment and may be completed in any regionally accredited college or University.

Prerequisite Courses	**Semester Hours**
Psychology/Sociology	6
English or Technical Writing	6
Math	3
Statistics	3
General Biology (for majors, lab required)	8
A&P I and II (one course must be upper level)	6-8
General Chemistry (for majors, lab required)	8
General Physics (for majors, lab required)	8
*Electives	40-42
Total Hours	**90**

* Recommended courses: Additional English and technical writing, speech, developmental and general psychology.

GPA REQUIREMENTS

Competitive cumulative and prerequisite science GPA's are required for consideration for admission. Individuals already holding baccalaureate and graduate degrees are eligible for admission with the same competitive GPA and prerequisite requirements.

EXPERIENCE

Applicants are expected to have some knowledge of the profession. This can be acquired in several ways including volunteer work, paid employee, and/or observations in clinical settings. Applicants must have completed at least 50 clock hours of experience in a physical therapy setting prior to May 1 of the year of matriculation. Applicants are encouraged to get as much experience as

times. Applicants should

ENGL 2311	Introduction to Technical Writing	3
		Required Hours = 6

In addition to the prerequisites listed above, at least 46-48 hours of elective coursework must be earned by the applicant. Although the selection of these elective hours is the student's option, recommended electives include technical writing, speech and developmental and general psychology.

PROFESSIONAL CURRICULUM

The following courses are offered once each year during the semester listed and must be taken in sequence.

FIRST YEAR

Summer Semester*	**Course**	**Credit Hours**
AHPT 5200	Introduction to Patient Management	2
AHPT 5202	Principles of Kinesiology	2
AHPT 5500	Human Anatomy	5
		Total Hours = 9

*All students attend the first summer session at the Lubbock campus.

Fall Semester	**Course**	**Credit Hours**
AHPT 5205	Neuroscience 1	2
AHPT 5305	Clinical Kinesiology	3
AHPT 5405	Pathophysiology	4
AHPT 5505	Patient Evaluation and Management 1	5
		Total Hours = 14

Spring Semester	**Course**	**Credit Hours**
AHPT 5104	Clinical Education	1
AHPT 5231	Clinical Reasoning 1	2
AHPT 5204	Healthcare Issues and Ethics	2
AHPT 5206	Pharmacology	2
AHPT 5304	Clinical Applied Physiology	3
AHPT 5506	Patient Evaluation & Management 2	5
		Total Hours = 15

SECOND YEAR

Summer Semester	**Course**	**Credit Hours**
AHPT 5122	Residual Limb Care and Prosthetics	1
AHPT 5220	Musculoskeletal Eval	

Spring Semester	Course	Credit Hours
AHPT 5338	Clinical Experience 2	3
AHPT 5320	Early Growth and Development	3
AHPT 5228	Motor Control and Learning	2
AHPT 5124	Research Process 2	1
AHPT 5420	Neuroscience 2	4
		Total Hours = 13

THIRD YEAR

Summer Semester	Course	Credit Hours
AHPT 5444	Adult Neurorehabilitation	4
AHPT 5142	Current Medical Diagnosis and Treatment 2	1
AHPT 5240	Personnel Management	2
AHPT 5150	Women's Physical Therapy (elective)	1
AHPT 5152	Seminar 1 (elective)	1
AHPT 5156	Seminar 2 (elective)	1
AHPT 5158	Seminar 3 (elective)	1
	(2hours of electives are required)	
		Total Hours = 9

AHPT 5122 Residual Limb Care and Prosthetics (1:1:0) Prerequisite: AHPT 5505, 5506 Study of technological materials and devices used in rehabilitation of patients with residual limbs.

AHPT 5206 Pharmacology (2:2:0) Study of pharmacology and its relationship to pathophysiology, emphasizing the implications for the practice of physical therapy. Basic principles of pharmacology and pharmacokinetics are addressed with focus on the mechanism of action and effects of specific drugs on the muscul

AHPT 5240 Personnel Management (2:2:0) Prerequisite: AHPT 5204 Provides initial personnel management perspectives needed by the entry-level physical therapist in a clinical setting.

AHPT 5243 Current Medical Diagnosis and Treatment 3 (1:1:0) Corequisite: AHPT 5343 Designed to provide information on cardiopulmonary disorders frequently encountered by physical therapists. Physician's presentation of etiology, pathology, clinical signs and symptoms, diagnosis, prognosis, medical/surgical treatment of cardiopulmonary disorders relevant to physical therapy practice.

AHPT 5245 Orthotic Devices (2:1:3) Prerequisite: AHPT 5122 Study of orthotic devices used in physical therapy management. Includes in-depth study of materials, biomechanics, and construction of upper and lower extremity orthoses, spinal orthoses, and wheelchair options. Introduction to powered mobility options, environmental controls, and augmentative communication devices. Selection criteria for wheelchairs and orthoses are covered.

AHPT 5304 Clinical Applied Physiology (3:2:3) Prerequisite: AHPT 5505 Course will include metabolism, mechanical efficiency, aerobic and anaerobic work, and muscle phenomena of strength, endurance, and fatigue. Also included will be respiration and exercise, maximal aerobic power assessment, prediction of aerobic power, normal physiological responses to acute and chronic exercise and physical training principles. This course will also emphasize scientific basis and rationale for health promotion, wellness and healthy aging. Physical therapy evaluation and management of patients with cardiovascular and pulmonary disorders in acute care settings will also be discussed.

AHPT 5305 Clinical Kinesiology (3:2:3) Prerequisite: AHPT 5202 Problem-solving approach to the study of human movement with integration of biomechanics fundamental to understanding exercise concepts and musculoskeletal evaluation. The course includes the study of length-tension curves, active and passive insufficiencies, application of lever systems and moments of force to the human body, biomechanical properties of human tissue and joints, ergonomics, postural & gait assessment.

AHPT 5320 Early Growth and Development (3:3:0) Prerequisites: AHPT 5405 Corequisites: AHPT 5228, 5420 Study of human growth and development issues and theories relevant to the practice of physical therapy for children. Emphasis on typical and atypical physical growth and motor development and on developmental testing. Course includes the study of social-emotional, cognitive, and language development and cultural influences on growth and development.

AHPT 5321 Adult Development and Aging (3:3:0) In-depth approach to the physical, psychological, emotional, cultural and socioeconomic influences involved with adult development. Considerable emphasis is placed on age-related changes and current literature regarding effective treatment of this area.

AHPT 5336 Clinical Experience 1 (3:0:9) Prerequisite: AHPT 5506, 5304 This six-week full-time clinical experience allows the student to practice acquired skills and learn additional basic clinical skills while acting as a student physical therapist under the direct supervision of a licensed professional. The student performs all aspects of patient care and other professional duties, and may practice in an inpatient or outpatient setting. All prior coursework prepares the student, and additional information and skills are gained in the clinic.

AHPT 5338 Clinical Experience 2 (3:0:9) Prerequisite: AHPT 5529 This six-week full-time clinical experience allows the student to practice acquired skills and learn additional clinical skills including all basic and advanced orthopedic skills while acting as a student physical therapist under the direct supervision of a licensed professional. The student performs all aspects of patient care and other professional duties, and may practice in an inpatient or outpatient setting. All prior

coursework prepares the student, and additional information and skills are gained in the clinic.

AHPT 5341 Developmental Evaluation and Management (3:2:3) Prerequisites: AHPT 5320, 5444 Introduction to the modification of physical therapy examination, evaluation and management for the special developmental needs of children with orthopedic or neuromuscular conditions. Includes consideration of the requirements for physical therapy practice in specialized settings such as neonatal intensive care, Birth to Three programs, and public schools. Treatment approaches are integrated from various sources including motor control theory, neurodevelopmental treatment, sensory integration and applied research.

AHPT 5343 Cardiopulmonary Evaluation and Management (3:2:3) Prerequisite: AHPT 5304 Scientific basis, rationale and application of assessment, prevention and treatment principles and techniques for patients with acute and chronic cardiopulmonary disorders. Comprehensive and in-depth physical therapy evaluation and management of patients with multi-system disorders will be discussed.

AHPT 5405 Pathophysiology of Body Systems (4:4:0) This course will focus on general physiological principles of diseases and disorders that affect organ systems of the body, with an emphasis on integrating the interrelationship between different organ systems in the context of clinical correlations relevant to physical therapists. Neuromusculoskeletal, cardiopulmonary, endocrinology, body fluids and electrolytes, immune system, neoplasia and genetic disorders will be discussed from molecular and systems perspectives.

AHPT 5420 Neuroscience 2 (4:3:3) Prerequisite: AHPT 5205 This course consists of an examination of the human nervous system, with an emphasis on the functional relationships of neuroanatomical structures. Topics to be covered include the organization of the nervous system in terms of development, mechanisms of processing of sensory and motor information (including

regional dissection with emphasis on the integumentary, musculoskeletal, nervous, circulatory and respiratory systems.

AHPT 5505 Patient Evaluation and Management 1 (5:3:6) Prerequisite: AHPT 5200 Includes basic evaluation skills such as history-taking in the acute care and outpatient settings, chart review, goniometry, manual muscle testing, and sensory testing. It also includes beginning level treatment skills utilizing therapeutic exercise theory and prescription, and principles of care in the ICU. Beginning-level problem solving skills are developed using multiple case studies.

AHPT 5506 Patient Evaluation and Management 2 (5:3:6) Prerequisite: AHPT 5505 Theory, principles, literature review and clinical applications associated with Physical Therapy evaluation assessment and management. The course emphasizes the use of physical agents, biofeedback, early balance differential assessment and the care of burns and wound. This course will also include an introduction to orthopedic assessment.

AHPT 5529 Musculoskeletal Evaluation and Management 2 (5:3:6)

Doctor of Science in Physical Therapy

The mission for the Doctor of Science in Physical Therapy (Sc.D.) Program is to provide post-professional education to practicing physical therapists in Texas. There is a strong need for advanced clinical mastery and Physical Therapy, creating unique decisions and functions for practicing physical therapists. The Sc.D. program will provide practitioners with the opportunity to develop the advanced knowledge base, clinical skills, and professional competencies needed for state-of-the-art evaluation and treatment of their patients, as well as the successful management of clinical services located in isolated practice se

considered for Summer enrollment. Two reference letters are required; one from a professional colleague and one from a previous or present employer.

Applicants must complete and submit the online application. Additional application materials should be sent to the Texas Tech University Health Sciences Center, Office of the Registrar, 3601 4th Street, Stop 8310, Lubbock, Texas 79430. Applicants should understand that fulfillment of the basic requirements does not guarantee admission.

POST-PROFESSIONAL CURRICULUM

The following courses are offered at least once every three years. Sc.D. students with a Master's degree are required to complete 48 semester

Course	Credit Hours	
AHPT 6301	Issues in Orthopaedic Physical Therapy & Manual Therapy I	3
AHPT 6302	Issues in Orthopaedic Physical Therapy & Manual Therapy II	3
AHPT 6304	Orthopaedic Physical Therapy Screening	3

LEADERSHIP COURSES: *Master's graduates attend 1, BSPT graduates attend all*

	Course	Credit Hours
AHPT 6315	Advanced Healthcare Administration	3
AHPT 6316	Marketing in Outpatient Physical Therapy	3

ELECTIVES: *Master's graduates attend 3, BSPT graduates attend 5*

	Course	Credit Hours
AHPT 6303	Basic & Applied Science in Orthopaedics	3
AHPT 6305	Updates in Orthopaedic Surgical Management	3
AHPT 6311	Clinical Studies in Anatomy; a Lab Course	3
AHPT 6312	Neuroscience in Orthopaedic Physical Therapy	3
AHPT 6313	Biomechanics in Orthopaedic Physical Therapy	3
AHPT 6314	Motor Control in Orthopaedic Physical Therapy	3

TEACHING TRACK: This track emphasizes the theories, skills, and tools required for effective teaching in Physical Therapy. Students' clinical projects will emphasize the development, implementation and evaluation of a course or course component with other health professionals, patients, or the general public.

EDUCATION COURSES: *Master's graduates attend 1, BSPT graduates attend all*

	Courses	Credit Hours
AHPT 7303	Instructional Technology in Allied Health	3
AHPT 7304	Educational Evaluation in Allied Health	3

CLINICAL PROJECT: *Master's graduates and BSPT graduates attend all*

	Courses	Credit Hours
AHPT 7000	Clinical Research/ Education Project	2
AHPT 7104	Clinical Research/ Education Project Presentation	1
AHPT 7305	Curriculum Design and Teaching in Allied Health	3

RESEARCH TRACK: This track emphasizes the theories, skills, and tools required for effective research in Physical Therapy. Students' clinical projects will emphasize the development, implementation, analysis and discussion of a clinical research project in a practice setting.

STATISTICS COURSES: *Master's graduates attend 1, BSPT graduates attend all*

	Courses	Credit Hours
AHPT 7302	Non-Parametric Statistics for Clinical Research	3
AHPT 7306	Parametric Statistics for Clinical Research	3

approaches. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. Management approaches to arthritis / arthrosis, instability, meniscal afflictions, and soft tissue afflictions (including tendinitis and bursitis). Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6206 Advanced Clinical Practice for Ankle & Foot Afflictions (2 credits) Examination and treatment of dysfunction in the ankle / foot complex. Lecture components include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. Management approaches to arthritis / arthrosis, instability, peripheral nerve mobility limits and entrapment (including tarsal tunnel syndrome), and soft tissue afflictions (including tendinitis, tenosynovitis, fasciitis, and bursitis). Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6207 Advanced Clinical Practice for Upper Cervical Spine Afflictions (2 credits) Examination and treatment of dysfunction in the Upper Cervical complex. The lecture components of this course include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. Management approaches to arthritis / arthrosis, chondropathy / chondromalacia, instability, degeneration, cervicogenic headache, vascular afflictions, and soft tissue afflictions. Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6208 Advanced Clinical Practice for Lower Cervical Spine (Disc Segment) Afflictions (2 credits) Examination and treatment of dysfunction in the Cervical Disc Segments (CDS). Lecture components include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. Management approaches to 1 disc afflictions, 2 disc afflictions, instability, stenosis / spondylosis, and soft tissue afflictions. Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6209 Advanced Clinical Practice for Cervico-Thoracic Junction Afflictions & TOS (2 credits) Examination and treatment of dysfunction in the Cervico-Thoracic Junction. Lecture components include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific

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AHPT 6211 Advanced Clinical Practice for SacroIliac and Lumbar Primary Disc Afflictions (2 credits) Examination and treatment of lumbar 1 disc related disorders, as well as dysfunction at the sacroiliac joint. Lecture components include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, treatment to 1 disc afflictions, and joint-specific treatment measures to the sacroiliac joint. Management approaches to 1 disc afflictions, as well as sacroiliac joint hypomobilities and hypermobilities. Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6212 Advanced Clinical Practice for Lumbar Secondary Disc Afflictions (2 credits) Examination and treatment of 2 Disc related disorders in the Lumbar Spine. Lecture components include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to instability, stenosis / spondylosis, arthritis / arthrosis, chondropathy / chondromalacia, and soft tissue afflictions. Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6213 Clinical Internship (2 credits) Clinical internship for the Sc.D.,PT student. During this 3-week rotation, the Sc.D.,PT student will be given the opportunity to develop and enhance advanced clinical skills associated with evaluation and treatment of the extremities. The student will be guided by a clinical mentor and will be provided the opportunity to utilize skills in problem solving, diagnosis, treatment selection and management implementation for orthopaedic dysfunction in the spine and or extremities. Prerequisites: 6 of the previous listed clinical courses.

AHPT 6214 Clinical Internship 2 (2 credits) Second phase of clinical internship for the Sc.D.,PT student. During this 4-week rotation, the student will be given the opportunity to develop and enhance advanced clinical skills associated with evaluation and treatment of the spine. The student will be guided by a clinical mentor and will be provided the opportunity to utilize skills in problem solving, diagnosis, treatment selection and management implementation for orthopaedic dysfunction in the spine and or extremities. Prerequisites: All 12 of the previously listed clinical courses.

AHPT 6215 Research Internship I (2 credits) This course represents an independent research internship for the ScD student. During this independent study, the ScD student will be given the opportunity to conduct directed literature review and concept development that pursues a line of inquiry that is agreed upon between the student and faculty mentor. Data collection and analysis are not required, but may be included in the process when appropriate. A manuscript will be required for course completion. Prerequisites: Completion of six of the clinical courses (AHPT 6201-12).

AHPT 6216 Research Internship II (2 credits) This course represents a continuation of AHPT 6215. During this independent study, the ScD

ethical aspects of manual therapy, risk management, and communication and patient education in clinical management.

AHPT 6302 Issues in Orthopaedic Physical Therapy and Manual Therapy 2 (3 credits) Survey of selected topics in Basic and Applied Science as they relate to orthopaedic Physical Therapy and manual therapy. The discussions will highlight topic areas that include neurophysiology, histology, exercise physiology, and applied medical science.

AHPT 6303 Basic and Applied Science in Orthopaedics (3 credits) Prerequisite: AHPT 7302 or consent of the instructor. Addresses select basic science processes associated within the musculoskeletal system. Topics include histology and physiology of bone, cartilage, tendons, and ligaments. Muscle physiology will be discussed as it relates to orthopaedic dysfunction.

AHPT 6304 Orthopaedic Physical Therapy Screening (3 credits) Enhances knowledge and clinical skills designed to assist in the screening of patients for orthopaedic conditions which require examination by a physician. Experiences should strengthen professional communication between physical therapists and physicians. Radiology and laboratory screening are presented as special topics to further the therapist's understanding of pathology and the clinical implications of patient presentation.

AHPT 6305 Updates in Orthopaedic Surgical Management (3 credits) Evaluation of recent developments from the literature in orthopaedic surgical management, in terms of indications, methodology, and rehabilitation. Emphasis will be placed on the implications of each procedure for rehabilitation. Specific rehabilitation measures will be discussed and related to techniques taught in other Sc.D.,PT courses.

AHPT 6311 Clinical Studies in Anatomy; a Lab Course (3 credits) Evaluation of prosected human cadaveric specimens with emphasis on musculoskeletal structures. Each ½ day session will include a short lecture at the beginning for review of anatomical structures to be observed, as well as the relevance of each of those structures to examination and treatment of orthopaedic afflictions.

AHPT 6312 Neuroscience in Orthopaedic Physical Therapy (3 credits) Prerequisite: AHPT 6302 or consent of the instructor. Addresses select neuroscience processes associated within the

emphasis on the ambulatory Physical Therapy setting. Topics will include design, structure, and effective operation of contemporary healthcare services; strategic planning, conflict resolution, managed care systems, insurance regulations, and 3rd-party reimbursement. Evaluation of cost control, cost benefit analysis, financial ratio analysis, and business plan analysis.

AHPT 6316 Marketing in Outpatient Physical Therapy (3 credits) Addresses fundamental and contemporary issues in marketing, as they apply to outpatient Physical Therapy services. Topics include epidemiology, market analysis, managerial economics, financial planning, marketing strategy decisions, structural relationships, marketing tactics, forecasting, marketing ethics, and entrepreneurship.

AHPT 7000 Clinical Research / Education Project (2 credits) Student's independent clinical project. Project will center on either a clinical research or teaching design. Content and goals will be established through mutual consent between the student and his or her Project Committee.

AHPT 7104 Clinical Research / Education Project Presentation (1 credit) Student presents the development and findings from the clinical project (with either a research or teaching emphasis) before the Sc.D.,PT faculty, other students and clinicians from the community.

AHPT 7301 Seminar in Clinical Research Design (3 credits) Study of methods in clinical research. Processes of obtaining, processing, interpreting, and using clinical data.

AHPT 7302 Non-Parametric Statistics for Clinical Research (3 credits) Methods in non-parametric statistical analysis and qualitative design. Explore various non-parametric tools and include one, two, and k-sample designs. Emphasis on clinical research using either single-case or small clinical samples.

AHPT 7303 Instructional Technology in Allied Health (3 credits) Utilization of technology in educational instruction and evaluation. Topics include Computer-assisted instructional design, as well as Web-based educational models and design. Students will be introduced to various technology-based applications and will be asked to use the applications during learning and evaluation experiences.

AHPT 7304 Educational Evaluation in Allied Health (3 credits) Discussion of educational evaluation theory and tools, emphasizing methods of objective and performance-based evaluation. Principles of reliability and validity will be discussed and applied to each evaluation tool. Students will learn to draft specific evaluation measures used in an educational setting.

AHPT 7305 Curriculum Design and Teaching in Allied Health (3 credits) Discussion of the theories and applications of curriculum design, emphasizing applications to entry-level and post-professional educational settings in Physical Therapy. Students are exposed to core theories, principles and applications that relate to teachi

MPT Only Courses		Credit Hours
AHPT 5104	Clinical Education	1
AHPT 5122	Residual Limb Care & Prosthetics	1
AHPT 5128	Research Process 3	1
AHPT 5142	Current Medical Diagnosis & Treatment II	1
AHPT 5200	Introduction to Patient Management	2
AHPT 5204	Healthcare Issues & Ethics (online course)	2
AHPT 5205	Neuroscience I	2
AHPT 5228	Motor Control & Learning	2
AHPT 5232	Clinical Reasoning 2	2
AHPT 5233	Clinical Reasoning 3	2
AHPT 5234	Graduate Seminar	2
AHPT 5235	Healthcare Business Administration	2
AHPT 5240	Personnel Management	2
AHPT 5243	Current Medical Diagnosis & Treatment III	2
AHPT 5245	Orthotic Devices	2
AHPT 5304	Clinical Applied Physiology	3
AHPT 5320	Early Growth & Development	3
AHPT 5321	Adult Development & Aging	3
AHPT 5336	Clinical Experience I	3
AHPT 5338	Clinical Experience 2	3
AHPT 5341	Developmental Evaluation & Management	3
AHPT 5343	Cardiopulmonary Evaluation & Management	3
AHPT 5405	Pathophysiology of Body Systems	4
AHPT 5420	Neuroscience 2	4
AHPT 5444	Adult Neurorehabilitation	4
AHPT 5446	Clinical Experience 3	4
AHPT 5448	Clinical Experience 4	4

Program in Occupational Therapy

Occupational therapy is a challenging profession that calls on the therapist to use creative abilities in imaginative ways to meet individual clients' unique needs. Occupational therapists work collaboratively with individuals whose life patterns have been changed due to cognitive or developmental problems, injury or illness, social or emotional deficits, or the aging process. Our focus is on helping individuals to achieve a healthy and satisfying balance between work, self-care, play/leisure, and rest. The uniqueness of occupational therapy is the use of meaningful occupations as therapeutic tools.

The goal of occupational therapy is to enable individuals to engage in their chosen occupations. The occupational therapist assesses the individual's strengths and weaknesses, determines how these affect ability to function in daily life, and then develops individually designed prevention, maintenance, or rehabilitation programs. The therapist enables individuals to develop or maintain the physical, cognitive, and emotional abilities needed to meet the demands of work, home, and community environments, and may also modify tasks and environments to facilitate optimal performance. Occupational therapists are involved in evaluation of individual abilities, collaboration with parents, families and significant others, treatment planning and implementation, administration, research, education, consultation, and service. They also offer services focusing on prevention of impairment and disability.

Skills that are unique to Occupational Therapists include activity analysis, the use of everyday occupations as therapy, the assessment, design and construction of adaptive devices and equipment, a focus on individual functional skills and abilities, and adaptation of tasks and environments to enhance performance. Services are provided to people of all ages; and for individuals, families and communities.

Occupational Therapists work in:

- Hospitals
- Pain clinics
- Rehabilitation centers
- Hand rehabilitation
- Nursing homes
- Burn centers
- Schools
- Academia
- Home health agencies
- Community mental health programs
- Private practice
- Military rehabilitation services
- Health management organizations
- Homeless shelters
- Industry
- Medical supply companies
- Hospice services
- Retirement planning services
- Return –to-work programs

PROGRAM DESCRIPTION

The Occupational Therapy program at TTUHSC is located in Lubbock. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220. AOTA's phone number is (301) 652-AOTA. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Before sitting for the National Exam, the student must complete Level II Fieldwork within 12 months following completion of all academic coursework.

meet the same prerequisite requirements as all other applicants.
Provisional admission may be offered to applicants with a GPA less than 2.7. Such applications will be reviewed on an individual basis.

The applicants are expected to have some knowledge of the occupational therapy profession. This can be acquired in several ways; volunteer work, paid employment and/or observations in occupational therapy settings/services. Applicants must have completed a minimum of 40 clock hours of experience, preferably in two different settings, prior to the deadline for application to the

productive during clinical training, including problem solving ability and critical thinking. Students on fieldwork assignments should be able to follow safety procedures of the institution, plus any other requirements deemed important for fieldwork. Behaviors observed during the professional curriculum are evidence of a student's readiness for this level of fieldwork.

GRADUATION

Level II fieldwork must be completed within 12 months following the completion of academic preparation.

CERTIFICATION

Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. **A felony conviction may affect a graduate's ability to sit for the certification examination or attain state licensure.**

PROFESSIONAL CURRICULUM

Curriculum threads in the program are built around a science foundation, theoretical foundation, clinical reasoning, assessment and intervention, professional practice, and research. The following courses are offered once each year and must be taken in sequence. Any deviation from this sequence requires prior department chair approval.

FIRST YEAR

Summer Semester	**Course**	**Credit Hours**
AHOT 5500	Human Anatomy	5
AHOT 5209	Applied Kinesiology in Occupational Therapy	2
AHOT 5111	Introduction to Occupational Therapy	1
		Total Hours = 8

Fall Semester	**Course**	**Credit Hours**
AHOT 5314	Health and Community Settings	3
AHOT 5310	Theory and Foundations of Occupational Therapy	3
AHOT 5402	Common Conditions in Occupational Therapy	4
AHOT 5313	Introduction to Evaluation and Intervention in OT	3
AHOT 5220	Case and Population Based Clinical Reasoning	2
		Total Hours = 15

Spring Semester	**Course**	**Credit Hours**
AHOT 5309	Applying Neuroanatomy in Occupational Therapy	3
AHOT 5311	Overview and Analysis of OT Assessment	3
AHOT 5411	Psychosocial Strategies and Intervention in OT	4
AHOT 5211	Occupational Therapy Process: Hand and Upper Extremity	2
AHOT 5221	Introduction to Research	2
		Total Hours = 14

SECOND YEAR

Summer Semester	**Course**	**Credit Hours**
AHOT 5224	Research Methods: Quantitative and Qualitative	2
AHOT 5403	Developmental Theory and Practice in OT	4
AHOT 5405	OT Practice in Adult Rehabilitation	4
		Total Hours = 10

Fall Semester	Course	Credit Hours
AHOT 5404	Dev. Found. & Assessment of Occupational Performance	4
AHOT 5406	Occupational Therapy Practice with Older Adults	4
AHOT 5212	Occupational Therapy Practice: Assistive Technology	2
AHOT 5112	Research Seminar	1
AHOT 5106	Fieldwork I: 1	1
		Total Hours = 12

Spring Semester	Course	Credit Hours
AHOT 5407	Advanced Clinical Reasoning: Children & Adolescents	4
AHOT 5225	Advanced Clinical Reasoning: Adults	2
AHOT 5315	Organization and Management in Occupational Therapy	3
AHOT 5113	Research Seminar II	1
AHOT 5200	Fieldwork I: 2	2
		Total Hours = 12

THIRD YEAR

Summer Semester	Course	Credit Hours
AHOT 5931	Fieldwork II: 1	9
		Total Hours = 9

Fall Semester	Course	Credit Hours
AHOT 5932	Fieldwork II: 2	9
		Total Hours = 9

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

AHOT 5071 Fieldwork II: Specialization (3-6:0:3-6) Prerequisites: AHOT 5631, 5632 Optional additional full-time, supervised clinical experience in an area/facility of the student's choice.

AHOT 5072 Special Topics in Occupational Therapy (1-3:1-3:0) Selected topics of interest to occupational therapy. Please note that this course is not offered every year.

AHOT 5113 Research Seminar II (1:0:3) Prerequisite: AHOT 5112 Prepares the student for participation in beginning-level research. Students continue to gather and analyze data and/or write research reports while working on a research team with classmates, OT clinicians and faculty members. Each of the four types of clinical reasoning may be employed depending on the topic of the collaborative project. This is a writing intensive course.

AHOT 5200 Fieldwork I: 2 Prerequisites: AHOT 5106, 5405, AHOT 5406 Two weeks (80 hours), supervised, opportunity to observe clinical practice and to participate, within limits, in the occupational therapy process with individuals and groups. As possible, this will allow students to explore occupational therapy contributions in "non traditional" or "role emerging" settings. Students will develop clinical reasoning skills, complete treatment notes and a concept map on clientele seen on Fieldwork I: 1.

AHOT 5209 Applied Kinesiology in Occupational Therapy (2:1:3) Co-requisite: AHOT 5500 An analysis of normal human movement, including explanations of how movements are produced at specific joints and their influence on occupation. This course builds a scientific basis for assessment, intervention, and procedural clinical reasoning.

AHOT 5211 Occupational Therapy Process: Hand and Upper Extremity (2:1:3) Prerequisites: AHOT 5500, 5209, 5313 This course integrates anatomy, kinesiology, assessment, and intervention principles for the treatment of upper extremity and hand conditions. Common injuries and conditions for the shoulder, elbow, forearm, wrist, and hand are covered. Advanced splinting skills are taught. This course prepares students in the areas of assessment and intervention and clinical reasoning.

AHOT 5212 Occupational Therapy Practice: Assistive Technology (2:1:3) Prerequisites: AHOT 5111, 5313 This course includes assessments and interventions involving assistive

practice. Students will spend part of the semester in the clinic interacting with adult clients in a supervised setting. The other part of the semester will be spent on problem based learning case studies. Students practice all four types of clinical reasoning (conditional, interactive, narrative and procedural).

AHOT 5309 Applying Neuroanatomy in Occupational Therapy (3:3:0) Prerequisite: AHOT 5500 A study of the structure and function of the human nervous system. Discussion of neurological diagnoses and theories for treatment. Application of those concepts to occupational therapy is made with concept and case maps, which fosters clinical reasoning.

AHOT 5310 Theory and Foundations of Occupational Therapy (3:3:0) Prerequisite: AHOT 5111 Study of the philosophical, theoretical, and professional concepts that are foundational to occupational therapy as well as the study of occupation-based theo

AHOT 5404 Developmental Foundations and Assessment of Occupational Performance (4:3:3) Prerequisites: AHOT 5311, 5403 Focus is on the skill progressions in typical and atypical development and how those sequences are used in pediatric occupational therapy assessment and treatment. Lab experiences involve the observation and assessment of children. Students apply all four types of clinical reasoning (conditional, interactive, narrative and procedural).

AHOT 5405 Occupational Therapy Practice in Adult Rehabilitation (4:3:3) Prerequisites: AHOT 5500, 5402, 5313, 5311, 5309 This course builds on student knowledge in prerequisite courses, applying specific OT techniques to diagnostic areas and individual conditions found in adults. Students will also learn how the various adult practice settings influence clinical reasoning skills. Instruction and laboratory practice incorporates active learning to cultivate critical thinking skills needed in practice. Through competency checklists and treatment plans completed in the clinic, students will use pragmatic reasoning skills required for fieldwork.

AHOT 5406 Occupational Therapy Practice with Older Adults (4:3:3) Prerequisites: AHOT 5310, AHOT 5311, AHOT 5313 Overview of the physical, psychosocial, and cognitive issues commonly seen in older adults and the impact of these conditions on occupational performance. Includes aging theory, assessment and intervention techniques. training. Case and concept mapping are used to integrate clinical reasoning.

AHOT 5407 Advanced Clinical Reasoning: Children and Adolescents (4:3:3) Prerequisite: AHOT 5404 This course assists students in synthesizing course content from across the curriculum to integrate their clinical reasoning and treatment skills in pediatric occupational therapy practice. Students practice all four types of clinical reasoning (conditional, interactive, narrative and procedural) through treatment discussions, case mapping and supervised treatment sessions.

AHOT 5411 Psychosocial Strategies and Interventions in Occupational Therapy (4:3:3) Prerequisites: AHOT 5311, 5402, 5220 Examines the psychosocial dimensions of human performance, therapeutic strategies for individua

Fieldwork
Students are responsible for all costs associated with fieldwork including transportation, housing, meals, uniforms, and other incidental expenses.

1) Fieldwork I:1 In the fall semester of the second year, the student's fieldwork experience may be scheduled and completed the week before the fall academic courses begin or it may be scheduled and completed 4 hours per week during the fall semester. The student actively participates in occupational therapy as it is practiced in a pediatric or mental health setting for 40 total hours.
2) Fieldwork I:2 Prior to beginning classes in the spring semester of the second year, the student actively participates in occupational therapy as it is practiced in a physical disabilities setting for a total of 80 hours.
3) Fieldwork II:1 Full-time fieldwork experience. The student integrates client evaluation and intervention planning/implementation skills and develops entry-level competency in essential skills. The student has the opportunity to develop advanced competencies beyond entry-level w
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DEPARTMENT OF CLINIC ADMINISTRATION AND REHABILITATION COUNSELING

Program in Clinical Services Management

The objective of this program is to expand educational access to graduates of community college technical programs in allied health disciplines who frequently find themselves blocked from advancement educationally and professionally because of the technical emphasis in their Associate of Applied Sciences (A.A.S.) degree. This program provides the appropriate educational foundation and prerequisite credit hours to students who have an A.A.S. degree and desire to pursue a baccalaureate degree. Community college graduates are the primary candidates for the program. Examples are Certified Occupational Therapy Assistants, Physical Therapy Assistants, Radiology Technologists, Respiratory Care Technicians, Medical Technologists, and Emergency Medical Technicians.

PROGRAM DESCRIPTION

The B.S., CSM degree program operates as a "2 + 2" format to provide wide exposure to the skills, knowledge, and abilities needed for success in supervisory management in the U.S. healthcare delivery system. The B.S., CSM degree program will prepare students with the competencies needed to enter various supervisory and entry-level management positions in hospital-based departments or sub-units, community based healthcare operations, long term care facilities, sub-acute care facilities, home health agencies, independent living centers, and ambulatory clinics. Upon completion of the program, students will possess the competencies and skills necessary for successfully meeting the challenges presented by the current and evolving healthcare delivery system.

Requirements for graduation will include the successful completion of a minimum of 120 semester credit hours. The program courses are conveniently offered through the use of distance education technology by using WebCT and internet access. The curriculum structure will follow a non-traditional format, which allows for completion of degree requirements at a pace set by the ability and availability of the student.

ADMISSION TO THE PROGRAM

Unconditional Admission: Students who have an Associate of Applied Sciences degree in an allied health discipline, an overall GPA of 2.5 on a 4.0 scale, and have completed the common core curriculum requirement for a baaaet het convelumhlumave cl6(a p)7d9(e)-1.6(veion: St nte)6.7(0 -1.1533 TD-0.0002 Tc0.0035 Tw[(an

budgeting processes, information systems, and management control systems.

AHCM 4302 Financial Management for Clinical Supervisors (3:3:0) Examines the basic principles of financial management related to clinical support activities. Topics will include healthcare accounting systems, revenue planning, cost accounting, departmental budgeting, resource management allocation, and reimbursement programs that are common to the clinical support service setting.

AHCM 4303 Principles of Personnel Management for Clinical Supervisors (3:3:0) Provides an overview of interpersonal dynamics, conflict resolution, and supervisor responsibilities. Topics include task analysis, developing position descriptions, recruiting, employee supervision, labor law, benefit programs, and personnel contracts. Includes a review of case studies that demonstrate the impact of the human resource functions in healthcare organizations.

AHCM 4304 Management of Clinical Support Services in Healthcare Organizations (3:3:0) Provides an overview of operations management and practical decision-making by analyzing the day-to-day operations in clinical

AHCM 4314 Quality Assurance and Risk Management (3:3:0) The course provides an overview of legal requirements and ethical standards in healthcare. Topics include the principles of Total Quality Management (TQM), Continuous Quality Improvement (CQI), Joint Commission on Accreditation of Healthcare Organizations (JCAHO) requirements, quality assurance, risk management, outcomes measures, benchmarking, and utilization management in the clinical support service setting. Includes an overview of case law that has resulted from the expectations of patients and payers; fiduciary responsibility of hospital boards and districts, and changing technology.

AHCM 4315 Issues in Gerontology for Healthcare Managers (3:3:0) Overview of the physical, psychosocial, cognitive, cultural, and environmental factors that affect persons as they age. Special topics include financial and administrative issues that affect patient services, adaptive equipment, assistive technology, and community resources.

AHCM 4316 Integrated Delivery Systems and Organizational Relationships (3:3:0) An overview of the components and organizational issues of integrated delivery systems, the interaction of interdisciplinary staff composed of technicians and professionals, team building, product line service delivery and operational management in the clinical support service setting.

AHCM 4317 Statistics for Healthcare Supervisors (3:3:0) Introduction to descriptive and inferential statistics, quantitative and qualitative research designs, and relate their application for clinical and managerial operations in a healthcare organization.

AHCM 4331 Leadership in Healthcare Organizations (3:3:0) The course presents an overview of management theory and leadership principles. Topics include behacapport9(.1(a)ding,)10.

AHEM 4310 Emergency Operations Management (3:0:0) Prerequisite: AHCM 3300. Issues concerning the daily operations in prehospital emergency medical services involving unit hour management; staffing and scheduling; fleet management; preventive maintenance systems; maintenance vendor contracting; medical protocol development; risk management and loss control; models for quality assurance; clinical audit and review. Also addresses community service programs; media relations and crisis communications at the operational level. Information concerning fleet vehicle specifications and design; post purchase modifications; vehicle refurbish and remount; fleet performance standards will also be addressed.

AHEM 4320 Healthcare Communication Systems and Practices (3:2:3) Prerequisite: AHEM 3300. Planning, development, and management of local, regional, and state EMS communications systems; FCC regulations; installation, operation, and testing of common systems; interface with 911 and other public safety communications systems; receiving, dispatching, and radio

Program in Clinical Practice Management

Healthcare providers are often promoted into supervisory positions with minimal if any management training. This lack of training often leads to frustration and dissatisfaction on the part of the healthcare professional. The goal of the Master of Science in Clinic Practice Management is to offer a superior graduate level program consisting of evidence-based research, a focused management-based curriculum, individualized instruction, and mechanisms for personal and professional growth as a clinic manager.

The MSCPM is designed to provide practicing clinicians

AHCP 5309 Business Statistics (3:3:0) This course provides statistical knowledge needed to function in day to day business operations. This course will take existing data from the students work environment and chart, graph, manipulate, and extract relevant statistical information and trends from it. Topics include statistical concepts, methods, and practical application.

AHCP 5310 Coding and Healthcare Law (3:3:0) This course addresses current CPT and HCPCS coding issues and healthcare related laws. The course will provide the learner with current coding requirements, reimbursement changes, and legal issues facing the healthcare industry. Topics include utilization review, HIPPA, patient rights, and malpractice legislation.

AHCP 5311 Healthcare Finance and Resource Management (3:3:0) This course covers principles of financial management, analysis, reporting, and allocation of resources. Issues addressed are interpretation of multiple financial statements, utilization of finance-based equations and ratios, and implementation of financial analysis in planning. Additionally, focus is placed on management and allocation of resources including materials and inventory management.

AHCP 5312 Strategic Planning (3:3:0) This course addresses the dimensions of market assessment and associated business entry policy. Topics include product line development business plan development, planning for success, and measuring and presenting outcomes. Entrepreneurial skills, marketing, project development, SWOT analysis, and market growth assessment are significant topics addressed

AHCP 5301 Foundations of Rehab (3:3:0) This course explores the history and underlying evolution of rehabilitation practice. Issues associated with the evolving position that rehabilitative providers face are addressed in this course. This course consists of current practice patterns, paradigms, and theoretical treatment models. Additionally, the driving forces that make up our clinical models are discussed and evaluated for effectiveness.

AHCP 5315 Professional Development and Healthcare Ethics (3:3:0) This course guides the student's growth through professional development. Topics include effective communication, education, professionalism, ethical issues, practice expectations, and promotion of the student's profession.

AHCP 5316 Independent Study (3:0:0) Students are offered the choice of doing an independent comprehensive literature review, research, or practice-based work related to gerontology. Students design their study plan with faculty assistance.

AHCP 5317 Public Policy and Issues in Aging (3:3:0) This course focuses on the development and evaluation of public policy, state and federal legislative processes, insurance and financial planning, retirement income, protective services, and legal issues that affect the population, especially older individuals. The course investigates current events related to the public policy implementation, using both educational and consumer based literature.

Program in Rehabilitation Counseling

Work and working are highly valued in our

for advanced credit for certain courses. Persons with disabilities are strongly encouraged to apply.

THE APPLICATION PROCESS

necessary to take the national certification examinations, and if successful, be accredited as a Certified Rehabilitation Counselor (CRC).

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

AHRC 5301 Foundations of Rehabilitation Counseling (3 credits) Introduction to the history and philosophy of rehabilitation, and the legislative and policy background underpinning the modern delivery of rehabilitation counseling services. Exploration of the organizational structure of current rehabilitation counseling services, and the legal and ethical standards which guide them. Discussion of societal issues, trends, and developments in rehabilitation, and their impact upon consumer review, choice, and personal responsibility.

AHRC 5302 Counseling Theories (3 credits) Introduction to the principles of behavior, personality, and human development. Exploration of individual, group, and family counseling

identification and integration of assessment information from a multi-disciplinary perspective. The strengths and weaknesses of assessment information in the rehabilitation counseling process are discussed within the context of the overall role of assessment in assisting the individual.

AHRC 5322 Employment Development and Placement (3 credits) The roles and techniques

Note: contributes towards the mandatory 600-hour clinical internship requirements as outlined for CORE accreditation and CRCC certification. (AHRC 5416 is 4 graduate credit hours; AHRC 5517 is 5 graduate hours) Courses may be repeated if the 600 hour requirement is not met, and may be taken simultaneously.

AHRC 5517 Clinical Internship II (5 credits) Supervised rehabilitation counseling internship located in a rehabilitation counseling services setting. Internship activities will include an orientation to program components, policies and procedures; an introduction to staff and their role and function; review of confidentiality and ethical standards; observation of all aspects of rehabilitation counseling services; work assignments encompassing the tasks of regularly employed rehabilitation counselors from intake to placement and/or discharge; reporting/charting and all documentation requirements as set forth by the organization, evaluation of student performance (including self-evaluation, field site supervisor evaluation, and faculty supervisor evaluation). Note: contributes towards the mandatory 600-hour clinical internship requirements as outlined for CORE accreditation and CRCC certification. (AHRC 5416 is 4 graduate credit hours; AHRC 5517 is 5 graduate hours) Courses may be repeated if the 600 hour requirement is not met, and may be taken simultaneously.

AHRC 5611 Practicum (6 credits) Supervised rehabilitation counseling practicum fostering personal growth, skills development, and insights into the rehabilitation counseling process and issues that affect service delivery. Includes both on-campus and classroom experiences (audio/videotape and individual/group interactions) and off-campus experiences in settings that facilitate the development of basic rehabilitation counseling and practice skills. This course may be repeated if the 100 hour requirement is not met. Completion of this course is a prerequisite for the internship phase of the program (AHRC 5416 and AHRC 5517).

SCHOOL OF ALLIED HEALTH SCIENCES FACULTY

AMLANI, Amyn, Assistant Professor of Speech, Language and Hearing Sciences, 2002; B.A. University of the Pacific, 1993; M.S. Purdue University, 1995; Ph.D., Michigan State University, 2003.

AOYAMA, Katsura, Assistant Professor of Speech, Language and Hearing Sciences, 2002; B.A., Kansai University, Japan, 1995; M.A., University of Hawaii, 1997; Ph.D., University of Hawaii, 2000.

BOGSCHUTZ, Renee, Assistant Professor of Speech, Language and Hearing Sciences, 2001; B.A., Eastern New Mexico University, 1993; M.S., Eastern New Mexico University, 1995; Ph.D., University of Iowa, 2000.

BRISMEE, Jean-Michel, Assistant Professor of Physical Therapy, 1997; B.S., Catholic University of Louvain, Belgium, 1982; M.S., Texas Tech University, 1996; Sc.D., Texas Tech University Health Sciences Center, 2003.

BROOKE, Paul P., Dean, 1998; B.A., St. Joseph's Seminary & College, 1964; M.H.A., Baylor University, 1976; M.M.A.S., U.S. Army Command & Staff College, 1979; Ph.D., University of Iowa, 1986.

BROOKS, David J., Assistant Professor of Rehabilitation Counseling, 2001; B.A., Northeastern Oklahoma State, 1969; M.S., Oklahoma State University, 1975.

BRUEILLY, Kevin, Assistant Professor of Physical Therapy, 2004; B.A. Cedarville University, 1984; M.P.T. University of St. Augustine, 1996.

CHESTNUTT, Jacqueline, Academic Instructor and Lab Manager in Clinical Laboratory Science and Molecular Pathology, 2002; B.S., Texas Tech University Health Sciences Center, 1997.

CLAPSADDLE, Kathy, Clinical Instructor in Speech, Language and Hearing Sciences, 2003; B.S., Texas Tech University Health Sciences Center 1997, M.S., Texas Tech University Health Sciences Center, 1999.

CLOPTON, Nancy Ann, Associate Professor of Physical Therapy, 1983; B.S., University of Kansas, 1970; M.S., Texas Woman's University, 1983; Ph.D., Texas Tech University, 1989.

COLE, Robert P., Assistant Professor of Physician Assistant Studies, 2004; B.S., University of Oklahoma Health Science Center, 1984; M.P.A.S., University of Nebraska Medical Center, 2000.

COLLINS, Robert, F., Assistant Professor in Clinical Laboratory Science and Molecular Pathology, 2001; B.S., Texas Tech University Health Sciences Center, 1996; M.S. Texas Tech University Health Sciences Center, 2003.

CORWIN, Melinda D., Assistant Professor of Speech, Language and Hearing Sciences, 1994; B.S., Texas Tech University, 1987; M.S., Texas Tech University, 1989.

DANIEL, John, Associate Professor of Physical Therapy, 1991; B.A., University of Delhi, India, 1975; BLS, Iowa State University, 1990; M.A., University of Iowa, 1991; Ed.D, Texas Tech University, 1999.

DEDRICK, Greg, Associate Professor of Physical Therapy, 2003; B.S., University of North Texas, 1994; B.S., University of Texas Medical Branch El Paso, 1994; M.P.T., University of Texas at El Paso, 1996; Sc.D., Texas Tech University Hea

JAMES, C. Roger, Associate Professor of Physical Therapy and Director of the Center for Clinical Rehabilitative Assessment, 2004; B.S., Southwest Missour

REAM, Tammy, Assistant Professor and Coordinator of Clinical Education of Physician Assistant Studies, 2002; B.S., University of Texas Southwestern Medical Center, 1992; M.P.A.S., University of Nebraska Medical Center, 2001.

RICE-SPEARMAN, Lori, Associate Professor and Program Director of Clinical Laboratory Science and Molecular Pathology, 1988; B.S. Texas Tech University Health Sciences Center, 1986; M.T. (ASCP), 1986; M.S., Texas Tech University, 1991.

SANCIBRIAN, Cheryl L., Associate Professor of Speech, Language and Hearing Sciences and Program Director of Speech-Language Pathology, 1993; B.S., Texas Tech University, 1976; M.S., Texas Tech University, 1978.

SATTERWHITE, C. Robin, Associate Dean for Education Outcomes and Technologies, 2005; Chair, Department of Clinic Administration and Rehabilitation Counseling, 2005; Program Director, Clinical Services Management, 1999; B.B.A., Texas Tech University, 1992; M.B.A., Texas Tech University, 1997; Ed.D., Texas Tech University, 2004.

SAWYER, Barbara G., Professor of Molecular Pathology and Clinical Laboratory Science, 1993; B.A., Stephen F. Austin State University, 1974; B.S., University of Texas Southwestern Medical Center, 1977; MT (ASCP), 1977; Ph.D., University of Texas Southwestern Medical Center, 1988; CLSp (Molecular Biology), 2001.

SAWYER, Steven F., Chair, Department of Rehabilitation Sciences, 2003; Program Director, Master of Physical Therapy program, 2002; Assistant Professor of Physical Therapy, 1994; B.S., University of California at Irvine, 1980; Ph.D., University of California at San Diego, 1988; MPT, Texas Tech University Health Sciences Center, 1997.

SCOTT, Dawndra A., Assistant Professor and Program Director of Occupational Therapy, 2001; B.S., Texas Tech University, 1992; B.S., Texas Tech University Health Sciences Center, 1994; M.A., Texas Woman's University, 2001.

SIMS, Frankie, Clinical Instructor in Speech, Language and Hearing Sciences, 1998; B.S., Texas Tech University, 1976; M.S., Texas Tech University, 1978.

SIOJO-TAPAWAN, Lisabette G., Assistant Professor and Clinical Coordinator of Physician Assistant Studies, 2005; M.D., University of the East Ramon Magsaysay Memorial Medical Center, 1981; Internal Medicine, SUNY Buffalo, NY, 1996; Rheumatology, SUNY Buffalo, NY, 1998; Pain Management, Eugene Gosy, M.D., Neurology & Pain Management Clinic, SUNY Buffalo, NY, 1999.

SIZER, Phillip S., Program Director of Doctor of Science, Physical Therapy program, 2001; Associate Professor of Physical Therapy, 1990; B.S., University of Texas Medical Branch, 1985; M.S., Texas Tech University, 1994, Ph.D., Texas Tech University, 2002.

SMITH, Michael, Assistant Professor of Athletic Training, 2000; B.S., State University of New York-Plattsburgh, 1994; M.S., Arizona School of Health Sciences, 1997.

SPEARS, Evans, Assistant Professor of Rehabilitation Counseling, 2002; B.A. Coe College, 1991; M.A., University of Iowa, 1994; Ph.D. University of Arizona, 2003.

STICKLEY, Lois A., Assistant Professor and Assistant Program Director of Physical Therapy, 1996; B.S., Texas Woman's University, 1982; M.S., Texas Woman's University, 1987, Ph.D., Texas Tech University, 2002.

TATUM, Tootie, Assistant Professor and Assistant Program Director of Molecular Pathology, 2002; B.S., Texas Tech University, 1994; M.S., Texas Tech University, 1997, Ph.D., University of New Mexico, 2002; CLSp(MB), MP (ASCP), 2003.

TAYLOR, LesLee, Assistant Professor and Program Director of Athletic Training, 2000; B.S., University of Kansas, 1993; M.S. University of Arizona, 1995; Ph.D., Texas Tech University, 2001.

TAYLOR, Michael A., Associate Professor and Clinical Coordinator of Physician Assistant Studies, 2004; B.S., University of Oklahoma Health Science Center, 1982; M.P.A.S., University of Nebraska Medical Center, 1997.

WHISNER, Sandra, Assistant Professor of Occupational Therapy, 2003; B.B.A., Texas Tech University, 1992; B.S., Texas Tech University Health Sciences Center, 1997; M.A., Texas Woman's University, 2003.

WILLIAMSON, Elizabeth, Assistant Professor of Physical Therapy, 2002; B.S., University of Texas Health Sciences Center San Antonio, 1981; M.A., Texas A&M University - Corpus Christi, 1993.

ZHANG, Ming, Assistant Professor of Speech, Language and Hearing Sciences; 2001; M.D., Shanghai Medical University II, 1980; Advanced M.D., Shanghai Medical University, 1988; M.S., Shanghai Medical University II, 1988; Ph.D., University of Iowa, 1995.

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