Publication Policy

e programs, policies, statements, fees and/or courses contained in this document are subject to continuous review and evaluation. e School of Allied Health Sciences reserves the right to make changes at any time without notice. is publication is therefore intended for information purposes only. Matriculation information particular to the individual programs within the School of Allied Health Sciences is contained in departmental handbooks issued to admitted students upon enrollment. Students should consult these publications for detailed information regarding policies, procedures and resources.

Equal Opportunity Statement

e School of Allied Health Sciences is committed to a policy of equal opportunity for all, and will not discriminate on the basis of race, color, sex, age, religion, national origin, handicap, or disability.

Admission Inquiries

All inquiries concerning admission to the School of Allied Health Sciences should be addressed to

Texas Tech University Health Sciences Center
School of Allied Health Sciences
3601 4th Street, STOP 6294
Lubbock, TX 79401
(p) 806.743.3220
(f) 806.743.2994
www.ttuhsc.edu/sah

Table of Contents

GENERAL

Q: What degrees does the School of Allied Health Sciences o er?
A: e School of Allied Health Sciences o ers the following degrees:

- Bachelor of Science (B.S.)
  - Clinical Laboratory Science
  - Clinical Services Management
  - Health Science
  - Speech, Language and Hearing Sciences
- Master of Athletic Training (M.A.T)
- Master of Occupational erapy (M.O.T.)
- Master of Physician Assistant Studies (M.P.A.S.)
- Master of Physical erapy (M.P.T.)
- Master of Rehabilitation Counseling (M.R.C.)
- Master of Science (M.S.)
  - Clinical Practice Management
  - Molecular Pathology
  - Speech-Language Pathology
- Doctor of Audiology (Au.D.)
- Doctor of Science in Physical erapy (Sc.D.)
- Doctor of Philosophy in Communication Sciences and Disorders (Ph.D.)

Q: How can I apply for admission to the School of Allied Health Sciences?
A: e online application may be accessed via the Texas Tech University Health Sciences Center, School of Allied Health Sciences' web site at www.ttuhsc.edu/sah. Physician Assistants must apply using CASPA which may be accessed through www.ttuhsc.edu/sah or www.caspaonline.org.

Q: How can I contact the School of Allied Health Sciences?
A: You can contact us by using the following information:

Texas Tech University Health Sciences Center
School of Allied Health Sciences
O ce of Admissions and Student A airs
3601 4th Street, Suite 2BC 194
Lubbock, TX 79430
806-743-3220, fax 806-743-2994
www.ttuhsc.edu/sah

Q: How is the School of Allied Health Sciences organized?
A: Our fifteen programs are organized into four Departments:

- Department of Clinic Administration and Rehabilitation Counseling
  - Program in Clinical Services Management
  - Program in Clinical Practice Management
  - Program in Rehabilitation Counseling

- Department of Laboratory Sciences and Primary Care
  - Program in Clinical Laboratory Science
  - Program in Molecular Pathology
  - Program in Physician Assistant Studies

- Department of Rehabilitation Sciences
  - Program in Athletic Training
  - Program in Occupational erapy
  - Program in Physical erapy (M.P.T. & Sc.D.)
  - Program in Health Sciences

- Department of Speech, Language and Hearing Sciences
  - Program in Communication Sciences and Disorders
  - Program in Audiology
  - Program in Speech, Language and Hearing Sciences
  - Program in Speech-Language Pathology

Paul P. Brooke, Jr., Ph.D., FACHE
Dean of the School of Allied Health Sciences

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 the healthcare needs of the people of West Texas. e School of Allied Health Sciences has since become a dynamic and 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 almost 800 students enrolled in fourteen di erent degree programs at the doctoral, masters and baccalaureate degree levels. In preparing allied health professionals 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 o er learning opportunities that exceed nationally recognized standards of technical competence, while simultaneously developing the professional insight and service-oriented compassion that will enable them

Board of Regents

Term Expires January 31, 2007

L. Frederick "Rick" Francis, Chair ..... El Paso
C. Robert "Bob" Black, ... Horseshoe Bay
Bob L. Sta ord, M.D. .....Amarillo

Term Expires January 31, 2009

F. Scott Dueser .....Abilene
J. Frank Miller, III .....Dallas
Windy M. Sitton .....Lubbock

Term Expires January 31, 2011

Larry K. Anders .....Dallas
Mark Gri n. .....Lubbock
Daniel "Dan" T. Serna .....Arlington
Ebtesam Attaya Islam .....Student Regent

Health Sciences Center

Kent Hance .....Chancellor
Bernhard T. Mittemeyer, M.D. .....Interim President
Elmo Cavin ..... Executive Vice President for

TTUHSC Mission

e mission of the Texas Tech University Health Sciences Center is to improve the health of people by providing educational opportunities to students and healthcare professionals, advancing knowledge through scholarship and research, and providing patient care and service.

e Texas Tech University Health Sciences Center fulfills its higher education mission by achieving six7.1lx11.5.

Contributing to the improvement of health status and quality of life of the communities we serve, by providing competent and compassionate clinical services that respond to the quality, access and cost-e ectiveness needs of West Texans.

Emphasizing Continuous Quality Improvement to enhance responsiveness to the evolving needs of our students, patients and the allied health professions we serve.

Organizational Philosophy

As a multi-campus, regional element of the TTUHSC education system, we seek to encourag

2000 - Addition of Masters of Athletic Training Program
- Addition of Masters of Vocational Rehabilitation Program
- Addition of B.S. in Emergency Medical Systems Management
- Expansion of Physician Assistant Program from B.S. to M.P.A.S.
- Relocation of Department of Communication Disorders to TTUHSC facilities
- Relocation of SOAH-Odessa to permanent facilities at TTUHSC-Odessa
- Approval of Clinical Doctorate in Audiology (Au.D.)

2001 - Relocation of SOAH-Amarillo to permanent facility
- Completion of Physician Assistant Program permanent facility
- Approval of Center for Brain Mapping and Cortical Studies

2002 - Approval / addition of "first-in-nation" M.S., Molecular Pathology (M.S., M.P.)
- Approval / addition of M.S. in Rehabilitation Sciences (M.S., R.S.)
- Approval / addition of B.S. in Clinical Support Services Management (B.S., C.S.S.M.)
- Approval of Center for Rehabilitation Assessment

2003 - Approval of School name change to "Allied Health Sciences"
- Department name changes to Department of Laboratory Sciences and Primary Care, Department of Speech, Language and Hearing Sciences

2004 - Approval / addition of Ph.D., Communication Sciences and Disorders
- Approval / addition of B.S., Health Science
- Approval of program name changes; Vocational Rehabilitation to Rehabilitation Counseling; CSSM to Clinical Services Management (CSM)

2005 - Approval / addition of Department of Clinic Administration and Rehabilitation Counseling

Accreditation

Texas Tech University Health Sciences Center is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, doctoral, and professional degrees. Questions about the accreditation status of Texas Tech University Health Sciences Center may be directed to the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033 (telephone 404-679-4500).

Program Structure

e 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. e core curriculum is in addition to prerequisite requirements designated by the programs.

Transfer of Credits

e School of Allied Health Sciences will accept transfer hours from fully accredited U.S. two year colleges and universities. e 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.

ose 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 Mastet.9(lin5n.1518 Tw [(

Deadlines for application to the individual programs are:

Expectations of the 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.

Student Hospitalization Insurance Coverage

Students are recommended 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 o ers such coverage. Students should contact the TTUHSC Student Services O ce for details.

Immunizations

Students in the School of Allied Health Sciences born on or after January 1, 1957, must have had the following immunizations:

Tetanus-Diphtheria (within 10 years of matriculation date)
Oral Trivalent Polio or Inactivated Polio Vaccine- IPV (at anytime in the past)
Measles-Mumps-Rubella (since 1980)
Hepatitis B
PPD-TB Skin Test (within 1 year of matriculation date, must be renewed annually)
Tine Test is not su cient.
Varicella Titer- may be required for some programs.

It is the student's responsibility to obtain and maintain proof of all required immunizations. e cost of immunizations is also the student's responsibility.

Leave of Absence

In extreme circumstances it may be necessary for a student to be absent from

practice THEA test, go to www.thea.nesinc.com. Students who have tested but not attained the minimum scores on all three sections of the test are required to obtain TSI advising before registration and enroll continuously in formal skills development through the TSI Basic Skills O ce, 72 Holden Hall, 806.742.3242. To ask questions about your status with respect to the Texas Success Initiative, contact the TSI Compliance O ce at 806.742.1183, ext. 248.

Alcohol/Drug Prevention Education and Prevention

Consistent with its mission, the School of Allied Health Sciences and TTUHSC will enforce the provisions of the "Texas Controlled Substance Act" and the "Texas Dangerous Drugs Act." e School of Allied Health Sciences and TTUHSC are committed to helping students in health professions make responsible and informed decisions regarding the misuse of drugs and alcohol. e School encourages all students to make use of the education programs o ered by the Counseling Center at Texas Tech University.

Criminal Background Check

Students enrolled in clinical preceptorships or rotations will require a criminal background check. Students will be required to sign a consent for release of information for the criminal background check.

Tobacco-Free Environment

TTUHSC prohibits tobacco use in a TTUHSC facility or anywhere on the grounds of any TTUHSC 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 web site 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 o enders register with local law enforcement authorities. ose 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 o enders

of terminating attendance or work on any campus of the Texas Tech University System. All such sex o enders who are currently students, employees, volunteers, or contractor employees must register with campus police. Failure to register, as required, may subject such individuals to criminal penalties. Questions about this new requirement should be addressed to the TTU Police Department, 2901 4th St., Lubbock, TX 79409, (806) 742-3931.

Withdrawal from the School of Allied Health Sciences

A student who wishes to withdraw from the School of Allied Health Sciences must contact the O ce of Admissions and Student A airs to receive an O cial Withdrawal Form. is form must be initialed by faculty or sta from specific areas within the Health Sciences Center. After the withdrawal form is completed, it must be returned to the O ce of Admissions and Student A airs for processing. Students who fail to complete this self-initiated withdrawal process within 5 class days will be subject to administrative withdrawal and/or dismissal from the School of Allied Health Sciences.

Students with Disabilities

It is the policy of the School of Allied Health Sciences to conduct educational programs in a place and manner accessible to individuals with disabilities, and to make reasonable modifications and accommodations necessary to achieve this purpose. Students who need special accommodations should be proactive and contact TTUHSC Student Services, (806) 743.2300, immediately after accepting a class position. e student will be asked to complete an application

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

the CEEB Achievement Tests may be obtained from your high school counselor or principal, the College Entrance Examination Board (Box 592, Princeton, NJ 08540), or the Testing and Evaluation Division of Texas Tech University.

Credit for CEEB Advanced Placement Program Examinations (APP)

e Advanced Placement Program Examination is the final examination for a nationally standardized course o ered in a limited number of secondary schools under the auspices of the CEEB Advanced Placement Program. e objective of the APP is to allow students to begin work toward college credit while still in high school. Students should check with their high school counselor or principal as to the availability of the APP examinations in their school. e APP is o ered once a year during May at participating high schools.

Credit for CEEB College Level Examination Program Examinations (CLEP)
Under the College Level Examination Program, the School of Allied Health Sciences will award credit only for specified examinations. As with the other CEEB testing programs, a student may attempt a CLEP examination at a national CLEP testing center before enrolling and have the scores reported to the School of Allied Health Sciences. ese examinations are o ered on the Texas6.2(e)1.1()-0.4D 0Mic2

Applicant Pool

Applicants will be considered for admission only when completed application forms and appropriate supporting documents have been received. All applicants are carefully evaluated by the respective program admissions committees concerning qualifications and potential for successful completion of a professional curriculum. School of Allied Health Sciences departments also may waive required courses based on experiential learning.

International Students

Transcripts

Applicants to all programs must have transcripts from any international college or university evaluated by a Foreign Transcript Evaluation Service. e evaluation must be a course-by-course evaluation of all academic work completed by the applicant. e O ce of Admissions can provide a list of acceptable evaluation agencies.

TOEFL/IELTS

Undergraduate students whose native language is not English must complete an English language proficiency exam. e o cial Test of English as a Foreign Language (TOEFL) scores or o cial International English Language Testing Service (IELTS) scores, when applicable. Minimum acceptable scores for the TOEFL are 213 on the computer-based test, 79 on the internet-based test, and 550 on the paper test. e minimum acceptable IELTS score is 6.5. is test is waived only for graduates of U.S. universities or universities in countries in which the native language is English.

O cial TOEFL score reports or o cial IELTS results are required from international applicants unless the student graduated from a high school within the United States with a minimum of 2 years attendance, or has attended a college or University in the United States for a minimum of 2 years

TSI Requirement

Documentation of successful completion of the TSI (Texas Success Initiative) is required.

ADMISSIONS CHECKLIST

- ✓ Be certain you will be able to meet all admission requirements by the class starting date.
- ✓ Application materials may be accessed via the Texas Tech University Health Sciences Center, School of Allied Health Sciences' web site at www.ttuhsc.edu/sah.
- ✓ Complete all admission materials and mail to the Texas Tech University Health Sciences Center, O ce of the Registrar at 3601 4th Street, Mail Stop 8310, Lubbock, Texas, 79430.
- ✓ Have o cial transcripts of all college coursework sent to the above address. Make certain that the transcripts are mailed to the above address only. Do not send transcripts to Texas Tech University; this will delay processing of your application. It is the student's responsibility, before the admissions deadline for each program, to see that updated transcripts containing the applicant's most recently completed coursework have been received.
- ✓ Have documentation of successful completion of the TSI sent to the Texas Tech University Health Sciences Center, O ce of the Registrar, if it is not included with transcripts.
- ✓ It is the student's responsibility to confirm that all necessary application materials have been received before the closing date for receiving application materials.

NOTE: All applicants with completed applications will be notified in writing as to the final status of their application after review by program admissions committees. Interviews and additional tests may be required before final admission decisions are reached.

Financial Aid

Grants and loans are available through the TTUHSC Financial Aid O ce. 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 O ce. 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 O ce
3601 4th Street, Suite 2C 400
Lubbock, TX 79430 806-743-3025

Scholarships

e 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 O ce of Admissions and Student A airs. 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.)

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 $126 per semester credit hour. Non-resident and foreign students will be charged tuition at a rate of $404 per semester credit hour. Both resident and non-resident students enrolled in graduate programs will be charged an additional $50 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 O ce 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, O ce 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 in 15 hours

Tuition

Resident Undergraduate	$1,890.00
Resident Graduate	$2,640.00
Non Resident Undergraduate	$6,060.00
Non Resident Graduate	$6,810.00
Student Services Fee	$132.00
Placement Guarantee Fee (All 1st year students, non-refundable)	$50.00
Student Malpractice Insurance Fee ($61 for PA students)	$14.50
Microscope Usage Fee (CLS Juniors and Seniors annually)	$50.00
Medical Services Fee	$70.00
Recreation Center Fee	$65.00
Graduation Fee ($50 for graduate programs)	$35.00
Identification Card Fee	$5.00
Informational Technology Fee	$150.00
Student Athletic Fee	$52.00
Record Processing Fee	$5.00
Synergistic Center Fee	$5.00

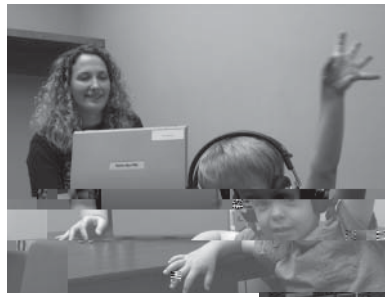
Total Tuition and Fees for Semester (estimate)

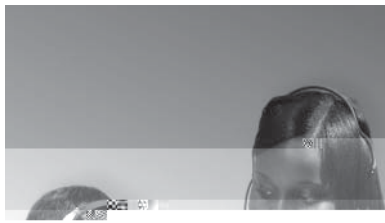
Resident Undergraduate	$2,473.50
Resident Graduate	$3,188.50
Non-Resident Undergraduate	$6,643.50
Non-Resident Graduate	$7,358.50

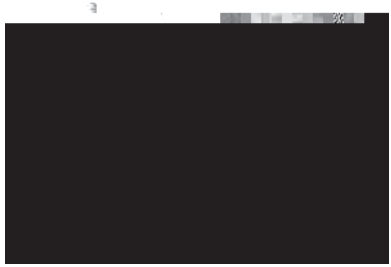
Out of state students enrolled in a distant learning program pay a flat fee of $300 per credit hour, which is $900 per three hour course. Texas residents pay tuition of $176 per credit hour, which is $528 per three hour course, and appropriate fees.

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







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 utilize behavioral, cognitive, physiologic, and technological procedures to assess and treat speech, language, swallowing, hearing, and balance problems. Speech-language pathologists and audiologists employ an interdisciplinary approach to treatment and work closely with a full spectrum of professionals to treat the patient's communicative needs.

Speech-language pathologists specialize in prevention, identification, evaluation, treatment, and rehabilitation of speech, language, and swallowing disorders. eir work involves conducting research; treating numerous communication disorders, including children with speech-language disorders, people who stutter, stroke survivors, and persons who have swallowing problems; and instructing various others, such as actors and singers, in the preservation of their voices. Audiologists assess and treat individuals who are challenged by hearing impairments or balance problems. ey test and diagnose hearing disorders, prescribe and dispense hearing aids and assistive listening devices, help prevent hearing loss, and conduct research, among many other professional duties.

Four years of undergraduate education in the basic sciences are required. For Speech-Language Pathology, two years of graduate study followed by a Clinical Fellowship are required. e Doctor of Audiology degree is four years of graduate work, three in clinical coursework and one clinical externship year. Graduates of professional programs must pass national examinations before earning

certification. Both speech-language pathologists and audiologists are required by most states to earn a master's or doctoral degree from a program accredited by the American Speech-Language-Hearing Association (ASHA). In most states a professional license is also required. For those interested in the scientific study of communication and its related disorders, a doctoral degree is generally required.

Department Description

e Department of Speech, Language, and Hearing Sciences is the oldest such program in the entire Southwestern United States. It began at Texas Tech in 1928, and today it educates approximately 80 undergraduate students and 75 graduate students per year. e department o ers study in four degree programs: Bachelor of Science (B.S.) in Speech, Language and Hearing Sciences; Master of Science (M.S.) in Speech-Language Pathology; Doctor of Audiology (Au.D.); and Doctor of Philosophy (Ph.D.) in Communication Sciences and Disorders. Students may specialize in either speech-language pathology or audiology at

Financial assistance may be available from the O ce of Financial Aid at TTUHSC.

e Department of Speech, Language and Hearing Sciences also o ers limited financial assistance to highly qualified students on the basis of scholarship. Students interested in financial assistance through the department should file their requests after they have been accepted to the program.

Admission to the Bachelor of Science Program

e application deadline is March 1 of each year for the following fall class.

AHSL 3219 Supervised Observation Laboratory: AUD (2:2:0) A supervised observation of various audiometric procedures and patient types. Discussion of clinical protocols, assessment, and management for individuals with hearing disorders.

AHSL 3220 Supervised Observation Laboratory: SLP (2:2:0) A supervised observation of clinical assessment and management of individuals with speech and language disorders. May be repeated for credit.

AHSL 3221 Clinical Methods (2:2:0) A review of clinical methodologies used in speech-language pathology and audiology, including specific clinical activities, report writing, and professional development.

AHSL 3321 Speech Science (3:3:0) An introduction to the production, perception, and processing of speech, including acoustic phonetics.

AHSL 3322 Hearing Science (3:3:0) An introduction to the physics of sound, acoustics, and psychoacoustics.

AHSL 3323 Language Development (3:3:0) An introduction to current theories of language and language development, including methods of obtaining and analyzing language samples.

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 3422 Anatomy & Physiology (4:3:1) A study of the anatomical and physiological aspects of speech and hearing in both normal and clinical populations.

AHSL 3426 Phonetics/Articulation and Phonological Disorders (4:3:1) e 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 3427 Phonetics (4:3:1) An introduction to production and classification of speech sounds; principles and theories of phonetics; emphasis on development of 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 di erent language backgrounds. e student will gain proficiency with pure-tone, speech, and impedance testing techniques.

AHSL 4280 Clinical Practicum: SLP (2) A supervised clinical assisting

Example Course Sequence

FIRST YEAR

Fall Semester Course		Credit Hours
AHSL 5100	Foundations	1
AHSL 5320	Research Design	3
AHSL 5463	Adult Language Assessment and Intervention	4
AHSL 5424	Pediatric Language Assessment & Intervention	4
AHSL 5381	Graduate Clinical Practicum I: SLP	3
		Total Hours = 15

Spring Semester Course		Credit Hours
AHSL 5100	Foundations	1
AHSL 5325	Childhood Speech Sound Disorders	3
AHSL 5330	Dysphagia	3
AHSL 5382	Graduate Clinical Practicum II: SLP	3
AHSL 5329	Fluency	3
AHSL 6000	Master's esis (optional)	1-3
		Total Hours =13-16

Summer Semester Course		Credit Hours
AHSL 5239	Evidence-Based Practice in Communication Disorders	2
AHSL 5383	Graduate Clinical Practicum III: SLP	3
AHSL 6000	Master's esis (optional)	1-3
		Total Hours = 5-8

SECOND YEAR

Fall Semester Course		Credit Hours
AHSL 5201	Speech Science: Clinical Applications	2
AHSL 5143	Aural Rehabilitation Lab	1
AHSL 5243	Aural Rehabilitation	2
AHSL 5328	Voice	3
AHSL 5384	Graduate Clinical Practicum IV: SLP	3
AHSL 5110	Capstone Course	1
Or		
AHSL 6000	Master's esis	1-3
		Total Hours = 12-14

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	Master's esis (optional)	1-3
		Total Hours = 10-13

Course Descriptions

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 5110 Capstone Course (1:1:0) A comprehensive review of: the nature of human communication and swallowing processes; prevention, assessment, and intervention for communication and swallowing disorders; and research principles and professional issues.

AHSL 5143 Aural Rehabilitation Lab (1:0:1) is laboratory course will allow students the opportunity to obtain hands-on experiences in aural rehabilitation. Course will include hands-on experience related to the use, management, and troubleshooting of hearing aids and FM systems. Cochlear implants, vibrotactile devices, and assistive listening devices will also be introduced.

AHSL 5201 Speech Science: Clinical Applications (2:2:0) Review of basic concepts of acoustic and articulatory phonetics, with specific reference to their application to clinical populations in communication disorders. Selective literature review illustrating acoustic and physiologic analysis of speech disorders, and application of laboratory and clinical instrumentation for the analysis of disordered speech and language.

AHSL 5239 Evidence-Based Practice in Communication Disorders (2:2:0) is 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 5243 Aural Rehabilitation (2:2:0) e study of aural habilitation and rehabilitation procedures, intervention techniques, and the use of amplification for hearing-impaired children and adults. Psychosocial issues of hearing loss will be discussed in relation to the hearing impairment as well as the cultural history of the patient.

AHSL 5310 Special Topics in Speech Pathology (3:3:0) Directed study for non-thesis candidates. May be repeated for credit.

AHSL 5320 Research Design (3:3:0) A summary of the basic concepts of science and research. Emphasis is placed on the nature of experimental designs and basic inferential statistical analyses, and the application of relevant research methodologies in clinical settings.

[redacted]

Summer Semester Course		Credit Hours
AHSL 7397	Clinical Externship	3
AHSL 7000	Research Project	1
		Total Hours = 4

THIRD YEAR

Fall Semester Course		Credit Hours
AHSL 7348	Educational Audiology	3
AHSL 7352	Clinical Disorders in Audiology	3
AHSL 7355	Advanced Concepts & Instrumentation	3
AHSL 7110	Special Topics in Audiology	1
AHSL 7000	Research Project	1
AHSL 7198 or AHSL 7398	Clinical Externship	1-3
		Total Hours =12-14

Spring Semester Course		Credit Hours
AHSL 7322	Auditory Processing Disorders	3
AHSL 7243	Cortical Connections	2
AHSL 7399 or AHSL 7199	Clinical Practicum	1-3
AHSL 7000	Research Project	1
	Elective	3
		Total Hours =10-12

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

cochlea up to cortex, subsidized by introduction of nervous system and neural signaling and virtual lab exercise. Completion of this course should establish a solid base for understanding, applying, designing, and initiating di erent auditory test applications and research.

AHSL 7251 Counseling in Audiology (2:2:0) An introduction to counseling the communicatively disordered and their families. Emphasis will be placed on special education, vocational, and emotional issues surrounding hearing impairment. Considerations of special populations and lifespan issues will be included.

AHSL 7321 Clinical Observation and Methods (3:0:3) Supervised observation of clinical assessment and management of individuals with communication disorders.

AHSL 7322 Auditory Processing Disorders (3:3:0) is course is designed to address the functional aspects of the auditory system. It will include an overview of anatomy, testing for auditory processing disorders, di erential diagnosis, and management. It will also include information on di erentiating functional di culties as symptomology of other disabilities versus auditory processing disorders as the primary diagnosis.

AHSL 7330 Speech and Language Development and Disorders (3:3:0) An overview of speech and language development and the basic principles of assessment and treatment for speech sound and language disorders. Includes

AHSL 7355 Advanced Concepts and Instrumentation (3:3:0) Provide training on using additional testing and techniques to expand the diagnostic and rehabilitative focus of audiologist. Instrumentation associated with the measurement of noise across multiple environments will be a central aspect of the course.

AHSL 7364 Auditory Electrophysiology (3:3:0) Covers clinical and theoretical knowledge and applied skills of normal and pathological auditory systems. is course will provide clinical instruction in the application of electrophysiological testing techniques and interpretation. Emphasis will be placed on evaluation of auditory functional and site of lesion testing, protocols, and interpretation.

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

AHSL 7370 Cochlear Implants (3:2:1) Electrophysiology of implantable devices. Also includes processor strategies, and speech/language learning in prelingually deafened listeners.

AHSL 7375 Professional Issues in Audiology (3:3:0) Overview of the social, political, and economic climate in hearing healthcare delivery. Basic and advanced strategies for practice management and development, interprofessional relationships and responsibilities, supervision of other professionals. Will present e ects of noise exposure and hearing conservation programs.

AHSL 7390 Clinical Practicum - Individualized Experience (3:3:0) e course is intended to allow for individualized student instruction of clinical procedures and protocols. is course may be repeated for credit.

AHSL 7391-7399 Clinical Practicum (3:3:0) Supervised clinical practicum in audiology.

AHSL 7442 Psychoacoustics and Auditory Perception (4:3:1) is course will present the physiological bases of auditory perception and the corresponding behavioral manifestations including higher-level cognitive and developmental aspects of speech perception. Includes laboratory.

AHSL 7446 Diagnostic Audiology (4:3:1) is course will present advanced diagnostic techniques for children and adults including those from diverse populations or with special needs.

AHSL 7450 Pediatric Audiology (4:3:1) A study of behavioral and objective audiological evaluation, as well as the habilitation and rehabilitation, of infants and children.

AHSL 7444 Amplification (4:3:1) A comprehensive introduction of amplification devices, methods, and techniques. Consideration of special populations and their diverse needs will also be included.

Program Description

e Department of Speech, Language, and Hearing Sciences o ers a Doctor of Philosophy (Ph.D.) degree in Communication Sciences and Disorders. e program is designed to prepare students with the competencies and abilities

program requires a pre-dissertation project, comprehensive examination, and a dissertation. In addition, the program provides students the opportunity to receive experience in teaching.

COURSE DESCRIPTIONS

AHSL 8000 Doctoral Research Seminar (6:0:0) Students will enroll in pre-dissertation research projects. is research is expected to make a significant contribution to the student's chosen area of study.

AHSL 8320 Cortical Connections (3:3:0) is course will study the functional significance of the complex array of connections between cortical regions and subcortical regions that support cortical functions. Topics covered include brain & language, animal communication, motor speech processes, the descending pathways, memory & attention, cortical processing of pitch information, thalamocortical organization, cerebellum & cognition, perception of complex sounds, and sound source localization.

AHSL 8321 Linguistics (3:3:0) is 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) e purpose of this course is to present the theoretical and clinical basis of AAC. Emphasis will be placed on evaluating e cacy of AAC intervention with individuals with developmental and acquired disabilities. Discussions will include application of relevant research oD 0 T01 Tc 0.1898 Tcdeved Tc 0.140.1863-v

DEPARTMENT IN LABORATORY SCIENCES AND PRIMARY CARE

Program Description

e 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. e professional program combines didactic instruction with student laboratory experience, followed by clinical practice in a liated laboratories.

e TTUHSC Clinical Laboratory Science program culminates in the Bachelor of Science degree in Clinical Laboratory Science. Graduates of the program are

in the field of clinical laboratory medicine. e essential functions identified are the following:

Must be able to communicate e ectively, in English, in the written and verbal form with colleagues, instructors, patients, and other members of the healthcare team.

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.

Must have the intellectual and integrative abilities to measure, calculate, reason, analyze, evaluate and synthesize. is includes problem solving skills and interpretation of laboratory data.

Must have the maturity to readily accept the clinical preceptorships assigned by the clinical coordinator.

Must have basic computer and typing skills needed to complete assignments.

Pre-Professional Curriculum

Specifi

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

POLP1(l)0(S)-13(obiolo)4733-0.1(1877 -15688.1(3-)]TJ T* -0.0 Tw [E)-12.47Ee]TJ

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
ENGL 1301	Essentials of College Rhetoric	3
MATH 1351	Calculus I	3
or		
MATH 2300	Statistics	3
		Total hours = 14

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 humanity and one visual performing art. Please see advisor.*

Pre-Physician Assistant Option Prerequisites

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
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	4
	*Elective	3
	*Elective	3
		Total hours = 17

SECOND YEAR

Fall Semester Course		Credit Hours
CHEM 2303	Organic Chemistry	3
CHEM 2103	Organic Chemistry Lab	1
HIST 2300	U.S. History to 1877	3
POLS 1301	American Government Organization	3
ZOOL 2403	Human Anatomy	4
	*Elective	3
		Total hours = 17

Spring Semester Course		Credit Hours
ZOOL 2404	Human Physiology	4
POLS 2302	American Public Policy	3
HIST 2301	U.S. History after 1877	3
MBIO 3401	Principles of Microbiology	4
F&N 1325	Nutrition	3
		Total hours = 17

THIRD YEAR

Summer Semester Course		Credit Hours
	*Elective	3
		Total hours = 3

**Electives must be one behavioral science, one humanity and one visual performing art. e other two electives should be behavioral sciences to fulfill the TTUHSC PA prerequisites. Please see advisor.*

Clinical Laboratory Science Curriculum

e following courses are o ered once each year in the semester listed and must be taken in sequence unless granted permission by the course director and Program Director. e course plan is the same for the standard, pre-med and pre-PA options.

FIRST YEAR

Fall Semester Course		Credit Hours
AHMT 3400	Clinical Chemistry I	4
AHMT 3405	Clinical Bacteriology I	4
AHMT 3470	Hematology I	4
AHMT 3110	Professional Issues in CLS	1
		Total hours = 13

Spring Semester Course		Credit Hours
AHMT 3450	Clinical Chemistry II	4
AHMT 3460	Clinical Bacteriology II	4
AHMT 3455	Principles of Immunology	4
AHMT 4480	Hematology II	4
		Total hours = 16

SECOND YEAR

Summer Semester Course		Credit Hours
AHMT 4305	Molecular Diagnostics	3
AHMT 4320	Laboratory Management	3
AHMT 4455	Parasitology/Mycology	4
		Total hours = 10

AHMT 3110 Introduction to Clinical Laboratory Science (1:1:0) An overview and introduction to the profession.

AHMT 3310 Urinalysis and Body Fluids I (3:2:3) Analysis of the physical,

Introduction to the process of basic and clinical research and research design. Application of statistical analysis to assigned research projects.

AHMT 4305 Molecular Diagnostics (3:3:0) Introduction to basic genetics and

Program Description

Developments in biotechnology in the past

Special Features

e twelve-month program includes 27 credit hours of didactic (classroom and laboratory) experience and seven credit hours of mentored, clinical biomedical research (clinical preceptorship). e clinical experiences are structured to provide skill and practice in diagnostic techniques, quality assurance, and interpreting and reporting patient results. e clinical experience is an integral part of the curriculum and students pay regular tuition and fees for enrollment.

Admission to the Program

To qualify for admission to the program, applicants must have completed or plan to complete a Bachelor's degree with all prerequisite courses from an accredited U.S. college or university prior to enrollment. A cumulative grade point average of 3.0 or above (on a 4.0 scale) is necessary to qualify for admission. Provisional admission may be o ered to applicants with a GPA of less than 3.0. Such applications will be reviewed on an individual basis. Applications must be received by March 1st to be considered for fall enrollment of that year. Coursework begins in the summer semester. All qualified candidates selected by the MSMP admissions committee will be invited for an on-campus interview.

Admission Requirements

Graduate of a NAACLS accredited Clinical Laboratory Science Program (cumulative 3.0 GPA)

or

with a Bcreditee (iso2 T94iver8 qual0.1509on a3-4)]TJ -137w

Graduate of a NAACLS accredited Clinical Laboratory Technician Program with a Bachelor's degree (cumulative 3.0 GPA)

or

Graduate of an accredited university with a Ba18 (aduat2 TDniversity wi0 ors-36.

8(d C)Cwork beh(a)5.e0 Tt1(t)7.8(7(ed unlab TD-994iver8 in tl

Molecular Pathology Curriculum

e following courses are o ered once each year in the semester listed and must be taken in sequence unless granted permission by the course director or Program Director.

Fall Semester Course		Credit Hours
AHMP 5405	Applied Molecular Techniques I	4
AHMP 5407	Pathophysiology/Clinical Laboratory	4
AHMP 5406	Molecular Biology of the Cell	4
AHMP 5301	Management of the Molecular Laboratory	3
		Total Hours = 15

Spring Semester Course		Credit Hours
AHMP 5100	Issues In Molecular Pathology I	1
AHMP 5408	Applied Molecular Techniques II	4
AHMP 5309	Human Molecular Genetics	3
AHMP 5741	Graduate Research	7
AHMP 5300	Applied Statistics & Research	3
		Total Hours = 18

Summer Semester Course		Credit Hours
AHMP 5742	Clinical Preceptorship	7
AHMP 5102	Graduate Seminar	1
		Total Hours = 8

AHMP 5100 Issues in Molecular Pathology I (1:1:0) Presentation of current topics regarding the biomedical application of genetic information using a journal club format. Ethical issues, regulatory issues, and principles of educational methodologies will also be discussed. Research projects in a current area of interest in molecular pathology will be assigned during this course.

AHMP 5102 Graduate Seminar (1:1:0) Prerequisite: AHMP 5101. Graduate seminar. Independent study and prep for external certification in Molecular Pathology.

AHMP 5300 Applied Statistics & Research (3:2:3) Introduction to descriptive, inferential, and non-parametric statistics related to basic and clinical science; introduction to the process of basic and clinical research and research design. Independent work on research project with application of statistical analyses to assigned project.

AHMP 5301 Management of the Molecular Laboratory (3:3:1) Business and management principles relative to laboratory management and administration will be presented. e purpose, function, and utilization of laboratory services. Specimen procurement, patient education and consent, and quality assurance are discussed. Specific requirements regarding certification of molecular pathology clinical laboratories will be reviewed and discussed.

AHMP 5309 Human Molecular Genetics (3:3:0) Advanced human molecular genetics with an emphasis on the causative factors and diagnosis of human disease. Discussion of the fundamental principles of medical genetics, including basic Mendelian genetics, the molecular and biochemical basis of genetics, developmental genetics, genetics of complex diseases, cancer, and infectious agents. Genetic counseling, carrier screening and prenatal diagnosis will be discussed.

AHMP 5405 Applied Molecular Techniques I (4:3:6) Introduction to basic genetic testing techniques used in molecular and forensic pathology with discussion of quality laboratory practice including quality control, quality assurance, and quality improvement. Lab component will focus on the use of DNA technologies in clinical settings. Independent work on research project with mentor.

AHMP 5406 Molecular Biology of the Cell (4:4:0) Comprehensive survey course in eukaryotic molecular biology and genetics required by all students planning a career in molecular pathology or basic biomedical research. Course will cover the fundamental concepts of eukaryotic genetics, regulation of transcription, cell-cell communication, and immunogenetics with a focus on human systems. A strong background in biology and chemistry is assumed.

AHMP 5407 Pathophysiology (4:4:0) Presentation of the basis of human disease with regard to the major determinants of disease in human organ systems with discussion of normal anatomy and physiology. Survey of the clinical laboratory that includes common laboratory assays (Hematology, Clinical Chemistry, and Microbiology) addresses the purpose, function, and utilization of laboratory services. Specimen procurement, patient education and consent, and quality assurance are discussed.

AHMP 5408 Applied Molecular Techniques II (4:3:6) Prerequisite: AHMP 5405. Continuation of Applied Molecular Techniques I with advanced training and technical experience in the use of DNA and RNA technologies applied to the clinical setting. Independent work on research project.

AHMP 5741 Graduate Research Supervised independent advanced molecular clinical research in an a liated laboratory. Course culminates in the preparation of an original scientific paper and public presentation of the research project. Concurrent enrollment in AHMP 5742.

AHMP 5742 Clinical Preceptorship Supervised advanced molecular clinical practicum in an a

The PA Profession

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.

e 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. e clinical role of the PA includes primary and

Applicants must have 66 semester hours of undergraduate, pre-professional, required course work to be considered for admission into the TTUHSC PA Program. Applicants may have up to 9 hours of course work in progress during the spring semester prior to entering the program. Course load for each applicant will be reviewed on an individual basis.

Applicants are required to own or have access to a laptop computer. Laptops are

First Fall Semester Course		Credit hours
AHPA 5502	Physical Examination	5
AHPA 5308	Neuroscience	3
AHPA 5310	Medical Interviewing	3
AHPA 5307	Pharmacology II	3
AHPA 5407	Pathology	4
		Total Hours = 18

First Spring Semester Course	Credit (ur4t4( )-2.37(

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. Case studies and patient/parent education are incorporated into the teaching process.

AHPA 5310 Medical Interviewing (3:2:2) is course focuses on the "how to" aspects of patient interviewing, communication skills, and counseling skills. It stresses attributes of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients and a commitment to the patient's welfare. Class sessions include lectures, interviewing labs and role-playing exercises. Small groups meet on a regularly scheduled basis each week to discuss and "actively" practice interviewing skills. is practice may include interviewing other students, simulated patients, or real patients in the

critical thinking and a problem oriented approach to diagnosis and treatment. e approach to problems in pulmonology and gastroenterology are explored including the important aspects acute, chronic, continuing and rehabilitative care. e 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) is 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. e 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)

is demonstrated and practiced. Students learn and apply the techniques of a comprehensive physical examination with the proper use of diagnostic instruments. Integration of the medical history (AHPA 5310 – Medical Interviewing) with the physical examination is reviewed and rehearsed. e laboratory experience utilizes students acting as patients, other simulated patients and real patients in a long term care facility.

AHPA 6301, Clinical Medicine VI (3:3:0) is lecture series explores preventable diseases, resources for health maintenance and risk factor reduction within the community. e course considers selected acute and chronic diseases states, environmental health, occupational medicine and epidemiology. Diseases of the geriatric population, neurology, nephrology, and speech and hearing disorders are addressed. Referral to patients to other healthcare providers and agencies is discussed. Case studies and patient education are incorporated into the teaching process.

AHPA 6302 Medical Spanish (3:3:0) is lecture series is designed to introduce the non-Spanish-speaking healthcare provider to basic and essential medical Spanish terminology in order to elicit information necessary to obtain a comprehensive medical history and perform a physical examination.

AHPA 6304 Healthcare Management (4:4:0) is lecture series informs and prepares the graduate for basic clinical o ce or hospital practice management. Discussion emphasizes reimbursement issues, coding/billing procedures, licensing and authorization of privileges that are exclusive to physician assistant practice. e impact of socioeconomic issues and healthcare delivery systems are also explored.

AHPA 6306 Medical Psychology (3:3:0) is lecture series analyzes acute and chronic psychiatric diseases freqt
Io91(.)]-36.7(yr)13-12guction in6.00r9a

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

AHPA 6501 Clinical Medicine V (5:4:2) is 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.

is 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

to the development of the necessary proficiency for a PA to function in a primary care pediatric setting.

AHPA 6605 Emergency Medicine Clerkship (6:0:40) e Emergency Medicine clerkship will provide the PA student with experience in the emergency department with urgent and emergent medical problems and with trauma and surgical cases and is composed of one six week rotation. It includes the emergency approach to direct initial and comprehensive care for patients in the acute care setting.

AHPA 6606 Geriatrics Clerkship (6:0:40) e Geriatric clerkship provides a clinical experience with one of the most rapidly growing patient populations in the United States. e six-week rotation provides the student with an opportunity to create a knowledge base and to gain clinical experience in the unique medical, psychosocial, environmental and cultural aspects of aging.

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

AHPA 6608 General Surgery Clerkship (6:0:40) e six-week clerkship in surgery provides experience in the presentation and treatment of surgical disease and illness. is rotation allows the PA student to experience the approach to and the management of th

DEPARTMENT OF REHABILITATION SCIENCES

e Master of Athletic Training (M.A.T.) program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The AT Profession

"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 healthcare professionals, administrators, coaches, and parents. Career opportunities exist in settings such as college/university athletic departments, secondary school systems, professional sports, sports medicine

Settings for the clinical experiences include colleges, high schools, allied health clinics, as well as physicians o ces, and the opportunity to view a variety of surgical procedures. By providing clinical experience early in the professional education, students are able to integrate classroom and clinical skills. Students must pass a criminal background check in order to participate in clinical experiences. e program is housed on the Lubbock campus within the TTUHSC system. Upon completion, students will possess the necessary competencies and experiences to challenge the certification examination of the BOC and the licensure examination of the Texas Advisory Board of Athletic Trainers, enabling them to practice Athletic Training as skilled professionals. Successful completion of the professional curriculum leads to a Master of Athletic Training degree.

Classes are restricted to 25-30 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

TEXAS TECH UNIVERSITY EQUIVALENT COURSES

To qualify for admission, applicants must have completed or planned to complete all prerequisite courses from a regionally accredited two-year college, or college/university in the United States prior to enrollment. e courses listed below are the Texas Tech University Equivalent of the prerequisite courses required to apply for admission into the Athletic Training program.

Biological Sciences		Credit Hours
ZOOL 2403	Human Anatomy	4
ZOOL 2404	Human Physiology	4
		Required Hours = 8

Statistics		Credit Hours
MATH 2300	Statistical Methods	3
or		
PSY 3403	Statistical Methods	3
		Required Hours = 3

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	Biomechanics	3
		Required Hours = 3

GPA Requirements

To be considered for admission, cumulative and prerequisite grade point averages of 2.7 on a 4.0 scale are required. Additionally, students must possess a "C" or better in all prerequisite courses. Provisional admission may be o ered to applicants with a GPA of less than 2.7. Such applications will be reviewed on an individual basis.

Experience

Applicants are expected to have some knowledge of the athletic training profession. is can be acquired in several ways: volunteer work, paid employee, and/or observation under the direction of a BOC certified or a Texas licensed athletic trainer. It is recommended that applicants have a minimum of 50 clock hours of observation experience under a BOC certified or a Texas licensed athletic trainer prior to submitting an application for admission.

Health Concerns

Each student must provide the M.A.T. program director with a copy of a complete health evaluation and immunization verification by an appropriate healthcare provider prior to his/her matriculation into the Master of Athletic Training 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.

ese are established minimum physical and mental guidelines necessary for the M.A.T. 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 M.A.T. 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 M.A.T. program director. Please familiarize yourself with the essential functions document.

Emergency Cardiac Care Certification

Front and back signed copies of ECCC cards required for verification of Emergency Cardiac Care Certification. ECCC must include the following: Adult and Pediatric CPR, Airway Obstruction, 2nd Rescuer CPR, AED, Barrier Devices (e.g., pocket mask, bag valve mask). Acceptable ECCC providers are those adhering to the most current International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care. Examples of courses that provide the above requirements include, but are not limited to: CPR/AED for the Professional Rescuer by the American Red Cross, and the BLS Healthcare provider CPR by the American Heart Association.

Athletic Training Curriculum

e following courses are o ered once each year in the semester listed and must be taken in sequence unless granted permission by the course instructor and the M.A.T. Program Director.

FIRST YEAR

Summer Semester Course		Credit Hours
AHAT 5500	Human Anatomy	5
AHAT 5200	Research Methods in Athletic Training	2
AHAT 5222	Introduction to Clinical Education	2
		Total Hours = 9

Fall Semester Course		Credit Hours
AHAT 5105	Research Seminar	1
AHAT 5405	Patient Evaluation & Management I	4
AHAT 5403	Management & Prevention of Injuries	4
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

8w [0004 e8t45(5200)-1972.9(Resear)1456(ch Dir)1343(e)-368(ct)7.4(er S)6368te8t45udyt I
AHAT 0990 opatioal)
AHAT 0982 ructcumt(opatioal)

To tal Hours =3- 9

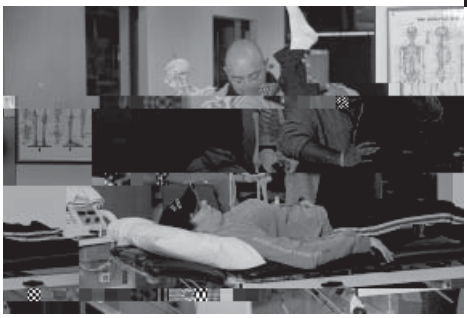
Fall Semester Course		Credit Hours
AHAT 4201	Orthopaedic Assessment I	4

T 523 HA Spcui(alRsn &Coenc)62(per)-128(ns)-13325.2(2)]TJ T* -0.0001 Tc 0.0001 Tw [(AHA
AHAT 5205 Clinical Experience III 2
AHAT 5132 aimingReviei

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

During professional studies, students are required to adhere to all university, school, department, the TTUHSC Student A airs Handbook Code and Academic Conduct, and program policies including academic and behavioral guidelines as stated in this catalog and the Department of Rehabilitation Sciences Student Handbook. Expenses (i.e. travel, bags, clothing, Criminal Background Check, etc.) associated with clinical experiences are the responsibility of the student.



AHAT 5098 Practicum in Athletic Training (v. 1-6) A structured remediation of clinical observation, hands-on clinical experience and skills, and/or on-field athletic training experience. Each practicum is designed to meet the individual needs of the student.

AHAT 5099 Independent Study in Athletic Training (v. 1-6) Designed to meet the professional student's particular needs. May include a structured review of previously presented classroom and/or laboratory experiences, literature review and discussion. Additionally, anatomy teaching assistants may enroll in a structured independent study.

AHAT 5105 Research Seminar (1:1:0) is course focuses on the application of information introduced in Research Methods (AHAT 5200). Emphasis will be placed on becoming good consumers of the literature.

AHAT 5120 Research-Directed Study I (1:0:3) Progression on the student's research project including a working draft of a manuscript suitable for publication in the sports healthcare literature. Course requirements include a literature review and demonstration of satisfactory progress as determined by the student's project advisor. e job application process, cover letter and resume writing, and interviewing skills are also discussed.

AHAT 5124 Seminar in Athletic Training (1:0:3) Graduate seminar focusing on current events in athletic training and preparation for BOC certification and Texas Licensure athletic training credentialing exams.

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 manuscript and acceptance by the student's project advisor.

AHAT 5130 Athletic Training Review (1:1:0) is course is devoted to developing a study schedule and registering for the Athletic Training credentialing exams. Comprehensive written and practical exams will allow the students to assess their readiness to sit for the BOC and Texas Licensure exams.

AHAT 5200 Research Methods (2:2:0) Development of a working knowledge of descriptive and experimental research techniques and statistics and an introduction to performing electronic database searches, and critiquing the literature will be included.

AHAT 5201 Clinical Experience I (2:0:6) A supervised educational experience in athletic training under the supervision of a certified athletic trainer. e objective is to obtain hands-on experiences in a variety of athletic training settings including intercollegiate, high school, and clinical/industrial.

AHAT 5206 Clinical Experience II (2:0:6) A supervised educational experience in athletic training under the supervision of a certified athletic trainer. e objective is to obtain hands-on experiences in a variety of athletic training settings including intercollegiate, high school, and clinical/industrial.

AHAT 5210 Orthopaedic Assessment I (2:1:3) eory, principles, clinical applications and literature review associated with athletic training evaluation, assessment, and management of musculoskeletal conditions within the head, neck, and spine.

AHAT 5222 Introduction to Clinical Education (2:0:6) is course is an introduction to basic skills necessary to practice as an athletic training student. e main concept to be covered are medical terminology, basic documentation, OSHA training, first responder responsibilities, taping techniques, safe modality application and identification of common general medical conditions. Hands on surface anatomy with palpation labs are utilized.

AHAT 5223 Special Populations and Concerns for the Athletic Trainer (2:1:3) Examination and discussion of issues related to sports nutrition and the physiological demands of exercise. Survey of injury and illness risk factors associated with sports participation by the preadolescent/adolescent, geriatric, disabled, male, and female athlete.

AHAT 5224 Management/Identification of General Medical Conditions (2:2:0) Study of the etiology, pathology, and clinical manifestations of common illnesses, infectious diseases, and dermatological conditions in athletic populations.

AHAT 5225 Clinical Experience III (2:0:6) A supervised educational experience in athletic training under the supervision of a certified athletic trainer. e objective is to obtain hands-on experiences in a variety of athletic training settings including intercollegiate, high school, and clinical/industrial.

AHAT 5227 Current Medical Diagnosis and Treatment I (2:2:0) Physician presentation of the medical approach to the management of musculoskeletal disorders and a ictions. Course content includes etiology, di erential diagnosis, prognosis, medical and surgical management, and prophylactic measures for each condition relevant to athletic training.

AHAT 5228 Clinical Experience IV (2:0:6) A supervised educational experience in athletic training under the supervision of a certified athletic trainer. e objective is to obtain hands-on experiences in a variety of athletic training settings including intercollegiate, high school, and clinical/industrial.

AHAT 5302 Rehabilitation of Sports Injuries (3:2:3) Assimilation of all aspects of patient evaluation, treatment, and rehabilitation of injuries, with a focus on functional rehabilitation and return to activity.

AHAT 5304 Special Topics in Athletic Training (3:3:0) is course will cover topics such as cell biology, psychosocial concerns, and pharmacology as they relate to the athletic training profession.

AHAT 5305 Clinical Kinesiology (3:3:0) Problem-solving approach to the study of human movement with integration of biomechanics fundamental to understanding exercise concepts, psmusculoskehletalevalu(atio.( )]TJ28.38852 0 TD 0 Tc 3
e e i 1 3 . 1 (e s a n d c) 8 2 1 (o 1 3 . 1 n (

The PT Profession

e profession of physical therapy developed as a result of societal needs

will exhibit a commitment to lifelong learning and will excel as a practitioner of evidence-based physical therapy.

e faculty of the M.P.T. program believe that the educational process extends beyond the physical therapy curriculum to various life experiences. It is our intention to develop in the student a sense of responsibility to society, an awareness of his or her duties as a healthcare professional, provide motivation to continue personal and professional growth, and to foster a desire to contribute to the profession of physical therapy.

e three-year TTUHSC physical therapists professional education program has two components: academic and clinical. e academic component, via classroom and laboratory experiences, includes biological and physical sciences, behavioral sciences, and clinical sciences. Clinical education, which consists of 32 weeks of clinical experience under the supervision of a licensed physical therapist, allows the student to apply the knowledge, skills, attitudes, and behaviors learned during the academic component. e clinical experiences are integrated into the curriculum, which allows the students to practice professional behaviors as well as skills soon after completing the corresponding academic course work. Clinical experiences focus on basic, musculoskeletal, and neurologic skills. Students also participate in a clinical experience designed to meet individual interests, which may include pediatrics, sports medicine, women's health, etc. Sites for clinical experiences are located primarily throughout Texas and the Southwestern US, but can be located anywhere in the US mainland. Students should anticipate additional costs during their clinical experiences. Students must pass a Criminal Background Check in order to participate in clinical experiences. Many clinical education sites also require a drug screening prior to beginning the experience.

e M.P.T. program is housed on three campuses within the TTUHSC system: Amarillo, Lubbock, and Odessa. Class sizes at all campuses are restricted to ensure optimal student/instructor ratios and to maximize comprehensive instructional and laboratory experiences. Faculty and students on all campuses communicate with each other in person, via a state-of-the-art interactive multimedia environment, by e-mail, and by telephone. Students entering the program should possess basic computer skills, including the use of e-mail, accessing the internet, and the use of word processing programs. Computer labs are located on each campus to meet the information technology needs of the student.

Essential Functions

A student admitted into the M.P.T. program must meet essential functions that are necessary to be able to obtain employment. ese are established minimum physical and mental guidelines necessary for the M.P.T. 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 (DRS). Prospective students may obtain a written copy of the essential functions from the M.P.T. program director or

Prerequisite Courses

A minimum of 90 semester hours of credit, including the courses listed below, is required prior to enrollment and may be completed in any accredited college or university. Successful completion of upper level science coursework (junior/senior level at a four year college or university) and a bachelor's degree will strengthen an application and should be a consideration when students enroll in elective credits.

Required Course	Credit Hours
Psychology/Sociology	6
English or Technical Writing	6
Math	3
Statistics	3
General Biology (for majors, lab required)	8
Anatomy and Physiology (one upper level*, lab required)	6-8
General Chemistry (for majors, lab required)	8
General Physics (for majors, lab required)	8
**Electives	40-42
	Total Hours = 90

** Upper division courses are Junior or Senior level course noted by a 3000 or 4000 level course number)*

*** Recommended courses: Additional English, technical writing, speech, developmental and general psychology, exercise physiology, kinesiology, and biomechanics and core coursework required for a bachelor's degree.*

TEXAS TECH UNIVERSITY EQUIVALENT COURSES

To qualify for admission, applicants must have completed or planned to have completed all courses from an accredited two-year college, college, or university

GPA Requirements

Competitive* cumulative and prerequisite science grade point averages (GPA's) are required for admission. Successful completion of a baccalaureate degree is encouraged and will strengthen an application. (*"Competitive GPA" relates to the strength of the applicant pool during the year of application.)

THIRD YEAR

Summer Semester Course		Credit Hours
AHPT 5228	Motor Control and Learning	2
AHPT 5237	Current Medical Diagnosis and Treatment II	2
AHPT 5343	Cardiopulmonary Evaluation and Management	3
AHPT 5321	Adult Development and Aging	3
AHPT	Electives- (not required)	
		Total Hours = 10

Fall Semester Course		Credit Hours
AHPT 5128	Research Process III	1
AHPT 5233	Clinical Reasoning III	2
AHPT 5243	Current Medical Diagnosis and Treatment III	2
AHPT 5341	Developmental Evaluation and Management	3
AHPT 5444	Adult Neurorehabilitation	4
		Total Hours = 12

tal Hours = 12

AHPT 5099 Independent Study in Physical erapy (1-6 hours) is course may incorporate a structured review of previously presented classroom and/or

AHPT 5202 Principles of Kinesiology (2:1:3) is course focuses on applied human anatomy and basic kinesiology with emphasis on normal form and function as it relates to physical therapy practice. Lab experiences focus on surface anatomy and palpation.

AHPT 5204 Healthcare Issues and Ethics (2:2:0) is course includes the study and application of legal guidelines and ethical principles as they relate to healthcare physical therapy practice. Special emphasis is placed on ethical dilemmas relevant to the practice of physical therapy including current issues and problems a ecting healthcare.

AHPT 5205 Neuroscience I (2:2:0) is course provides an introduction to nervous system function and pathophysiology. An emphasis is placed on axon physiology and its relevance to electrical modalities, synaptic neurotransmission, and nervous system anatomy. Students are introduced to pathologies of the nervous system and corresponding physical therapy interventions.

AHPT 5206 Pharmacology (2:2:0) is course focuses on the study of pharmacology and its relationship to pathophysiology, emphasizing implications for the practice of physical therapy. Basic principles of pharmacology and pharmacokinetics are addressed with focus on the mechanism of action and e ects of specific drugs on the musculoskeletal, cardiovascular and central nervous system.

AHPT 5211 erapeutic Exercise (2:1:3) is course focuses on prescriptions and interventions using various therapeutic exercise techniques. Lab experiences focus on teaching therapeutic exercises to patients in various settings.

AHPT 5223 Research Process I (2:2:0) is course introduces students to fundamentals of experimental research design and statistics as they apply to

AHPT 5232 Clinical Reasoning II (2:1:3) is course is a structured, interactive review of previously presented classroom material. e focus is on synthesizing materials learned thus far and applying the information to clinical cases. e course includes an on-line supplementary review of information in preparation for a successful licensure examination process.

AHPT 5233 Clinical Reasoning III (2:1:3) is course is a structured, interactive review of previously presented classroom material. e focus is on synthesizing materials learned thus far and applying the information to clinical cases. e course includes an on-line supplementary review of information in preparation for a successful licensure examination process.

AHPT 5234 Graduate Seminar (2:2:0) is course is designed to prepare students for the licensure examination and entering the work force. e course includes an on-line supplementary review of information in preparation for a successful licensure examination process.

AHPT 5237 Current Medical Diagnosis and Treatment III (2:2:0) is course examines the pathology, medical diagnosis process, and medical and surgical interventions of patients with neuromuscular conditions that are commonly seen by physical therapists.

AHPT 5243 Current Medical Diagnosis and Treatment II (1:1:0) is course examines the pathology, medical diagnosis process, and medical and surgical interventions of patients with cardiopulmonary conditions that are commonly seen by physical therapists.

AHPT 5245 Orthotic Devices (2:2:0) e course includes the study of materials, biomechanics, selection, and proper fit of upper extremity, lower extremity and spinal orthotics. Wheelchair prescription and fitting are included. Introduction to powered mobility options, environmental controls, and augmentative communication devices are included.

AHPT 5250 Spanish for Physical erapists (2:2:0) is is an elective self-study course that introduces physical therapy students to basic Spanish terminology and communication as it relates to physical therapy.

AHPT 5304 Clinical Applied Physiology (3:2:3) is course includes the study of exercise physiology, including normal physiological responses to acute and chronic exercise, and physical training principles. is course also emphasizes concepts of health promotion and wellness.

AHPT 5305 Clinical Kinesiology (3:3:0) is course focuses on the study of human movement with integration of biomechanics fundamental to understanding exercise concepts and musculoskeletal evaluation. Ergonomics, basic postural, and gait assessment are included.

Topics include the organization of the nervous system in terms of development, mechanisms of processing of sensory and motor information (including receptors and reflexes), and pathological conditions of the nervous system.

AHPT 5430 Musculoskeletal Evaluation and Management I (4:2:6) is course focuses on physical therapy examination, evaluation, prognosis, intervention, and outcomes for patients with musculoskeletal disorders in the extremities based on current research, evidence, and practice guidelines. Lab experience focuses on specific tests and measures and interventions.

AHPT 5436 Clinical Experience I (4:0:12) is eight-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. e 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. Instructor approval required.

AHPT 5438 Clinical Experience II (4:0:12) is eight-week full-time clinical experience allows the student to practice acquired skills and learn additional clinical skills emphasizing skills needed to treat patients who have musculoskeletal disorders, while acting as a student physical therapist under the direct supervision of a licensed professional. e 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. Instructor approval required.

AHPT 5444 Adult Neurological Assessment and Rehabilitation (4:3:3) is course focuses on physical therapy examination, evaluation, prognosis, intervention, and outcomes for adult patients with neuromuscular disorders based on current research, evidence, and practice guidelines. Lab experience focuses on specific tests and measures and interventions.

AHPT 5446 Clinical Experience III (4:0:12)

while acting as a student physical therapist under the direct supervision of a licensed professional. e student performs all aspects of patient care and other professional duties, and may practice in an inpatient or outpatient setting. e student practices in either a neurological setting or in an elective setting selected according to the student's individual needs and desires. All prior coursework prepares the student, and additional information and skills are gained in the clinic. Instructor approval required.

AHPT 5500 Human Anatomy (5:3:6) is course is the integrated study of human gross anatomy including gross morphology, coordinated with developmental and histological aspects of the body. Regional dissection is included with emphasis on the integumentary, musculoskeletal, nervous, circulatory, and respiratory systems.

AHPT 5505 Patient Evaluation and Management I (5:3:6) is course focuses on basic examination skills and tests and measures used in a variety of settings. It includes beginning level intervention skills and principles of care used in acute care settings, including medical terminology and basic documentation skills. Beginning-level problem solving skills are developed using case studies.

AHPT 5506 Patient Evaluation and Management II (5:3:6) is course focuses on examination, tests and measures, and interventions used in a variety of settings. e course emphasizes the use of physical agents and modalities. is course includes the care of burns and wounds.

Admission to the Program

e following requirements will be considered for admission into the program:

A Bachelor's or Master's Professional degree in Physical erapy

At least one year of clinical experience

Currently practicing as a Physical erapist

All o

Spine Topic Course		Credit Hours
AHPT 6207	Advanced Clinical Practice for Upper Cervical Spine A ictions	2
AHPT 6208	Advanced Clinical Practice for Lower Cervical Spine A ictions	2
AHPT 6209	Advanced Clinical Practice for Cervico oracic Junction A ictions & TOS	2
AHPT 6210	Advanced Clinical Practice for oracic Spine & Rib A ictions	2
AHPT 6211	Advanced Clinical Practice for SacroIliac & Lumbar Primary Disc A ictions	2
AHPT 6212	Advanced Clinical Practice for Lumbar Secondary Disc A ictions	2

MENTORED INTERNSHIP

Master's graduates attend one, BSPT graduates attend two

Course		Credit Hours
AHPT 6213	Clinical Internship I (120 total contact hours)	2
AHPT 6214	Clinical Internship II (120 total contact hours)	2
AHPT 6215	Research Internship I (120 total contact hours)	2
AHPT 6216	Research Internship II (120 total contact hours)	2

CORE COURSES

Master's graduates and BSPT graduates attend all

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

LEADERSHIP COURSES

Master's graduates attend 1, BSPT graduates attend all

Course		Credit Hours
AHPT 6315	Advanced Healthcare Administration	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 erapy	3
AHPT 6313	Biomechanics in Orthopaedic Physical erapy	3
AHPT 6314	Motor Control in Orthopaedic Physical erapy	3
AHPT 6317	Radiological Anatomy	3
AHPT 6318	Musculoskeletal Management of Chronic Pelvic Pain	3

Teaching Track

is track emphasizes the theories, skills, and tools required for e ective teaching in Physical erapy. 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

is track emphasizes the theories, skills, and tools required for e ective research in Physical erapy. 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

CLINICAL PROJECT

Master's graduates and BSPT graduates attend all

Course		Credit Hours
AHPT 7000	Clinical Research/ Education Project	2
AHPT 7104	Clinical Research/ Education Project Presentation	1
AHPT 7301	Seminar in Clinical Research Design	3

During post-professional studies, students are required to adhere to all program policies and academic and behavioral guidelines as stated in the Physical erapy Doctoral Student Policy Manual. Expenses incurred during all weekend courses and clinical rotations are the responsibility of the student.

Course Descriptions

AHPT 6201 Advanced Clinical Practice for Shoulder A ictions (2:2:0) Examination and treatment of dysfunction in the shoulder complex. Lecture components include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches to arthritis / arthrosis, impingement, instability, labral a ictions, and soft tissue lesions. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. is course includes management approaches to. Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6202 Advanced Clinical Practice for Elbow & Forearm A ictions (2:2:0) Examination and treatment of dysfunction in the elbow / forearm 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 / arthosis, instability, peripheral nerve mobility limits and entrapment, and soft tissue a ictions (including tendinitis and bursitis). Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6203 Advanced Clinical Practice for Wrist & Hand A ictions (2:2:0) Examination and treatment of dysfunction in the wrist / hand 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 carpal tunnel syndrome), and soft tissue a ictions (including tendinitis and tenosynovitis). Case studies will be discussed and mock clinic sessions will be conducted.

treatment approaches. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. is course includes management approaches to instability, stenosis / spondylosis, arthritis / arthrosis, chondropathy / chondromalacia, and soft tissue a ictions. Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6213 Clinical Internship (2:2:0) Prerequisite: Consent of the Instructor. is course provides a clinical internship for the Sc.D. student. During this 3-week rotation, the Sc.D. student will be given the opportunity to develop and enhance advanced clinical skills associated with evaluation and treatment of the extremities. e 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 II (2:2:0) Prerequisite: Consent of the Instructor. is course provides a second phase of clinical internship for the Sc.D. 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. e 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 (2:2:0) Represents an independent research internship for the Sc.D. student. During this independent study, the Sc.D. 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 (2:2:0) Represents a continuation of AHPT 6215. During this independent study, the Sc.D. student will continue the process begun in AHPT 6215, with emphasis on the development of concepts and hypotheses, analysis and synthesis of ideas, and evaluation of current clinical research practices in the pre-selected area of study. 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 all clinical courses (AHPT 6201-12) and AHPT 6215.

AHPT 6301 Issues in Orthopaedic Physical erapy and Manual erapy I (3:3:0) Presents a survey of the professional issues surrounding the advanced practice of orthopedic physical therapy and manual therapy. e first part of this course includes topics related to the history of orthopedic manual therapy, legal

and ethical aspects of manual therapy, risk management, and communication and patient education in clinical management. e second part of this course includes a survey of the technological tools that will be using throughout the Sc.D. and professional experiences.

AHPT 6302 Issues in Orthopaedic Physical erapy and Manual erapy II (3:3:0) Presents a survey of selected topics in Basic and Applied Science as they relate to orthopedic physical therapy and manual therapy. e discussions will highlight topic areas that include imaging, pharmacology, neurophysiology, histology, exercise physiology, and applied medical science.

AHPT 6303 Basic and Applied Science in Orthopaedics (3:3:0) 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 erapy Screening (3:3:0) 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 (3:3:0) Evaluates 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. courses.

AHPT 6311 Clinical Studies in Anatomy; a Lab Course (3:3:0) 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 a ictions.

AHPT 6312 Neuroscience in Orthopaedic Physical erapy (3:3:0) Prerequisite: AHPT 6302 or consent of the instructor. is course addresses select neuroscience processes associat

medical evaluation. Additionally, this course will enhance the knowledge of peripheral and central pain mechanisms for both the somatic and autonomic systems. At the conclusion of this course, the student will have developed a rationale for physical therapy interventions targeted at each of these systems as well as the ability to e ectively communicate this information to the team of medical practitioners managing these conditions.

AHPT 7000 Clinical Research / Education Project (2:2:0) 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 (1:1:0) Allows students to present the development and findings from the clinical project (with either a research or teaching emphasis) before the Sc.D. faculty, other students and clinicians from the community.

AHPT 7301 Seminar in Clinical Research Design (3:3:0) Allows students to study methods in clinical research. Includes processes of obtaining, processing, interpreting, and using clinical data.

AHPT 7302 Non-Parametric Statistics for Clinical Research (3:3:0) Evaluates methods in non-parametric statistical analysis and qualitative design. e course explores various non-parametric tools and include one, two, and k-sample designs. e course provides an emphasis on clinical research using either single-case or small clinical samples.

AHPT 7303 Instructional Technology in Allied Health (3:3:0) Utilizes 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 (3:3:0) Discusses 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 (3:3:0) Discussion of the theories and applications of curriculum design, emphasizing applications to entry-level and post-professional educational settings in Physical erapy. Students are exposed to core theories, principles and applications that relate to teaching Physical erapy students and professionals.

AHPT 7306 Parametric Statistics for Clinical Research (3:3:0) Introduces various tools used in parametric statistical analysis. Includes correlation,

,

e School of Allied Health Sciences o ers a Dual Master's Degree in Athletic Training and Physical erapy. is 5 year process o ers two years of education in the M.A.T. program and three years of education in the M.P.T. program. Shared M.A.T./M.P.T. courses will count as constructive credit toward both programs and students may choose the order in which the programs are completed. Upon completion, students will be eligible for certification/licensure in both professions. If you are interested in receiving additional information, please contact the M.A.T. program director Dr. LesLee Taylor (leslee.taylor@ttuhsc.edu) or the M.P.T. program director Dr. Kerry Gilbert (kerry.gilbert@ttuhsc.edu) for more information.

Admission to the Program

Individuals interested in the two-degree option must be accepted independently into both the M.A.T. and M.P.T. programs. Applicants must meet the prerequisites for both the M.A.T. and M.P.T. programs. For a list of the prerequisites, please refer to the M.A.T. and M.P.T. sections of this catalog. Individuals accepted into the two-degree option must remain in good academic standing to be allowed to continue in both degree programs. Admission into the two-degree option is highly competitive, and admission into one program does not guarantee admission into the other.

The OT Profession

Occupational therapy is a challenging profession that calls on the therapist to use clinical reasoning and creative abilities to meet individual clients' unique

behaviors indicative of the ability to be e ective and productive during clinical training. is includes problem solving ability and critical thinking. Students on Fieldwork assignments are expected to follow safety procedures of the clinical site, plus any other requirements deemed important by the Academic Fieldwork

As such, the M.O.T. Academic Fieldwork Coordinator further reserves the right to place the student at any clinical site determined necessary for successful completion of a student clinical fieldwork experience, or to not allow a student to enroll in a clinical fieldwork experience, for the following reasons:

e student is on Academic Probation.

e student has previously displayed behavior resulting in counseling using the *Generic Abilities*.

Admission to the Program

Admission to the M.O.T. Program occurs in late May of each year. Completion of a minimum of 90 semester hours of college credit including the completion of the Pre-Professional Curriculum is required prior to starting the program. Courses may be completed in any regionally accredited community college, college, or university. Individuals already holding a baccalaureate or graduate degree in other fields are eligible for admission.

Pre-Professional Curriculum

Below is the list of the courses that comprise the Pre-Professional Curriculum.

Required Prerequisites	
English	6 hours
Statistics	3 hours
Anatomy and Physiology (with lab)	6-8 hours
Physics or Biomechanics	3 hours
Introductory Psychology	3 hours
Abnormal Psychology	3 hours
Introductory Sociology	3 hours
Developmental Psychology (across the lifespan)	3 hours
Electives*	58-60 hours
Total Prerequisites	90 hours

**For electives: We recommend courses focusing on human behavior, biomechanics, developmental psychology, physical/cultural/social environment or human occupations and/or on the skills needed in contemporary healthcare practice.*

For more information regarding course equivalents, see the TTUHSC School of Allied Health Sciences Course Catalog for Texas Tech course equivalents or contact the O ce of Admissions and Student A airs.

GPA Requirements

with an existing baccalaureate or graduate degree, a minimum cumulative GPA of a 2.7 on a 4.0 scale is required for the last 90 semester hours.

The Application Process

Applications are considered twice a year for enrollment in the professional curriculum. ose applicants seeking early acceptance should submit their application by October 15th; all other applications must be submitted by January 15th. It is in the best interest of the applicant to apply as early as possible.

To be considered for admission, the applicant must complete and submit the online application and the required documentation. Documentation to be submitted includes: transcripts, verification of observation/experience hours in occupational therapy settings, two recommendation letters, verification of required immunizations, verification of current CPR certification, and personal essay.

Transcripts and coursework: Applicants must submit transcripts of all institutions attended. At the time of application, the student must demonstrate the ability to complete all pre-professional coursework prior to enrollment in the first semester the professional curriculum. At the time of application, all science coursework must be completed within the last seven years. Applicants whose science coursework is more than seven years old should contact the academic advisor in the O ce of Admission and Student A airs for decisions concerning course acceptability.

Personal interview: To be considered an eligible applicant, one must meet the admission criteria and complete the application process prior to the deadline. Competitive applicants will be invited for a personal, on-campus interview during the fall or spring semester. Submitting an application by the early admission deadline (October 15th) does not guarantee an interview in the fall semester. Only a select number of competitive applicants will be invited to interview in the fall. All other competitive applicants will be scheduled to interview in the spring semester.

Transfer Process

Applicants wanting to transfer credit hours obtained from an occupational therapy program will be required to submit syllabi for all courses the applicant is seeking transfer credits. Each course will be reviewed on an individual basis to determine if the course is considered a course equivalent for a professional course within the TTUHSC M.O.T. Program’s curriculum. Courses that are recognized

rigam’mseoThigizToedGalMOon-, the applicant will be reqedr totaken the

First Fall Semester

AHOT 5214	Common Conditions in Occupational erapy: Part 1
AHOT 5220	Case and Population Based Clinical Reasoning
AHOT 5309	Applying Neuroanatomy in Occupational erapy
AHOT 5310	eory and Foundations of Occupational erapy
AHOT 5313	Introduction to Evaluation and Intervention in Occupational erapy
AHOT 5316	Research Process in Occupational erapy

Total Hours = 16 hours

First Spring Semester

AHOT 5211	Occupational erapy Process: Hand and Upper Extremity
AHOT 5215	Common Conditions in Occupational erapy: Part 2
AHOT 5311	Overview and Analysis of Occupational erapy Assessment
AHOT 5314	Health and Community Settings
AHOT 5207	Psychosocial Intervention in Occupational erapy
AHOT 5217	Planning Occupational erapy Research

Total Hours = 14 hours

SECOND YEAR

Second Summer Session

AHOT 5105	Clinical Reasoning for Fieldwork
AHOT 5403	Developmental eory and Practice in Occupational erapy
AHOT 5213	Psychosocial Group Process
AHOT 5112	Research Seminar

Total Hours = 8 hours

Second Fall Session

AHOT 5106	Fieldwork I: 1
AHOT 5212	Occupational erapy Practice: Assistive Technology
AHOT 5404	Developmental Foundations and Assessment of Occupational Performance
AHOT 5405	Occupational erapy Practice in Adult Rehabilitation
AHOT 5113	Research Seminar II

Total Hours = 12 hours

Second Spring Session

AHOT 5200	Fieldwork I: 2 (Scheduled for December/January)
AHOT 5237	Advanced Clinical Reasoning for Fieldwork
AHOT 5315	Organization and Management in Occupational erapy
AHOT 5406	Occupational erapy Practice with Older Adults
AHOT 5407	Advanced Clinical Reasoning: Children & Adolescents

Total Hours = 15 hours

THIRD YEAR

ird Summer Session

AHOT 5931	Fieldwork II: 1	

Total Hours = 9 hours

ird Fall Session

AHOT 5932	Fieldwork II: 2	

Total Hours = 9 hours

Total Curriculum Hours = 91 hours

Course Descriptions

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 erapy (1-3:1-3:0) Selected topics of interest to occupational therapy. Please note that this course is not o ered every year.

AHOT 5073 Individual Projects (1-3:1-3:0) Approval of instructor and Program Director. Provides an opportunity for students to undertake a special project in an area of interest.

AHOT 5105 Clinical Reasoning for Fieldwork (1:1:0) is course will prepare students for their first fieldwork rotation. Professional behavior, personal success strategies, and professional success strategies will be utilized in this course. Clinical reasoning will focus on procedural, interactive, conditional, and pragmatic reasoning.

AHOT 5106 Fieldwork I: 1 Prerequisites: AHOT 5105, AHOT 5310, AHOT 5313, AHOT 5403, AHOT 5411 One week (40 hours), supervised, opportunity to observe clinical practice and to participate, within limits, in the occupational therapy process with individuals and groups. Students will develop clinical reasoning skills, complete treatment notes and a concept map on clientele seen on Fieldwork I: 1.

AHOT 5111 Introduction to Occupational erapy (1:0:3) Introduction to key terms and concepts used in occupational therapy practice. Course includes self-paced learning and testing for medical terminology. is course introduces students to OT professional practice and prepares them for learning theoretical foundations and clinical reasoning.

AHOT 5112 Research Seminar (1:1:0) Prerequisites: AHOT 5316, AHOT 5217 During this course students will gather and analyze data and/or write research reports while working on a research team with classmates, OT clinicians and

faculty members and be introduced to qualitative research methods. Each of the four types of clinical reasoning may be employed depending on the topic of the student's collaborative project. is is a writing intensive course.

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. is is a writing intensive course.

AHOT 5200 Fieldwork I: 2 Prerequisites: AHOT 5105, AHOT 5106, AHOT 5405 Two weeks (80 hours), supervised, opportunity to observe clinical practice and to participate, within limits, in the occupational therapy process with individuals and groups. 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 erapy (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. is course builds a scientific basis for assessment, intervention, and procedural clinical reasoning.

AHOT 5207 Psychosocial Interventions in Occupational erapy (2:2:0) Prerequisites: AHOT 5111, AHOT 5310, AHOT 5214 Examines the psychosocial dimensions of human performance, therapeutic strategies for individuals with secondary psychosocial issues, and occupational therapy intervention for persons with primary psychiatric issues.

AHOT 5211 Occupational erapy Process: Hand and Upper Extremity (2:1:3) Prerequisites: AHOT 5500, AHOT 5209, AHOT 5313 is 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. is course prepares students in the areas of assessment and intervention and clinical reasoning.

AHOT 5212 Occupational erapy Practice: Assistive Technology (2:1:3) Prerequisites: AHOT 5111, AHOT 5313 is course includes assessments and interventions involving assistive technology. Topics will include, but are not limited, to assistive devices, seating systems, various switches, communication augmentative systems, environmental controls, home assessments, ergonomic assessments, and computer systems. is course prepares the student in the areas of assessment, intervention and clinical reasoning.

AHOT 5213 Psychosocial Group Process (1:1:0) Prerequisites: AHOT 5111, 5310, 5212, 5207. is course develops the students' procedural, interactive and conditional reasoning through application of the evaluation, intervention (e.g.

individual and group) and outcomes process utilized in a variety of psychosocial practice settings. Instruction and laboratory experiences incorporate active learning as students apply and practice therapeutic skills.

AHOT 5214 Common Conditions in Occupational erapy: Part 1 (2:2:0) Prerequisites: AHOT 5500, AHOT 5111 First course in a series of two courses that provides an overview of the etiology, epidemiology, signs and symptoms, associated conditions/complications, prognosis, and medical management of disorders and injuries that are relevant to occupational therapy practice. is course focuses on conditions in three broad areas: children/pediatrics, mental health, and orthopedics. Develops student's scientific and procedural reasoning by improving one's knowledge of conditions. Examines areas of occupation, occupational performance, and occupational roles potentially a ected as a result of the condition or complications of the condition (conditional reasoning).

AHOT 5215 Common Conditions in Occupational erapy: Part 2 (2:2:0) Prerequisites: AHOT 5214 Second course in an overview of the etiology, signs and symptoms, associated conditions/complications, prognosis and medical management of disorders and injuries in children and adults relevant to occupational therapy practice. is course focuses on conditions in several broad areas: neurological conditions, spinal cord injury, cancer, burns, and universal/ safety precautions for healthcare providers. Examines areas of occupation, occupational performance, and occupational roles potentially a ected as a result of the condition or complications of the condition (conditional reasoning). Develops students' scientific and procedural reasoning by improving one's knowledge of conditions.

AHOT 5217 Planning Occupational erapy Research (2:2:0) Prerequisite: AHOT 5316 Research teams will develop a proposal for a beginning-level clinical research project and submit an application to the Institutional Review Board for approval of that proposal. Skills in procedural and conditional reasoning are reinforced through the process of proposal development. is course is writing intensive.

AHOT 5220 Case and Population Based Clinical Reasoning (2:2:0) is course focuses on the exploration of illness and/or disability experiences from the perspectives of the individual, healthcare professional, and society. Students will examine the influences of culture, poverty and ethics on disability through conditional and interactive reasoning using case studies and personal reflection.

AHOT 5237 Advanced Clinical Reasoning for Fieldwork (2:2:0) Prerequisites: AHOT 5105 is course will prepare students for their level II fieldwork rotations and will require students to utilize advanced clinical reasoning skills. is course will address the shift from classroom to clinic, supervision, dealing with fieldwork related problems, preparing for the national certification exam, and planning a continuing education workshop. Clinical reasoning will focus on procedural, interactive, conditional, ethical and pragmatic reasoning.

AHOT 5309 Applying Neuroanatomy in Occupational erapy (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 eory and Foundations of Occupational erapy (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 theories, frame of references, and treatment approaches. Develops students' theoretical reasoning.

AHOT 5311 Overview and Analysis of Occupational erapy Assessment (3:2:3) Prerequisites: AHOT 5310, AHOT 5313 Overview, analysis, and application of psychometrics, basic statistics, and characteristics of assessment instruments. Develops students' procedural and interactive reasoning skills through the administration, interpretation, and documentation of a variety of assessment tools utilized in occupational therapy practice with clients across the lifespan.

AHOT 5313 Introduction to Evaluation and Intervention in Occupational erapy (3:2:3) Prerequisite: AHOT 5111 – Introduction to key OT practice skills including basic evaluation techniques, clinical documentation, clinical safety, physical handling techniques, interventions, and splinting. Prepares students in the area of assessment, intervention, and clinical reasoning.

AHOT 5314 Health and Community Settings (3:3:0) Prerequisites: AHOT

methods (inferential statistics), as well as the development of professional writing skills. Skills in procedural and conditional reasoning are developed

and histological aspects of the body. Included is regional dissection with emphasis on the musculoskeletal, nervous, circulatory and respiratory. Lays a scientific foundation for other courses in the curriculum. Human cadaver dissection is the primary lab activity.

AHOT 5931 Fieldwork II: 1 (6:0:6) Prerequisites: Successful completion of all previous professional and fieldwork courses and approval of Program Director. Full-time, supervised clinical experience for 12 weeks (480 hours). Development of knowledge and skills needed for entry-level practice. Use of the occupational therapy process and clinical reasoning skills, working with individuals and groups. Introduction to clinical administration, supervision, quality assurance, consultation, and research.

AHOT 5932 Fieldwork II: 2 (6:0:6) Prerequisites: Successful completion of all previous professional and fieldwork courses and approval of Program Director. Full-time, supervised clinical experience for 12 weeks (480 hours). Development of knowledge and skills needed for entry-level practice. Use of the occupational therapy process and clinical reasoning skills, working with individuals and groups. Introduction to clinical administration, supervision, quality assurance, consultation, and research.

DEPARTMENT OF CLINIC ADMINISTRATION AND REHABILITATION COUNSELING

e 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. is 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. e program also o ers the didactic educational requirements for a long-term care administration track. Community college graduates are the primary candidates for the program. Examples are Certified Occupational erapy Assistants, Physical erapy Assistants, Radiology Technologists, Respiratory Care Technicians, Medical Technologists, and Emergency Medical Technicians.

Program Description

e 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. e 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. e program courses are conveniently o

Students accepted on this basis must demonstrate their ability to meet the academic demands of the program by passing all courses and maintaining a 2.7 GPA in their first year of study (30 credit hours) to remove the provisional status.

Core Curriculum Prerequisites	Hours
English	6
Natural Science	6
History	6
Social Science	3
Math	3
Visual & Performing Arts	3
Political Science	6
Humanities	3
Core Curriculum Electives	6
	Total Hours = 42

Application Process

Applications may be submitted at any time. It is in the best interest of the applicant to apply as early as possible prior to the semester in which the applicant plans to begin.

Applications must be completed online. Additional application materials should be sent to the Texas Tech University Health Sciences Center, O ce of the Registrar, 3601 4th Street, Stop 8310, Lubbock, Texas 79430.

CSM Curriculum

e program consists of 54 semester credit hours of upper-level undergraduate courses. Courses will rotate and students will register as they appear each semester. Students will select courses from their degree plan and register each semester to complete the 120 hour degree plan objective. e distance education format relies primarily on internet based (WebCT) courses o erings. e program requires the completion of all required core courses prior to enrollment in the advanced management courses and electives.

Students enrolled in the Clinic Science Management (CSM) program are required to complete the final six (6) academic hours through CSM program courses. Exceptions to this policy may be considered by the Program's Director on a case by case basis.

AHCM 4312 Foundations of Managed Care (3:3:0) Examines principles of managed care and contemporary issues in the organization and administration of managed healthcare organizations. Topics include ambulatory organizations,

AHCM 4320 - Long Term Care Management (3:3:0) An overview of the nursing home industry and the managerial requirements associated with long term care institutions. Topics of study focus on an introduction to: state and federal regulatory aspects of facility management, care delivery systems, reimbursement and personnel administration

AHCM 4321 – Regulatory Aspects of Long-Term Care (3:3:0) Analysis and application of regulatory requirements in the daily operational environment of a certified and licensed long term care facility are covered. Topics in this course will include; Texas, Federal and JCAHO regulatory requirements in the care, architectural and life safety code compliance issues of long term care facility operations.

AHCM 4331 Leadership in Healthcare Organizations (3:3:0) e course presents an overview of management theory and leadership principles. Topics include behavioral and managerial practices with emphasis upon interpersonal relations, problem solving skills, time management, stress management, and wellness.

AHCM 4360, 4361 Special Topics (3:3:0) Guided independent research projects with focus upon a management problem in the clinical support service setting. Examples are assistive technology, early childhood intervention, grant writing, independent living centers, or rehabilitation services.

AHCM 4363 – Long-Term Care Practicum (3:3:0) is supervised practical work experience, conducted in an approved long-term care facility, will prepare the student for a career as a Licensed Long Term Care Administrator thr4a50p.s6 facil

Healthcare providers are often promoted into supervisory positions with minimal if any management training. is lack of training often leads to frustration and dissatisfaction on the part of the healthcare professional. e goal of the Master of Science in Clinic Practice Management is to o

Application Process

Applications may be submitted at anytime; however, applications are considered approximately 3 months prior to the beginning of each term. It is in the best interest of the applicant to apply as early as possible. Two reference letters are required: one from professional colleagues and one from a previous or present employer. Applicants should understand that fulfillment of the basic requirements does not guarantee admission.

AHCP 5310 Coding and Healthcare Law (3:3:0) is course addresses current CPT and HCPCS coding issues and healthcare related laws. e 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) is 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) is 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) is 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. is 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 e ectiveness.

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

AHCP 5316 Independent Study (3:0:0) Students are o ered 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) is 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 a ect the population, especially older individuals. e course investigates current events related to the public policy implementation, using both educational and consumer based literature.

The RC Profession

Work and working are highly valued in our society. Rehabilitation Counselors provide and coordinate services for individuals with a range of physical, psychiatric, or developmental disabilities. ese professionals work to assist clients in gaining the skills and resources necessary to obtain meaningful work and lead full and self-satisfying lives. is is done through a range of activities, including: counseling, provision of adaptive equipment, vocational training, job placement, modifying the work environment, and assisting client's to cope e ectively with their environment and function as independently as possible.

is Rehabilitation Counselor education curriculum is designed to involve the learner as an active participant in the essential knowledge, skills and attitudes necessary for competent practice in the field; and conforms closely to the stated requirements for the graduate education of rehabilitation counseling professionals as set forth by accrediting and certification bodies. It is the intent of the program to graduate students who are:

Ready to acknowledge the importance of ensuring dignity, independence, and wellness for persons with disabilities;
Dedicated to adhering to the key values, standards, and codes of ethics as set forth by state and national licensing and certifying bodies;
Engaged in reflective, creative problem-solving;
Responsive to the needs of persons with disabilities;
Sensitive to the collaborative therapeutic relationship;
Involved in leadership roles to develop and enhance services;
Able to act as a responsible advocate for persons with disabilities.

e last few decades have seen an increasing recognition of the need and right of persons with disabilities to access meaningful work and employment. Federal legislation, changes in the labor market, and an increasing awareness of the skills and abilities possessed by persons with disabilities has resulted in excellent employment opportunities. Graduates

Program Goals

To recruit, educate and graduate a diverse population of students who are prepared to provide rehabilitation counseling services in a variety of employment settings.

To provide a rigorous academic environment that provides a solid foundation to prepare entry level Rehabilitation Counselors who meet national certification standards.

To work closely with the public and private rehabilitation communities to ensure well-trained graduates who are considered valued employees.

To develop a faculty that is valued by our students and the rehabilitation community for our teaching, research, and service.

To achieve the highest quality program possible within the constraints of available financial, human, technological, and time resources.

To develop commitment within students to empower individuals with disabilities to identify and maximize their resources to meet their developmental, vocational, independent living, and educational needs.

To instill within students a commitment to develop a life long commitment to learning professionalism continuing education throughout their career.

Accreditation

e Masters of Rehabilitation Counseling Program is accredited by the Council selop(1CO)i10iOx9 Tw [d.1(iOx9 Tw [d.1(.9nsp3 Tc 40568 p1.1(caf aemionjoy[(T)56.

Clinical Education

Clinical education is an integral aspect of the program. e MRC program complies with all requirements for practicum and clinical internships as set forth by the relevant accrediting and certifying organizations. In order to meet these requirements, Rehabilitation Counseling students will be required to undertake two forms of practical education during their program. First, all students will participate in a 100 hour supervised rehabilitation counseling practicum, which fosters personal growth, provides active learning experiences, enhances student insights into individual, group, and organizational behavior, and introduces students to counseling approaches and the rehabilitation issues that a ect service delivery. Delivered on a distance basis, these experiences will combine applied instruction by faculty with supervised practicum experiences in o - campus settings, either at the students place of employment (when appropriate) or in designated rehabilitation settings.

Second, all students will be required to undertake a 100 hour practicum and 600 hour supervised internship in a rehabilitation setting. Students undertaking supervised employment in Rehabilitation Counseling settings may, with Program approval, utilize these locales for their internship experiences. Students not so employed shall be assisted in locating placements in appropriate, supervised rehabilitation settings.

Admission to the Program

Individuals applying to the program should already hold a bachelor's degree from a regionally accredited college or university, preferably in a related area such as psychology, social work, special education, sociology, nursing, and related disciplines. To be considered for admission, an overall grade point average of 2.7 on a 4.0 scale for all college credit is required. Provisional admission may be o ered to applicants with a GPA of less than 2.7. Such applications will be reviewed on an individual basis. Graduate Record Examination (GRE) or Millers Analogies Test (M.A.T.) scores are NOT required for entry into the MRC program. Prior work or volunteer experience in human service settings is considered a valuable attribute for applicant's, but is not mandatory. Students who have previously taken relevant coursework may be able to apply for advanced credit for certain courses. Persons with disabilities are strongly encouraged to apply.

Application Process

e online application must be completed by May 15 for Fall semester and October 1 for Spring semester.

Students will submit a completed application form, transcripts, a letter from the applicant outlining their rationale for applying to the program, 3 letters of reference, and a resume. Qualified candidates will be contacted for an interview. It is the applicant's responsibility to assure that all supporting documentation is received by the deadline. Application materials and detailed information on application procedures and admission criteria can be accessed via the Texas Tech

University Health Sciences Center, School of Allied Health Sciences' web site at http://www.ttuhsc.edu/sah. Applications for non-degree seeking students wishing to participate in selected MRC courses are accepted up to three weeks prior to the start of the semester.

Rehabilitation Counseling Curriculum

CORE COURSEWORK

Course		Credit Hours
AHRC 5301	Foundations of Rehabilitation Counseling	3
AHRC 5302	Counseling eories	3
AHRC 5303	Medical Aspects of Disability	3
AHRC 5304	Vocational and Career Development	3
AHRC 5305	Case Management	3
AHRC 5306	Psycho-Social Aspects of Disability	3
AHRC 5308	Research Methodologies & Interpretation of Research Findings	3
AHRC 5309	Group Counseling eory and Practice	3
AHRC 5321	Vocational Assessment	3
AHRC 5322	Employment Development & Placement	3
		Total Hours = 30

PRACTICAL EXPERIENCE

Course		Credit Hours
AHRC 5416	Clinical Internship I	4
AHRC 5517	Clinical Internship II	5
AHRC 5611	Practicum	6
		Total Hours = 15

ELECTIVES*

Course		Credit Hours
AHRC 5310	Special Topics/Seminars in Vocational Rehabilitation	3
AHRC 5342	Rehabilitation and Substance Abuse	3
AHRC 5343	Introduction to Private Sector Rehabilitation	3
AHRC 5346	Psychiatric Rehabilitation	3

* *ree (3) credit hours are required, additional electiveed, adI He r*

fields. Basic research design, methodologies, analysis, and interpretation will be reviewed. A discussion of the applications of research methodologies, findings, and interpretations in guiding and evaluating rehabilitation counseling practice (e.g. – choosing interventions, planning assessments, evaluating results, etc.) is also included.

AHRC 5309 Group Counseling eory and Practice (3:3:0) is course is designed to prepare counselors to become knowledgeable and skillful in using theoretical constructs of group counseling with individuals with disabilities. Attention is given to theories of counseling, elements of leadership in group counseling, healthy and dysfunctional behaviors, culturally diverse perspectives, and legal and ethical issues.

AHRC 5310 Special Topics/Seminars in Rehabilitation Counseling (3:3:0) Specialized seminars or courses in specific areas of rehabilitation counseling as identified by faculty, students, or the community.

AHRC 5321 Vocational Assessment (3:3:0) Exploration of the approaches, techniques, instruments, and interpretation of vocational assessment, with a strong emphasis on the identification and integration of assessment information from a multi-disciplinary perspective. e 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 (3:3:0) e roles and techniques involved in the development of employment options and placement of persons with disabilities in employment are explored in-depth. Topic areas to be explored include job analysis, job development, work site modification, ergonomics, role of assistive technology, job placement, employer contacts, supported employment, post placement support, job coaching, and building natural supports. Attention will also be paid to the impact of legislative initiatives (e.g. the Americans with Disabilities Act) on employment development and placement.

AHRC 5342 Rehabilitation Substance Abuse (3:3:0) e objective of this course is to increase the student's knowledge6 Tw o0004 Tc 0. sr.96 o0004 Tc 3:0)with -0.

disability, and forensic rehabilitation. Examination of resources unique to the field, and ethical and legal considerations of private sector rehabilitation.

AHRC 5346 Psychiatric Rehabilitation (3:3:0) Addresses the issues and methods of working with persons that experience psychiatric disabilities. e course will cover areas of psychopathology, assessment issues, treatment and service options, and vocational and integration issues.

AHRC 5416 Clinical Internship I (4:4:0) 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 sta 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;

FACULTY DIRECTORY

CORWIN, Melinda D., Assistant Professor of Speech, Language and Hearing Sciences, 1994; B.S., Texas Tech University, 1987; M.S., Texas Tech University, 1989; Ph.D., Texas Tech University, 2006.

DANIEL, John, Associate Professor of Physical erapy, 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, Assistant Professor of Physical erapy, 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 Health Sciences Center, 2005.

DEMBOWSKI, James, Assistant Professor of Speech, Language and Hearing Sciences, 2004; B.S., Northwestern University, 1975; M.S., University of Texas at Dallas, 1988; Ph.D., University of Wisconsin-Madison, 1998.

DOMENECH, Manuel, Regional Dean of Odessa, 2005; Assistant Professor and Assistant Program Director of Physical erapy, 2004; B.S. Physical erapy University of Kansas, 1976; M.S. Virginia Commonwealth, 1982; Ed.D.

HAMILTON, Lynne A., Assistant Professor of Clinical Laboratory Science and Molecular Pathology, 2003; B.S., Texas Tech University, 1983; MT (ASCP), 1983; M.S., Texas Tech University, 1996; Ph.D., Texas Tech University, 2002.

HENDRIX, Ericka, Clinical Coordinator and Academic Instructor of Clinical Laboratory Science and Molecular Pathology, 2004; B.S., Texas Tech University, 1997; M.S., Texas Tech University Health Sciences Center, 2003.

HICKS, Candace Bourland, Assistant Professor of Speech, Language and Hearing Sciences and Program Director of Audiology Program, 2000; B.S.E., Arkansas State University, 1992; M.S., Purdue University, 1995; Ph.D., Vanderbilt University, 2000.

HOOTEN, Michael, Regional Dean of Amarillo and Assistant Professor of Clinical Services Management, 1999; B.S., Texas Tech University, 1981; M.H.A., Baylor University, 1990.

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 of Learning Outcomes and Technologies, 2005; Chair, Department of Clinic Administration and Rehabilitation Counseling, 2005; Assistant Professor, 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 erapy program, 2002; Assistant Professor of Physical erapy, 1994; B.S., University of California at Irvine, 1980; Ph.D., University of California at San Diego, 1988; M.P.T., Texas Tech University Health Sciences Center, 1997.

SCOTT, Dawndra A., Assistant Professor and Program Director of Occupational erapy, 2001; B.S., Texas Tech University, 1992; B.S., Texas Tech University Health Sciences Center, 1994; M.A., Texas Woman's University, 2001; Ph.D., Texas Tech University, 2006.

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 Bu alo, NY, 1996; Rheumatology, SUNY Bu alo, NY, 1998; Pain Management, Eugene Gosy, M.D., Neurology & Pain Management Clinic, SUNY Bu alo, NY, 1999.

SMITH, Michael P., Assistant Professor of Athletic Training, 2000; B.S., State University of New York-Plattsburgh, 1994; M.S., Arizona School of Health Sciences, 1997; Ph.D., Texas Tech University, 2005.
SPEARS, Evans, Assistant Professor and Program Director of Rehabilitation Counseling, 2002; B.A. Coe College, 199; M.A., University of Iowa, 1994; Ph.D. University of Arizona, 2003.

STEADMAN, Natalie D., Assistant Professor and Clinical Education Coordinator of Athletic Training, 2005; B.S., Texas Tech University, 1990; B.S. P.T., Texas Tech University Health Sciences Center, 1992; M.A.T., Texas Tech Health Sciences Center, 2002.

STICKLEY, Lois A., Assistant Professor and Assistant Program Director of Physical erapy, 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 erapy, 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 erapy, 2002; B.S., University of Texas Health Sciences Center San Antonio, 1981; M.A., Texas A&M University - Corpus Christi, 1993; Ph.D., Texas Tech University, 2006.

WILKINSON, William J., Assistant Professor of Physical erapy, 2006. B.S., Texas State University, 1984; M.S., University of North Texas, 1988; M.D., University of Texas Health Sciences Center (San Antonio), 1994.

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.

ZUPANCIC, Laura, Clinical Instructor in Speech, Language, and Hearing Sciences, 2005; B.S., Texas Tech Health Sciences Center, 2000; M.S., Texas Tech Health Sciences Center, 2002.

ZUPANCIC, Steven, Assistant Professor of Speech, Language, and Hearing Sciences, 2006; B.S., Eastern New Mexico University, 1999; Au.D., Texas Tech Health Sciences Center, 2003.

Subject Index