



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
School of Allied Health Sciences™



FREQUENTLY ASKED QUESTIONS

What degrees does the School of Allied Health Sciences offer?

The School of Allied Health Sciences offers the following degrees:

- Bachelor of Science (B.S.)
 - Clinical Laboratory Science
 - Clinical Services Management
 - Speech, Language and Hearing Sciences
- Master of Athletic Training (M.A.T)
- Master of Occupational Therapy (M.O.T.)
- Master of Physician Assistant Studies (M.P.A.S.)
- Master of Physical Therapy (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 Therapy (Sc.D.)
- Doctor of Philosophy in Communication Sciences and Disorders (Ph.D.)

How can I apply for admission to the School of Allied Health Sciences?

The online application may be accessed via the Texas Tech University Health Sciences Center, School of Allied Health Sciences' website at www.ttuhs.edu/sah. Physician Assistants must apply using CASPA which may be accessed through www.ttuhs.edu/sah or www.caspaonline.org.

How can I contact the School of Allied Health Sciences?

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

How is the School of Allied Health Sciences organized?

- 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 Therapy
 - Program in Physical Therapy (M.P.T. & Sc.D.)
- 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

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ACADEMIC CALENDAR

SUMMER 2006

May 22MPT Clinical Experience I: Begins
May 30 AT, MP, OT, PA, PT Orientation
May 31 First Day of Semester
June 26 MOT 3 Fieldwork II:1 Begins
June 30 MPT Clinical Experience I: Ends
July 3-4 Holiday
July 5.....MAT 2/ MPT 2 Students Begin Class
August 18..... Final Day of Semester
August 21..... PA Clerkship 1 Begins
August 21..... MOT 2 Fieldwork I: I Begins
August 25.....MOT 2 Fieldwork I: I Ends

FALL 2006

August 28..... CLS, SLHS, SLP AuD, Ph.D. Orientation
August 28..... First Day of Class
September 4 Holiday
September 15MOT 3 Fieldwork II:1 Ends
September 25 MOT 3 Fieldwork II:2 Begins
September 26 PA Clerkship 1 Ends
September 28-29..... PA Grand Rounds
October 2 PA Clerkship 2 Begins
October 24.....SOAHS Job Fair
November 6CLS Preceptorship Begins
November 7 PA Clerkship 2 Ends
November 9-10..... PA Grand Rounds

November 13 PA Clerkship 3 Begins
 November 22-24..... Holiday
 December 15 Final Day of Semester
 December 15.....MOT 3 Fieldwork II: 2 Ends
 December 15..... CLS Preceptorship Ends
 December 19..... PA Clerkship 3 Ends
 December 21-22 PA Grand Rounds

SPRING 2007

January 1 MOT 2 Fieldwork I: 2 Begins
 January 2CLS Preceptorship Begins
 January 2 MPT Clinical Experience II: Begins
 January 8 PA Clerkship 4 Begins
 January 8 MPT Clinical Experience III: Begins
 January 10 First Day of Class
 January 12MOT 2 Fieldwork I: 2 Ends
 January 15 Holiday
 February 13 PA Clerkship 4 Ends
 February 15-16 PA Grand Rounds
 February 19..... PA Clerkship 5 Begins
 February 23..... MPT Clinical Experience II: Ends
 March 2MPT Clinical Experience III: Ends
 March 5MP Preceptorship Begins
 March 12-16 Spring Break
 March 12.....MPT Clinical Experience IV: Begins
 March 27..... PA Clerkship 5 Ends
 March 29-30 PA Grand Rounds

April 9 PA Clerkship 6 Begins
April 27 MP Preceptorship Ends
May 4 CLS Preceptorship Ends
May 4 MPT Clinical Experience IV: Ends
May 8 Final Day of Semester
May 14-18MPT Graduate Seminar
May 15 PA Clerkship 6 Ends
May 17 PA Grand Rounds
May 18 Convocation
May 19 Graduation

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



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

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

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

ADMINISTRATION

BOARD OF REGENTS

Term Expires January 31, 2007

L. Frederick “Rick” Francis, Chair El Paso
C. Robert “Bob” Black, Horseshoe Bay
Bob L. Stafford, 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 Griffin Lubbock
Daniel “Dan” T. Serna Arlington

HEALTH SCIENCES CENTER

David R. Smith, M.D. Chancellor
M. Roy Wilson, M.D. President
Roderick Nairn, Ph.D. Executive Vice President for Academic Affairs
Elmo Cavin, Jr., M.B.A. Executive Vice President for Finance and Administration

SCHOOL OF ALLIED HEALTH SCIENCES

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

GENERAL INFORMATION

MISSION

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

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

- Develop professionals today to meet the health challenges of tomorrow
- Demonstrate excellence in serving targeted healthcare needs
- Pursue new knowledge in the life sciences and apply research to improve health outcomes
- Optimize organizational effectiveness and efficiencies

GOALS OF THE SCHOOL OF ALLIED HEALTH SCIENCES

- To provide quality education for a maximum number of people in the region served by the Texas Tech University Health Sciences Center.
- To foster cooperation between regional campuses and the School of Allied Health Sciences so students have the opportunity to complete their education in their home communities.
- To provide innovative and flexible programs, recognizing and serving the needs of students of varying backgrounds.
- To be sensitive to and responsive to the educational and healthcare needs of underserved populations.
- To provide continuing education opportunities for allied health practitioners.
- To provide society with allied health graduates who are knowledgeable in current practices and who will use innovative service policies.
- To provide educated allied health sciences professionals for the delivery of quality healthcare to the TTUHSC service area.
- To facilitate healthcare services by providing faculty who maintain their skills as healthcare practitioners.
- To further research in allied health and related disciplines for the benefit of the health professions and society.
- To instill in our graduates the highest professional ethics and a true commitment to professionalism in their work.

OUR PURPOSE

Our purpose within higher education in Texas is to provide baccalaureate degrees in clinical laboratory science, clinical services management, and speech, language and hearing sciences. The School of Allied Health Sciences offers masters degrees in athletic training, clinical practice management, molecular pathology, occupational therapy, physician assistant studies, physical therapy, speech-language pathology and rehabilitation counseling. The School of Allied Health Sciences also offers doctoral degrees in audiology, physical therapy, and communication sciences and disorders. These healthcare disciplines prepare professionals who will enter our society to improve the quality of human life.

Each of the areas of study is an excellent career choice that will secure the successful graduate a high degree of personal satisfaction and economic future. Our School seeks people with a genuine desire to improve the well being of all people. Our class sizes are limited and admission is by application only.

OUR HISTORY

In the 1960s, over 100 health-related professions were classified as Allied Health Professions by the federal government. Medical specialization and new technologies called for the

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

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

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

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

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

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

the addition and changes of its programs, the School of Allied Health Sciences continues to grow and diversify.

PROGRAM STRUCTURE

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

CORE CURRICULUM REQUIREMENT

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

TRANSFER OF CREDITS

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

APPLYING FOR ADMISSION

Students admitted to Texas Tech University should not consider themselves also admitted to the School of Allied Health Sciences. For admission to any School of Allied Health Sciences program, the online application must be completed and submitted by the program deadline. Each program has its own applicant pool, from which the most qualified students are chosen for an admission review. Those students who best meet the stated qualifications and prerequisites of the individual programs will be accepted as students of TTUHSC and the School of Allied Health Sciences. Students who successfully complete the program will receive one of the following degrees from the Texas Tech University Health Sciences Center: a Bachelor of Science in Clinical Laboratory Science, Speech, Language and Hearing Sciences or Clinical Services Management; a Master of Athletic Training, a Master of Science in Speech-Language Pathology, a Master of Science in Molecular Pathology, a Master of Occupational Therapy, a Master of Physician Assistant Studies, a Master of Physical Therapy, a Master of Science in Clinical Practice Management, a Master of Rehabilitation Counseling; a Doctor of Audiology, a Doctor of Science in Physical Therapy, or a Ph.D. in Communication Sciences and Disorders. After graduation, a certification or licensure examination may be required.

Deadlines for application to the individual programs are:

Athletic Training	
Early Admission	October 15
Traditional Admission	February 1
Audiology	February 1
Clinical Laboratory Science	March 1
Communication Sciences and Disorders (Ph.D.)	
Fall Admission	May 31
Molecular Pathology	March 1
Occupational Therapy	
Early Admission	October 15
Traditional Admission	February 1
Physician Assistant	December 1
Physical Therapy (MPT)	
Early Admission	September 15
Traditional Admission	February 1
Speech-Language Pathology	February 1
Speech, Language and Hearing Sciences (Undergraduate)	March 1

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

WHAT MUST BE DONE TO QUALIFY FOR ADMISSION

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

WHAT IS EXPECTED OF THE ALLIED HEALTH SCIENCES STUDENT

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

STUDENT ORGANIZATIONS

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

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

STUDENT LIABILITY

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

STUDENT HEALTH SERVICE

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

STUDENT HOSPITALIZATION INSURANCE COVERAGE

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

IMMUNIZATIONS

Students in the School of Allied 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 sufficient.
- Varicella Titer- may be required for some programs.

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

LEAVE OF ABSENCE

In extreme circumstances it may be necessary for a student to be absent from class for an extended time. The School of Allied Health Sciences may grant a leave with the approval of the department chair and the consent of the Dean. For information concerning a leave of absence, contact the School of Allied Health Sciences Office of Admissions and Student Affairs.

TASP REQUIREMENTS

The TASP (Texas Academic Skills Program) is an instructional program with a testing component designed to ensure that all students attending public colleges and universities in Texas have the reading, mathematics, and writing skills necessary to perform effectively in college-level coursework. Remedial activities will be required for those who do not pass the TASP test. Students admitted to the School of Allied Health Sciences must provide proof of passing scores on the TASP test as a condition of admission. Students who have completed at least three hours of college coursework before September 1, 1989, or those who have earned a bachelor's degree, are exempt.

ALCOHOL/DRUG 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." The 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. The School encourages all students to make use of the education programs offered by the Counseling Center at Texas Tech University.

CRIMINAL BACKGROUND CHECK

Students enrolled in clinical preceptors 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 website at www.ttuhs.edu.

REGISTRATION OF CONVICTED SEX OFFENDERS

Senate Bill 871 passed in the recent regular Texas Legislative Session made changes to Chapter 62, Code of Criminal Procedure, and now requires that all sex offenders register with local law enforcement authorities. Those who intend to be students or attend classes on or at any campus of the Texas Tech University System are required to register with the campus police department in accordance with article 62.064 of the Texas Code of Criminal Procedure within seven (7) days of beginning school. In addition, all such sex offenders who intend to volunteer, work, or carry on a vocation (including full-time or part-time employees and employees of outside contractors) on any campus of Texas Tech University System for a consecutive period exceeding fourteen (14) days or an aggregative period exceeding thirty (30) days in a calendar year are required to register with the campus police department within seven (7) days of beginning work on any campus of the Texas Tech University System. In addition, all such sex offenders are required to notify campus police within seven (7) days of terminating attendance or work on any campus of the Texas Tech University System. All such sex offenders 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 Office of Admissions and Student Affairs to receive an Official Withdrawal Form. This form must be initialed by faculty or staff from specific areas within the Health Sciences Center. After the withdrawal form is completed, it must be returned to the Office of Admissions and Student Affairs 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 immediately after accepting a class position. The student will be asked to complete an application requesting accommodation and to supply documentation necessary to support the application.

STUDENT RECORDS

The School of Allied Health Sciences conforms to the guidelines set forth in the Family Educational Rights and Privacy Act of 1974, and the Texas Open Records Act. Students may limit public availability of personal and demographic information by making this request to the TTUHSC Registrar.

STUDENT DEBTS

The School of Allied Health Sciences and TTUHSC will not be responsible for debts incurred by students or student organizations, nor will the School or TTUHSC assume the roles of collecting student debts or serve as arbitrator between students and creditors.

CHANGE OF ADDRESS

Students are required to maintain current contact information by submitting changes at www.techsis.admin.ttu.edu/student/. All correspondence, including financial aid refund checks, will be mailed to the address provided by the student.

GENERAL ADMISSIONS POLICIES AND REQUIREMENTS

ADMISSION POLICY

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

APPLICANTS TO THE PROFESSIONAL PROGRAMS

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

PREREQUISITE COURSE CREDITS

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

READMISSION

A former student who seeks to be readmitted to a program in the School of Allied Health Sciences must have withdrawn in good academic standing and meet all current admissions and degree requirements for the semester of readmission.

CREDIT BY EXAMINATION FOR PREREQUISITE COURSES

The School of Allied Health Sciences encourages students to use previous learning experiences. Students will be given the opportunity to receive credit by examination in courses where proficiency may be determined by examination. Students may demonstrate proficiency in certain subject areas through various programs. A grade of Pass (P) will be given on the examination, but the grade will not be considered in determining grade-point averages. Course credit earned by examination is recorded by the TTUHSC Registrar on the student's transcript. Course credit by examination may not be used to satisfy the 30-hour minimum residence credit requirement for graduation. Credit by examination must be completed before the course begins or within the first twelve class days of the course. Credit by examination does not waive tuition and fees for the course.

A student may earn prerequisite course credit by examination by three separate programs. These include:

1. Specified College Entrance Examination Board (CEEB) Achievement Tests

2. CEEB Advanced Placement Examinations, which are part of the Advanced Placement programs (AP) available in a limited number of secondary schools
3. Specified subject examinations of the CEEB College Level Examination Program (CLEP)

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

Credit for CEEB Achievement Tests

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

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

Credit for CEEB Advanced Placement Program Examinations (APP)

The Advanced Placement Program Examination is the final examination for a nationally standardized course offered in a limited number of secondary schools under the auspices of the CEEB Advanced Placement Program. The 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. The APP is offered 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. These examinations are offered on the Texas Tech University campus during Freshman Orientation held each summer, several times each year to students currently enrolled, and monthly at national CLEP test centers. Further information concerning the CLEP tests may be obtained by contacting College Level Examination Program (Box 1821, Princeton, NJ 08540), or the Testing and Evaluation Division of Texas Tech University.

ADVANCED PLACEMENT

Individuals who have completed an educational program in medical laboratory technology and are certified by a nationally recognized certification agency may be eligible to receive credit for some junior level courses in Clinical Laboratory Science. Determination for such credit will be made by the department chair.

Students seeking to take Credit by Examination must have been officially accepted in the School of Allied Health Sciences, and the prerequisites for courses must be met prior to taking the examination for credit. The student must file a petition with the program director at least 30 days prior to taking the examination. The program will administer the examination no later than one week prior to the semester in which the challenged course is offered. Credit (CR) or no credit (NCR) will be reported to the Registrar's Office and entered on the official transcript. Unsuccessful students (NCR) will be required to enroll in the course at the first opportunity. A student may challenge a course only once. The fee for this examination is \$50.00. The Department of Speech, Language and Hearing Sciences does not offer credit by examination.

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

1. Applicants to all programs must have transcripts from any international college or university evaluated by a Foreign Transcript Evaluation Service. The evaluation must be a course-by-course evaluation of all academic work completed by the applicant. The Office of Admissions can provide a list of acceptable evaluation agencies.
2. Undergraduate students whose native language is not English must present a score of at least 550 on the Test of English as a Foreign Language (TOEFL) 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.
3. Documentation of successful completion of the TASP (Texas Academic Skills Program) is required.

ADMISSIONS CHECKLIST

1. Be certain you will be able to meet all admission requirements by the class starting date.
2. Application materials may be accessed via the Texas Tech University Health Sciences Center, School of Allied Health Sciences' website at www.ttuhs.edu/sah.
3. Complete all admission materials and mail to the Texas Tech University Health Sciences Center, Office of the Registrar at 3601 4th Street, Mail Stop 8310, Lubbock, Texas, 79430.
4. Have official 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.
5. Have documentation of successful completion of the TASP sent to the Texas Tech University Health Sciences Center, Office of the Registrar, if it is not included with transcripts.
6. 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 INFORMATION

Financial Aid

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

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

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

Scholarships

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

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

TUITION AND FEES

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

Texas residents will be charged tuition at a rate of \$106 per semester credit hour. Non-resident and foreign students will be charged tuition at a rate of \$381 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 Office of the Registrar. Each student will be required to complete a written residency oath upon applying. For detailed information regarding residency status, contact the TTUHSC, Office of the Registrar. Foreign students seeking entry into the School of Allied Health Sciences must be processed through the International Admissions Counselor at Texas Tech University.

*FEE TABLE

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

Tuition (Resident Undergraduate)	\$1,590.00
(Resident Graduate).....	\$2,340.00
(Non Resident Undergraduate).....	\$5,715.00
(Non Resident Graduate)	\$6,465.00
Student Services Fee	\$126.00
Placement Guarantee Fee (All 1st year students, non-refundable).....	\$50.00
Student Malpractice Insurance Fee (Fall Semester)	\$14.50 (\$61 for PA students)
Microscope Usage Fee (CLS Juniors and Seniors annually)	\$50.00
Medical Services Fee	\$66.00
Recreation Center Fee	\$60.00
Graduation Fee.....	\$35.00 (\$50 for graduate programs)
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
Resident Undergraduate Tuition and Fees for semester (estimate)	\$2,158.50
Resident Graduate Tuition and Fees for semester (estimate)	\$2,923.50
Non-Resident Undergraduate Tuition and Fees for semester (estimate)	\$6,283.50
Non-Resident Graduate Tuition and Fees for semester (estimate)	\$7,048.50

Summer Session – Full-time student enrolled for 7 hours

Tuition (Resident Undergraduate)	\$742.00
(Resident Graduate).....	\$1,092.00
(Non-Resident Undergraduate).....	\$2,667.00
(Non-Resident Graduate)	\$3,017.00
SAH Anatomy Fee (AT, OT, PA & PT only)	\$200.00
Student Services Fee	\$73.50
Medical Services Fee	\$33.00
Recreation Center Fee	\$30.00
Identification Card Fee.....	\$5.00
Information Technology Fee.....	\$70.00
Record Processing Fee.....	\$5.00
Synergistic Center Fee.....	\$5.00

Resident Undergraduate Tuition and Fees for Summer Session (estimate).....\$1,163.50
Resident Graduate Tuition and Fees for Summer Session (estimate)\$1,513.50
Non-Resident Undergraduate Tuition and Fees for Summer Session (estimate) ...\$3,088.50
Non-Resident Graduate Tuition and Fees (estimate)\$3,438.50

*These fees may not represent all costs incurred to students. Many courses within each program have course fees that will be applied to tuition as necessary. Students on regional campuses get appropriate fees waived.

**DISTANT LEARNING TUITION AND FEES
(Clinical Services Management)**

Out of state students enrolled in a distant learning program pay a flat fee of \$250 per credit hour, which is \$750 per three hour course. Texas residents pay tuition of \$106 per credit hour, which is \$318 per three hour course, and appropriate fees.

(Clinical Practice Management)

Out of state students enrolled in a distant learning program pay a flat fee of \$250 per credit hour, which is \$750 per three hour course. Texas residents pay tuition of \$156 per credit hour, which is \$468 per three hour course, and appropriate fees.

(Rehabilitation Counseling and Doctor of Science in Physical Therapy)

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 \$156 per credit hour, which is \$468 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 full refund of tuition and fees applicable to the course being dropped.

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

Fall and Spring Semester withdrawal:

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

Summer Semester withdrawal:

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

FEDERAL REFUND FORMULA

Students who are receiving Title IV Financial Aid Funds may be required to return a portion of these funds at the time of their withdrawal from the institution.

TEXT BOOKS AND SUPPLIES

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

DEPARTMENT OF SPEECH, LANGUAGE, AND HEARING SCIENCES

THE FIELD OF SPEECH, LANGUAGE AND HEARING SCIENCES

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

PROGRAM DESCRIPTION

The 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 educates approximately 80 undergraduate students and 75 graduate students per year. The department offers 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; a 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 the graduate level. The academic programs are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association. The programs are also recognized by the Texas State Board of Examiners for Speech-Language Pathology and Audiology.

Special features of the department include several research laboratories: the Speech Physiology Laboratory, the Psychoacoustics Laboratory, the Augmentative and Alternative Communication Laboratory, the Electrophysiology Laboratory and the Center for Functional Brain Mapping and Cortical Studies. The Speech Physiology and Psychoacoustics Laboratories conduct research in the areas of speech acoustics, fluid mechanics, laryngeal kinematics, and speech perception. The Electrophysiology Laboratory is designed to investigate the physiologic and psychophysical properties of sound. The Augmentative and Alternative Communication Laboratory is equipped to investigate the special needs of nonspeaking patients using state-of-the-art technology.

The department sponsors chapters of the National Student Speech-Language-Hearing Association and the National Association of Future Doctors of Audiology. Besides numerous community fund-raising events and scholarship drives, the student organizations conduct annual conferences which attract professionals from throughout the Southwest. Nationally and internationally recognized speakers spend time with students and other professionals discussing current topics in communication disorders and sciences.

The Speech-Language and Hearing Clinic serves as the primary clinical practica site for students in the department. Under direct faculty supervision, students provide clinical services to people in the local community, Texas Tech University and TTUHSC, as well as the entire West Texas and Eastern New Mexico areas. Additional practica sites are available through an externship program in hospitals, schools, rehabilitation institutes, private practices, and governmental offices.

Financial assistance may be available from the Office of Financial Aid at TTUHSC. The Department of Speech, Language and Hearing Sciences also offers 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.

Undergraduate Program in Speech, Language, and Hearing Sciences

ADMISSION TO THE BACHELOR OF SCIENCE PROGRAM

The application deadline is March 1 of each year for the following fall class. Admission decisions are made by May 1. Class enrollment is limited. Admission requirements include (1) completing the online application, (2) a minimum cumulative GPA of 3.0 on a 4.0 scale, (3) a grade of "C" or better in all prerequisite courses, and (4) proof of appropriate immunizations against infectious diseases. Provisional admission may be offered to applicants with a GPA of less than 3.0. Such applications will be reviewed on an individual basis. Students are required to adhere to all policies as outlined by the Department of Speech, Language, and Hearing Sciences, the School of Allied Health Sciences, and Texas Tech University Health Sciences Center. Students also have specific rights as outlined in the student handbook.

Prerequisite courses for the undergraduate program include the following, or their approved equivalents. These courses may be completed at any accredited college or university. The department reserves the right to change course requirements without notice.

English	9 hours (<i>Technical Writing is required.</i>)
History	6 hours
Political Science	6 hours
Math	6 hours (<i>Statistics is required.</i>)
Lab Science:	12 hours
	<i>At least one course in biological/life science and one in physical science are required.</i>
	<i>The following three courses are recommended: Biology of Animals (4 hours), Human Anatomy and Physiology (4 hours) and Physics (4 hours)</i>
Multicultural	3 hours
Behavioral/ Social Sciences	12 hours
	<i>At least one course addressing multicultural issues and one addressing human life span are required. Courses may be from any of the following departments: anthropology, communications, family studies, health, human development, philosophy, psychology, or sociology.</i>
Humanities	3 hours
Visual & Performing Arts	3 hours
General Electives	6 hours
Minimum Total	66 hours

SPEECH, LANGUAGE, AND HEARING SCIENCES CURRICULUM: UNDERGRADUATE

The following are the departmental course requirements. Academic policies regarding minimum grade performance are cited in the Student Handbook.

EXAMPLE UNDERGRADUATE PROGRAM

FIRST YEAR

Fall Semester	Course	Credit Hours
AHSL 3219	Supervised Observation Lab: AUD	2
AHSL 3220	Supervised Observation Lab: SLP	2
AHSL 3427	Phonetics	4
AHSL 3422	Anatomy & Physiology	4
	Total hours = 12	

Spring Semester	Course	Credit Hours
AHSL 3221	Clinical Methods	2
AHSL 3321	Speech Science	3
AHSL 3322	Hearing Science	3
AHSL 3323	Language Development	3
AHSL 3442	Clinical Audiology	4
		Total hours = 15

SECOND YEAR

Fall Semester	Course	Credit Hours
AHSL 3324	Language Disorders	3
AHSL 3325	Fluency Disorders	3
AHSL 4380/90	Clinical Practicum: SLP/Audiology	2
AHSL 4426	Neural Bases of Speech & Language Disorders	4
AHSL 3426	Articulation & Phonological Disorders	4
		Total hours = 16

Spring Semester	Course	Credit Hours
AHSL 4344	Multicultural Issues	3
AHSL 4280/90	Clinical Practicum: SLP/Audiology	2
AHSL 4410	Basic Sign Language for the Health Professions	4
AHSL 4427	Assessment Procedures in Speech-Language Pathology	4
		Total hours = 12

COURSE DESCRIPTIONS: UNDERGRADUATE CURRICULUM

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 3320 Introduction to Communication Disorders (3:3:0) An overview of communication disorders which can affect children and adults. The impact of these disorders on an individual's psychological, social, emotional, cultural, and educational status will be discussed.

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

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

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

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

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

AHSL 4290 Clinical Practicum: Audiology (2) A supervised clinical assisting experience. May be repeated for credit.

AHSL 4300 Senior Research Project (3) An individual study of a specific problem in one of the areas of speech, language or hearing disorders. Students are required, in advance of registration, to consult with the instructor and secure approval of the specific project to be pursued.

AHSL 4344 Multicultural Issues in Communication Disorders (3:3:0) Assessment and management of communication disorders in culturally and linguistically diverse populations. Topics include typical and disordered communication, and perspectives on clinical, theoretical, and research implications.

AHSL 4410 Basic Sign Language for the Health Professions (4:4:0) An intensive, introductory course in American Sign Language. Issues related to deaf culture and the use of signs in healthcare settings will be discussed.

AHSL 4426 Neural Bases of Speech and Language (4:3:1) An exposure to neuroanatomy and neurophysiology through individualized and interactive learning. This course provides strong foundations for future graduate courses in aphasia and motor speech disorders, as well as an understanding of neuroanatomy, neurophysiology, and neuropathologies of speech and language.

AHSL 4427 Assessment Procedures in Speech-Language Pathology (4:3:1) The development of competencies in the selection, use, and interpretation of a wide range of speech and language assessment procedures for children and adults from diverse etiologic, cultural, and ethnic groups.

AHSL 4446 Diagnostic Audiology (4:3:1) This course will present advanced diagnostic techniques for children and adults including those from diverse populations or with special needs.

Graduate Program in Speech-Language Pathology

ADMISSION TO THE SPEECH-LANGUAGE PATHOLOGY PROGRAM

Professional education includes two years of study beyond the baccalaureate level. The application deadline is February 1 prior to the summer/fall semester in which classes begin. Admissions decisions are made by April 1. Class enrollment is limited each year. Admission requires (1) completing the online application, (2) a cumulative GPA of 3.0 on a 4.0 scale, (3) a GPA of 3.0 on a 4.0 scale in undergraduate audiology and speech pathology courses, (4) demonstration of superior oral and written communication skills, (5) completion of a telephone interview with the Admissions Committee, (6) above-average scores on the verbal, quantitative, and analytical subtests of the Graduate Record Examination (GRE), (7) proof of appropriate immunizations against infectious diseases, and (8) an earned baccalaureate degree or its equivalent in the area of speech, language and hearing sciences from an accredited institution. Applicants who have earned undergraduate degrees in fields other than speech, language and hearing sciences may apply to the graduate program, but must take one year (two semesters) of leveling course work. Students may take the leveling courses and then apply to the graduate program, or apply and be accepted to the graduate program and complete the leveling courses before beginning graduate studies. Provisional admission may be offered to applicants with a GPA of less than 3.0. Such applications will be reviewed on an individual basis. Students are required to adhere to all policies as outlined by the Department of Speech, Language, and Hearing Sciences, the School of Allied Health Sciences and Texas Tech University Health Sciences Center. Students also have specific rights as outlined in the student handbook.

Students must maintain a GPA of 3.0 to maintain good academic standing. By the time of graduation, students are expected to have completed the academic and clinical requirements for professional certification by the American Speech-Language-Hearing Association (ASHA), and licensing by the Texas State Board of Examiners in Speech-Language Pathology and Audiology. Students are required to successfully pass a comprehensive written examination or successfully defend a formal thesis project under the supervision of a graduate faculty member in the Department of Speech, Language, and Hearing Sciences. Enrollment for a minimum of 6 credit hours in either AHSL 6000 (thesis option) or AHSL 5310 (comps option) is required.

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 Disorders	3
AHSL 5330	Dysphagia	3
AHSL 5382	Graduate Clinical Practicum II: SLP	3
AHSL 5329	Fluency	3
AHSL 6000 (optional)	Master's Thesis	1-3
		Total Hours = 14-16

Summer Semester Hours	Course	Credit
AHSL 5239	Evidence-Based Practice in Communication Disorders	2
AHSL 5383	Graduate Clinical Practicum III: SLP	3
AHSL 6000 (optional)	Master's Thesis	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 5343	Aural Rehabilitation	3
AHSL 5328	Voice	3
AHSL 5384	Graduate Clinical Practicum IV: SLP	3
AHSL 5110	Capstone Course	1
Or		
AHSL 6000	Master's Thesis	1-3
		Total Hours = 13-16

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

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

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

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

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

AHSL 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.

AHSL 5325 Childhood Speech Disorders (3:3:0) Current approaches to assessment and management of pediatric speech disorders and developmental phonological disorders in special populations.

AHSL 5328 Seminar in Voice Disorders (3:3:0) An advanced discussion of the etiology, diagnosis, and treatment of voice disorders.

AHSL 5329 Fluency Disorders (3:3:0) An extensive review of current information on fluency disorders in children and adults.

AHSL 5330 Dysphagia (3:3:0) A detailed study of the anatomy and physiology of normal and disordered swallowing patterns, with discussion of current diagnostic techniques and treatment alternatives.

AHSL 5343 Aural Rehabilitation (3:3:0) The 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 5362 Motor Speech Disorders (3:3:0) A study of the neurologic foundations of speech, speech disorders that can develop as a result of damage to the nervous system, and the ways in which motor speech disorders can be addressed, diagnosed, and managed.

AHSL 5381-5385 Graduate Clinical Practicum: SLP (3:3:0) Supervised clinical practice in speech and/or language pathology.

AHSL 5424 Pediatric Language Assessment & Intervention (4:4:0) Comparison of typical and atypical language in children from infancy through adolescence. Assessment and management strategies for diverse populations, and varied service delivery models.

AHSL 5463 Adult Language Assessment & Intervention (4:3:1) Effects of normal aging on communication. Assessment and intervention models for acquired adult language disorders (e.g. aphasia, dementia, traumatic brain injury). Medical terminology and report writing will also be included.

AHSL 5466 Augmentative and Alternative Communication (4:4:0) A study of the emerging area of augmentative and alternative communication, including a perspective on how these alternative and augmentative systems fit within the broad area of communication development and disorders.

AHSL 6000 Master's Thesis (3) May be repeated for credit. Consent of instructor required.

For additional information concerning a career in speech-language pathology, contact the American Speech-Language-Hearing Association (ASHA) in Rockville, Maryland; or visit the Department of Speech, Language, and Hearing Sciences at Texas Tech University Health Sciences Center.

Program in Audiology

PROGRAM DESCRIPTION

The program in Audiology at the Texas Tech University Health Sciences Center, which is accredited by the American Speech-Language-Hearing Association (ASHA), offers comprehensive academic, research and clinical experience in a wide variety of settings. A unique feature of the TTUHSC program is the diversity of the clinical and research experiences available. Students obtain clinical and/or research experience at: the TTUHSC Speech and Hearing Clinic, several community-based clinics, public school programs, local private practices, and other medical, rehabilitative, and educational facilities outside the Lubbock community. The Program also houses the Center for Functional Brain Mapping and Cortical Studies. The Center employs both electrophysiological and imaging methods to measure how the brain responds to sensory information. In these settings, students have the opportunity to explore state-of-the-art technology, instrumentation, and assessment/treatment procedures in Audiology and Communication Sciences.

The department also sponsors a chapter of the National Association of Future Doctors of Audiology (NAFDA). This national audiology student group sponsors several fund-raising events and a large regional conference that attracts professionals from throughout the Southwest. During these times, local and nationally recognized speakers spend individual time with the students discussing current clinical and research interests.

ADMISSION TO THE DOCTOR OF AUDIOLOGY PROGRAM

Admission to the Doctor of Audiology (Au.D.) program is competitive and begins in February of each year for enrollment the following fall semester. Prospective students are urged to apply for admission as early as possible and to utilize the on-line application forms. Admission requirements include (1) completing the online application, (2) a cumulative GPA of 3.0 on a 4.0 scale, (3) a grade of "C" or better in all coursework in your undergraduate major, (4) submission of GRE test scores (including verbal, quantitative, and analytic writing sections) and (5) proof of appropriate immunizations against infectious diseases. Provisional admission may be offered to applicants with a GPA of less than 3.0. Such applications will be reviewed on an individual basis. Students are required to adhere to all policies as outlined by the Department of Speech, Language and Hearing Sciences, the School of Allied Health Sciences and the Texas Tech University Health Sciences Center. Students also have specific rights as outlined in the student handbook. Undergraduate majors in the sciences, particularly the life sciences, are recommended for entrance into the Au.D. program.

FIRST YEAR

Fall Semester	Course	Credit Hours
AHSL 7442	Psychoacoustics and Auditory Perception	4
AHSL 7446	Diagnostic Audiology	4
AHSL 7340	Auditory Anatomy and Physiology	3
AHSL 7321 or AHSL 7391	Clinical Observation or Clinical Practicum	3
		Total Hours = 14
Spring Semester	Course	Credit Hours
AHSL 7450	Pediatric Audiology	4
AHSL 7544	Amplification	5
AHSL 7251	Counseling	2
AHSL 7130	Advanced Concepts in Audiology	1
AHSL 7393	Clinical Practicum	3
		Total Hours = 15

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

SECOND YEAR

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

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

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

THIRD YEAR

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

Spring Semester	Course	Credit Hours
AHSL 7322	Auditory Processing Disorders	3
AHSL 7352	Clinical Disorders in Audiology	3
AHSL 7399	Clinical Practicum	3
AHSL 7000	Research Project	1
	Elective	3
		Total Hours = 10-13

Summer Semester	Course	Credit Hours
AHSL 7020	AuD Independent Study	5
		Total Hours = 5
FOURTH YEAR		
Fall Semester	Course	Credit Hours
AHSL 7020	AuD Independent Study	5
		Total Hours = 5
Spring Semester	Course	Credit Hours
AHSL 7020	AuD Independent Study	5
		Total Hours = 5

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

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

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

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

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

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

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

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

AHSL 7166 Research Colloquium (1:1:0) Seminar discussion on applied research techniques in the field of audiology. Emphasis is placed on analyzing research applied to patients across the lifespan.

AHSL 7175 Professional Issues in Audiology (1:1:0) 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.

AHSL 7249 Auditory Neuroscience (2:2:0) This course will assist students in understanding anatomy/physiology and cell biology of the auditory system from 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 different 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 7264 Auditory Electrophysiology (2:2:0) Covers theoretical knowledge and applied skills of normal and pathological auditory systems.

AHSL 7267 Clinical Electrophysiology (2:2:0) This 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 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) This course is designed to address the functional aspects of the auditory system. It will include an overview of anatomy, testing for auditory processing disorders, differential diagnosis, and management. It will also include information on differentiating functional difficulties as symptomology of other disabilities versus auditory processing disorders as the primary diagnosis.

AHSL 7324 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 7340 Auditory Anatomy and Physiology (3:3:0) This course is an in-depth exposure to the structure and function of the auditory system. Emphasis is placed on peripheral structure and function, up to and including important brainstem nuclei. An introduction to cortical structures and processing is presented.

AHSL 7343 Cortical Connections (3:3:0) Seminar course related to cortical processing speech and other acoustic signals and perceptual stimuli. Includes a discussion of cellular, intracellular, and cortical communication and connections involved in analysis and perception of sound, including speech.

AHSL 7345 Advanced Amplification (4:3:1) Advanced topics in clinical amplification including programmable instruments, digital processing and digital amplification, multimicrophone technology and other noise reduction systems will be presented.

AHSL 7347 Aural Rehabilitation (3:3:0) The 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 7348 Educational Audiology (3:3:0) Audiological considerations in educational settings. The incidence, treatment and educational sequela of hearing impairment in the auditory-verbal classroom will be covered.

AHSL 7352 Clinical Disorders in Audiology (3:3:0) The purpose of this course is to provide students with information to understand the following areas: 1) the anatomy and physiology of auditory mechanisms and lowering areas; 2) etiology and pathology of auditory disorders; and 3) audiological and otologic evaluation/management of auditory disorders.

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

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

AHSL 7370 Cochlear Implants (3:3:0) Electrophysiology of implantable devices. Also includes processor strategies, and speech/language learning in prelingually deafened listeners.

AHSL 7390 Clinical Practicum - Individualized Experience (3:3:0) The course is intended to allow for individualized student instruction of clinical procedures and protocols. This 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) This 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) This 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. Also includes information on the fundamental basis of oto-acoustic emissions and its usage for testing infants and children.

AHSL 7544 Amplification (5:4:1) A comprehensive introduction of amplification devices, methods, and techniques. Consideration of special populations and their diverse needs will also be included.

Program in Communication Sciences and Disorders

PROGRAM DESCRIPTION

The Department of Speech, Language, and Hearing Sciences offers a Doctor of Philosophy (Ph. D.) degree in Communication Sciences and Disorders. The program is designed to prepare students with the competencies and abilities to perform in academic, research, and industrial positions. In addition, the program prepares students to meet the growing demands at local, state, regional and national levels for doctoral level instructors/mentors. The Ph.D. program offers an individualized program which allows each doctoral student to have both broad underpinnings of audiology, speech-language pathology, and/or communications sciences, along with a narrow focus in his/her chosen areas of expertise. As such, each student will be able to study and excel in an individually constructed plan of study that is tailored to the student's area of interest and specialization.

ADMISSION TO THE Ph.D. PROGRAM IN COMMUNICATION SCIENCES AND DISORDERS

Admission to the Ph.D. program in Communication Sciences and Disorders is competitive. Prospective students are urged to apply for admission as early as possible. Admission requirements include (1) completion of online application to the Ph.D. program in communication sciences and disorders, (2) submission of official transcriptions, (3) three letters of recommendation, (4) GRE scores, (5) undergraduate or master's degree in Speech, Language, and Hearing Sciences or other related fields such as psychology, linguistics, special education, electrical engineering, biomedical engineering, rehabilitation sciences, and biology. (6) cumulative graduate GPA of 3.0 or better, (7) letter of intent specifying area of interest, (8) interview with at least one faculty member, (9) TOEFL scores, if English is the second language, (10) resume, if available.

Students in the Ph.D. program in Communication Sciences and Disorders must earn a total of 81 graduate semester credit hours to meet the minimal credit requirements. The total degree requirement hours may consist of a combination of graduate transfer hours and graduate hours completed within the proposed program. All students must complete a minimum of 57 semester credit hours in the Ph.D. program. Individualized degree programs will be determined by the student's planning committee. A minimum of nine hours of statistics/research design are required. In addition, a minimum of 12 semester credit hours must be taken within the Department of Speech, Language and Hearing Sciences, and a minimum of 9 credit hours must be taken outside the department. The 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 hours) Students will enroll in pre-dissertation research projects. This research is expected to make a significant contribution to the student's chosen area of study.

AHSL 8320 Cortical Connections (3:3:0) This 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) This course is designed to prepare students for understanding and conducting research in speech and language science. Emphasis is placed on how to conduct a literature search and write a literature review. Students will learn how to present research findings at professional meetings and how to apply research findings in evidence-based practice.

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

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

AHSL 8324 Seminar in Augmentative and Alternative Communication (3:3:0) The purpose of this course is to present the theoretical and clinical basis of AAC. Emphasis will be placed on evaluating efficacy of AAC intervention with individuals with developmental and acquired disabilities. Discussions will include application of relevant research methodologies in clinical settings. May be repeated as topic varies.

AHSL 8325 Seminar in Speech Perception (3:3:0) Seminar devoted to the area of understanding speech. Topics will include research and clinical application of speech perception studies. May be repeated as topic varies.

AHSL 8326 Seminar in Speech Intelligibility, Noise and Reverberation (3:3:0) The effects of noise and reverberation can be detrimental to the communication process. This course provides students with a review of speech production and perception along with an in-depth look at the effects of perceiving speech cues under real world conditions. May be repeated as topic varies.

AHSL 8327 Seminar in Acoustical Indices (3:3:0) Predicting speech intelligibility performance for hearing impaired listeners under real world conditions has been elusive. This course provides students with the fundamentals of various indices, the ongoing research, and future practices and needs. May be repeated as topic varies.

AHSL 8328 Seminar in Pediatric Audiology (3:3:0) Selected studies in infant, child, and adolescent audiology. Studies can include areas such as diagnostic audiology, aural rehabilitation in children, and educational audiology. May be repeated as topic varies.

AHSL 8329 Seminar in Adult Neurogenics (3:3:0) Seminar devoted to the study of the impact of neurological impairments on the speech and swallowing abilities of adults. Topics will include pathophysiology of neurogenic communication disorders and dysphagia, quality of life in adults with neurological impairments, and research in adult neurogenics. May be repeated as topic varies.

AHSL 8330 Seminar in Healthcare Policy and Administration (3:3:0) Seminar devoted to the study of major issues facing U.S. healthcare in the 21st century. Topics will include an overview of U.S. healthcare organizations and delivery systems, economics of healthcare policy, issues of access to care, managed care, quality assessment, and healthcare finance.

AHSL 8331-001 Clinical Phonetics: Acoustic and Articulate Studies of Speech Disorders (3:3:0)

AHSL 9000 Doctoral Dissertation (9 hours) The Doctor of Philosophy degree in Communication Sciences and Disorders is a research degree and is conferred only in recognition of high achievement in independent scientific research and scholarship.

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

DEPARTMENT OF LABORATORY SCIENCES AND PRIMARY CARE

Program in Clinical Laboratory Science

PROGRAM DESCRIPTION

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

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

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

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

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

SPECIAL FEATURES

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

CLS EARLY ADMISSION

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

Allied Health Sciences. Students accepted into the early admission program in the School of Allied Health Sciences are not automatically accepted into Texas Tech University, nor are students admitted to Texas Tech University automatically accepted into the School of Allied Health Sciences. Enrollment is concurrent. Students who are accepted into both Texas Tech University and TTUHSC are subject to all rules and regulations of both institutions.

Applicants should have a cumulative GPA of 3.0 overall in the required high school curriculum. Applicants should complete the online application and supply official high school transcripts to the TTUHSC Admissions Office. Applications for admission may be submitted at any time before completing 15 semester hours of university or college credit.

Early-admit students must maintain regular contact with the program as specified by the director. All prerequisite coursework must be completed with an overall GPA of 2.5 on a 4.0 scale. Grades of C or better are necessary in each required preprofessional course. Early-admit students who do not meet these criteria are released from the early admissions candidacy and must reapply for the professional curriculum through the professional program.

Early Admission Requirements

1. Graduation from an accredited high school or GED
2. High school credits in biology, chemistry, and advanced math, with a grade of A or B.
3. Acceptable scores on the SAT or ACT examinations.
4. Completed application package.

PROFESSIONAL ADMISSION

Third year students (juniors) seeking admission must have the required number of semester hours of credit for admission. All courses must be completed prior to beginning the professional program. A personal interview is part of the admissions review.

ADDITIONAL REQUIREMENTS

A minimum overall GPA of 2.5 on a 4.0 scale and a grade of C or better in each prerequisite course is required. GPA calculations are based on required courses. Provisional admission may be offered to applicants with a GPA of less than 2.5. Such applications will be reviewed on an individual basis.

CLINICAL LABORATORY SCIENCE CURRICULUM

The courses listed below are the Texas Tech equivalent of the prerequisite courses required to apply for admission into the professional phase of the Clinical Laboratory Science program. Substitution of courses may be authorized by the Program Director.

PREPROFESSIONAL CURRICULUM: STANDARD OPTION

FIRST YEAR

Fall Semester	Course	Credit Hours
CHEM 1307	Principles of Chemistry I	3
CHEM 1107	Principles of Chemistry Lab I	1
BIOL 1403	A&P or Biology I	4
MATH 1320	College Algebra	3
ENGL 1301	Essentials of College Rhetoric	3
		Total hours = 14

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

SECOND YEAR

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

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

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

PRE-MED OPTION

The pre-med mentor program is designed to provide direction to students interested in attending medical school following the completion of a degree in clinical laboratory science. The primary purpose of this program is to help the student, by means of meetings and counseling, to prepare for and apply to medical school. Preparation for the Medical College Admission Test (MCAT), the admission interview, and other aspects of personal preparation are considered. The goal of this program is to provide to those students with both academic and professional potential the best opportunity to successfully gain admission to medical school.

PREPROFESSIONAL CURRICULUM: PRE-MED OPTION

FIRST YEAR

Fall Semester	Course	Credit Hours
CHEM 1307	Principles of Chemistry I	3
CHEM 1107	Principles of Chemistry I Lab	1
BIOL 1403	Biology I	4
MATH 1351	Calculus I	3
<i>Or</i>		
MATH 2300	Statistics	3
ENGL 1301	Essentials of College Rhetoric	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 humanities and one visual performing arts. Please see advisor.

PREPROFESSIONAL CURRICULUM: PRE-PHYSICIAN ASSISTANT OPTION

FIRST YEAR

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

Spring Semester	Course	Credit Hours
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	Anatomy & Physiology I	4
*Elective		3
		Total hours = 17

Spring Semester	Course	Credit Hours
ZOOL 2404	Anatomy & Physiology II	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

THRID YEAR

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

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

PROFESSIONAL CURRICULUM: STANDARD, PRE-MED & PRE-PHYSICAN ASSISTANT OPTIONS

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

FIRST YEAR

Fall Semester	Course	Credit Hours
AHMT 3400	Clinical Chemistry I	4
AHMT 3405	Clinical Bacteriology I	4
AHMT 3455	Principles of Immunology	4
AHMT 3470	Hematology I	4
AHMT 3110	Professional Issues in CLS	1
		Total hours = 17

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

SECOND YEAR

Summer Semester Hours	Course	Credit
AHMT 3310	Urinalysis/Body Fluids	3
AHMT 4185	Clinical Correlations	1
AHMT 4305	Molecular Diagnostics	3
		Total hours = 7

Fall Semester *	Course	Credit Hours
AHMT 4320	Laboratory Management	3
AHMT 4300	Applied Statistics & Research	3
AHMT 4455	Parasitology/Mycology	4
AHMT 4640	Clinical Preceptorship I	6
* Classes for 13 weeks; Clinical preceptorship follows and continues through Spring		Total hours = 16

Spring Semester	Course	Credit Hours
AHMT 4741	Clinical Preceptorship II	7
AHMT 4842	Clinical Preceptorship III	8
AHMT 4105	Senior Seminar	1
		Total hours = 16

Total Hours Required (Standard Option)	
Prerequisites	57-58
Professional Curriculum	<u>72</u>
	129-130

Total Hours Required (Pre-Med Option)	
Prerequisites	70
Professional Curriculum	<u>72</u>
	142

Total Hours Required (Pre-PA Option)	
Prerequisites	71
Professional Curriculum	<u>72</u>
	143

During professional studies, students are required to adhere to all program policies and academic and behavioral guidelines as outlined in the Student Handbook and Clinical Preceptorship Manual.

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

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, chemical, and microscopic parameters of urine and body fluids. Special emphasis is placed on understanding kidney function and pathology.

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

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

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

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

AHMT 3460 Clinical Bacteriology II (4:3:6) Prerequisite: AHMT 3405. A continuation of AHMT 3405 with an emphasis in clinical virology, clinical correlations, and case studies and bio-terrorism.

AHMT 3465 Immunohematology I (4:3:6) Prerequisite: AHMT 3455. The theory, practical application, and technical performance of blood bank procedures required for transfusion of blood, blood components, and the handling and storage of blood components. Correlation of test results to normal and abnormal physiology.

AHMT 3470 Hematology I (4:3:6) An introduction to the study of coagulation, blood cells, blood forming organs, and related diagnostic laboratory procedures.

AHMT 4105 Senior Seminar (1:1:0) A comprehensive review of topics in clinical laboratory science.

AHMT 4185 Clinical Correlations (1:1:0) Prerequisites: AHMT 3400, 3405, 3450, 3455, 3460, 3465, 3470, 4480. Review of current topics and case studies in clinical laboratory science.

AHMT 4300 Applied Statistics and Research (3:3:0) 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. Application of statistical analysis to assigned research projects.

AHMT 4305 Molecular Diagnostics (3:3:0) Introduction to basic genetics and genetic testing techniques used in molecular and forensic pathology.

AHMT 4320 Laboratory Management (2:3:0) An introduction to management with emphasis upon management issues and concerns specific to the clinical laboratory.

AHMT 4455 Clinical Parasitology and Mycology (4:3:6) Prerequisite: AHMT 3405, 3460. Study of medically significant protozoan and helminthic parasites and their vectors and pathogenic fungi. Emphasis is placed on laboratory methods and isolation and identification of these agents of disease.

AHMT 4480 Hematology II (4:3:6) Prerequisite: AHMT 3470. The study of blood cells and their abnormalities with emphasis on disease processes.

AHMT 4640 Clinical Preceptorship I An introductory supervised clinical practicum in an affiliated clinical laboratory.

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

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

Program in Molecular Pathology

PROGRAM DESCRIPTION

Developments in biotechnology in the past two decades have led to the clinical diagnostic laboratory entering a new phase of development and expansion. For the first time in the history of the diagnostic laboratory, molecular pathology is extending the range of information available to physicians, research scientists, and other health professions. Biotechnology, in all its forms, is the fastest-growing discipline in the modern clinical laboratory. The rapid growth of genomics and molecular techniques available to the healthcare professional is dramatically changing the detection, treatment, and assessment of disease. The diagnostic molecular scientist is a professional who is qualified by academic and applied education to provide service in the molecular diagnosis of acquired, inherited and infectious diseases. The goal of molecular diagnostics is to enhance the value of clinical laboratory services by providing an environment in which new tests based on the application of knowledge and new techniques at the most basic cellular level (i.e. molecular techniques) can be established, validated and applied to the testing of patient specimens.

A student admitted into the Molecular Pathology program must meet basic and essential requirements that are necessary to be able to obtain employment. The essential functions identified are the following:

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

The TTUHSC Molecular Pathology program culminates in the Master of Science degree in Molecular Pathology. To further molecular pathology among allied health professions, the National Credentialing Agency (NCA) has developed a national certification examination for the Certified Laboratory Specialist in Molecular Biology, CLSp (MB). In addition, the American Society of Clinical Pathology offers a certification exam in molecular pathology resulting in an MP(ASCP) certificate.

SPECIAL FEATURES

The twelve-month program includes 28 credit hours of didactic (classroom and laboratory) experience and seven credit hours of mentored, clinical biomedical research (clinical preceptorship). The clinical experiences are structured to provide skill and practice in diagnostic techniques, quality assurance, and interpreting and reporting patient results. The clinical experience is an integral part of the curriculum and students pay regular tuition and fees for enrollment.

ADMISSION TO THE PROFESSIONAL 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 offered 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 summer 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.

PREREQUISITE REQUIREMENTS

- Graduate of a NAACLS accredited Clinical Laboratory Science Program (cumulative 3.0 GPA) or
- 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 Bachelor's degree in a science discipline which includes the following courses:

General Chemistry with lab	8 semester hours
Microbiology	4 semester hours
Biochemistry	3-4 semester hours
Cell Biology	4 semester hours
Anatomy & Physiology	4 semester hours
College Algebra	3 semester hours
General Biology	8 semester hours
Organic Chemistry	8 semester hours

PROFESSIONAL CURRICULUM

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

Summer Semester	Course	Credit Hours
AHMP 5301	Clinical Lab Survey	3
AHMP 5405	Applied Molecular Techniques I	4
AHMP 5100	Issues in Molecular Pathology I	1
AHMP 5406	Molecular Biology of the Cell	4
		Total Hours = 12

Fall Semester	Course	Credit Hours
AHMP 5407	Pathophysiology	4
AHMP 5300	Applied Statistics & Research	3
AHMP 5408	Applied Molecular Techniques II	4
AHMP 5101	Issues in Molecular Pathology II	1
AHMP 5309	Human Molecular Genetics	3
		Total Hours = 15

Spring Semester	Course	Credit Hours
AHMP 5741	Grad Research	7
AHMP 5742	Clinical Preceptorship	7
AHMP 5102	Graduate Seminar	1
		Total Hours = 15

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

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 5101 Issues in Molecular Pathology II (1:1:0) Prerequisite: AHMP 5100. Basic business and management principles relative to laboratory management and administration will be presented. Career development and professional skills are addressed in 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 Clinical Laboratory Survey (3:3:1) Survey of the clinical laboratory that includes common laboratory assays (Hematology, Clinical Chemistry, Microbiology, Transfusion Services, and Body Fluids) and addresses the purpose, function, and utilization of laboratory services. Specimen procurement, patient education and consent, and quality assurance are 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.

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 affiliated 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 affiliated laboratory with emphasis on patient testing, quality assurance, and case studies assessment. Concurrent enrollment in AHMP 5741.

Program in Physician Assistant Studies

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

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

PROGRAM DESCRIPTION

Based in Midland, Texas, and located on the campus of Midland College, the Texas Tech University Health Sciences Center PA Program is one of the programs in the Department of Laboratory Sciences and Primary Care in the School of Allied Health Sciences and offers a Master of Physician Assistant Studies (MPAS) degree. The curriculum is an intensive 27 month medical education program with a focus on primary care and family medicine and consists of academic and clinical components.

PREPROFESSIONAL PREREQUISITES

A minimum 3.2 grade point average (GPA) on a 4.0 scale is required on the overall GPA and the science GPA. All science prerequisites are recommended to be completed within seven (7) years of the application date. A finished degree, professional studies, healthcare certification, licensure or work experience are not required, but strongly encouraged. AP and CLEP credit will not be accepted for any science prerequisite courses. There is no advanced placement, transfer credit or experiential learning credit within the TTUHSC PA Program. The GRE is not required.

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 suggested to have a minimum of 1 GB Shared DDR2 SDRAM, 60 GB hard drive and have wireless capabilities.

PREPROFESSIONAL CURRICULUM

The TTUHSC PA program requires at least 66 hours of preprofessional course work, including the following required undergraduate course studies:

Prerequisite Course	Semester Hours
English	6
College Algebra	3
Biology	8
Microbiology	4
Human Anatomy and Physiology	8
General Chemistry	8
Social and Behavioral Sciences	9
Human Nutrition	3
Statistics	3
Electives	14

(Computer literacy, medical terminology, and communication skills recommended)

PROFESSIONAL CURRICULUM

First Summer Semester	Course	Credit Hours
AHPA 5101	Introduction to PA Profession	1
AHPA 5306	Pharmacology I	3
AHPA 5301	Clinical Laboratory	3
AHPA 5406	Physiology	4
AHPA 5501	Anatomy	5
AHPA 5201	Medical Ethics	2
		Total Hours = 18

First Fall Semester	Course	Credit hours
AHPA 5502	Physical Examination	5
AHPA 5309	Pediatrics / Geriatrics	3
AHPA 5310	Medical Interviewing	3
AHPA 5307	Pharmacology I	3
AHPA 5407	Pathology	4
		Total Hours = 18

First Spring Semester	Course	Credit Hours
AHPA 5308	Neuroscience	3
AHPA 5311	Cardiology	3
AHPA 5403	Clinical Medicine I	4
AHPA 5404	Clinical Medicine II	4
AHPA 5312	Clinical Medicine III	3
AHPA 5313	Clinical Medicine IV	3
		Total Hours = 20

Second Summer Semester	Course	Credit Hours
AHPA 6302	Medical Spanish	3
AHPA 6301	Preventive Medicine & Community Health	3
AHPA 6501	Clinical Medicine V	5
AHPA 6306	Medical Psychology	3
AHPA 6304	Healthcare Management	3
		Total Hours = 17

Second Fall, Second Spring, Third Summer Semesters - Clinical Study (6 week rotations)

	Course	Credit Hours
AHPA 6601	Family Medicine Clerkship	6
AHPA 6602	Internal Medicine Clerkship	6
AHPA 6603	Prenatal Care & Gynecology Clerkship	6
AHPA 6604	Pediatric Clerkship	6
AHPA 6605	Emergency Medicine Clerkship	6
AHPA 6606	Geriatric Clerkship	6
AHPA 6607	Psychiatry Clerkship	6
AHPA 6608	Surgery Clerkship	6
		Total Hours = 48

Throughout the Clerkship Year

	Course	Credit Hours
AHPA 6404	Master Project Track	4
		Total Hours = 4

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

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

AHPA 5201 Medical Ethics & Jurisprudence (2:2:0) This lecture series examines prominent ethical issues in healthcare delivery. Students are engaged in discussion of ethical dilemmas relevant to clinical practice and the unique relationship of the physician and physician assistant. The course also examines quality assurance and risk management, legal issues, practice statutes and rules regulating physician assistant practice in Texas.

AHPA 5301 Clinical Laboratory (3:3:0) This lecture series describes the significance, ordering and interpretation of laboratory studies routinely ordered in the clinical setting. Concepts of microbiology, including immunology and infectious disease will be examined. Case studies are incorporated into the teaching process.

AHPA 5306 Pharmacology I (3:3:0) This lecture series introduces the actions of basic pharmacologic agents in the human. The mechanism of action, principal actions and adverse reactions of conventional classes of drugs is examined. A review of fundamental pharmacology calculations, measurements and symbols are performed. This course is taught in part by interactive teleconferencing from the TTUHSC campus in Lubbock and partly at the PA program main facility in Midland.

AHPA 5307 Pharmacology II (3:3:0) This lecture series builds on Pharmacology I. The action and interaction of pharmacological agents is discussed. Therapeutic applications, adverse reactions and contraindications to familiar drugs are considered. Instruction in proper writing of prescriptions is presented. This is a distance-learning course taught in part by interactive teleconferencing from the TTUHSC campus in Lubbock and partly at the PA program main facility in Midland.

AHPA 5308 Neuroscience (3:3:0) This lecture series details the human nervous system, with emphasis on the recognition of neuroanatomical arrangement. The course explores neurophysiology and concepts of neurochemistry. This is a distance-learning course taught by interactive teleconferencing from the TTUHSC campus in Lubbock.

AHPA 5309 Pediatrics / Geriatrics (3:3:0) This lecture series surveys the acute and chronic disease states frequently encountered in the primary care setting as well as normal child growth and development. Students are challenged to correlate the subjective signs and symptoms with physical examination findings and clinical pathophysiology in developing critical thinking and a problem oriented approach to diagnosis and treatment. The family medicine relevance to neonatology, pediatrics, and geriatrics including responses to death and dying, advance directives and end of life decisions 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 5310 Medical Interviewing (3:2:2) This 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. This practice may include interviewing other students, simulated patients, or real patients in the hospital.

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

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

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

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

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

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

AHPA 5407 Pathology (4:4:0) This lecture series integrates normal human physiology with the pathological basis of disease. It illustrates abnormal cellular physiologic function in disease conditions, introduces major concepts of cellular pathophysiology and demonstrates abnormal physiologic function in disease conditions. The principles of cellular pathophysiology are applied to organ system pathology and the study of representative and important diseases. The lectures examine the function of major organ systems in addressing the pathological basis for disease.

AHPA 5501 Human Anatomy (5:4:2) This lecture / laboratory series encompasses a regional study of the gross morphological features of the human body emphasizing functional anatomy. A portion of the laboratory experience involves computer-assisted learning. Students participate in human cadaver prosection laboratory sessions held at TTUHSC in Lubbock on 4 days during the semester. The lecture portion is a combination of distance-learning and onsite activity taught in part by interactive teleconferencing from the TTUHSC campus in Lubbock and partly at the PA program main facility in Midland.

AHPA 5502 Physical Examination (5:3:2) This is a lecture / laboratory series in which the pediatric, adult, geriatric and trauma patient physical examination 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. The laboratory experience utilizes students acting as patients, other simulated patients and real patients in a long term care facility.

AHPA 6301 Preventive Medicine & Community Health (3:3:0) This lecture series explores preventable disease and resources for health maintenance and risk factor reduction within the community. The course considers communicable disease, acute disease, chronic disease, environmental health, occupational medicine and epidemiology. Referral of patients to other healthcare providers or agencies is discussed. Case studies and patient education are incorporated into the teaching process.

AHPA 6302 Medical Spanish (3:3:0) This 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) This lecture series informs and prepares the graduate for basic clinical office or hospital practice management. Discussion emphasizes reimbursement issues, coding/billing procedures, licensing and authorization of privileges that are exclusive to physician assistant practice. The impact of socioeconomic issues and healthcare delivery systems are also explored.

AHPA 6306 Medical Psychology (3:3:0) This lecture series analyzes acute and chronic psychiatric diseases frequently encountered in primary care clinical practice. It also explores personality development, child development, normative responses to stress, psychosomatic manifestations of illness and injury, sexuality, responses to death and dying and basic counseling techniques. Adherence to the concepts of privilege and confidentiality in communicating with patients and a commitment to the patient's welfare is stressed. The course will apply interviewing techniques, developed in AHPA 5310 – Medical Interviewing, to the approach to the patient with a psychiatric illness.

AHPA 6404 Master Project Track (4:4:0) This course is taught during the grand rounds held at the completion of each clerkship and includes a research and writing project. The basics of biomedical research are explored prior to the writing phase. Students are instructed on the techniques necessary to search and interpret the medical literature and its application to patient care. Students prepare and submit a manuscript for evaluation. The document must be informative, established from published evidence based research and stress current and operational knowledge of new medical findings. Throughout the clinical year during grand rounds at the end of each clinical rotation, the students are instructed and monitored in the stages of developing a text suitable for publication.

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

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

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

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

AHPA 6604 Pediatrics Clerkship (6:0:40) The Pediatric clerkship is designed to provide PA students with experience in the specialty of pediatric medicine and is composed of one six week rotation. This clerkship provides the opportunity for students to gain general pediatric knowledge and to apply that clinical knowledge 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) The 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) The Geriatric clerkship provides a clinical experience with one of the most rapidly growing patient populations in the United States. The 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) The six-week Psychiatry clerkship provides experience with common acute and chronic psychiatric diseases and illnesses in both the outpatient and inpatient settings. The student learns about and interacts with public and private treatment facilities for substance abusers and their affiliated support groups, local public counseling agencies, and state psychiatric facilities.

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

DEPARTMENT OF REHABILITATION SCIENCES

Program in Athletic Training

The Master of Athletic Training (MAT) program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Effective July 1, 2006 the Commission on Accreditation of Athletic Training Education (CAATE) will be the recognized accrediting agency for Athletic Training Education programs. At that time the MAT program will be CAATE accredited.

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

The American Medical Association recognized athletic training as an allied health profession in 1990. As athletic training has evolved into a recognized allied health profession, the profession has undergone major educational reform.

After graduating from an accredited professional education program, athletic trainers must pass the National Athletic Trainers’ Association Board of Certification (BOC) certification exam to practice athletic training in all states except Texas. In order to legally practice athletic training in Texas individuals must pass the Texas Advisory Board of Athletic Trainers licensure examination. Additional credentialing requirements for athletic training vary from state to state according to athletic training practice acts and state regulations that govern athletic training.

PROGRAM DESCRIPTION

In July 2000, the Master of Athletic Training program at TTUHSC received notification from the Texas Higher Education Coordinating Board (THECB) that TTUHSC had been granted approval to offer the Master of Athletic Training degree beginning in the Fall of 2000. With THECB approval the Master of Athletic Training program began working toward accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The MAT program was granted CAAHEP accreditation in January 2004. Beginning July 1, 2006 all athletic training education programs will be accredited by CAATE.

Educational reform in the field of athletic training and the needs of the West Texas area have prompted the development of an innovative, modern educational program in the School of Allied Health Sciences at Texas Tech University Health Sciences Center. The Master of Athletic Training degree program is a 59 semester credit hour, two-year lock step graduate program providing comprehensive exposure to the field of Athletic Training. Classroom, clinical laboratory, and clinical experiences are integrated throughout the professional curriculum. Settings for the clinical experiences include colleges/universities, high schools, allied health clinics, professional sports, as well as physicians offices, 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. The 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 processing package. Students without computers are encouraged to purchase one and become familiar with it prior to beginning the program.

ESSENTIAL FUNCTIONS (TECHNICAL STANDARDS)

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

ADMISSION TO THE PROGRAM

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

PREREQUISITE COURSES

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

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

GPA REQUIREMENTS

To be considered for admission, 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 offered 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. This 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.

APPLICATION PROCESS

All application materials for prospective MAT students listed below must be submitted and received by the TTUHSC Registrar’s Office by October 15 (for early admission) or February

1st (regular deadline) for summer enrollment. The following information is required for an individual to be considered for the MAT program:

1. a completed and submitted online application (including essay)
2. two letters of recommendation
3. official transcripts from all colleges/universities attended
4. verification of observation hours (optional – see experience above)

Additionally, the following information must be provided prior to a student's matriculation in the MAT program:

- completed health evaluation by an appropriate healthcare provider (see health concerns below)
- completed Essential Functions/Technical Standards form (see essential functions above)
- verification of current First-Aid and Emergency Cardiac Care Certification (ECCC) from an approved provider (Front and back signed copies of ECCC cards required for verification)

Students who would like to be considered for Early Admission into the MAT program must have his/her online application completed and submitted, and all required application materials received by the TTUHSC Registrar's Office no later than October 15th. The early admissions process is identical to the traditional application process; however, chosen candidates will be notified of acceptance into the program in November. Student applications not accepted for early admissions will be considered during the regular admissions period. Accepted students would begin classes the following summer. All application materials should be sent to the TTUHSC Office of the Registrar. It is the applicant's responsibility to ensure all application materials have been received by the TTUHSC Registrar's Office prior to the application deadline.

Qualified candidates selected by the Athletic Training Admissions Committee will be contacted for either a phone or on-campus interview. Fulfillment of the basic admissions requirements does not guarantee admission. Acceptance into the MAT program is based on a rank-order scoring system calculated from grade point average (cumulative and prerequisite courses), completion of all prerequisite courses, athletic training observation/experience (optional), essay, letters of recommendation and interviews (professional and academic) scores. Approximately 25-30 full-time students will be admitted into the MAT program each year.

HEALTH CONCERNS

Each student must provide the MAT 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.

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. The 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 & Physiology I	4
ZOOL 2404 Human Anatomy & Physiology II	4
	Required Hours = 6-8

Statistics MATH 2300 Statistical Methods or PSY 3403 Statistical Methods	Credit Hours 3 3 Required Hours = 3
Exercise Physiology ESS 3305 Exercise Physiology	Credit Hours 3 Required Hours =3
Nutrition F&N 1325 Nutrition, Foods, and Healthy Living Or F&N 1410 Science of Nutrition	Credit Hours 3 4 Required Hours =3
Health, Physical Education, & Recreation ESS 3301 Mechanical Kinesiology or ESS 3305 Scientific Basis of Exercise	Credit Hours 3 3 Required Hours = 3

PROFESSIONAL CURRICULUM

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

FIRST YEAR

Summer Semester	Course	Credit Hours
AHAT 5500	Human Anatomy	5
AHAT 5204	Principles of Kinesiology	2
AHAT 5200	Research Methods in Athletic Training	2
AHAT 5122	Introduction to Clinical Education	1
		Total Hours = 10
Fall Semester	Course	Credit Hours
AHAT 5105	Research Seminar	1
AHAT 5505	Patient Evaluation & Management I	5
AHAT 5303	Management & Prevention of Injuries	3
AHAT 5305	Clinical Kinesiology	3
AHAT 5201	Clinical Experience I	2
		Total Hours = 14
Spring Semester	Course	Credit Hours
AHAT 5506	Patient Evaluation & Management II	5
AHAT 5322	Athletic Training Administration	3
AHAT 5304	Special Topics in Athletic Training	3
AHAT 5206	Clinical Experience II	2
		Total Hours = 13

SECOND YEAR

Summer Semester	Course	Credit Hours
AHAT 5210	Orthopaedic Assessment I	2
AHAT 5120	Research Directed Study I	1
AHAT 5099	Independent Study (optional)	1-6
AHAT 5098	Practicum (optional)	1-6
		Total Hours = 3-9
Fall Semester	Course	Credit Hours
AHAT 5401	Orthopaedic Assessment II	4
AHAT 5223	Special Populations & Concerns	2
AHAT 5227	Current Medical Diagnosis & Treatment I	2
AHAT 5225	Clinical Experience III	2
		Total Hours = 10
Spring Semester	Course	Credit Hours
AHAT 5302	Rehabilitation & Sports Injuries	3
AHAT 5224	Management/ Iden. of General Medical Conditions	2
AHAT 5124	Seminar in Athletic Training	1
AHAT 5126	Research Directed Study II	1
AHAT 5228	Clinical Experience IV	2
		Total Hours = 9

Total Program Hours = 59

During professional studies, students are required to adhere to all university, school, department, the TTUHSC Student Affairs 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.) incurred on clinical rotations are the responsibility of the student.

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

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) This 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. The job application process, cover letter and resume writing, and interviewing skills are also discussed.

AHAT 5122 Introduction to Clinical Education (1:0:3) This course is an introduction to basic skills necessary to practice as an athletic training student. The 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.

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 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. The objective is to obtain hands-on experiences in a variety of athletic training settings including intercollegiate, high school, and clinical/industrial.

AHAT 5204 Principles of Kinesiology (2:1:3) Course will provide an in-depth study of applied human anatomy and basic kinesiology with emphasis on normal gross form and function as it relates to Athletic Training practice. Hands on surface anatomy with palpation labs are utilized.

AHAT 5206 Clinical Experience II (2:0:6) A supervised educational experience in athletic training under the supervision of a certified athletic trainer. The 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) Theory, principles, clinical applications and literature review associated with athletic training evaluation, assessment, and management of musculoskeletal conditions within the head, neck, and spine.

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. The 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 afflictions. Course content includes etiology, differential 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. The 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 5303 Management and Prevention of Injuries (3:2:3) A study of athletic training room procedures stressing the practical aspects of care and prevention of athletic injury is included. The course covers the cognitive, affective and psychomotor objectives of athletic training room procedures and management of acute injuries.

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

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

AHAT 5322 Administration of Athletic Training Programs & Professional Development (3:3:0) This course discusses planning, coordinating, and supervising all administrative components of an Athletic Training program. Coverage includes theories and concepts in the management of sports healthcare delivery systems, facilities, equipment, and financial resources.

AHAT 5401 Orthopaedic Assessment II (4:2:6) Theory, principles, literature review and clinical applications associated with athletic training evaluation, assessment and management of musculoskeletal conditions within the lower extremity. Scenario based evaluation of the upper and lower extremity and spine will conclude this course.

AHAT 5500 Anatomy (5:3:6) Integrated study of gross human anatomy embodying gross morphology and coordinating with development and histological aspects of the body. Included is regional dissection with emphasis on integumentary, musculoskeletal, nervous, circulatory and respiratory systems.

AHAT 5505 Patient Evaluation and Management 1 (5:3:6) Development of clinical skills fundamental to patient management, including an introduction to orthopaedic assessment, clinical evaluation procedures and presentation of the concepts and application of therapeutic exercise.

AHAT 5506 Patient Evaluation and Management II (5:3:6) This course emphasizes the use of physical agents, biofeedback, and expands upon the theory, principles, literature, review, and clinical applications associated with patient management. Theory, principles, clinical applications and literature review associated with athletic training evaluation, assessment, and management of musculoskeletal conditions within the upper extremity are covered.

Master of Physical Therapy

The profession of physical therapy developed as a result of societal needs during the world wars and the poliomyelitis epidemics in the beginning of the 20th century. These, and other societal needs, shaped the profession of physical therapy and today physical therapists practice in a variety of settings with unprecedented levels of professional responsibility. Typical settings in which physical therapists practice include outpatient clinics, hospitals, rehabilitation facilities, long-term care facilities, patients' homes, schools, industrial settings, and wellness and fitness centers. Physical therapists are an integral part of the health care team, providing examinations, evaluations, treatment diagnoses, prognoses, and interventions for a wide variety of patients in many different settings.

Physical therapy is a health profession that focuses on examining and evaluating patients in order to determine a treatment diagnosis, prognosis, and intervention. Physical therapists help alleviate impairments and functional limitations by designing and implementing evidence based, patient specific therapeutic interventions. Physical therapists treat patients with acute and chronic injury, disease, and physical disability, and promote health/fitness maintenance to maximize quality of life in all age populations. Physical therapists collaborate with a variety of other professionals through consultation, education, and research to provide patient/client services. Physical therapists also act as consultants for businesses and public and private organizations. Physical therapist practice relies on the application of a well-developed body of scientific and clinical knowledge from the basic, behavioral, and social sciences. Physical therapists provide prevention services and promote health, wellness, and fitness to the public. In addition, physical therapists are investigators in basic and clinical research, and serve as both academic and clinical faculty members at universities.

After graduating from an accredited professional education program, physical therapist candidates must pass a state-administered licensure examination in order to practice physical therapy. Additional licensure requirements for physical therapists vary from state to state, according to practice acts and state regulations that govern the practice of physical therapy.

PROGRAM DESCRIPTION

The Master of Physical Therapy Program at TTUHSC has been accredited by the Commission on Accreditation in Physical Therapy (CAPTE) since its inception and is currently accredited through the year 2008. Re-accreditation is expected in 2008.

The faculty of the MPT program believes 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 health care professional, provide motivation to continue personal and professional growth, and to foster a desire to contribute to the profession of physical therapy.

The MPT program faculty believes that physical therapy provides a unique and significant contribution to total health care. The MPT program is designed to prepare students to be engaged members of the profession and the health care delivery system. We are committed to providing opportunities for students to develop confidence as responsible physical therapy professionals in a broad range of activities, roles and settings in the health care system.

The MPT program faculty educates students as practitioners in the science and art of physical therapy, and to be leaders in both their profession and in the health care delivery system. Students are prepared by the curriculum to be professionals who can adjust their methods of health care delivery to meet the changing needs of society and the managed care environment, and to adopt and incorporate changing professional concepts and practices throughout their careers. It is expected that a graduate of the MPT program will exhibit a commitment to lifelong learning and will be capable of teaching patients and others.

The three-year TTUHSC physical therapists professional education program has two components: academic and clinical. The academic component includes classroom and laboratory experiences including foundational sciences (biological, physical, and behavioral), clinical sciences, and physical therapy 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. The clinical experiences are integrated into the curriculum, which allows the students to practice professional behaviors as well as skills sooner within the curriculum. 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.

The MPT 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, 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.

ADMISSION TO THE PROGRAM

The professional phase of physical therapy education begins in late May each year. A minimum of 90 semester hours of credit, including the courses listed below, is required prior to enrollment and may be completed in any regionally accredited college or University. Successful completion of upper level science coursework (junior/senior level at a four year college or university), in addition to the basic prerequisites, will strengthen an application and should be a consideration when students enroll in elective credits.

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

* Recommended courses: Additional English and technical writing, speech, developmental and general psychology, exercise physiology, kinesiology, and biomechanics.

GPA REQUIREMENTS

Competitive* cumulative and prerequisite science GPA's are required for consideration for admission. Individuals already holding baccalaureate and graduate degrees are eligible for admission with the same competitive GPA and prerequisite requirements. (*"Competitive GPA" relates to the strength of the applicant pool during the year of application.)

EXPERIENCE

Applicants are expected to have some knowledge of the profession prior to application. This can be acquired in several ways including volunteer work, paid employee, and/or observations in clinical settings. Applicants must have completed at least 50 clock hours of experience in a physical therapy setting prior to May 1 of the year of matriculation. Applicants are encouraged to get as much experience in as many different settings (inpatient, outpatient, rehab, acute care, aquatics, wound care etc.) as possible. Higher experience levels in a variety of settings will strengthen an application.

THE APPLICATION PROCESS

Applications are considered twice a year for acceptance into the professional program. Applicants should submit a completed application by September 15th to be considered for early acceptance to the class that begins in May of the following year. Applicants interested in applying for the regular admissions cycle should submit a completed application no later than February 1st to be considered for acceptance into the class that will begin in May of that year. Individual applications are reviewed once all materials have been received, therefore, it is in the applicant's best interest to complete their application, including submission of transcripts and clinical experience documentation forms, as early as possible. Applicants will be expected to have completed all prerequisites prior to the start of PT Program courses. Applicants to the physical therapy program should understand that students admitted to the program are assigned to a specific campus, and no campus changes are anticipated. Students who are unable or unwilling to accept assignment to a specific campus should not accept admission to the Physical Therapy program. All students spend the first summer session on the Lubbock campus. Two letters of recommendation are required as part of the application, and should be completed by the following: one from professional personnel who has observed you during any related volunteer or paid work, and one from a previous or present instructor and/or counselor, previous or present employers.

Additional application materials should be sent to the Texas Tech University Health Sciences Center, Office of the Registrar, 3601 4th Street, Stop 8310, Lubbock, Texas 79430. Applicants who meet the above listed requirements, and are deemed to be suitable candidates for admission, will be invited to TTUHSC for interviews. Those selected will be contacted to arrange interview times. Applicants should understand that fulfillment of the basic requirements does not guarantee admission. The admissions committee selects the most qualified applicants from the pool of applicants interviewed, considering cumulative and science GPA, upper level coursework, experience, recommendation letters, student essay, interview scores, and other factors.

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 in the United States prior to enrollment. The courses listed below are the Texas Tech University equivalents of the prerequisite courses required to apply for admission into the professional phase of the TTUHSC Physical Therapy program.

Biological Sciences

	Credit Hours
BIOL 1403 Biology I w/ lab	4
BIOL 1404 Biology II w/ lab	4
ZOOL 2403 Human Anatomy & Physiology I	4
ZOOL 2404 Human Anatomy & Physiology II	4
*ZOOL 3405 Vertebrate Structure & Development	4
*ZOOL 4409 Comparative Animal Physiology	4

Required Hours = 14-16

* Must take at least one upper division

Chemistry	Credit Hours
CHEM 1307 Principles of Chemistry	3
CHEM 1107 (Lab)	1
CHEM 1308 Principles of Chemistry II	3
CHEM 1108 (Lab)	1
Required Hours = 8	

Physics	Credit Hours
PHYS 1306 General Physics	3
PHYS 1103 (Lab)	1
PHYS 1307 General Physics II	3
PHYS 1104 (Lab)	1
Required Hours = 8	

Social Sciences	Credit Hours
PSY 1300 General Psychology	3
SOC 1301 Introduction to Sociology	3
Required Hours = 6	

Mathematics	Credit Hours
Math 1320 College Algebra	3
Required Hours = 3	

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

English	Credit Hours
ENGL 1301 Essentials of College Rhetoric	3
ENGL 1302 Advanced College Rhetoric	3
Or	
ENGL 2311 Introduction to Technical Writing	3
Required Hours = 6	

In addition to the prerequisites listed above, at least 46-48 hours of elective coursework must be earned by the applicant. Although the selection of these elective hours is the student's option, recommended electives include technical writing, speech and developmental and general psychology, as well as exercise physiology, kinesiology and/or biomechanics. As stated previously, successful completion of upper level science coursework (junior/senior level at a four year college or university), in addition to the basic prerequisites, will strengthen an application and should be a consideration when students enroll in elective credits.

PROFESSIONAL CURRICULUM

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

FIRST YEAR	Course	Credit Hours
Summer Semester*		
AHPT 5204	Healthcare Issues and Ethics	2
AHPT 5202	Principles of Kinesiology	2
AHPT 5500	Human Anatomy	5
		Total Hours = 9

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

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

Spring Semester	Course	Credit Hours
AHPT 5104	Clinical Education	1
AHPT 5231	Clinical Reasoning	1
AHPT 5206	Pharmacology	2
AHPT 5211	Therapeutic Exercise	2
AHPT 5304	Clinical Applied Physiology	3
AHPT 5506	Patient Evaluation & Management 2	5
		Total Hours = 15

SECOND YEAR
Summer Semester

Course	Credit Hours
AHPT 5436	Clinical Experience 1
AHPT 5245	Orthotic Devices (online)
Total Hours = 6	

Fall Semester	Course	Credit Hours
AHPT 5122	Residual Limb Care and Prosthetics	1
AHPT 5232	Clinical Reasoning 2	2
AHPT 5227	Current Medical Diagnosis and Treatment 1	2
AHPT 5223	Research Process 1	2
AHPT 5325	Physical Therapy Administration	3
AHPT 5430	Musculoskeletal Evaluation and Management 1	4
		Total Hours = 14

Spring Semester	Course	Credit Hours
AHPT 5124	Research Process 2	1
AHPT 5320	Early Growth and Development	3
AHPT 5335	Musculoskeletal Evaluation and Management 2	3
AHPT 5420	Neuroscience 2	4
AHPT 5438	Clinical Experience 2	4
		Total Hours = 15

THIRD YEAR
Summer Semester

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

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

Spring Semester	Course	Credit Hours
AHPT 5446	Clinical Experience 3	4
AHPT 5448	Clinical Experience 4	4
AHPT 5234	Graduate Seminar	2
	Total Hours =	10

Total Curriculum Hours=105

During professional studies, students are required to adhere to all program policies and academic and behavioral guidelines as stated in the TTUHSC Student Handbook and the DRS Student Handbook. Expenses incurred on/for clinical rotations (such as, but not limited to: housing, transportation, immunizations and criminal background check) are the responsibility of the student.

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

AHPT 5099 Independent Study in Physical Therapy (1-6 hours) Prerequisite: Instructor approval. This course is a structured review of previously presented classroom and/or laboratory experiences. A literature review and discussion, clinical observation and/or hands-on clinical experience may be required. Each independent study is designed to meet the student's particular needs.

AHPT 5104 Clinical Education (1:1:0) This course emphasizes the different forms of communication necessary for the physical therapist student to succeed as a professional. Documentation of patient care, interpersonal relationships with patients and professionals, and patient education principles and techniques are emphasized. Grading requirements and documentation of the student's upcoming clinical education experience are included topics.

AHPT 5122 Residual Limb Care and Prosthetics (1:1:0) Prerequisite: AHPT 5505, 5506 This course includes the study of technological materials and devices used in rehabilitation of patients with residual limbs, including the study of biomechanics, gait, and proper fit of upper and lower extremity prostheses. Selection criteria for prosthetics and physical therapy management for persons with recent amputations are included.

AHPT 5124 Research Process 2 (1:1:0) Prerequisite: AHPT 5223 This course focuses on developing skills to critically read and analyze peer-reviewed scientific literature. Students are instructed on searching the scientific literature with electronic databases.

AHPT 5128 Research Process 3 (1:1:0) Prerequisites: AHPT 5223, 5124 This course focuses on the development of writing skills and students make contributions to the scientific literature.

AHPT 5152 Seminar in Physical Therapy 1 (1:1:0) This is a seminar course examining issues in the field of physical therapy. Specific subject matter varies.

AHPT 5202 Principles of Kinesiology (2:1:3) This 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) This course includes the study and application of legal guidelines and ethical principles as they relate to healthcare practice. Special emphasis is placed on ethical dilemmas relevant to the practice of physical therapy including current issues and problems affecting healthcare.

AHPT 5205 Neuroscience 1 (2:2:0) This 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) This 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 effects of specific drugs on the musculoskeletal, cardiovascular and central nervous system.

AHPT 5211 Therapeutic Exercise (2:1:3) This 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 1 (2:2:0) This course introduces students to fundamentals of experimental research design and statistics as they apply to physical therapy practice and scientific literature.

AHPT 5227 Current Medical Diagnosis and Treatment 1 (2:2:0) This course examines the pathology, medical diagnosis process, and medical and surgical interventions of patients with musculoskeletal conditions that are commonly seen by physical therapists.

AHPT 5228 Motor Control and Learning (2:2:0) This course emphasizes the principles and various theories of motor control and motor learning and their application to physical therapist practice.

AHPT 5231 Clinical Reasoning 1 (2:1:3) This course is a structured, interactive review of previously presented classroom material. The focus is on synthesizing materials learned thus far and applying the information to clinical cases. The course includes an on-line supplementary review of information in preparation for a successful licensure examination process.

AHPT 5232 Clinical Reasoning 2 (2:1:3) Prerequisite: AHPT 5231 This course is a structured, interactive review of previously presented classroom material. The focus is on synthesizing materials learned thus far and applying the information to clinical cases. The course includes an on-line supplementary review of information in preparation for a successful licensure examination process.

AHPT 5233 Clinical Reasoning 3 (2:1:3) Prerequisite: AHPT 5232 This course is a structured, interactive review of previously presented classroom material. The focus is on synthesizing materials learned thus far and applying the information to clinical cases. The course includes an on-line supplementary review of information in preparation for a successful licensure examination process.

AHPT 5234 Graduate Seminar (2:2:0) Prerequisite: AHPT 5233 This course is designed to prepare graduates for the licensure examination and entering the work force. The course includes an on-line supplementary review of information in preparation for a successful licensure examination process.

AHPT 5237 Current Medical Diagnosis and Treatment 2 (2:2:0) Prerequisite: AHPT 5227 This 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 5243 Current Medical Diagnosis and Treatment 3 (1:1:0) Prerequisite AHPT 5237 This 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 5245 Orthotic Devices (2:2:0) The 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 5304 Clinical Applied Physiology (3:2:3) Prerequisite: AHPT 5500 This course includes the study of exercise physiology, including normal physiological responses to acute and chronic exercise, and physical training principles. This course also emphasizes concepts of health promotion and wellness.

AHPT 5305 Clinical Kinesiology (3:2:3) Prerequisite: AHPT 5202 This 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.

AHPT 5320 Early Growth and Development (3:3:0) This course focuses on the study of human growth and development issues and theories. The emphasis is on typical and atypical physical growth and motor development, and on developmental testing. The course includes the study of social-emotional, cognitive, and language development and cultural influences on growth and development.

AHPT 5321 Adult Development and Aging (3:3:0) This course focuses on the physical, psychological, emotional, cultural and socioeconomic influences involved with adult development. Considerable emphasis is placed on age-related changes and current literature regarding concepts in this area.

AHPT 5325 Physical Therapy Administration (3:3:0) This course provides initial personnel management perspectives and skills needed by the entry-level physical therapist in a clinical setting. It focuses on organizing, directing, developing, and measuring the management and entrepreneurial components of physical therapist practice. Billing and coding procedures are included.

AHPT 5335 Musculoskeletal Evaluation and Management 2 (3:2:3) Prerequisite: AHPT 5430 This course focuses on physical therapy examination, evaluation, prognosis, intervention, and outcomes for patients with musculoskeletal disorders of the spine, based on current research, evidence, and practice guidelines. Lab experience focuses on specific tests and measures and interventions.

AHPT 5341 Developmental Evaluation and Management (3:2:3) Prerequisites: AHPT 5320 This course focuses on physical therapy examination, evaluation, prognosis, intervention, and outcomes for children with neuromuscular, musculoskeletal, or developmental disorders based on current research, evidence, and practice guidelines. The course includes the requirements for physical therapy practice in specialized settings such as neonatal intensive care, Birth to Three programs, and public schools. Lab experience focuses on specific tests and measures and interventions.

AHPT 5343 Cardiopulmonary Evaluation and Management (3:2:3) Prerequisite: AHPT 5304 This course focuses on physical therapy examination, evaluation, prognosis, intervention, and outcomes for patients with cardiopulmonary disorders based on current research, evidence, and practice guidelines. Lab experience focuses on specific tests and measures and interventions.

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

AHPT 5420 Neuroscience 2 (4:3:3) Prerequisite: AHPT 5205 This course focuses on the functional relationships of neuroanatomical structures in the human nervous system. 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 1 (4:2:6) Prerequisite: AHPT 5506 This 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 1 (4:0:12) Prerequisites: AHPT 5506, AHPT 5104 This eight-week fulltime clinical experience allows the student to practice acquired skills and learn additional basic clinical skills, while acting as a student physical therapist under the direct supervision of a licensed professional. The student performs all aspects of patient care and other professional duties, and may practice in an inpatient or outpatient setting. All prior coursework prepares the student, and additional information and skills are gained in the clinic.

AHPT 5438 Clinical Experience 2 (4:0:12) Prerequisites: AHPT 5436, AHPT 5335 This eight-week full-time clinical experience allows the student to practice acquired skills and learn additional clinical skills including all basic and advanced musculoskeletal skills, while acting as a student physical therapist under the direct supervision of a licensed professional. The student performs all aspects of patient care and other professional duties, and may practice in an inpatient or outpatient setting. All prior coursework prepares the student, and additional information and skills are gained in the clinic.

AHPT 5444 Adult Neurological Assessment and Rehabilitation (4:3:3) Prerequisite: AHPT 5228 This 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 3 (4:0:12) Prerequisite: AHPT 5444, 5341, 5438 This eight-week fulltime clinical experience allows the student to practice all previously acquired skills and learn additional clinical skills as the culmination of physical therapy training, while acting as a student physical therapist under the direct supervision of a licensed professional. The student performs all aspects of patient care and other professional duties, and may practice in an inpatient or outpatient setting. The student practices in either a neurologic 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.

AHPT 5448 Clinical Experience 4 (4:0:12) Prerequisite: AHPT 5444, 5341, 5446 This eight-week full-time clinical experience allows the student to practice all previously acquired skills and learn additional clinical skills as the culmination of physical therapy training, while acting as a student physical therapist under the direct supervision of a licensed professional. The student performs all aspects of patient care and other professional duties, and may practice in an inpatient or outpatient setting. The 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.

AHPT 5500 Human Anatomy (5:3:6) This 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 1 (5:3:6) Prerequisite: AHPT 5500 This course focuses on basic examination skills and tests and measures used in a variety of settings. It also 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 2 (5:3:6) Prerequisite: AHPT 5505 This course focuses on examination, tests and measures, and interventions used in a variety of settings. The course emphasizes the use of physical agents and modalities. This course includes the care of burns and wounds.

Doctor of Science in Physical Therapy

The mission for the Doctor of Science in Physical Therapy (Sc.D.) Program is to provide post-professional education to practicing physical therapists in Texas. There is a strong need for advanced clinical mastery and Physical Therapy, creating unique decisions and functions for practicing physical therapists. The Sc.D. program will provide practitioners with the opportunity to develop the advanced knowledge base, clinical skills, and professional competencies needed for state-of-the-art evaluation and treatment of their patients, as well as the successful management of clinical services located in isolated practice settings. The Sc.D. program will provide clinicians a means to develop into highly skilled participants in clinical education and research, thus contributing to the growth and development of evidence-based practice within the profession.

There is a knowledge revolution found in Physical Therapy literature, advancing the boundaries of clinical science, technology, and therapeutic insight. This advancement has created potential for excellence in clinical evaluation, management and research skills. The Sc.D. program will prepare licensed therapists to develop the needed competencies in advanced Physical Therapy diagnosis and therapeutic interventions required in the isolated practice settings. The clinical doctorate is a logical means for therapists to achieve needed levels of expertise, specialization and to increase the level of sophistication, efficiency, efficacy, and clinical outcomes in physical therapists practice. This clinical expertise will equip the Sc.D. practitioner with the advanced skill set that is increasingly essential for successful practice in rural West Texas. This advanced level of information, skills, competencies and critical thinking requires the rigorous, formalized study that is not available in an entry level program or post-graduate continuing education.

PROGRAM DESCRIPTION

The Sc.D. is a clinical doctoral degree designed for licensed Physical Therapy practitioners to develop into advanced clinicians. It emphasizes orthopaedic Physical Therapy in response to the great number of orthopaedic afflictions suffered by patients from the agrarian economy of West Texas. Over 80% of all patients seeking Physical Therapy services suffer from orthopaedic afflictions. Thus, this program will provide concentrated study at the applied doctoral level in the clinical science areas of orthopaedic Physical Therapy practice.

The Sc.D. program emphasizes orthopaedic Physical Therapy diagnostics and manual therapy. Courses will be conducted through a weekend format with Web-based course enhancement. Faculty and students communicate with each other in person, via phone or fax and through the electronic mail or internet. Students entering the program should have ready access to a computer and be familiar with word processing, spreadsheet, and internet applications. Students without computers are required to purchase one and become familiar with it prior to beginning the program.

ADMISSION TO THE PROGRAM

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

- A Bachelor's or Master's Professional degree in Physical Therapy
- At least one year of clinical experience
- Currently practicing as a Physical Therapist
- All official college transcripts
- Acceptable grade point average
- Two supporting letters of reference

THE APPLICATION PROCESS

Applications may be submitted at anytime prior to the deadline of March 15. Applications will be considered for Summer enrollment. Two reference letters are required; one from a professional colleague and one from a previous or present employer.

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

POST-PROFESSIONAL CURRICULUM

The following courses are offered at least once every three years. Sc.D. students with a Master's degree are required to complete 48 semester hours from the following curriculum, where as students with a Bachelor's degree are required to complete 70 hours. Requirements within each course section for Master's versus Bachelor's graduates are provided below. Students will select either the Teaching or Research Track early in their curriculum. While each student's curriculum schedule is flexible, students are expected to finish the program within seven years.

CLINICAL COURSEWORK: *Master's Graduates attend 8, BSPT Graduates attends all*

Extremity Topic	Course	Credit Hours
AHPT 6201	Advanced Clinical Practice for Shoulder Afflictions	2
AHPT 6202	Advanced Clinical Practice for Elbow & Forearm Afflictions	2
AHPT 6203	Advanced Clinical Practice for Wrist & Hand Afflictions	2
AHPT 6204	Advanced Clinical Practice for Hip Afflictions	2
AHPT 6205	Advanced Clinical Practice for Knee Afflictions	2
AHPT 6206	Advanced Clinical Practice for Ankle & Foot Afflictions	2

Spine Topic	Course	Credit Hours
AHPT 6207	Advanced Clinical Practice for Upper Cervical Spine Afflictions	2
AHPT 6208	Advanced Clinical Practice for Lower Cervical Spine Afflictions	2
AHPT 6209	Advanced Clinical Practice for Cervico Thoracic Junction Afflictions & TOS	2
AHPT 6210	Advanced Clinical Practice for Thoracic Spine & Rib Afflictions	2
AHPT 6211	Advanced Clinical Practice for Sacrolliac & Lumbar Primary Disc Afflictions	2
AHPT 6212	Advanced Clinical Practice for Lumbar Secondary Disc Afflictions	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 Therapy & Manual Therapy I	3
AHPT 6302	Issues in Orthopaedic Physical Therapy & Manual Therapy II	3
AHPT 6304	Orthopaedic Physical Therapy Screening	3

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

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

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

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

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

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

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

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

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

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

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

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

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 Therapy Doctoral Student Policy Manual. Expenses incurred during all weekend courses and clinical rotations are the responsibility of the student.

COURSE DESCRIPTIONS: POST-PROFESSIONAL CURRICULUM

AHPT 6201 Advanced Clinical Practice for Shoulder Afflictions (2 credits) 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 afflictions, and soft tissue lesions. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. This course includes management approaches to. Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6202 Advanced Clinical Practice for Elbow & Forearm Afflictions (2 credits) 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 / arthrosis, instability, peripheral nerve mobility limits and entrapment, and soft tissue afflictions (including tendinitis and bursitis). Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6203 Advanced Clinical Practice for Wrist & Hand Afflictions (2 credits) 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 afflictions (including tendinitis and tenosynovitis). Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6204 Advanced Clinical Practice for Hip Afflictions (2 credits) Examination and treatment of dysfunction in the hip 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, labral afflictions, and soft tissue afflictions (including tendinitis and bursitis). Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6205 Advanced Clinical Practice for Knee Afflictions (2 credits) Examination and treatment of dysfunction in the knee 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, meniscal afflictions, and soft tissue afflictions (including tendinitis and bursitis). Case studies will be discussed and mock clinic sessions will be conducted.

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

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

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

AHPT 6209 Advanced Clinical Practice for Cervico-Thoracic Junction Afflictions & TOS (2 credits) Examination and treatment of dysfunction in the Cervico-Thoracic Junction. Lecture components include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. Management approaches to 1° disc afflictions, 2° disc afflictions, instability, thoracic outlet syndrome (tos), and soft tissue afflictions. Case studies will be discussed and mock clinic sessions will be conducted.

AHPT 6210 Advanced Clinical Practice for Thoracic Spine & Rib Afflictions (2 credits) Examination and treatment of dysfunction in the Thoracic Spine and ribs. Lecture components include advancements in patho-anatomy, biomechanics, interpretation of functional examination, pathology, and treatment approaches. Clinical laboratory sessions include surface anatomy, basic functional examination and special tests, soft tissue treatments, and joint-specific treatment measures. Management approaches to 1° disc afflictions, 2° disc afflictions, instability, arthrosis / arthritis, and soft tissue afflictions. Case studies will be discussed and mock clinic sessions will be conducted.

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

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

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

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

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

AHPT 6216 Research Internship II (2 credits) This course represents a continuation of AHPT 6215. During this independent study, the ScD 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 Therapy and Manual Therapy 1 (3 credits) Survey of the professional issues surrounding the advanced practice of orthopaedic Physical Therapy and manual therapy. Topics include history of orthopaedic manual therapy, legal and ethical aspects of manual therapy, risk management, and communication and patient education in clinical management.

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

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

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

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

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

AHPT 6312 Neuroscience in Orthopaedic Physical Therapy (3 credits) Prerequisite: AHPT 6302 or consent of the instructor. Addresses select neuroscience processes associated within the musculoskeletal system. These include the neuroscience of motor planning, initiation and control; sensory function and integration; and dysfunction of the nervous system as it relates to orthopaedic afflictions, including pain production and control.

AHPT 6313 Biomechanics in Orthopaedic Physical Therapy (3 credits) Theory and application of biomechanical principles to orthopaedic Physical Therapy practice. This course will emphasize the biomechanics of musculoskeletal structures, including bone, cartilage, ligament, tendon, and muscle tissue. Emphasis on joint and tissue mechanics will be related to musculoskeletal injury and orthopaedic affliction.

AHPT 6314 Motor Control in Orthopaedic Physical Therapy (3 credits) Relates theory and application of motor control and learning principles to orthopaedic Physical Therapy practice. Emphasis on motor control strategies associated with musculoskeletal function, and motor control dysfunction associated with orthopaedic pathologies. Integration of concepts from exercise science and experimental psychology for the explanation of relevant issues concerning motor learning and control for the orthopaedic patient. Patient management strategies derived from these principles will be discussed.

AHPT 6315 Advanced Healthcare Administration (3 credits) Addresses fundamental and contemporary issues in organization and management of Physical Therapy services, with an emphasis on the ambulatory Physical Therapy setting. Topics will include design, structure, and effective operation of contemporary healthcare services; strategic planning, conflict resolution, managed care systems, insurance regulations, and 3rd-party reimbursement. Evaluation of cost control, cost benefit analysis, financial ratio analysis, and business plan analysis.

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

AHPT 6317: Radiologic Anatomy (3 credits) This course will examine the technology and applications of imaging for understanding normal and pathological human anatomy. Plain-film imaging, MRI, CT, and diagnostic ultrasound will be appropriately applied to this discussion. A systematic approach to understanding various images across different joint systems will be provided. In addition, specific normal and pathological anatomy for the spine and extremities will be viewed on x-ray, MRI, and CT, along with special topics in diagnostic ultrasound. Emphasis will be placed on defining normal and pathological anatomy associated with various joints systems as it relates to musculoskeletal conditions. These topics will be related to evidence-based clinical practice of musculoskeletal disorders that is appropriate for the Physical Therapist. Evidence-based readings and web-supported tutorials will be utilized.

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

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

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

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

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

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

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

AHPT 7306 Parametric Statistics for Clinical Research (3 credits) Introduces various tools used in parametric statistical analysis. Includes correlation, regression, t-test, analysis of variance, and selected multivariate designs. Emphasis will be placed on research findings that evaluate specific clinical populations.

Dual Master's Degree- Master of Athletic Training/ Master of Physical Therapy

The School of Allied Health Sciences offers a Dual Master's Degree in Athletic Training and Physical Therapy. This 5 year process offers two years of education in the MAT program and three years of education in the MPT program. Shared MAT/MPT 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 MAT program director Dr. LesLee Taylor (leslee.taylor@ttuhsc.edu) or the MPT 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 MAT and MPT programs. Applicants must meet the prerequisites for both the MAT and MPT programs. For a list of the prerequisites, please refer to the MAT and MPT 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.

Program in Occupational Therapy

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

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

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

Occupational Therapists work in:

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

PROGRAM DESCRIPTION

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

The pre-professional phase of the curriculum consists of a minimum of 90 semester hours in general education coursework with an emphasis on the physical and social sciences

and humanities. These courses may be completed at any regionally accredited college or university.

The professional phase of the program begins in late May each year. Students will be involved in clinical experiences during the second and third year in the program. Following completion of all academic courses, students undertake 6 months of full-time clinical fieldwork. The length of the program is two and a half years.

This program prepares the student to enter the field of occupational therapy with a background in basic sciences, research, theory, application, and clinical education. The curriculum covers life span from birth to aging, reflecting a broad perspective on physical, emotional, social and biological issues affecting the quality of daily living for persons with unique abilities. Lectures, case studies, laboratory experiences and clinical education provide opportunities to integrate prior knowledge with new learning and develop competent clinical reasoning. As this is a program to not only educate but to foster professional behaviors and commitment, occupational therapy students will exceed usual classroom hours in order to engage in clinical education, complete community assignments, and participate in professional development and leadership experiences, both assigned and voluntary.

Successful completion of the professional curriculum leads to a Master of Occupational Therapy degree. During professional studies, students are required to adhere to all program, departmental, School of Allied Health Sciences and Texas Tech University Health Sciences Center policies and academic and behavioral guidelines as outlined in the student handbook, fieldwork manual, and course outlines.

Class sizes are restricted to insure optimal student/instructor ratios and to enable each student to receive comprehensive instructional and clinical experience.

Students entering the program should have ready access to a computer, and be familiar with basic internet skills, including the use of e-mail, searching the World Wide Web, and using a basic word processing package. Students without computers are encouraged to purchase one and become familiar with it prior to beginning the program. You may be able to include this purchase in your financial aid package.

ADMISSION TO THE PROGRAM

Admission to the MOT Professional Program occurs in late May of each year. Completion of a minimum of 90 semester hours of 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.

<u>Course Content</u>	<u>Credit Hours</u>
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
Remaining credits to total 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 Office of Admissions and Student Affairs.

GPA REQUIREMENTS

A grade of C or better is necessary in each required pre-professional course.

A minimum cumulative GPA of 2.7 on a 4.0 scale is required. A competitive GPA in the science prerequisites is a consideration for admissions. For persons 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. Those applicants seeking early acceptance should submit their application by October 15th; all other applications must be submitted by February 1st. 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 setting, 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 Office of Admission and Student Affairs for decisions concerning course acceptability.

Experience: Applicants are expected to have some knowledge of the occupational therapy profession. This can be acquired in several ways: volunteer work, paid work and/or observation in occupational therapy settings/services. It is in the best interest of the applicant to have completed at least 40 clock hours, preferably in two different settings, prior to the application deadline for the program. Verification of observation/experience hours in occupational therapy settings must be submitted as a part of the application. Applicants are also encouraged to become familiar with the occupational therapy profession through exploring the professional literature and online sources.

Letters of Recommendation: Two letters of recommendation are required. Letters should be completed by professional personnel who have: (a) observed you during any related volunteer or paid work, (b) previous or present instructors and/or counselors, or (c) previous or present employers. Additionally, one letter should be completed by an occupational therapist.

Immunizations and CPR: Verification of required immunizations and CPR certification must be submitted prior to enrollment in professional curriculum OR application deadline. CPR certification must be maintained throughout the professional program.

Personal essay: The personal essay should be submitted with the application.

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

in the fall semester. Only a select number of eligible applicants will be invited to interview in the fall. All other eligible 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 MOT Program's curriculum. Courses that are recognized as a course equivalent will be awarded transfer credit. For those courses that are not recognized as a course equivalent, the applicant will be required to take the course identified in TTUHSC MOT Program's curriculum.

CLINICAL EDUCATION

Clinical education is an integral aspect of the program. Level I fieldwork experiences are scheduled throughout the professional program and allow students to reinforce and test the knowledge and attitudes presented in the classroom. Upon completion of the academic portion of the curriculum, the student is required to participate in a minimum of six months fieldwork in situations assigned by the academic fieldwork coordinator. These fieldwork situations are full time and will often require the student to relocate outside the immediate geographic area. Available assignments are determined by contractual arrangements between the department and facility. Students pay regular tuition and fees for enrollment in fieldwork. Optional fieldwork rotations in many specialty areas such as pediatrics, administration, hand therapy, and work hardening are also available.

FIELDWORK

Students must be approved for fieldwork placement by the program director. Considerations in this recommendation include student's academic performance, completion of program requirements, demonstration of adequate professionalism and behaviors indicating ability to be effective and productive during clinical training, including problem solving ability and critical thinking. Students on fieldwork assignments should be able to follow safety procedures of the institution, plus any other requirements deemed important for fieldwork. Behaviors observed during the professional curriculum are evidence of a student's readiness for this level of fieldwork.

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

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

Clinical facilities that have occupation therapy clinical education agreements with TTUHSC may be used for Fieldwork sites. The MOT Fieldwork Coordinator provides detailed

information for selection procedures. The student's selection of a Fieldwork site must be approved by the MOT Fieldwork Coordinator prior to the students enrolling in the applicable Fieldwork courses. The MOT Fieldwork Coordinator specifically reserves the right not to approve a student's selections of any clinical education site. The MOT Fieldwork Coordinator may consult with MOT faculty and the MOT Program Director in order to determine a Fieldwork placement for any student. As such, the MOT Fieldwork Coordinator further reserves the right to place the student at any clinical site determined necessary for successful completion of a student Fieldwork experience or to not allow a student to enroll in a Fieldwork Experience for the following reasons:

- 1) The student is on academic probation.
- 2) The student has previously displayed behavior resulting in counseling using the Generic Abilities.

GRADUATION

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

CERTIFICATION

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

PROFESSIONAL CURRICULUM

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

FIRST YEAR

MOT 1 Summer Semester

AHOT 5500	Human Anatomy
AHOT 5209	Applied Kinesiology in Occupational Therapy
AHOT 5111	Introduction to Occupational Therapy
TOTAL HOURS 8 hours	

MOT 1 Fall Semester

AHOT 5214	Common Conditions in Occupational Therapy: Part 1
AHOT 5220	Case and Population Based Clinical Reasoning
AHOT 5309	Applying Neuroanatomy in Occupational Therapy
AHOT 5310	Theory and Foundations of Occupational Therapy
AHOT 5313	Introduction to Evaluation and Intervention in Occupational Therapy
TOTAL HOURS 13 hours	

MOT 1 Spring Semester

AHOT 5211	Occupational Therapy Process: Hand and Upper Extremity
AHOT 5215	Common Conditions in Occupational Therapy: Part 2
AHOT 5311	Overview and Analysis of Occupational Therapy Assessment
AHOT 5314	Health and Community Settings
AHOT 5316	Research Process in Occupational Therapy
TOTAL HOURS 13 hours	

SECOND YEAR

MOT 2 Summer Session

AHOT 5105	Clinical Reasoning for Fieldwork
AHOT 5217	Planning Occupational Therapy Research
AHOT 5403	Developmental Theory and Practice in Occupational Therapy
AHOT 5411	Psychosocial Strategies and Interventions in Occupational Therapy
TOTAL HOURS 11 hours	

MOT 2 Fall Session

AHOT 5106	Fieldwork I:1
AHOT 5112	Research Seminar
AHOT 5212	Occupational Therapy Practice: Assistive Technology
AHOT 5404	Developmental Foundations and Assessment of Occupational Performance
AHOT 5405	Occupational Therapy Practice in Adult Rehabilitation
TOTAL HOURS 12 hours	

MOT 2 Spring Session

AHOT 5113	Research Seminar II
AHOT 5200	Fieldwork I:2 (Scheduled for December/January)
AHOT 5225	Advanced Clinical Reasoning: Adults
AHOT 5315	Organization and Management in Occupational Therapy
AHOT 5406	Occupational Therapy Practice with Older Adults
AHOT 5407	Advanced Clinical Reasoning: Children & Adolescents
TOTAL HOURS 16 hours	

THIRD YEAR

MOT 3 Summer Session

AHOT 5931	Fieldwork II:1
TOTAL HOURS 9 hours	

MOT 3 Fall Session

AHOT 5932	Fieldwork II:2
TOTAL HOURS 9 hours	

TOTAL CURRICULUM HOURS 91 hours

MOT COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

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

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

AHOT 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) This 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 Therapy (1:0:3) Introduction to key terms and concepts used in occupational therapy practice. Course includes self-paced learning and testing for medical terminology. This 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, 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.

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

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

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

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

AHOT 5212 Occupational Therapy Practice: Assistive Technology (2:1:3) Prerequisites: AHOT 5111, 5313 This course includes assessments and interventions involving assistive 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. This course prepares the student in the areas of assessment, intervention and clinical reasoning.

AHOT 5214 Common Conditions in Occupational Therapy: Part 1 (2:2:0) Prerequisites: AHOT 5500, 5111 First 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. Examines areas of occupation, occupational performance, and occupational roles potentially affected 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 5215 Common Conditions in Occupational Therapy: 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. Examines areas of occupation, occupational performance, and occupational roles potentially affected 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 Therapy 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. This course is writing intensive.

AHOT 5220 Case and Population Based Clinical Reasoning (2:2:0) This 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 and ethics on disability through conditional and interactive reasoning using case studies and personal reflection.

AHOT 5225 Advanced Clinical Reasoning: Adults (2:2:0) Prerequisites: AHOT 5405, 5406, 5411 This seminar course synthesizes course content across the curriculum to increase students knowledge and skills with adult clients by working through real-life clinical issues in day-to-day practice. Students will work through problem based learning case studies. Students practice all four types of clinical reasoning (conditional, interactive, narrative and procedural).

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

AHOT 5310 Theory and Foundations of Occupational Therapy (3:3:0) Prerequisite: AHOT 5111 Study of the philosophical, theoretical, and professional concepts that are foundational to occupational therapy as well as the study of occupation-based theories, frame of references, and treatment approaches. Develops students' theoretical reasoning.

AHOT 5311 Overview and Analysis of Occupational Therapy Assessment (3:2:3) Prerequisites: AHOT 5310, 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 Therapy (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 5310, AHOT 5411 Reviews trends affecting healthcare system delivery and implications for community practice. An appreciation for difference in cultural and social systems is emphasized. Evaluation of community needs, alternative settings, practice expansion, and consultation skills are discussed. Through use of case mapping and service learning students explore professional skills needed for community practice.

AHOT 5315 Organization and Management in Occupational Therapy (3:3:0) Overview of management theories, budgeting, marketing, writing a business plan, strategic planning, performance appraisals, interviewing, billing and OT procedures, insurance and payment systems, and documentation issues. Prepares students in professional practice and theoretical background for management or supervision in the healthcare field.

AHOT 5316 Research Process in Occupational Therapy (3:3:0) Prerequisite: AHOT 5311 This course is the first in a series of research courses designed to prepare the student as both a consumer of research and a participant in beginning-level research. Content includes an introduction to the research process, resources necessary for research in occupational therapy, evaluation and use of the professional literature relevant to occupational therapy practice, professional writing skills and quantitative analysis methods (inferential statistics). Skills in procedural and conditional reasoning are developed through literature search and by writing an evidence-based practice paper. This course is writing intensive.

AHOT 5403 Developmental Theory and Practice in Occupational Therapy (4:3:3) Prerequisite: AHOT 5310 Conceptual [and treatment] theories and practice frameworks which guide pediatric practice are linked with the treatment techniques and strategies that they guide. The occupational therapy process in pediatric settings is discussed. Skills in procedural reasoning are built through hands-on lab activities and written assignments requiring the application of theories to practice. This course is writing intensive.

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

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

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

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

AHOT 5411 Psychosocial Strategies and Interventions in Occupational Therapy (4:3:3)

Prerequisites: AHOT 5311, 5402, 5220 Examines the psychosocial dimensions of human performance, therapeutic strategies for individuals with secondary psychosocial issues, and occupational therapy intervention for persons with primary psychosocial issues. 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.

AHOT 5500 Human Anatomy (5:3:12) Study of human anatomy including integration of gross morphology of the body with the developmental and histological aspects of the human body. Lays a scientific foundation for Occupational Therapy assessment and intervention. 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

Program in Clinical Services Management

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

PROGRAM DESCRIPTION

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

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

ADMISSION TO THE PROGRAM

Unconditional Admission: Students who have an Associate of Applied Sciences degree in an allied health discipline, an overall GPA of 2.5 on a 4.0 scale, and have completed the common core curriculum requirement for a baccalaureate degree, can apply for unconditional admission to the CSM program.

Provisional Admission: Applicants who have less than a 2.5 grade point average; prerequisite course work completed over seven years prior to the application date; have not completed the common core curriculum requirements for a baccalaureate degree; have an A.A. or A.S. degree; or have 67 credit hours of lower division B.S. degree courses work; may be granted provisional admission. 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 Requirements include:

English- 6 hours	Natural Science- 6 hours
History- 6 hours	Social Science- 3 hours
Math- 3 hours	Visual & Performing Arts- 3 hours
Political Science- 6 hours	Core Curriculum Electives- 6 hours
Humanities- 3 hours	

THE 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, Office of the Registrar, 3601 4th Street, Stop 8310, Lubbock, Texas 79430.

COURSEWORK

The 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. The distance education format relies primarily on internet based (WebCT) courses offerings. The program requires the completion of all required core courses prior to enrollment in the advanced management courses and electives.

Required Core Courses:

AHCM 4302 Financial Management for Clinical Supervisors
AHCM 4303 Principles of Personnel Management for Clinical Supervisors
AHCM 4304 Management of Clinical Support Services in Healthcare Organizations
AHCM 4306 Marketing Principles and Entrepreneurship
AHCM 4311 US Healthcare System

Required Advanced Management Courses:

AHCM 4313 Community Health Issues
AHCM 4314 Quality Assurance/Risk Management
AHCM 4317 Statistics for Healthcare Supervisors
AHCM 4331 Leadership in Healthcare Organizations
AHCM 4318 Healthcare Law/Ethics
AHCM 4401 Healthcare Management Information Systems
AHCM 4477 Case Study – Summer I
AHCM 4478 Case Study – Summer II

Elective Courses: (Students must complete any four of the following)

AHCM 4305 Capital Project Design
AHCM 4308 Organizational Behavior
AHCM 4312 Foundations of Managed Care
AHCM 4315 Issues in Gerontology for Healthcare Managers
AHCM 4316 Integrated Deliver Systems and Organizational Relationships
AHCM 4320 Long-term Care Management
AHCM 4321 Regulatory Aspects of Long Term Care
AHCM 4352 Exercise Science and Sports Medicine Management
AHCM 4354 Rehabilitation Counseling Policy and Practice
AHCM 4360 Special Topics
AHCM 4361 Special Topics

COURSE DESCRIPTIONS

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

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

AHCM 4304 Management of Clinical Support Services in Healthcare Organizations (3:3:0) Provides an overview of operations management and practical decision-making by analyzing the day-to-day operations in clinical support service activities. Identification of problem solving approaches to problems in personnel staffing, personnel training and directing, performance measurement, patient flow, facility configuration, materials management.

AHCM 4305 Capital Project Design (3:3:0) Methods for management of capital projects. Topics include financial considerations, procurement, site preparation, contracting, scheduling, and acceptance for operational readiness.

AHCM 4306 Marketing Principles and Entrepreneurship for Healthcare Professionals (3:3:0) The course covers the principles of marketing and their application in healthcare delivery systems. Topics include the concepts and tools to conduct a community needs assessment, market research, and creation of a business plan for the delivery of healthcare services.

AHCM 4308 – Organizational Behavior (3:3:0) An overview of group and organizational structures and dynamics that affect individual, group, and organizational behavior. Topics include performance, job satisfaction, motivation, groups, decision making and task design.

AHCM 4311 The U.S. Healthcare System (3:3:0) A review of the healthcare system, both public and private sector. Examines the system's organizational structures and the legislative, legal, and market impacts upon the current integrated delivery system. The course will review all levels such as healthcare systems (For-Profit and Not-For-Profit), inpatient facilities, hospital based services, outpatient services, home health agencies, sub-acute care facilities, and long term care. Topics include rural healthcare issues, areas designated as medically underserved and health professional shortage areas (HPSAs), legislation, healthcare operations, and regional networks.

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, integrated delivery systems, providing services to a population through a medical group practice, and managed care contracting.

AHCM 4313 Community Health Issues (3:3:0) A review of national, state, and local community agencies; preventive health services, public health, wellness, personal fitness, stress management, changing lifestyles, and analysis of national issues in the past 50 years. Includes a review of statistical principles used by management in the healthcare industry. Topics will cover community health in a defined population, determining prevalence rates, origins and causes, mortality and morbidity rates, and determining effectiveness of healthcare services.

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

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

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

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

AHCM 4318– Healthcare Law & Ethics (3:3:0) An introduction to the regulatory, legal, and ethical issues related to the healthcare delivery industry. Topics of study are directed toward reimbursement issues; utilization review; HIPAA; patient rights; malpractice; long-term regulatory issues; and federal, state, and local statutes.

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) The 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) This 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 through practical application of the didactic curriculum. Two semesters of this practicum are required to take the nursing home administrator licensure examination. Prerequisites: consent of the instructor.

AHCM 4401 Healthcare Management Information Systems (4:4:0) A course in the basic concepts and the tools for collecting and analyzing data used by healthcare organizations. Topics include an overview of current desktop computer technology, local area networks (LAN) and integration of information system networks. Emphasis will be placed upon applications to medical records, patient registration systems, and appointment systems. Medical records administration will include the basic concepts and principles of creating, maintaining, and archiving medical information with consideration for legal requirements and confidentiality and explore the area of electronic media.

AHCM 4477, 4478 Case Study–Management Project in Special Topics (4:2:4) Guided independent management project with a focus upon a problem related to the specialty area of their A.A.S. degree discipline, or professional interest in a healthcare management issue. Students learn to enhance their knowledge within the clinical support service management field by application of the concepts, principles and tools learned in the classroom.

Program in Clinical Practice Management

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

The MSCPM is designed to provide practicing clinicians with skills that will allow them to excel as a clinical supervisor. The increasing complexity of theoretical and applied knowledge required for practice and the growing demand for innovative problem solvers has necessitated the development of a cost-effective graduate program geared toward the practicing clinician.

The degree is entirely distance-based, designed specifically to increase the availability to as many working practitioners as possible. The use of WebCT in association with the Internet will provide a top-quality educational program requiring no coursework requirements on a traditional campus. The program is focused towards the practicing clinicians and their specific needs in today's changing environment, utilizing a mechanism that is student friendly and effective.

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 Physical or Occupational Therapy, Speech Language Pathology, Nursing, Athletic Training, Physician Assistant, or any other health related field. To be considered for admission, an overall grade point average of 2.7 on a 4.0 scale in the last 60 hours of college credit is required. Provisional admission may be offered to applicants with a GPA less than 2.7. Such applications will be reviewed on an individual basis.

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

A Bachelor's or Master's Professional degree in Physical or Occupational Therapy, Speech Language Pathology, Nursing, Athletic Training, Physician Assistant, or any other bachelor's degree with related healthcare experience.

- All official college transcripts
- Acceptable grade point average
- Two supporting letters of reference

THE 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.

POST-PROFESSIONAL CURRICULUM

The following courses are offered at least once every year. MSCPM students entering the program will be required to complete 36 semester hours to meet degree requirements. They will include 30 hours of core class requirements and 6 hours of elective courses.

Required Core Courses

AHCP 5302 Consumer Dimensions of Healthcare
AHCP 5303 Research Methods
AHCP 5305 Current Medical Issues in Healthcare
AHCP 5306 Healthcare Delivery System
AHCP 5307 Practice Management I
AHCP 5308 Practice Management II
AHCP 5309 Business Statistics
AHCP 5310 Coding and Healthcare Law
AHCP 5311 Healthcare Finance and Resource Management
AHCP 5312 Strategic Planning

Electives (Students must complete any two of the following)

AHCP 5301 Foundations of Rehab
AHCP 5315 Professional Development and Healthcare Ethics
AHCP 5316 Independent Study
AHCP 5317 Public Policy

COURSE DESCRIPTIONS

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

AHCP 5302 Consumer Dimensions of Healthcare (3:3:0) This course examines the influence of social-economic factors such as age, gender, ethnicity, race, and financial status on healthcare delivery. The focus is to provide the practicing clinician with a more effective background to facilitate a culturally competent approach to healthcare. Topics include organizational culture, customer-oriented service, contemporary demographic trends, and their implication for effective clinical practice.

AHCP 5303 Research Methods (3:3:0) This course provides the basic statistical and methodological principles underlying clinical and theoretical research, research design, and techniques for conducting appropriate literature reviews. Students will critically evaluate measurement systems, interpretations of findings, and methodologies applied within the literature.

AHCP 5305 Current Medical Issues in Healthcare (3:3:0) This course presents current medical issues that influence managers in today's dynamic healthcare environment. The course will include discussion of emerging technologies, innovative medical procedures, pharmacology issues, and current epidemiological issues. Focus is on implications on managerial decisions, organizational response, and reimbursement issues.

AHCP 5306 Healthcare Delivery System (3:3:0) This course provides the student with the basic understanding of the local and international origins, evolution, and trends in institutional and non-traditional healthcare delivery. Hospitals, ambulatory care organizations, managed care organizations, integrated delivery systems, and other models are discussed in detail. Additionally, various practitioners' roles in the delivery of care within the different models are addressed.

AHCP 5307 Practice Management I (3:3:0) This course discusses managerial principles, operations, and functions within healthcare delivery systems. Examination will focus on issues such as organizational design, operational measurement, and stakeholder management. Topics include theories of leadership, management, customer service, and negotiation.

AHCP 5308 Practice Management II (3:3:0) The course includes personnel management, organizational behavior, and operational issues within healthcare delivery systems. Examination will focus on individual, interpersonal, and group management, employment law, selection, discipline, motivation, staffing, productivity and team building.

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

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

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

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

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

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

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

Program in Rehabilitation Counseling

Work and working are highly valued in our society. Rehabilitation Counselors provide and coordinate services for individuals with a range of physical, psychiatric, or developmental disabilities. These professionals work to assist clients in gaining the skills and resources necessary to obtain meaningful work and lead full and self-satisfying lives. This 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 effectively with their environment and function as independently as possible.

This 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.

The 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 of the program can seek employment in state agencies, non-profit organizations, healthcare facilities, private rehabilitation firms, insurance companies, health management organizations, probation and corrections fields, educational institutions, private industry, and research organizations.

PURPOSE STATEMENT

It is our purpose to provide a quality comprehensive rehabilitation counselor education program that is progressive in the areas of pedagogy, technology and research that fosters students' personal and professional growth and provides leadership in the field at the local and national levels.

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

The Masters of Rehabilitation Counseling Program is accredited by the Council on Rehabilitation Education (CORE). Graduates of the TTUHSC program enjoy full benefits of CORE accreditation and may sit for the CRC examination.

PROGRAM DESCRIPTION

The Master of Rehabilitation Counseling (MRC) degree program is a distance education, 48 semester credit hour graduate program designed to provide a comprehensive exposure to the field of Rehabilitation Counseling. The MRC program was designed specifically for people who cannot attend traditional types of graduate programs. The program is ideal for people who are employed full time, who live in rural or isolated areas; have family or personal responsibilities that prevent them from taking on-campus study; or who simply cannot take extended time off to attend school. Texas Tech University Health Sciences Center (TTUHSC) uses a variety of methods and technologies to maximize the students' educational experience, including web and internet based technologies, teleconferencing, hard copy, videotape/ audiotape, and onsite practicum experiences. These and other strategies are employed to ensure that all students, regardless of geographic location, are able to participate to the maximum degree possible in all aspects of their program. Students are not required to come to the TTUHSC campus.

CLINICAL EDUCATION

Clinical education is an integral aspect of the program. The 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 affect service delivery. Delivered on a distance basis, these experiences will combine applied instruction by faculty with supervised practicum experiences in off-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 PROFESSIONAL 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 offered 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 (MAT) 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.

THE APPLICATION PROCESS

The 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’ website at www.ttuhscc.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.

PROFESSIONAL CURRICULUM

CORE COURSEWORK

	Course	Credit Hours
AHRC 5301	Foundations of Rehabilitation Counseling	3
AHRC 5302	Counseling Theories	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 Theory 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 (3 credit hours are required, additional elective credits are optional)

	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

CERTIFICATION

Upon completion of the MRC program, students will possess the competencies and experiences necessary to take the national certification examinations, and if successful, be accredited as a Certified Rehabilitation Counselor (CRC).

COURSE DESCRIPTIONS: PROFESSIONAL CURRICULUM

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

AHRC 5302 Counseling Theories (3 credits) Introduction to the principles of behavior, personality, and human development. Exploration of individual, group, and family counseling theories and practices as they apply to persons with disabilities.

AHRC 5303 Medical Aspects of Disability (3 credits) Introduction to the medical aspects and implications of disability. Review of medical terminology, functional limitations, medical treatment and vocational implications as they apply to rehabilitation counseling. The identification of appropriate medical intervention resources is discussed.

AHRC 5304 Vocational and Career Development (3 credits) This is a course on career guidance, career development, and career theory. The course will review the major theories and approaches to career development and exploration, with particular emphasis on the importance of meaningful employment and a career focus.

AHRC 5305 Case Management (3 credits) Review of the case management process, including case finding, service coordination, and client advocacy. Discussion of the planning process to maximize personal independence, and the role of the rehabilitation counseling process in the identification and use of community resources. The role of computer technology in caseload management, functional assessment, job matching, etc. Emphasis is placed on the rehabilitation counseling professional as part of an interdisciplinary team. The role, functions, and utilization of other professionals, particularly rehabilitation professionals such as occupational therapists, physical therapists, communication disorders specialists, etc. will be explored.

AHRC 5306 Psycho-Social Aspects of Disability (3 credits) Exploration of the psychological and social aspects of disability, with particular emphasis on the impact of the disability experience from the perspective of the rehabilitation counseling services consumer. The implications of each disorder on the client's personal, social and occupational functioning will be addressed. Special attention is given to psychological disorders on treatment planning, counseling and rehabilitation.

AHRC 5308 Research Methodologies and Interpretation of Research Findings (3 credits) Exploration of current trends in research in rehabilitation and related 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 Theory and Practice (3 credits) This 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 credits) Specialized seminars or courses in specific areas of rehabilitation counseling as identified by faculty, students, or the community.

AHRC 5321 Vocational Assessment (3 credits) 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. The strengths and weaknesses of assessment information in the rehabilitation counseling process are discussed within the context of the overall role of assessment in assisting the individual.

AHRC 5322 Employment Development and Placement (3 credits) The roles and techniques 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 credits) The objective of this course is to increase the student's knowledge of the different types of drugs/substances, addictions and effects of the drugs and substances. Provide an overview of the counseling treatments and modalities used to serve persons with addictions, especially those with other disabilities. The student will gain knowledge about the effects on the family and increase awareness of various forms of prevention.

AHRC 5343 Introduction to Private Sector Rehabilitation (3 credits) This course focuses on the work of rehabilitation counselors in a proprietary, or private setting. An introduction to the different areas of rehabilitation services in the private sector, and the means for preparing for each area of employment. Comparison of private vs. public sector rehabilitation philosophy. Focus on workers compensation, case management, disability management, long-term 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 credits) Addresses the issues and methods of working with persons that experience psychiatric disabilities. The course will cover areas of psychopathology, assessment issues, treatment and service options, and vocational and integration issues.

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

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

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

SCHOOL OF ALLIED HEALTH SCIENCES FACULTY

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

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

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

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

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

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

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

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

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

COBB, Stephen C., Assistant Professor of Athletic Training, 2006; B.A., Messiah College, 1994; M.S., Georgia State University, 1999; Ph.D., Georgia State University, 2005.

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

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

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

DEDRICK, Greg, Associate Professor of Physical Therapy, 2003; B.S., University of North Texas, 1994; B.S., University of Texas Medical Branch El Paso, 1994; M.P.T., University of Texas at El Paso, 1996; Sc.D., Texas Tech University 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 Therapy, 2004; B.S. Physical Therapy University of Kansas, 1976; M.S. Virginia Commonwealth, 1982; Ed.D. Oklahoma State University, 1985.

DORSEY, Philip, Assistant Professor of Clinical Practice Management, 2006; BS., University of Notre Dame 1963; MHA, Baylor University, 1972.

FLORES, Lisa, Instructor in Speech, Language and Hearing Sciences, 1999; B.S., Texas Tech University, 1993; M.S., Texas Tech University Health Sciences Center, 1996; Au.D., Texas Tech University Health Sciences Center, 2002.

GEDDIE, Matthew, Assistant Professor of Occupational Therapy, 2003; B.S., Texas Tech University Health Sciences Center, 1994; M.B.A., Wayland Baptist University, 2002.

GILBERT, Kerry, Assistant Professor and Program Director of Physical Therapy, 1999; B.S., University of Texas, 1993; M.P.T., Texas Tech University Health Sciences Center, 1997; Sc.D., Texas Tech University Health Sciences Center, 2004.

GUSTAFSON, Tori J., Assistant Professor of Speech, Language and Hearing Sciences, 1993; B.S., Texas Tech University, 1990; M.S., Texas Tech University, 1992; Au.D., Central Michigan University, 2003.

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.

HOUSE, Morgan, E., Assistant Professor of Clinical Services Management, 2005; B.S. Waynad Baptist University, 2002; M.B.A., Wayland Baptist University, 2003.

HUBBARD, Joel D., Associate Professor of Clinical Laboratory Science and Molecular Pathology, 1990; B.S., Texas Tech University, 1976; M.T. (ASCP), Baptist Memorial Hospital (Dallas), 1977; Ph.D., Texas Tech University Health Sciences Center, 1986.

JACKSON, John, Assistant Professor of Occupational Therapy, 2003; B.S., Medical College of Georgia, 1986; M.A., Texas Woman's University, 1998.

JAMES, C. Roger, Associate Professor of Physical Therapy and Director of the Center for Clinical Rehabilitative Assessment, 2004; B.S., Southwest Missouri State University, 1998; M.S., University of Oregon, 1991; Ph.D., University of Oregon, 1996.

JANKOWSKI, James E., Assistant Professor of Physician Assistant Studies, 2004; B.S., Southwest Texas State University, 1991; M.Ed., Southwest State University, 2000.

JOHNSON, Erica, Assistant Professor in Rehabilitation Counseling, 2006; B.A., University of Puget Sound, 1993; M.A. Western Washington University, 2000.

JOHNSTON, Craig, Assistant Professor in Rehabilitation Counseling, 2004; B.A., Bowling Green State University, 1995; M.R.C., Bowling Green State University, 1997; Ph.D.

KELLER, Michael, J., Program Director and Assistant Professor of Clinical Practice Management, 2005; B.S., West Texas State University, 1979; B.S.N., West Texas State University, 1981; M.B.A., Wayland Baptist University, 1987.

KELLER, Judith P., Assistant Professor of Speech, Language and Hearing Sciences and Clinical Coordinator, 1993; B.S., Texas Tech University, 1987; M.S., Texas Tech University, 1990.

KOUL, Rajinder, K., Assistant Dean, Chair and Professor of Speech, Language and Hearing Sciences, 1994; B.Sc., University of Mysore. 1984; M.Sc., University of Mysore, 1986; Ph.D., Purdue University, 1994.

LARSEN, Hal S., Associate Dean, Chair, Department of Laboratory Science and Primary Care 1987; Professor of Clinical Laboratory Science, 1989; B.S., Brigham Young University, 1970; M.S., 1973; M.T. (ASCP), Utah Valley Hospital, 1974; CLS (NCA), 1984; Ph.D., University of Nebraska Medical Center, 1980.

MATTHEWS, Pamela, Assistant Professor of Occupational Therapy, 2001; B.S., University of Texas Medical Branch, 1975; M.S., University of Washington, 1984; Ph.D., University of New Mexico, 1999.

MAXWELL, Elvin E., Associate Professor and Program Director of Physician Assistant Studies, 2003; B.S., University of Nebraska Medical Center, 1977; M.A., Webster College, 1981; M.P.A.S., University of Nebraska Medical Center, 1999.

PASCHALL, D. Dwayne, Associate Professor of Speech, Language and Hearing Sciences, 1996; B.A., Baylor University, 1989; M.S., University of Texas-Dallas, 1992; Ph.D., University of Texas-Dallas, 1995.

PASUPATHY, Rubini, Assistant Professor of Clinical Services Management, 2003; B.A., Texas Tech University, 1998; M.B.A., Texas Tech University, 2003.

PERRY, Carolyn, Clinical Instructor of Speech, Language and Hearing Sciences, 2004; B.S., Texas Tech University, 1991; M.S., Texas Tech University, 1993.

POTTER, Joan, Assistant Professor of Physical Therapy, 1999; B.S., University of Texas Southwest Medical Center, 1991; M.S., West Texas A&M University, 2002.

RAMEY, Kevin, Assistant Professor and Program Director of Clinical Practice Management, 2002; B.S., University of Texas at San Antonio, 1998; M.S., University of North Texas, 2001.

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 Therapy program, 2002; Assistant Professor of Physical Therapy, 1994; B.S., University of California at Irvine, 1980; Ph.D., University of California at San Diego, 1988; MPT, Texas Tech University Health Sciences Center, 1997.

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

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

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

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

SMITH, Michael 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 of Rehabilitation Counseling, 2002; B.A. Coe College, 1991; 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. PT., 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 Therapy, 1996; B.S., Texas Woman's University, 1982; M.S., Texas Woman's University, 1987, Ph.D., Texas Tech University, 2002.

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

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

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

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

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

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

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