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UNIVERSITY of  
**PUGET  
SOUND**



# BULLETIN

2017–2018 | Course Catalog

GRADUATE PROGRAMS

## University Accreditation and Memberships

The University of Puget Sound is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the United States Department of Education. The commission may be contacted at the following address:

Northwest Commission on Colleges and Universities  
8060 165th Avenue NE, Suite 100  
Redmond, WA 98052-3981

In addition to institutional accreditation from the Northwest Commission on Colleges and Universities, the following programs have specialized accreditation or status. A complete statement of each program's accreditation or special status is presented with the program listing.

Chemistry by the American Chemical Society

Education by the Washington State Professional  
Educators Standards Board

Music by the National Association of Schools of Music

Occupational Therapy by the Accreditation Council for  
Occupational Therapy Education

Physical Therapy by the Commission on Accreditation  
for Physical Therapy Education

Enrolled or prospective students wishing to review documents describing the university's accreditation may do so in the Associate Deans' Office, Jones 212.

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University of Puget Sound is committed to being accessible to all people. For accessibility information please contact 253.879.3236 or [accessibility@pugetsound.edu](mailto:accessibility@pugetsound.edu).

Cover photo by Ross Mulhausen, University of Puget Sound



# BULLETIN

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The information contained in this *Bulletin* is current as of June 2017. Changes may be made at any time. Consult the university website for the most up-to-date information.

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## The University

Established in 1888, University of Puget Sound is a 2,600-student independent residential national liberal arts college, with three small graduate programs, located in Tacoma, Washington. Graduates include Rhodes and Fulbright scholars, notables in the arts and culture, entrepreneurs and elected officials, and leaders in business and finance locally and throughout the world. A low student-faculty ratio provides Puget Sound students with personal attention from a faculty with a strong commitment to teaching in more than 50 traditional and interdisciplinary areas of study. Puget Sound is the only nationally ranked independent undergraduate liberal arts college in Western Washington, and one of just five independent colleges in the Pacific Northwest, granted a charter by Phi Beta Kappa, the nation's most prestigious academic honor society. Founded by what is now The United Methodist Church, Puget Sound is governed today by a wholly independent board of trustees. The college maintains a relationship and affiliation with The United Methodist Church based on shared history and values held in common, including the importance of access to a high quality education, academic freedom, social justice, environmental stewardship, and global focus. The university's primary goal is to provide an outstanding liberal arts education that prepares students for creative and useful lives. The university also provides distinctive graduate programs in education, occupational therapy, and physical therapy.

## Mission of the University

The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and cocurricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.

## Faculty and Students

The faculty and Board of Trustees support a program committed to comprehensive liberal learning and academic excellence. The full-time faculty of approximately 225 is first and foremost a teaching faculty, selected not only for expertise in various subject areas but also for the desire and ability to promote deep understanding and critical thinking. Students benefit from classes taught by committed faculty members who welcome students not only into their classrooms but also into the scholarly community of the campus. Faculty members maintain active intellectual lives that nourish their own scholarly development and their work with students.

Puget Sound is large enough to offer the advantages of multiple perspectives, sophisticated technologies, and a rich array of programs, yet small enough to preserve a relaxed, friendly atmosphere. Students come to Puget Sound with diverse backgrounds and interests from nearly every state in the nation and from several foreign countries.

Puget Sound welcomes students, faculty, and staff of all identity characteristics, regardless of age, disability, sex, race, ethnicity, religion/spiritual tradition, gender identity and expression, sexual identity, veteran status, job status or socioeconomic class, nation of origin, language spoken, documentation status, personal appearance and political beliefs. The limited size of the student body, the residential campus, and the commitment of the faculty to intensive, rigorous education create a highly engaging experience and strong sense of community.

## The Graduate Program

The graduate program at the University of Puget Sound is designed to build on the baccalaureate liberal arts experience. The graduate program's distinctiveness lies in its continuation and application of liberal learning within graduate professional training in the fields of Education, Occupational Therapy, and Physical Therapy. The graduate program is a sound and congruent example of Puget Sound's mission.

## Graduate Faculty

University of Puget Sound graduate faculty members are those hired to teach in the graduate programs by virtue of their specific qualifications to meet the curricular objectives of those programs and the needs of their students. The graduate programs at the University of Puget Sound function within a liberal arts environment to prepare students for success in professional fields. The graduate faculty is qualified to meet the educational objectives of the graduate program by virtue of (1) academic credentials that prepare them to advance the knowledge of their professional discipline through scholarship and research, and (2) professional credentials that prepare them, through experience, to provide a context for the interaction of theory and practice.

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## EDUCATION

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Professor: Terence Beck; Frederick Hamel; Grace Kirchner; Amy Ryken; *Dean*

Instructor: Betsy Gast

Clinical Instructor: Molly Pugh; Mary Kokich Boer

## Graduate Programs

**The Master of Arts in Teaching (MAT)** degree offers professional preparation in teaching to those who hold baccalaureate degrees in the arts or sciences. Students completing the program will meet all requirements for Washington state teacher certification.

**Master of Education (MEd)** degree offers specialization in school counseling or mental health counseling.

## Professional Certification

The University of Puget Sound has been approved by the Professional Educators Standards Board to offer programs leading to professional certification for teachers and school counselors. Persons obtaining certification for the first time in the state of Washington must meet requirements for moral character and personal fitness, established by the state Board of Education. Complete details on certification can be obtained through the certification office in the School of Education.

## Accreditation

The School of Education at the University of Puget Sound is accredited by the Professional Educators Standards Board.

## Title II Reporting

Institutional information required by Section (f)(2) of Title II of the Higher Education Act is available from the School of Education.

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## MASTER OF ARTS IN TEACHING PROGRAM

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## Philosophy

The University of Puget Sound's Master of Arts in Teaching (MAT) program is designed to prepare educators in the liberal arts tradition who are able to make knowledgeable decisions about their professional practice. Our students develop the capacity to consider teaching and learning from multiple perspectives, to build on the strengths and address the needs of diverse learners, and to navigate the complexity of schools. The requirement that entering students have devoted four years to a liberal arts course of study, including a specialized major, ensures that students bring strong academic

backgrounds to their professional training, which will give perspective, intensity, and flexibility to their teaching. Professional study is concentrated in a post-baccalaureate year, focusing on theoretical and applied aspects of teaching.

Students in the MAT program will practice their profession in a rapidly changing world that cannot be fully simulated in their preparation. Therefore, the faculty bases the program on enabling students to make professional decisions that build on an understanding of the contexts in which they practice. The faculty provide students with a background in the best professional practice and the opportunity to apply that knowledge with specific learners in specific settings, but, above all, the faculty supports students as they begin making important decisions about the lives of those they teach.

MAT graduates must have the knowledge, wisdom, and flexibility to choose courses of action that are effective for the children and communities they serve. The School of Education will encourage them to be critics of their own teaching so that they will continue to improve.

## Advantages of the MAT Program

Students receiving certification through the MAT program will begin their teaching careers with several advantages. These students can develop a broader program of undergraduate study that will enhance their teaching and their future professional opportunities. Salaries for teachers with master's degrees are usually significantly higher than for teachers with baccalaureate degrees.

## Teaching Endorsements

All MAT students must pass the WEST-E or NES assessment for an endorsement in the teaching area of their choice prior to admission to the program, usually in the subject of their undergraduate major. Candidates planning to teach in grades 5-8 of the elementary level are encouraged to seek a major in a core subject area (English, History, Science, Math). Complete lists of the competencies for each endorsement are available from the School of Education.

## Degree Requirements

Degree requirements are established by the faculty on recommendation from the School of Education and the Dean of Graduate Studies. All graduate programs in the School of Education require a minimum of eight (8) units of graduate credit which must be taken for letter grades. No P/F grades are permitted, unless a course is mandatory P/F. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to 2 units of independent study may be applied toward the degree.

No more than two courses with C grades, or a maximum of 2 units of C grades, may be counted toward a degree, subject to School approval. Grades of D and F are not used in meeting graduate degree requirements but are computed in the cumulative grade average.

A candidate falling below a 3.0 grade average or receiving a grade lower than C will be removed from candidacy or be placed on probation. When candidacy is removed for any reason, the student may not register for additional degree work without the prior approval of the Academic Standards Committee.

Students who violate the ethical standards observed by the academic and professional community may be removed from candidacy. Such standards are delineated in the codes of the National Association of Secondary School Principals, the National Association of Elementary School Principals, the American Counseling Association, and chapter 181-87 of the Washington Administrative Code.

## Course of Study

### Prerequisites

**(summer or during undergraduate years)**

419 (1.0 unit) American Schools Inside and Out

420 (1.0 unit) Multiple Perspectives on Classroom Teaching and Learning

# Master of Arts in Teaching

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## Fall Semester

### Elementary

- 613 (1.0 unit) School Practicum
- 614 (0.5 unit) Introductory Professional Issues
- 616 (2.5 units) Elementary Curriculum and Instruction

### Secondary

- 613 (1.0 unit) School Practicum
- 614 (0.5 unit) Introductory Professional Issues
- 618 (1.5 units) Learning and Teaching in the Subject Areas
- 620 (1.0 unit) Adolescent Identities, Literacies, and Communities

## Spring Semester

- 615 (1.5 units) Professional Issues Seminar: Documenting and Differentiating Instruction
- 622 (2.0 units) Student Teaching

### Summer

- 628 (0.5 unit) Educational Thought and Practice
- 629 (1.0 unit) Seminar in Educational Experience, Context, and Meaning

## Program Goals

MAT students should develop the capacity to see complexity, appreciate diversity, develop multiple explanatory systems, and manage on multiple levels simultaneously. The intent of the Master of Arts in Teaching program is to prepare teachers who have

- a. deep understanding of subject matter and pedagogies that teach for understanding;
- b. ability to manage the complexities of teaching;
- c. ability to promote the teaching-learning of challenging content;
- d. ability to reflect on their own practice, to look for principles underlying what “works” or “does not work” and to persist in determining their own appropriate practice;
- e. commitment to serving everyone’s children, particularly those who historically have not been well served by traditional schooling;
- f. ability to learn and work in collaborative fashion and to create settings in which others can learn and work;
- g. capacity to engage in the remaking of the profession and the renewal of schools with understanding of the social and cultural context in which students live and learn.

## Learning, Teaching, and Leadership Master’s Program 8-8.5 units

A student admitted to the MAT program, who later decides not to complete the preparation for classroom teaching, may consider completion of the Learning, Teaching, and Leadership Master of Education degree. A decision to undertake the Learning, Teaching, and Leadership program is made in consultation with the School of Education faculty and is generally made in the first semester of the MAT program. The program of study blends the fall semester MAT courses (see previous) with the core of the Master of Education program and other specially selected courses for the spring and summer semesters:

- 601 (1.0 unit) Program Evaluation and Assessment
- 632 (0.5 unit) Introduction to Counseling and Interpersonal Communication
- or*
- 628 (0.5 unit) Educational Thought and Practice  
(another course could be substituted for EDUC 632 with advisor approval)
- 695 (0.5 to 1 unit) Independent Study
- 697 (0.5 to 2 units) Master’s Project



## Master of Arts in Teaching Course Offerings

Unless otherwise noted, each course is equivalent to 1 unit of credit.

**419 American Schools Inside and Out** 1.0 unit This course contrasts central issues of schooling as seen from the “outside” political domain and the “inside” experience of students. It addresses how the problems and potentials of schools can be examined in informed ways. This course focuses on the ways in which educators, politicians, and the public view the state of American schools. Broad philosophies of education guide an analysis of schools, which include historical lenses as well as the current literature on classroom reforms. This course contrasts central issues of schooling as seen from the “outside” political domain and the “inside” experience of students. In particular, the course addresses how issues of race and social as well as economic inequality surround current debates over the best way to improve schools in the 21st century. This course is intended both for prospective teachers and for students interested in examining critically the policies that shape one of the key institutions in American society. Required for the Education Studies minor and for admission to the MAT program. *Satisfies the Social Scientific Approaches core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

**420 Multiple Perspectives on Classroom Teaching and Learning** 1.0 unit The central topic of this course is the ways teachers view learning, instruction, classroom organization, and motivation. This course takes a micro-analytic approach focusing on classroom interactions and how a teacher plans for a range of student interests, experiences, strengths, and needs. We will consider: 1) how the teacher inquiry cycle of planning, teaching, and reflecting supports teacher identity development and improves instruction and 2) how the interactions between teachers and students, and amongst students, are located at the intersections of issues of knowledge, identity, and power. *Satisfies Knowledge, Identity, and Power graduation requirement. Required for admission to the MAT program.*

**613 School Practicum** 1.0 unit This school-based experience accompanies the elementary and secondary curriculum and instruction courses. MAT students observe and participate in elementary and/or secondary classroom teaching and learning experiences.

**614 Introductory Professional Issues** 0.5 unit This seminar involves weekly meetings in which students examine a range of issues emanating from school-based experiences. In addition, the course fulfills specific Washington Administrative Code (WAC) requirements for teacher preparation. Students hear selected speakers on professional topics related to sexual harassment, appropriate relationships and touch in school, school contract law, IEP/504 students, and child neglect/abuse.

**615 Professional Issues Seminar: Documenting and Differentiating Instruction** 1.5 unit This seminar serves as a collaborative professional forum for reflection about student teaching experiences. Students focus on the continuous link among planning, instruction, and various ways of documenting student growth, and using student artifacts as a source of assessment and shaping of instruction.

**616 Elementary Curriculum and Instruction** 2.5 units This course focuses on learning and teaching in elementary classrooms and becoming an elementary teacher. Students consider the tension between giving full attention to each subject area, integrating across subject areas, and meeting students’ developmental needs. Through an analysis of current research, theories of learning, and informed classroom practices, students prepare lesson plans, teach, assess, and reflect on student learning. Students research and prepare an integrated unit plan. An integrated course structure is used; students study adjacent subject areas examining similarities and differences.

Writing, Reading, and Social Science  
Mathematics and Science

# Master of Arts in Teaching/ Master of Education

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Music and Visual Arts  
Physical Education and Health

**618 Learning and Teaching in the Subject Areas** 1.5 units In this course students develop knowledge and a reflective stance toward teaching in the secondary content area. Focusing on understanding the various ways in which adolescents engage with content area learning, students plan, teach, assess and think reflectively about curriculum. *Prerequisite: EDUC 419, 420.*

618 A Social Studies/English  
618 B Mathematics/Science  
618 C Music

**620 Adolescent Identities, Literacies, and Communities** 1.0 unit This course aims to prepare secondary teacher candidates to better understand adolescent experiences within and beyond school, using a variety of critical lenses and perspectives. The course emphasizes engagement with diverse student communities, and seeks to interrogate common assumptions surrounding student abilities, motivations, and literacies. Participants work with adolescents throughout the term, engage readings, complete case studies, and work toward curriculum and instruction that more consciously includes every learner.

**622A/B Student Teaching in Elementary/Secondary** 2.0 units This course provides students the opportunity to assume the role of an elementary/secondary teacher for a 15-week period during the Spring semester. Students work cooperatively with a selected mentor teacher, with supervisory support from the university. *Pass/fail only. This course is to be taken concurrently with EDUC 615, Professional Issues Seminar: Documenting and Differentiating Instruction.*

**628 Educational Thought and Practice** 0.5 unit The major schools of philosophical thought are used to consider approaches to teaching and learning: What should the instructional purposes be? What are the options? Intended to perform a capstone function, collecting the strands of experience through the MAT program.

**629 Seminar in Educational Experience, Context, and Meaning** 1.0 unit Students meet in small groups to reflect on their experiences. Major effort is an analysis of project data gathered during student teaching and presentation of the project to faculty and peers. Students devote time to assisting their peers in project development as a way of learning collegial and collaborative professional conduct.

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## MASTER OF EDUCATION PROGRAM

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### Philosophy

The MEd program in Counseling is designed for individuals seeking to assume professional roles as school and mental health counselors. The MEd program provides a firm foundation of skills and knowledge that will enable students to adjust to changing circumstances that will affect their professional practice in the future and which cannot be fully anticipated. For example, the MEd program favors the development of problem-solving and analytical skills and oral and written communication over proficiency with one particular technique or theory.

### Degree Requirements

Degree requirements are established by the faculty on recommendation from the School of Education, the Dean of Graduate Studies, and the Academic Standards Committee. All counseling tracks require a minimum of twelve (12) units of graduate credit which must be taken for letter grades. No P/F grades are permitted unless a course is mandatory P/F. Unless otherwise noted in the course description, courses

are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to two (2) units of independent study may be applied toward the degree.

Up to three (3) units (totaling 18 quarter hours maximum) of transfer graduate credit may be accepted. A maximum of two (2) units of graduate credit, including all credit from Puget Sound and other institutions, may be applied toward a degree at the time candidacy is granted. Credit for any academic work taken prior to candidacy must be requested at the time of application. Transfer credits accepted toward the degree will be noted in the letter granting degree candidacy.

Graduate degrees are based on integrated programs of study and are earned by evidence of subject mastery, not by the accumulation of credits. Programs of study are planned in consultation with an advisor and may not be changed without approval from the School of Education. Graduate courses are labeled at the 600 level. Subject to the approval of the School of Education, up to two (2) units (totaling 12 quarter hours maximum) at the 500 level may be applied toward the graduate degree, except classes numbered 508.

Under normal circumstances, all graduate credit will be earned in residence. Credits may be accepted in transfer at the time of admission when those credits would have applied toward an advanced degree at the institution of original registration.

Subject to School of Education approval, a degree candidate may take graduate courses outside the primary field of study and, on occasion, undergraduate courses numbered 300 or above may be included in the graduate program. No 100- or 200-level courses may be applied toward a graduate degree; however, such courses may be required as prerequisites for a graduate program.

## Academic Standing

No more than two courses with C grades, or a maximum of two (2) units of C grades, may be counted toward a degree, subject to School approval. Grades of D and F are not used in meeting graduate degree requirements but are computed in the cumulative grade average.

A candidate falling below a 3.0 grade average or receiving a grade lower than C may be removed from candidacy or be placed on probation. When candidacy is removed for any reason, the student may not register for additional degree work without the prior approval of the Academic Standards Committee.

Students who violate the ethical standards observed by the academic and professional community may be removed from candidacy. Such standards are delineated in the codes of the American Counseling Association, American School Counseling Association, and chapters 181-87 of the Washington Administrative Code.

## Degree Completion

Once degree candidacy has been granted, a student is expected to complete all degree requirements within six (6) years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

The graduate program includes both foundational, or core, requirements as well as requirements that are particular to an area of study.

## Counseling

Program Goals: The intent of the program is to prepare counselors who can be successful in a variety of settings. Specifically the School seeks to prepare counselors who

- a. promote counselee growth and development by intervening in multiple contexts with individuals, groups, families, and organizations;
- b. understand and can apply multiple theories of counseling and human development to promote positive change;

# Master of Education

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- c. use multiple sources of information, including data and other evidence, codes of ethics, and relevant laws and policies, to promote counselee growth, inform their own practice, and advance the profession;
- d. work effectively and collaboratively with all stakeholders.

## Core requirements

- 601 Program Evaluation and Assessment (1 unit)
- 631 Developmental Counseling (0.5 unit)
- 632 Introduction to Counseling and Interpersonal Communication (0.5 unit)
- 633 Humanistic Therapies (1 unit)
- 634 Cognitive Behavior Therapy (1 unit)
- 636 Group Leadership and Practicum (1 unit)
- 637 Assessment in Counseling (1 unit)
- 639 Promoting Social Justice through Culturally Sensitive Counseling (0.5 unit)
- 645 Psychopathology (1 unit)
- 647/648 Practicum/Internship in Counseling (2 units)
- 650 Final Evaluation Seminar (0.5 unit)
- 651 Career Development (0.5)

## School Counseling Track Area Requirements

- 603 Leadership and School Counseling (0.5 unit)
- 630 School Counseling (0.5 unit)
- Electives (1 unit)

## Mental Health Counseling Track Area Requirements

- 635 Family Counseling (1 unit)
- Electives (1 unit)

## Candidates for Certification Only

Candidates who already hold master's degrees in counseling or a related area may pursue school counselor certification. These applicants must meet all admission requirements for degree candidacy and are admitted on a space-available basis. Individual programs of study are developed at the time the applicant is admitted, and the applicant must provide evidence of prior coursework and its equivalency to courses at Puget Sound. Most plans of study require a substantial number of courses and include a 400-hour internship in a K-12 setting.

## Master of Education Course Offerings

Unless otherwise noted, each course is equivalent to 1 unit of credit.

**600 Workshop in Education** 0.5-1 unit Short-term courses developed to examine current curriculum/instructional issues and approaches in elementary and secondary education.

**601 Program Evaluation and Assessment** This course is designed to provide a foundation in basic educational research methods. Issues in research design, basic statistics, qualitative interviewing, and systematic evaluation are stressed. The course also covers basic issues in assessment, including fundamental concerns of reliability and validity, the development of norm-referenced tests, teacher-made objective tests, as well as performance and portfolio assessment. Assessment issues are directly related to research design issues. This is an introductory research class, and it assumes no prior knowledge of quantitative or experimental techniques.

**603 Leadership and School Counseling** 0.5 unit This course is designed to provide students with the theoretical and practical understanding of the complex process of deliberate, normative change in schools. Students will examine leadership roles of counselor, principal and teacher and the nature of integrative professionalism necessary for an effective leadership team and school community. *Must be taken concurrently with Practicum and Internship in Counseling 647/648.*

**617 Relationship Counseling** Students increase their understanding of systems perspectives through the critique of post-modern, socio-ecology, and emergence theory as they relate to the current state of intimate relationships. They also devise a viewpoint and a set of skills that enable them to offer therapeutic support to others engaged in intimate relationships. *Offered every other year. Prerequisite: EDUC 635.*

**630 School Counseling** 0.5 unit This course orients students preparing to become school counselors by building competence in and understanding of the varied roles counselors take in a comprehensive counseling and guidance program serving grades Kindergarten through 12. *Prerequisite: EDUC 631, 632.*

**631 Developmental Counseling** 0.5 unit This course focuses on identifying social-emotional developmental tasks throughout the lifespan with special emphasis on birth through age 21. Application of child counseling techniques are made from both a developmental, proactive perspective and a remedial, treatment point of view. Common counseling issues are examined: dealing with loss and suicide, child abuse and trauma. *Prerequisite: EDUC 632.*

**632 Introduction to Counseling and Interpersonal Communication** 0.5 unit This course is designed to introduce students to the role of the professional counselor. Helping skills and characteristics of effective communication are emphasized and practiced as well as the opportunity for increased personal awareness of beliefs and values.

**633 Humanistic Therapies** Foundational affect-oriented theories will be compared and built upon: Person-Centered and Gestalt Therapies with additional focus on Transactional Analysis, Narrative Therapy, Solution-Focused and emerging approaches emphasizing mindfulness. These theories are philosophically rooted in the Humanistic-Existential school of thought and provide experience in major modes of therapeutic intervention: reflection, confrontation, interpretation, awareness and experiment. *Prerequisite: EDUC 632 or concurrent enrollment.*

**634 Cognitive Behavior Therapy** A range of intervention strategies, both cognitive and behavioral, are studied and practiced. These include contingency management, desensitization, modeling, reality therapy, motivational interviewing, and various types of cognitive therapy. *Prerequisite: EDUC 632 or concurrent enrollment.*

**635 Family Counseling** This course offers an introduction to the understanding and clinical practice of family counseling. It also provides insights for school counselors into how family dynamics affect student learning, performance, behavior, and classroom management. *Prerequisite: EDUC 632, 633, and 634.*

**636 Group Leadership and Practicum** Students learn the theory and practice of group leadership for various counseling purposes. Students rotate leadership of a growth-oriented group and practice skills, receiving feedback on performance. *Prerequisite: EDUC 632 and 633.*

**637 Assessment in Counseling** 0.5 unit The critical evaluation and selection of psychological instruments are studied. Psychometric theory is emphasized and major representative instruments are surveyed.

**639 Promoting Social Justice through Culturally Sensitive Counseling** 0.5 unit This course orients counselors to the complexities of working with clients from diverse backgrounds and considers race,

ethnicity, gender identity, sexual orientation and religious/spiritual affiliation as well as discrimination related to age, poverty, gender and disability. Candidates will have opportunities to reflect on the development of personal beliefs and attitudes and to develop skills for providing culturally competent communication and interventions. *Prerequisites: EDUC 632, 633, 634, 636. Offered in summer only.*

**640 Grief Counseling** 0.5 unit This course is designed to be an introduction to current concepts or counseling related to bereavement, attachment, loss, death, dying, and living. Participants' personal awareness is enhanced by lectures, readings, writing, sharing, and self-reflecting. Additionally, participants gain a more developed understanding of the grief process as an individual and universal experience. With this understanding, the counselor is prepared to provide appropriate and helpful support to the client facing loss. *Prerequisite: EDUC 632.*

**642 Suicide Prevention, Assessment and Risk Management** 0.5 unit This course addresses the epidemiology of suicide, demographic and cultural factors related to incidence in American subpopulations; risk factors, protective factors, and warning signs; assessment of imminent and chronic risk; intervention strategies; nomenclature; legal and ethical concerns; national strategy planning; evidence-based prevention strategies; postvention and attention to complicated bereavement. In this course, students engage in case studies and assessment exercises, research and review relevant literature, hear from guest speakers including advocates and survivors, maintain journals, complete a major paper and class presentations. *Offered alternate summers.*

**645 Psychopathology** This course assists counselors in making accurate diagnosis and developing treatment and planning skills. The *Diagnostic and Statistical Manual* of the American Psychiatric Association provides the framework of study.

**646 Addressing Alcoholism and Substance Abuse in Counseling** 0.5 unit This course examines alcoholism and substance abuse with particular focus on assessment and therapeutic interventions. Comparisons of differing perspectives on these issues are explored as well as research on individuals, children, and families touched by substance abuse. *Prerequisite: EDUC 632. Offered alternate summers.*

**647 and 648 Practicum/Internship in Counseling** Audio and video tapes are used for intensive supervision of students counseling clients from Puget Sound or the community. Also includes a field placement under team supervision. Students desiring certification as school counselors must select a K-12 setting that meets with the approval of the Tacoma-UPS PEAB. Other placements include mental health centers, the University of Puget Sound Counseling Center, Western State Hospital, etc. Time spent at the placement must total 400 hours or more. Arrangements for internships should be made at least one semester in advance. The group meets as a class throughout the year to share experiences and to cover topics not included in the rest of the curriculum. *Prerequisite: EDUC 633 and 634, and, for school counselors, EDUC 636.*

**650 Final Evaluation Seminar in Counseling** 0.5 unit The capstone course in the counseling program. Counseling competencies are assessed as a basis for graduation. A major paper is required.

**651 Career Development** 0.5 unit This course examines the ways in which counselors and other helping professionals assist people of all ages in their career development. Emphasis is on understanding and applying theories and related assessments, activities, and techniques to foster career awareness, exploration, decision-making, and preparation. Historical and emerging career theories are covered. The intersectionality of multicultural perspectives and identities with work, family, and other life roles are examined. *Prerequisite: EDUC 637.*

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## OCCUPATIONAL THERAPY

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Professor: Anne James, *Associate Director*; Tatiana Kaminsky, Yvonne Swinth, *Director (on leave spring 2018)*; George Tomlin

Associate Professor: Tatiana Kaminsky

Clinical Assistant Professor: Jennifer Pitonyak, Wendell Nakamura, Kirsten Wilbur (*on leave spring 2018*), Sheryl Zylstra

Visiting Assistant Professor: Renee Watling

Instructor: Dawn Yoshimura-Smith, *Academic Fieldwork Coordinator*

### General Information

#### History

The School of Occupational Therapy at Puget Sound was established in 1944 with the aid of funds from the Washington Tuberculosis Association and various local leagues in response to an acute shortage of occupational therapists. The School of Occupational Therapy was the first of its kind in the Pacific Northwest and has retained continuous accreditation since 1945. In 2002, the program began offering only a post-baccalaureate degree (Master of Science in Occupational Therapy) as the entry-level degree, following the guidelines of the American Occupational Therapy Association (AOTA). In addition, the School of Occupational Therapy offers a post-professional degree. This clinical doctorate (DrOT) allows therapists to spend a year in concentrated study in order to refine their skills in an area of expertise.

#### Student Body

Each year the School admits approximately 32 master's degree students to the School of Occupational Therapy. These students come from a variety of backgrounds and educational experiences, from throughout the U.S. and internationally. The Student Occupational Therapy Association (SOTA) is active on campus. Up to 16 post professional students will be admitted in the clinical doctorate program, which started in Summer 2015. There are opportunities for interaction across both groups of occupational therapy students as well as with undergraduate and graduate students in other programs across the Puget Sound campus.

#### Accreditation and Graduates' Eligibility to Sit for the National Certification Exam

The School of Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA is: 301.652.AOTA. Graduates of the program are eligible to sit for the OTR® Exam administered by the National Board for Certification in Occupational Therapy (NBCOT), 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150, telephone: 301.990.7979, e-mail: info@nbcot.org. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states regulate occupational therapy practice, with 49 states requiring licensure and 1 (HI) requiring registration in order to practice. Currently, all state regulation requires occupational therapists to pass the NBCOT OTR® Exam. (Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or obtain a state license.)

#### Philosophy

The University of Puget Sound holds the belief that the academic community should be a meeting place for the exchange and generation of ideas and for the personal and professional growth of individuals. The School of Occupational Therapy, therefore, is more than just a professional training program. The approach

# School of Occupational Therapy

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of the School of Occupational Therapy is to prepare the student both for professional roles and responsibilities and for life. The School offers curricula that will not only provide a thorough background in a professional field of healthcare practice, but will also significantly broaden the student's horizons. This curriculum provides the practitioner with a strong foundation for understanding and using the methods of discovering knowledge, for evaluating new knowledge, and for translating it into useful technology and practice.

## Mission

The mission of the School of Occupational Therapy is to prepare its graduates for the scientific, ethical, client-centered, and evidence-based practice of occupational therapy. This is achieved in a liberal arts context that promotes a community of learning, teaching excellence, scholarly engagement of faculty and students, and close faculty-student interaction. The School of Occupational Therapy is committed to equipping its graduates to promote the occupational participation of clients across practice settings through

- Recognizing the diversity of human situations, values, occupations, and behaviors;
- Exhibiting the expected qualities of a professional health care practitioner; and
- Demonstrating beginning skills in building relationships between practitioners, clients, and the health care system.

The entry-level professional master's degree program utilizes enhanced classroom, community and clinical experiences in leadership, advocacy, and research to provide its students with the knowledge, critical thinking, and clinical skills necessary to practice general occupational therapy at the entry-level. Graduates have an excellent foundation for professional lifelong learning, service to the profession, and later specialization.

The post-professional clinical doctoral degree program (DrOT) allows occupational therapists educated at the baccalaureate or master's entry-level, including internationally educated occupational therapists, to upgrade their academic credentials through rigorous interaction with concepts of advanced theory, advocacy, teaching, and clinical research and prepares its graduates to provide clinical excellence and leadership in a self-selected area of practice.

## Design of Curriculum

Becoming a competent occupational therapist requires students to acquire and apply knowledge and skills, known as "content," in a way that is unique to the profession, i.e., the "ways of knowing" of occupational therapists. The curriculum design conceptualizes the interplay between content and "ways of knowing" as a filter, in which students interact with content as it is "filtered" through an epistemology unique to occupational therapy, producing graduates with the skills to enable client-centered participation in occupation for varied clients in a range of practice settings.

The curriculum design reflects an approach to teaching and learning that relies on both classroom and community experiences to support students' mastery of content and ability to "think like an occupational therapist." The process is reflected in a recursive experiential learning cycle that supports the curricular structure, which blends curricular content and "ways of knowing" needed for producing graduates who are competent for entry-level occupational therapy practice. A key component of Puget Sound's School of Occupational Therapy experiential learning approach is participation in clinic experiences. Students participate in groups providing services off-campus for individuals with psychosocial needs in their third semester. In the final semester, all students participate in on-site clinics where they have full responsibility for evaluating and treating adult and pediatric clients. This experiential learning opportunity is highly unusual nationwide and provides powerful preparation for the required off-campus full-time (Level II) fieldwork placements. Finally, opportunities for authentic and reflective experiences to enhance learning and the application of the classroom learning is integrated throughout the curriculum.



## Occupation

The outcome of the program—enabling client-centered participation in occupation—is a continual focus throughout the curriculum. Thus, occupation is the primary theme woven throughout the curriculum design and graduates value occupation as the core of occupational therapy and demonstrate the ability to link all aspects of their clinical practice with a focus to facilitate client-centered participation in occupations.

## Ways of Knowing

The primary learning outcome relative to the theme of Ways of Knowing with the curriculum design is to prepare graduates who have an appreciation for diversity in colleagues and clients and possess reasoning and interpersonal skills that reflect the unique perspective of occupational therapists. The ways of knowing are conceptualized in four areas: (1) Research reasoning & evidence-based practice, (2) Professional reasoning in the OT process, (3) Meeting the needs of a diverse community, and (4) Professionalism (interpersonal & life-long learning skills).

## Content (knowledge and skills for occupational therapy practice)

The primary learning outcome relative to the theme of Content with the curriculum design is to prepare graduates who demonstrate the knowledge and performance skills required for the varied roles and responsibilities of entry level practice and the basis for continued professional development.

## Educational Goals

It is the goal of the School of Occupational Therapy curriculum to promote the development of occupational therapists who engage in professional reasoning to:

1. Plan and deliver occupational therapy with a clear link to occupation, including:
  - a. Move fluidly in the analysis of human occupation among data pertaining to participation, contextual factors, activities and tasks, and body functions and structure.
  - b. Frame problems of human occupation in accordance with current theoretical models and frames of reference.
2. Plan and deliver occupational therapy that is both evidence-based and client-centered, including the ability to:
  - a. Investigate and gather data systematically and logically.
  - b. Test hypotheses during and after the course of intervention through further data collection and interpretation.
  - c. Demonstrate an appreciation for the diversity of human values, occupation, and overt behaviors of people of various cultures and backgrounds
3. Plan and deliver effective occupational therapy in a range of contexts, including the ability to:
  - a. Devise therapeutic intervention plans and programs for individual clients, for groups of clients, and for settings (i.e., population-based services).
4. Demonstrate the ability to develop, maintain, and remediate relationships with all persons in the service delivery setting to maximize client care and outcomes. Such persons include, but are not limited to the client, family, health or educational professionals, outside consultants, researchers, and facilities staff.
5. Demonstrate skills needed for maintaining clinical competence, including:
  - a. Effective self-assessment and monitoring of skills and learning needs.
  - b. The ability to engage in a substantial level of independent, self-directed learning.

The curriculum of the School of Occupational Therapy at Puget Sound places a strong emphasis on developing effective writing skills. The faculty have carefully designed a program of writing assignments throughout the curriculum to develop students' clinical reasoning, help shape their evolution as ethical

# Master of Occupational Therapy

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health care professionals, stimulate life-long habits of critically reading research, and assist them in producing documentation that meets health care industry standards. As the capstone experience in their education, students work in conjunction with local clinicians to conduct a Critical Appraisal of a Topic, exploring the literature in depth to answer a clinical question. Students then write a systematic review of their findings and consider how these findings can impact clinical practice. Students are encouraged to disseminate their findings through conference presentation or publication.

## Master's Program in Occupational Therapy

The entry-level Master's program in Occupational Therapy, leading to a Master of Science in Occupational Therapy (MSOT), is for college graduates who wish to become occupational therapists. The program, which requires completion of 14.5 units of Occupational Therapy coursework, is two academic years in length plus a minimum of six months of full-time fieldwork experience. In addition to meeting admission requirements for the School of Occupational Therapy, candidates must meet the admission requirements for graduate students at the university.

This graduate degree has existed at Puget Sound for more than 30 years. It was established at a time when it was critically important to test and verify the theoretical foundations and practical techniques of occupational therapy using rigorous, systematic methods of study. The need for such an emphasis today is no less. The health care system requires evidence of effective therapeutic outcomes, and the need to promote evidence-based practice is stronger than ever before. Students will engage in understanding, critiquing, and applying quantitative and qualitative research studies to real clinical questions through a systematic review of the literature and develop the skills to apply this evidence in the real-life complexities of everyday practice.

### Course of Study

There are three phases to the Occupational Therapy entry level course of study: pre-professional, professional, and fieldwork experience.

The *pre-professional* phase occurs prior to enrollment in the program. During this phase, applicants complete School of Occupational Therapy prerequisites.

During the *professional* phase, students complete the required Occupational Therapy coursework.

The *fieldwork experience* phase consists of completion of at least six months of full-time practice under the supervision of a licensed occupational therapist in a medical center, school, or health care facility. Following completion of the fieldwork experience, students are eligible to take the written national certification examination. In states with occupational therapy licensure laws, passing the national examination is accepted as evidence of competence to practice.

### Degree Requirements

Degree requirements are established by the faculty on recommendation from the Dean of Graduate Study and the Academic Standards Committee.

A degree candidate must complete, for a letter grade, a minimum of fourteen and one half (14.5) units of graduate credit in Occupational Therapy. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to six and one half (6.5) previously completed graduate occupational therapy transfer units may be applied toward a degree if requested and approved at the time of application for acceptance as a degree candidate.

Transfer students must be in good standing with a grade point average of 3.0 or better to be considered. Requests are reviewed and approved by the occupational therapy faculty. Any transfer student must complete a minimum of 8.0 units on the Puget Sound campus.

All degree candidates must complete the diploma application card and degree clearance form, available in the Office of the Registrar, prior to the final term of graduate study.

Questions about degree requirements and degree candidacy should be referred to the Office of the Registrar.

## Continuation toward a Degree in Occupational Therapy

Once degree candidacy has been granted, a student must complete all degree requirements within six years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

A student is expected to maintain a cumulative grade point average of 3.0 on a 4.0 scale. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0. Grades less than 2.0 (including a WF) cannot be used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 cumulative grade point average will be placed on academic probation and may be removed from degree candidacy.

When candidacy is removed for any reason, the student may not register for additional work without the prior approval of the Academic Standards Committee and the faculty of the School of Occupational Therapy. Students who are removed from degree candidacy for academic reasons may petition the School of Occupational Therapy faculty and the Academic Standards Committee for reinstatement.

A student will be unable to continue in the program or enroll in Occupational Therapy courses if the student receives less than a 2.0 (including a WF) for the second time in a single required course; must repeat more than two required courses; violates the standards of ethical practice observed by the academic and clinical educational programs in occupational therapy; or violates university policies regarding academic dishonesty.

## Requirements for Graduation from MSOT (Professional Entry-Level)

1. Successfully complete the required courses (see below) for a letter grade with a cumulative grade point average of 3.0 or better.
2. Successfully complete a minimum of six months of fieldwork experience in a medical center, school, health care facility, or other agency that holds an extended campus agreement with the School of Occupational Therapy (register for OT 670). OT 675 and 676 may be taken as electives. Level II Fieldwork must be completed within 24 months of the completion of OT didactic (on campus) coursework.
3. Maintain professional liability insurance throughout educational program
4. Provide transportation for travel to clinical facilities.
5. Pay a fee for fieldwork experience.
6. Maintain health insurance and immunizations throughout educational program
7. Maintain current CPR certification throughout educational program
8. Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.
9. Undergo a national background check and a Washington State Patrol background check yearly thereafter as required by RCW 43.3.830, prior to placement in both on- and off-campus clinical experiences.

## Required Courses and Sequence for MSOT

Students must be admitted to the School of Occupational Therapy before taking the following course sequence:

### First Year

#### Fall Term

OT 605  
OT 610  
OT 615  
OT 622 (0.5 unit)  
OT 651 (0.0 unit)

#### Spring Term

OT 612  
OT 634  
OT 643  
OT 644  
OT 652 (0.0 unit)\*

## Second Year

### Fall Term

OT 623 (0.5 unit)  
OT 635 (0.5 unit)  
OT 645  
OT 646  
OT 653\* (0.0 unit)  
OT 660 (0.5 unit)

### Spring Term

OT 621 (0.5 unit)  
OT 624 (0.5 unit)  
OT 636 (0.5 unit)  
OT 654 (0.0 unit)\*  
OT 658  
OT 661

\* OT 652, 653, and 654 may be taken any term as long as 651 is completed first.

Successful completion of fieldwork experience is required for graduation from the university with a degree in occupational therapy. During this phase, the student spends a minimum of six months of full-time practice under registered therapists in medical centers, schools, or health care agencies.

OT 670 – Required

OT 675, 676 – Elective

Sequence for part-time graduate study must be approved by the School of Occupational Therapy faculty.

Upon successful completion of all degree requirements, a Master of Science in Occupational Therapy (MSOT) degree is awarded. Students are then eligible to take the national certification examination offered by the National Board for Certification in Occupational Therapy. Please note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or obtain a state license.

## Occupational Therapy Fieldwork Experiences

**Level I Fieldwork:** Level I Fieldwork opportunities are offered throughout the curriculum. As part of the initial experiential learning experience in the first semester (OT 651), students will have opportunities for observation in specific settings as well as hands-on learning. Additional Fieldwork I experiences occur during the community mental health clinic (OT 660) and the onsite clinic (OT 661).

**Level II Fieldwork:** Clinical centers for OT 670, OT 675, and OT 676 (Fieldwork II) are available in approximately 12 states in the U.S. It is possible to arrange for optional fieldwork (OT 675, OT 676) to be done internationally. The School of Occupational Therapy has an official pediatric site on the island of Zanzibar, Tanzania. The program's Academic Fieldwork Coordinator places students in their fieldwork sites and consults with them during their clinical education experiences. Students can expect that at least one Fieldwork II placement will be in a rural setting or require driving 50 miles or more. Once placed, if a student cancels a placement, a \$500.00 cancellation fee will be assessed.

## Post Professional Doctoral Program in Occupational Therapy

The School of Occupational Therapy offers a Post-professional Doctor of Occupational Therapy (DrOT) Program designed to fit all levels of experience, whether you are a new entry-level occupational therapist or a seasoned one. The twelve-month curriculum is designed to be student-centered and to support students' development of advanced practice skills that support their career goals. To that end, students in the program are required to articulate an area of concentration and related learning outcomes that will guide them in developing a doctoral thesis project, shaping course assignments, and selecting experiential learning opportunities. Students will enter the DrOT Program with a range of professional experience and interests, which will enhance the learning of all.

DrOT students will also have opportunities to interact with entry-level MSOT students, developing mentoring, teaching, and collaborative skills in classroom activities, clinic settings, and through thesis projects.

## Degree Requirements

Degree requirements are established by the faculty on recommendation from the Dean of Graduate Study and the Academic Standards Committee.

A degree candidate must complete, for a letter grade, a minimum of eight (8) units of post-professional graduate credit in Occupational Therapy. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours.

All degree candidates must complete the diploma application card and degree clearance form, available in the Office of the Registrar, prior to the final term of graduate study.

Questions about degree requirements and degree candidacy should be referred to the Office of the Registrar.

## Continuation toward a Post Professional Degree in Occupational Therapy

Once degree candidacy has been granted, a student must complete all degree requirements within six years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

A student is expected to maintain a cumulative grade point average of 3.0 on a 4.0 scale. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0. Grades less than 2.0 (including a WF) cannot be used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 cumulative grade point average will be placed on academic probation and may be removed from degree candidacy.

When candidacy is removed for any reason, the student may not register for additional work without the prior approval of the Academic Standards Committee and the faculty of the School of Occupational Therapy. Students who are removed from degree candidacy for academic reasons may petition the School of Occupational Therapy faculty and the Academic Standards Committee for reinstatement.

A student will be unable to continue in the School of Occupational Therapy or enroll in Occupational Therapy courses if the student receives less than a 2.0 (including a WF) for the second time in a single required course; must repeat more than two required courses; violates the standards of ethical practice observed by the academic and clinical educational programs in occupational therapy; or violates university policies regarding academic dishonesty.

## Requirements for Graduation from DrOT (Post Professional Program)

1. Successfully complete the required courses (see below) for a letter grade with a cumulative grade point average of 3.0 or better.
2. Successfully complete residency experiences as part of their coursework
3. Maintain professional liability insurance throughout educational program.
4. Provide transportation for travel to clinical facilities.
5. Maintain health insurance and immunizations throughout educational program.
6. Maintain current CPR certification throughout educational program.
7. Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.
8. Undergo a national background check and a Washington State Patrol background check yearly thereafter as required by RCW 43.3.830, prior to placement in both on- and off-campus clinical experiences.

## Required Courses and Sequence for DrOT

Students must be admitted to the Post Professional School of Occupational Therapy before taking the following course sequence:

Fall Term	Spring Term	Summer Term
OT 700 (1.0 unit)	OT 713 (0.5 unit)	OT 732 (0.5 unit)
OT 712 (0.5 unit)	OT 720 (1.0 unit)	OT 738 (0.5 unit)
OT 740 (0.5 unit)	OT 724 (1.0 unit)	OT 742 (0.5 unit)
OT 750 (0 unit)*	OT 741 (0.5 unit)	OT 752 (0.5 unit)
	OT 751 (0 unit)*	OT 755 (1.0 unit)

\* OT 750 and 751 may be taken in Summer, Fall, or Spring Term, as long as (i) 750 is taken prior to or concurrently with 751, and (ii) 751 is taken prior to or concurrently with 752.

## Occupational Therapy Course Offerings

Unless otherwise noted, each course is equivalent to 1 unit of credit.

**605 Functional Anatomy of the Limbs and Trunk** Essential gross anatomy of the musculo-skeletal systems of the limbs and trunk, including peripheral nerves and vascular structures, is studied as a basis for understanding and analyzing human functional movement. Biomechanical principles of human motion are studied, as well as kinesiological analysis of movement. Introduction to goniometry (ROM-range of motion measurement) and manual muscle testing (MMT) are also covered. *Prerequisite: admission to the School of Occupational Therapy.*

**610 Fundamentals of the Occupational Therapy Process** This course provides students with an overall understanding of the occupational therapy (OT) process, as well as fundamental knowledge and skills for professional practice. These skills include developing therapeutic use of self, applying measurement principles to assessment, learning the types of professional reasoning, demonstrating case-based documentation skills, maintaining confidentiality, using universal precautions, understanding healthcare policies that impact OT practice, appreciating the role of inter-professional teams, developing general professional behaviors and a professional development plan, and applying ethical principles to practice. *Prerequisite: admission to the School of Occupational Therapy.*

**612 Neuroscience for Occupational Therapy** This foundation course is designed to introduce occupational therapy students to the basic and applied principles of the human nervous system in terms of development, gross and microscopic structure, neurophysiology, basic functions and the integration of these functions into motor activity and cognitive/affective behavior. This anatomical/functional relationship foundation will provide the basis for understanding of consequences of selected congenital anomalies, behavioral disorders, and disease and injury of the neuraxis. Introduction to tactile sensory testing is included. The overall organizing principle of this course is based in linking structure - function - dysfunction for the major regions and systems of the nervous system. The content is focused in such a way as to emphasize an occupational therapist's need to understand neurological principles from three major perspectives; developmental, sensori-motor and cognitive/affective. *It is not the intent of this course to provide a comprehensive review of clinical conditions, assessment procedures or treatment protocols. Those topics are covered in other courses. Prerequisite: OT 605.*

**615 Occupations Across the Lifespan** This course examines participation in occupation as an organizing force throughout the life span and as a key determinant of health. The course also provides an overview of scientific, sociocultural, economic, and political factors that impact the practice of occupational therapy in a changing health care environment. The course emphasizes foundational skills and

knowledge concerning the nature of occupation and ways that occupational performance is affected by individual and environmental contextual factors. Course topics include the following: perspective consciousness, sociocultural awareness, the World Health Organization Model for viewing function and dysfunction, and the occupational therapy process in conjunction with the Occupational Therapy Practice Framework. Students collaborate in problem-solving activities with classmates in and outside of class in order to address the impact of disability and dysfunction on occupational performance and participation.

*Prerequisite: admission to the School of Occupational Therapy.*

**621 Gerontological Concepts** 0.5 unit This course addresses issues in human aging that are relevant to occupational therapists. Theories of aging are reviewed and attitudes explored. Physical and psychosocial age-related changes are identified, special topics related to care in gerontology including aging in place and care at the end of life, and the therapist's role in assessment and intervention, as it is unique to geriatric practice, is discussed. *Prerequisites: OT 605, 612, 643, 644, and 645.*

**622 Occupational Performance Adaptations I** 0.5 unit The Occupational Performance Adaptation series (I, II, & III) is designed to provide students with the knowledge and skills to use a "modify/adapt" intervention approach to meet occupational performance needs of individuals and populations with varied disabilities in diverse practice settings. Occupational Performance Adaptation I introduces students to the fundamental skills of activity analysis, adaptation, and instruction. Students then apply these skills to a wide range of activities of daily living (ADL) and instrumental ADL (IADL) tasks to develop intervention plans that promote participation in these areas. Students will also learn to evaluate ADL and IADL with a focus on measurement and analysis of the person-task-environment transaction of clients (individuals and populations) with varied impairments, ages, and backgrounds. *Prerequisite: admission to the School of Occupational Therapy.*

**623 Occupational Performance Adaptations II** 0.5 unit The second course in the Occupational Performance Adaptations series continues to prepare students to analyze the person-task-environment interaction of individuals with various disabilities and impairments, and formulate appropriate interventions to promote functional independence in with a focus on wheelchair seating/positioning and mobility; work, including ergonomics; and sleep/rest. Students will discuss Title I of the ADA related to employment access and reasonable accommodations. *Prerequisite: OT 622.*

**624 Occupational Performance Adaptations III** 0.5 unit The third and final course in the Occupational Performance Adaptations series continues to prepare students to analyze the person-task-environment interaction of individuals with various disabilities and impairments, using a modify-adapt approach. Students will formulate appropriate interventions including adaptive devices to promote functional independence in activities of daily living, community mobility, driving, education, communication and play, leisure & social participation, and incorporation of technological adaptations across the lifespan. In addition, students will discuss the ADA related to each area and the potential impact on participation. *Prerequisites: OT 623, 645, and 646.*

**634 Research and Evidence in Clinical Practice** This course provides students with the knowledge and skills to evaluate, critique, synthesize, conduct, and present research in occupational therapy. Students examine the historical, theoretical, and contemporary context of occupational therapy research, the major types of applicable research, issues of research design and sampling, and principles of descriptive and inferential statistics commonly used in professional research. Students learn how to perform a systematic review of the literature on a given topic and make a comprehensive evidence appraisal. *Prerequisite: OT 610.*

**635 Evidence Based Practice I** 0.5 unit This two-semester project requires students working in teams to collaborate with practicing therapists in performing a research translation project. In this first part

students use a practice-based intervention question and then appraise published research evidence on the topic and recommendations for practice. *Prerequisite: OT 634.*

**636 Evidence Based Practice II** 0.5 unit In this second part of the EBP Project students follow up on the responses of practitioners to the delivery of their evidence review from OT 635. Students explore the integration of the research evidence summary to a professional practice setting. The course culminates in a presentation by student teams to the campus and wider community on the entire project. *Prerequisites: OT 634 and 635.*

**643 Biomechanical Approaches in Occupational Therapy** This course covers occupational therapy for clients throughout the lifespan with occupational performance deficits that can be remediated through the use of a biomechanical approach to treatment, primarily musculoskeletal and medical disorders. The course begins with general approaches to the evaluation of strength, range of motion, sensation, endurance, fatigue, edema, and pain. Building on this foundation, students learn about a range of common medical conditions and explore the relationships among specific trauma/disease processes (pathology), client factors (impairments) and the resulting limitations in occupational performance (disability). Students apply the occupational therapy process using a biomechanical approach to meet the needs of clients with specific physical dysfunction through developing skills in the use of sound clinical evaluation with valid assessment techniques and the selection and application of appropriate treatment modalities. Special considerations for using a biomechanical approach including occupational therapy with children and youth will be addressed in the seminar attached to this course. *Prerequisites: OT 605, 610, 615, and 622.*

**644 Occupational Therapy for Mental Health** The purpose of this course is to increase the student's knowledge of mental disorders, frames of reference for treatment, activity analysis in mental health activity interventions, and generally the occupational therapy processes in mental health or psychosocial interventions across the life-span. Further, it is designed to sensitize students to issues surrounding psychiatry and its place in American society and in the world. The American Occupational Therapy Association and the AOTA Mental Health Special Interest Section have made it part of their agenda to collaborate with mental health consumer groups in improving the delivery of respectful services for psychosocial rehabilitation and recovery, and thus the recovery model is a focus for this course. *Prerequisites: OT 605 and 622. Corequisite: OT 612.*

**645 Occupational Therapy for Adults with Neurological Dysfunction** This course covers occupational therapy evaluation and treatment of a sample of those disorders and traumatic conditions that result from damage to or dysfunction of the central nervous system above the spinal cord level. Such disorders and conditions include but are not limited to upper motor neuron lesions through disease or trauma and complex central nervous system degenerative pathologies. Information in the course itself is sequenced to enhance mastery of complex material. The clinical presentations and medical management of cerebrovascular accident (CVA) are discussed first. (This is one of the most common adult physical diagnoses treated by occupational therapists.) This disorder is re-visited several times, each time adding layers of complexity. Students focus first on the motor impairments of CVA, then the sensory and perceptual aspects of the same condition, then the cognitive. Special problems that result from multiple impairments are discussed after this foundation is laid and the list of disabling conditions is expanded to include traumatic brain injury and neurodegenerative disorders. Then students solve complex clinical problems applying all that has been learned. *Prerequisites: OT 612, 622, and 643.*

**646 Occupational Therapy for Infants, Children, and Youth** The domain and process of occupational therapy services for infants, children and adolescents will be discussed and explored with an emphasis on theoretical foundations to pediatric practice, diagnosis, evaluation and intervention planning. Intervention implementation is discussed but will be addressed in greater depth during the spring



semester as part of the, Field Work I, pediatric clinic. Course content during the fall includes typical and atypical development in children from birth to 18 years of age with an emphasis on functional performance and developmentally appropriate practice. Current research, issues and trends in different pediatric settings including neonatal intensive care units, early intervention programs, preschool and school programs, outpatient clinics, and pediatric rehabilitation facilities are discussed. Students learn about childhood occupations and the functional implications of various pediatric diagnoses, as well as important sociocultural and ethical issues when working with children and adolescents and their families. Classroom experiences promote essential critical thinking and clinical reasoning abilities in order to develop assessment and intervention plans for children and adolescents with various diagnoses. Given the complexity and uniqueness of child and adolescent development as well as working with families, this course is taught with the explicit goal of helping students develop information literacy skills that will support them as they go out in the community to work as occupational therapists. Additionally, each week in seminar, students refine their ability to critique research articles and discuss theoretical and current issues related to pediatric occupational therapy. *Prerequisite: OT 612, 622, 643, and 644.*

**651 Experiential Learning in Context I** No credit In this course, students complete 12 hours of observation/collaboration in an assigned Level I Fieldwork setting with an occupational therapist or at an emerging practice site. Pass/fail grading only. *Prerequisite: admission to the School of Occupational Therapy.*

**652 Experiential Learning in Context II** No credit In this course, students complete a minimum of 20 hours of observation/collaboration in a setting that provides professional development experience relevant to occupational therapy practice and/or with the populations served by occupational therapists. Experiential learning is designed to help students develop meaningful connections between course content and communities of practice to promote students' enculturation into the profession, including ways of knowing consistent with occupational therapy practice. The experience/setting will be mutually agreed upon by the student and the coordinator of the experiential learning opportunities. Pass/fail grading only. *Prerequisite: OT 651.*

**653 Experiential Learning in Context III** No credit In this course, students complete 20 hours of observation/collaboration in a clinical setting or some other experience specific to occupational therapy in order to further develop their understanding of occupation, the role of the occupational therapist and clinical/professional reasoning. The experience/setting will be mutually agreed upon by the student and the coordinator of the experiential learning opportunities. Pass/fail grading only. *Prerequisite: OT 651.*

**654 Experiential Learning in Context IV** No credit In this course, students complete 20 hours of observation/collaboration in a clinical setting or some other experience specific to occupational therapy in order to further develop their understanding of occupation, the role of the occupational therapist and clinical/professional reasoning. The experience/setting will be mutually agreed upon by the student and the coordinator of the experiential learning opportunities. Pass/fail grading only. *Prerequisite: OT 651.*

**658 Healthcare Management** Fundamental aspects of health care administration, management, program development, health literacy, and telehealth are studied. Course content includes: features of program development (needs assessment, outcome measures relevant to program development); basic information regarding financing and reimbursement of health services; human and technological resources for telehealth and health literacy; social and global health issues; understanding personal leadership style and preference, and basic requirements for management and supervision for occupational therapy services. Students examine the origins, evolution and trends in the organization and delivery of health services in the U.S. and consider the international trends related to global health concerns. *Prerequisites: OT 610, 615, 623, 634, 643, 644, and 645.*

**660 Mental Health Clinic** 0.5 unit The mental health clinical experience provides you with opportunities designed to assist you in transitioning from the role of student to that of therapist. This experience will allow the student to better understand the domain of occupational therapy in mental health and engage in the occupational therapy process in various practice settings. *Prerequisite:* OT 644.

**661 Applied Clinical Treatment and Management** This course provides a capstone authentic learning experience for students in the School of Occupational Therapy. In this course, students gain practical experience by working with both an adult and pediatric client in the Puget Sound Occupational Therapy teaching clinics. Students apply concepts learned in treatment courses to evaluation and intervention plans for their clients while working under the direction of clinical educators who are master clinicians. A weekly seminar course, in which students explore current issues in the planning, organization, and delivery of health care services, supports this course. Seminar activities are highly experiential in nature. Students participate in active collaborative learning activities that promote an understanding of applying the materials of previous courses to their on-site clinic clients. Activities will enhance both foundational knowledge and the critical thinking skills necessary for professional growth and success. *Prerequisites:* OT 605, 610, 612, 615, 622, 623, 634, 635, 643, 644, 645, 646, 651, 652, 653, and 660.

*Note: To participate in OT 670 through OT 676, an entry-level student must have successfully completed the required 14.5 units of OT coursework and have the approval of the Director of the School of Occupational Therapy.*

**670 Fieldwork Experience II** No credit A minimum of two 12-week fulltime fieldwork placements within a medical center or other agency with guided experience in client evaluation and treatment. Pass/fail grading only. May be repeated. Fee required. *Prerequisite:* successful completion of all academic coursework with satisfactory grade point average and approval of the OT Program Director.

**675 Fieldwork Experience (Pediatrics)** (optional) 0-2 units A minimum of 10-12 weeks fulltime experience in a community agency, hospital setting, or public school, with guided experience in evaluation and treatment of children. Non-credit students may take this course on a pass/fail grading basis only. Fee required. *Prerequisite:* successful completion of all academic coursework with satisfactory grade point average and approval of the OT Program Director.

**676 Fieldwork Experience (Specialty Area)** (optional) No credit Fulltime experience of 8-12 weeks, to be served in such specialty areas as hand therapy, home health, or burns treatment. Pass/fail grading only. Fee required. *Prerequisite:* successful completion of all academic coursework with satisfactory grade point average and approval of the OT Program Director.

**695/696 Independent Study** Credit variable up to 2 units maximum.

**700 Professional Craft Knowledge and Expertise Development** Continued expertise development results in refinement of one's professional craft knowledge and professional practice. Within this course, students learn about advanced knowledge and practice in occupational therapy by reflecting on, discussing and analyzing how occupational therapists know what they know (professional craft knowledge), knowledge and expertise development, and the conceptual foundations of occupational therapy in order to further develop their skills as an advanced healthcare professional. Using Occupational Therapy Practice Framework and the Centennial Vision to frame the discussion, this course emphasizes the complexities of conscience and judicious integration of occupational therapy models and theories into practice. Through greater familiarity with information resources and guided principles of continuous improvement of clinical expertise, professional sophistication is advanced. Students have opportunities to apply what they learning to a specific practice setting and/or population and their roles as an occupational therapist. *Prerequisite:* admission into the DrOT program.

**712 Leadership in Healthcare** 0.5 unit Professional Leadership in occupational therapy focuses on the application of theory and evidence in administrative, managerial and educational leadership to specific career goals. In this course, students learn about different theories and models of leadership. Opportunities to examine the roles and functions of leaders in a variety of types of organizations as well as apply specific theories, models and strategies of problem solving, change management and quality improvement in across settings is discussed. Students explore their own leadership style and develop/continue to build their professional portfolio. *Prerequisite: admission into the DrOT program.*

**713 Management in Healthcare** 0.5 unit Management in occupational therapy builds on the content learned in the professional leadership class (OT712). Students will learn systems theory specific to managing a project and/or department. Different management styles will be explored and then applied to the students' own practice and life goals. Finally, they will examine types of change management and quality improvement in occupational therapy settings. *Prerequisite: completion of first semester DrOT courses.*

**720 Teaching and Learning Across Contexts** This course provides students with advanced knowledge and skills in teaching and learning for multiple settings and roles in which an occupational therapist educates or mentors clients, students, or staff. The course begins with adult learning theory that students then apply to patient/client education (both individuals and groups), teaching occupational therapy students in academic and fieldwork settings, developing continuing education programs, and mentoring/teaching staff in clinical settings. Students engage in authentic teaching and learning experiences, consistent with their plan of study and program goals. *Prerequisite: completion of first semester DrOT courses.*

**724 Occupational Therapy for Populations and Health Promotion** This course prepares clinicians to be leaders in the area of occupational therapy health promotion interventions across the lifespan at a population level. Students explore the philosophical base to support occupational therapists' participation in interventions focused on health promotion and the distinctive perspective the profession brings to chronic disease management and fostering lifestyle behaviors that are health promoting across the lifespan. As part of this course, students are prepared to design and implement interventions in areas such as healthy technology use, obesity prevention, fall prevention, healthy aging in place, injury prevention, self-management for chronic diseases, and caregiver support programs. *Prerequisite: completion of first semester DrOT courses.*

**732 Ethics in Healthcare** 0.5 unit In this course, students explore advanced ethical decision-making to support effective service delivery across occupational therapy settings and populations. This is done by first discussing morality and ethics and then by exploring ethics within a caring response. Students then review and analyze ethical theories and approaches. Students use case studies, debates and real-life scenarios from current work settings to apply a six-step process to ethical decision-making. Opportunities to explore and discuss complex ethical issues within professional relationships and across healthcare settings are provided. *Prerequisite: completion of first semester DrOT courses.*

**738 Emerging Practice in Occupational Therapy** 0.5 unit Opportunities for developing emerging practice areas in occupational therapy are limitless. Students learn how occupation focused practice can be applied to a wide variety of settings and circumstances in order to improve the health and well-being of a diverse range of people. Through the use of policy, societal initiatives and current research, students will look to the future to develop a vision for role emerging opportunities in occupational therapy. As part of this course each student will complete an in-depth exploration of 2-3 of emerging practice areas. *Prerequisite: completion of first semester DrOT courses.*

**740 Doctoral Thesis I** 0.5 unit This course is the first in a series in which students design and implement an original research or program development project. Students identify an area for in-depth consideration, either through research or program development, within occupational therapy; outline the

need for focused attention on this area; and develop a proposal for project implementation. *Prerequisite:* admission into the DrOT program.

**741 Doctoral Thesis II** 0.5 unit This course is the second in a series in which students design and implement an original research or program development project. Students further refine their proposal and begin to implement their project. *Prerequisite:* successful completion of OT 740.

**742 Doctoral Thesis III** 0.5 unit This course is the final in a series in which students design and implement an original research or program development project. Students complete their project including writing a professional paper. The course culminates in a presentation by the student to the campus and wider community on the entire project. *Prerequisites:* OT 740 and 741.

**750 Residency Through Experiential Learning I** No credit In this course, students complete a minimum of 20 hours of work in a clinical setting or some other setting that provides professional development experience specifically relevant to his/her course of study. Experiential learning opportunities are designed to help students develop meaningful connections between their course of study and communities of practice to promote students' advanced knowledge and application of occupational therapy practice in order to further refine their professional craft knowledge. The experience/setting will be mutually agreed upon by the student and their advisor and the coordinator of the experiential learning. *Pass/fail grading only. Prerequisite:* admission into the DrOT program.

**751 Residency Through Experiential Learning II** No credit In this course, students complete a minimum of 20 hours of work in a clinical setting or some other setting that provides professional development experience specifically relevant to his/her course of study. Experiential learning opportunities are designed to help students develop meaningful connections between their course of study and communities of practice to promote students' advanced knowledge and application of occupational therapy practice in order to further refine their professional craft knowledge. The experience/setting will be mutually agreed upon by the student and their advisor and the coordinator of the experiential learning. *Pass/fail grading only. Prerequisite:* admission to the DrOT program.

**752 Residency Through Experiential Learning III** 0.5 unit In this course, students complete a minimum of 20 hours of work in a clinical setting or some other setting that provides professional development experience specifically relevant to his/her course of study. Experiential learning opportunities are designed to help students develop meaningful connections between their course of study and communities of practice to promote students' advanced knowledge and application of occupational therapy practice in order to further refine their professional craft knowledge. The experience/setting will be mutually agreed upon by the student and their advisor and the coordinator of the experiential learning. *Pass/fail grading only. Prerequisite:* OT 750.

**755 Understanding the System: Policy and Advocacy** This course advances knowledge in the areas of policy and advocacy that affect occupational therapy services across practice areas. Some issues from earlier coursework, such as in leadership and management are revisited. However, in this course, students discover how and why these issues are formed and how and why they change over time. Students reflect upon their own practice and explore and discuss how occupational therapists can influence these systems issues across settings. This knowledge is then applied to a practice setting in order to further develop expertise. *Prerequisite:* OT 700, 712, 720, 732 and 738.

## PHYSICAL THERAPY

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Professor: Roger Allen; Jennifer Hastings

Associate Professor: Julia Looper

Clinical Professor: Robert Boyles, *Director*

Clinical Associate Professor: Danny McMillian; Ann Wilson, *Director of Clinical Education*

Clinical Assistant Professor: Holly Roberts, Karin Steere

Selected expert physical therapists from the community are invited to campus to work with students in the on-site campus clinics as well as to augment and enrich the curriculum by presenting specialized information in particular courses.

### General Information

#### History

The Physical Therapy Program at Puget Sound was established in 1975 with the aid of funds from Public Health Services, Bureau of Health, Education, and Welfare and joined the Occupational Therapy Program (established 1944) to form the School of Occupational Therapy and Physical Therapy. In 2014 the School of Physical Therapy and the School of Occupational Therapy were established as separate entities. The Physical Therapy Program has enjoyed continuous accreditation. Consistent with the guidelines of the American Physical Therapy Association, the program began offering the Master of Physical Therapy degree in 1987, superseded by the Doctor of Physical Therapy in 2001.

#### Philosophy

Physical therapists function in a health care environment that is dynamic and changing. Indeed, the knowledge base underlying the practice of physical therapy is constantly evolving and growing. The physical therapy student must be grounded in the fundamental knowledge, skills, and attitudes required for the practice of physical therapy. The physical therapy student must also develop a strong foundation for understanding and using methods of discovering knowledge, evaluating new knowledge, and translating it into useful technology and practice. The therapist must understand the behavior of human beings in light of historical, social, and cultural studies. Professionals in any field should have the ability to think logically and analytically, communicate clearly and effectively, and be intellectually autonomous.

The School of Physical Therapy embraces the value of written and oral articulation as a means of learning. Writing and oral communication are the foundations of communication in health care and education of the community. Through written articulation and oral presentation of concepts the student clarifies understanding and learns means of expression that benefit not only the individual but the profession.

Physical therapists must learn to collaborate with other health care professionals to optimize both patient care and critical inquiry. Physical therapy and occupational therapy are closely allied disciplines. The University's two programs, located in the same facility, strive to provide educational experiences so that students in each field will understand and respect the goals and skills of the other, and be prepared to function as independent practitioners collaborating within the health care environment.

#### Student Body

Each year the School of Physical Therapy admits 36 doctoral degree students. These students come from a variety of backgrounds and educational experiences, from throughout the U.S. and internationally. A Student Physical Therapy Association, as well as Orthopedic and Neurologic student special interests groups are active on campus.

## Accreditation

The Physical Therapy Program at the University of Puget Sound is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: capteonline.org. Accreditation qualifies the physical therapy graduate to take the National Physical Therapy Licensure Exam (NPTE) administered by the Federation of State Boards of Physical Therapy (FSBPT), fsbpt.org. Upon successful completion of this exam, an individual will be licensed to practice physical therapy in any state. (Note that a felony conviction may affect a graduate's ability to sit for the NPTE and obtain a license to practice physical therapy.)

## Statement of Purpose

The mission of the School of Physical Therapy at the University of Puget Sound is to prepare students at the clinical doctoral level for entry into the physical therapy profession. Our presence on a liberal arts campus underscores our belief that the development of clinician scholars is a natural extension of the values of critical analysis, sound judgment, active inquiry, community participation, and apt expression. Through a careful blending of rigorous academic work and mentored clinical practice, our program seeks to prepare clinician scholars for informed, ethical, and efficacious professional practice.

## Design of Curriculum

The University of Puget Sound Physical Therapy Program embraces the concept that physical therapy embodies scientific and empirical knowledge to explain human motion disorders, and that such knowledge makes physical therapists the appropriate practitioners to develop interventions to restore motion homeostasis, or enhance adaptation to disability based on the results of systematic patient examination. The curriculum is designed to teach the evaluation and intervention skills that are unique to the practice of physical therapy. Students also learn to identify professional boundaries, gain an appreciation of coalition building with other health care providers in order to optimize patient care, and become discerning consumers of the professional literature. Similarly, students develop the capacity for autonomous decision-making in preparation for a professional environment in which information is continually evolving. All courses provide opportunities to develop articulate written and oral communication skills. Graduates will be prepared to function as independent practitioners collaborating within the health care environment.

The professional portion of the program is sequentially integrated. During the first year of academic coursework the student does intensive work in the areas of musculoskeletal anatomy and kinesiology, neurophysiology, cardiopulmonary function, and other foundations of human motor function. Building on this foundation during the second year of study, the student focuses on the theory and foundation, then the techniques of clinical practice. The second-year student applies this new knowledge treating patients in the on-site teaching clinic under close supervision by the program faculty. In the summer following the second year, the student completes an off-site clinical internship. In fall of the third year, the student takes capstone courses that require integration and critical analysis while treating patients in the on-site teaching clinic, and completes advanced clinical electives in areas of special interest. The final semester of the program is made up entirely of an internship experience, which takes place throughout the western United States. Sequentially integrated, cumulative explorations of critical inquiry, professional writing, and professional communication including instructional methodology are woven through the program.

## Physical Therapy Program Student Learning Outcomes

Upon graduation, students will be expected to:

1. Think logically, analytically and critically and employ those skills in clinical decision-making related to patient/client management based on current best evidence.
2. Perform comprehensive examinations/evaluations of individuals with physical or movement related disorders and recognize those patient/clients that require consultation and/or referral to other health care professionals.

3. Make appropriate clinical decisions and design patient/client management and health promotion plans based on best evidence available.
4. Perform interventions for patients/clients based on evidence that will result in positive outcomes.
5. Contribute to a professional working environment by actively engaging in critical inquiry and pursuing ongoing professional education.
6. Collaborate effectively with other health care professionals in order to optimize the care of individuals seeking physical therapy.
7. Contribute to society by engaging in activities that promote health and prevent illness or disability.
8. Critically review the literature pertaining to their professional practice.
9. Demonstrate articulate oral and written communication appropriate to physical therapy practice and the dissemination of knowledge.
10. Adhere to the principles stated in the American Physical Therapy Association's Core Values and Code of Ethics in all aspects of physical therapy practice.

## Doctor of Physical Therapy

The Physical Therapy program leads to the Doctor of Physical Therapy degree. The program prepares candidates for entry-level positions as practicing physical therapists. Physical therapists practice as independent practitioners in the health care environment.

### Degree Requirements

Degree requirements are established by the faculty on recommendation from the Director of Graduate Study and the Academic Standards Committee.

1. An undergraduate degree must be cleared and posted to the academic record by the time of enrollment.
2. All courses required for physical therapy must be completed with a grade of C or better. The PT courses are listed below in the course sequence. In addition, students must receive a passing grade for 2 semesters of PT integrated clinical experiences and 2 full time clinical internships.
3. PT integrated clinical experiences require the student to complete the equivalent of 51/2 weeks of work in the on-site clinic. PT full-time clinical internships require 32 weeks of work under supervision of licensed physical therapists in clinical facilities that hold an Extended Campus Agreement with the Physical Therapy Program. To be eligible to participate in off-campus internships, students must satisfactorily complete all prerequisite coursework and demonstrate appropriate professional behavior. In addition, the student must undergo annual criminal background checks through [Certifiedbackground.com](http://Certifiedbackground.com) prior to placement in off-campus clinical experiences. Students whose criminal background checks are deemed unsatisfactory may be denied access to clinical experiences in certain clinical facilities. The PT program may also deny a student access to the on-site clinic based on the findings in a criminal background check. Failure to complete the clinical education component of the program will prevent a student from graduating from the program.
4. University of Puget Sound DPT students are required to complete social action/service learning activities and reflections in the first and second years of the PT program.
5. Successful completion of a comprehensive written exam.

### Continuation toward a Degree in Physical Therapy

1. Once degree candidacy has been granted, a student is expected to complete all degree requirements within six years. All courses to be counted in the degree must be taken within the six-year period prior to granting the degree.
2. A student is expected to maintain a cumulative grade point average of 3.0 on a 4.0 scale. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0 or who receives a grade of C+ or lower in a course. A maximum of two

courses with a grade of C or C+ may be counted toward a degree, subject to School approval. Grades of C-, D+, D, D-, F and WF are failing grades and are not used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 will be placed on academic probation. A student will not be approved for Internships I-II while on academic probation. Schedule for Internships taken out of usual timing will be determined by the DCE and will likely result in delayed graduation.

A candidate failing a course may not register for additional work until this course is repeated for a successful grade. All DPT program courses are offered once in an academic year. Failing a course will therefore result in student being placed on an academic leave of absence for one semester. The student will enroll and repeat the failed course for a grade. The student will be required to pay a per unit tuition and will not be eligible for financial aid during this semester. The student will resume full time coursework in the next semester.

A student will be unable to continue in the program or enroll in Physical Therapy courses if the student receives a failing grade for the second time in a required course; must repeat more than two required courses; violates the standards of ethical practice observed by the academic and clinical educational programs in physical therapy; or violates university policies regarding academic integrity. A student may petition the Academic Standards Committee to appeal this decision.

- In addition, each student must provide his or her own transportation to clinical facilities for clinical experience, pay a fee for PT full time internships, and maintain health insurance, immunization, and a current CPR certificate, and maintain current membership in the APTA for the duration of the PT program.

## Course Sequence

Students must be admitted to the Doctor of Physical Therapy Program before taking the following course sequence.

### First Year

#### Fall Term

PT 601 (0.75 unit)  
PT 605 (1.0 unit)  
PT 625 (0.75 unit)  
PT 630 (0.75 unit)  
PT 633 (0.75 unit)

#### Spring Term

PT 602 (0.75 unit)  
PT 610 (1.0 unit)  
PT 635 (0.75 unit)  
PT 640 (0.75 unit)  
PT 644 (0.75 unit)

### Second Year

#### Fall Term

PT 641 (1.0 unit)  
PT 642 (1.0 unit)  
PT 650 (0 unit)  
PT 653 (1.0 unit)  
PT 654 (1.0 unit)

#### Spring Term

PT 643 (0.75 unit)  
PT 646 (0.75 unit)  
PT 647 (1.0 unit)  
PT 648 (0.75 unit)  
PT 651 (0 unit)  
PT 655 (0.75 unit)

#### Summer Term

PT 657 (0 unit)

### Third Year

#### Fall Term

PT 649 (1.0 unit)  
PT 660 (0 unit)  
PT 661 (0.75 unit)  
PT 664 (0.75 unit)  
PT 677 (3 sections; 0.50 unit each)

#### Spring Term

PT 687 (0 unit)



The courses offered in the Physical Therapy Program must be taken in the above-noted sequence. The Program is designed for full-time enrollment only. All PT courses have as a prerequisite successful completion of all scheduled preceding courses. All PT courses are only offered in the term listed.

## Course Offerings

**601 Basic Physical Therapy Skills I** 0.75 units This course introduces the basic skills and procedures that form the foundation of the physical therapy educational program. The course content includes passive range of motion, draping, positioning, and fundamental functional activities such as transfers and ambulation with assistive devices. This course exposes students to the various roles of the physical therapist as an independent practitioner and in conjunction with other disciplines. The course also introduces the medical documentation and the fundamentals of patient and caregiver teaching in multiple situations, all of which are expanded upon in subsequent courses. Emphasis is placed on the acquisition of the motor and interpersonal skills necessary to perform these procedures and to proficiently train patients and caregivers in the basic skills learned in the course.

**602 Basic Physical Therapy Skills II** 0.75 units This course introduces students to the practical and legal issues related to medical documentation and measurement in physical therapy using joint range of motion measurement and manual muscle testing as examples. Emphasis is placed on the acquisition of the motor skills and interpersonal skills necessary to perform these procedures.

**605 Clinical Anatomy and Biomechanics for Physical Therapy** 1.0 unit An in-depth study of functional anatomy of the limbs and trunk including osteology, arthrology, myology, neurology, angiology, and kinesiology. Biomechanics with application to the analysis of human movement is included. This course is designed to provide knowledge and understanding of the neuromusculoskeletal systems as a foundation for physical therapy treatment of injury or disease.

**610 Neuroscience and Functional Neuroanatomy** 1.0 unit An intensive study of the human nervous system, including structure and function, as a foundation for understanding neurological dysfunction and rehabilitation.

**625 Introduction to Critical Inquiry** 0.75 unit This course introduces students to the concept of using research to inform clinical decision-making skills. Development of measurement and disciplined inquiry skills including emphasis on problem definition, research design, methodology, data analysis and statistical interpretation are stressed. This course provides the foundation for the research projects students carry out over their time in the program. Additionally, students learn a 5-step process to incorporate evidence into their Physical Therapy practice and how to critically appraise multiple types of studies.

**630 Introduction to Professional Issues** 0.75 unit Students explore foundational understandings of what it means to be a professional in health care. Students investigate social issues such as forces that impact health care, the role of legislative and political bodies vis a vis health care, race and class as they impact health care and health seeking behavior, and the role of professional organizations as they impact the health professional. Students will be exposed to the PT Code of Ethics, and will have opportunities to explore their own development as a professional.

**633 Principles of Cardiopulmonary Physical Therapy** 0.75 unit This course provides an overview of the etiology, incidence, pathology, and medical management of common cardiac and pulmonary conditions across the lifespan. Appropriate physical therapy examination and intervention strategies for individuals with either primary or secondary cardiac or pulmonary dysfunction are introduced both in the context of a specialized cardiac or pulmonary rehabilitation setting as well as in general physical therapy practice.

**635 Ambulatory Function** 0.75 unit This course is a study of ambulation including the biomechanics of gait. Normal gait frames the course, followed by study of orthotic interventions for the adult patient. Gait

characteristics of individuals with lower extremity amputation and the role of physical therapists in gait training and prosthetic management of individuals with amputation complete the course.

**640 Physiology, Biophysics, and Application of Physical Agents** 0.75 unit This course begins with an overview of tissue healing and then explores the physiological and biophysical effects of physical agents as they relate to tissue healing and pain relief. A problem-solving approach to selection of the appropriate physical agent and intervention parameters is based on current evidence and clinical case examples. Course includes intensive hands-on laboratory experience with modern equipment utilizing both patient take-home devices and clinical models for development of skill in application of physical agents. Basic electrodiagnostic testing and PT use of biofeedback is introduced.

**641 Orthopedic Evaluation and Treatment I** 1.0 unit This course is designed to provide the student with the necessary knowledge and skills to perform orthopedic musculoskeletal and neuromuscular evaluations and interventions utilizing manual therapy (to include spinal mobilizations manipulations, and lower extremity mobilizations and manipulations) and therapeutic exercise for the patient with lumbar spine, pelvis, and/or lower extremity pathology. Approximately 30 percent of class time is devoted to lecture on the basics of orthopedic management. This includes class time dealing with the theory of physical therapy assessment and treatment design. Emphasis is placed on the student's ability to interpret findings from a systematized evaluation and to develop appropriate pathology specific procedures including manual therapy, spinal manipulation, and therapeutic exercise based on current research and literature, as well application of biomechanical theory. The basics of radiologic spine imaging, lower extremity imaging, available imaging modalities, systematic scanning, and appropriateness criteria are covered in detail within this course and integrated into aspects of patient care. Laboratory experience comprises approximately 70 percent of class time for skill development. Clinical experience in the on-site clinic and internships provides opportunities to refine those skills, as well as synthesize information gained in the classroom and lab settings.

**642 Therapeutic Exercise I** 1.0 units This course is designed to provide physical therapy students with an understanding of the foundational principles of underlying exercise as a physical therapy intervention. The course first explores the fundamental principles of exercise, with a particular emphasis on the physiological effects of mobility, strength, and conditioning interventions across the lifespan. Instruction in exercise program planning stresses the need for prescribing therapeutic exercise with precision and consideration of each individual's unique medical history. Exercise interventions for the spine and lower extremities are the regional foci. At these regions, students learn both isolated and integrated techniques and the proper application of each. Finally, the course challenges the student's clinical decision-making as they learn to integrate therapeutic exercise with their evaluation/treatment classes.

**643 Therapeutic Exercise II** 0.75 units This course is designed to build on understanding and competencies developed in PT 642. In addition to the regional coverage of the upper spine and shoulder, this course explores the following topics: the use of screening examinations for application in a variety of injury prevention and performance settings; the application of strength and conditioning principles to both late rehabilitation and performance training; the evaluation of exercise products for effectiveness and utility in the clinical environment; gait and movement analysis in orthopedic and sports practice; and movement-based therapies outside the mainstream. Finally, the student's research and presentation of special topics in therapeutic exercise improves their ability to apply fundamental exercise principles to less commonly encountered impairments.

**644 Pharmacology Implications for the Physical Therapist** 0.75 unit This course is designed to provide a comprehensive understanding of the neurophysiologic mechanisms of medications as they apply to physical therapy practice. Particular attention is addressed to medication interaction with physical therapy interventions including but not limited to exercise and joint mobilization or manipulation.

Medication interaction with tissue healing and medication interactions with other medications or naturopathic remedies are studied. Typical medication for patient populations seen in each physical therapy discipline are addressed as well as how medication may interfere with typical tests and measures to assist in development of approximate physical therapy interventions. Physical Therapists do not prescribe medications and this course is not intended to suggest extensive knowledge in pharmacology.

**646 Orthopedic Evaluation and Treatment II** 0.75 unit A continuation of PT 641, this course is designed to provide the student with the necessary knowledge and skills to perform orthopedic musculoskeletal and neuromuscular evaluations and interventions utilizing manual therapy (to include spinal mobilizations and spinal manipulations, upper extremity mobilizations and manipulations) and therapeutic exercise for the patient with cervical spine, thoracic spine, ribs cage, temporalmandibular and/or upper extremity pathology. Approximately 30 percent of class time is devoted to lecture on the basics of orthopedic management. Emphasis is placed on the student's ability to interpret findings from a systemized evaluation and to develop appropriate pathology specific procedures including manual therapy, spinal manipulation, and therapeutic exercise based on current research and literature, and biomechanical theory. Laboratory experience comprises approximately 70 percent of class time for skill development. Radiologic spine imaging is continued from PT 641, with content covering imaging of the cervical and thoracic spines, upper extremity, available imaging modalities, systematic scanning, and appropriateness criteria covered in detail and integrated into aspects of patient care. Clinical experience in the on-site clinic and internships provides opportunity to refine these skills, as well as synthesize information gained in the classroom and lab settings.

**647 Physical Therapy Across the Lifespan: Pediatrics** 1.0 unit This course addresses the issues in pediatrics that are relevant to physical therapists. Emphasis is on movement of infants and children from the newborn period to 13 years of age. The course also applies the information on normal development to the many pathologies known to infants and children, particularly to cerebral palsy, meningomyelocele, pseudohypertrophic muscular dystrophy, and developmental delay; these four distinct diagnoses are used as models for the design of physical therapy programs for children with other pathologies. The assessment and treatment of premature infants is also addressed.

**648 Physical Therapy Across the Lifespan: Adult Systemic Pathology** 0.75 unit Systemic processes affect the entire person as an organism. This course is a discussion and review of disease or alteration of several body systems. Each topic is covered with an overview of the pathology, and the medical management of the condition and how pharmacologic management affects physical therapy interventions. Patient cases are framed in the ICF model and the role of the physical therapist in acute, sub-acute, and chronic phases is investigated.

**649 Physical Therapy Across the Lifespan: Geriatrics** 1.0 unit This course is designed to prepare students to work with individuals late in the lifespan, particularly those age 65 and older. The content includes an overview of the physical, physiological, cognitive and emotional changes associated with aging as well as selected pathologies and challenges commonly encountered when working with older individuals. Students participate in health promotion and fall risk screenings for community-living older adults. Students are encouraged to integrate learning from other courses to select appropriate tests and measures and to identify and implement appropriate interventions for impairments and functional limitations commonly seen in the geriatric population.

**650 Integrated Clinical Experience I** No credit This course consists of integrated clinical experiences designed to give students an opportunity to apply their knowledge and skills in an on-campus clinic. Students observe and assist in the onsite clinic and participate in an exercise/wellness group. The companion seminar complements the integrated clinical learning experience with content including documentation skills, standards of practice, professional behavior and interdisciplinary collaboration. In

addition, the seminar is used to facilitate the selection of full-time clinical internships through exploration of the factors that influence clinical education and strategies for progressive clinical and professional skills development.

**651 Integrated Clinical Experience II** No credit This integrated clinical experience course entails the analysis and synthesis of physical therapy concepts, skills, and values utilizing clinical experiences in the on-site clinic. Students work closely with clinical instructors (CIs) to participate in the examination, evaluation, diagnosis, prognosis and intervention processes of individuals with impairments, functional limitations or changes in physical function resulting from a variety of neurological or musculoskeletal disorders. The course includes a weekly seminar designed to build on prior coursework with a focus on synthesis of academic and clinical work in best practice for patient management. In addition, the seminars prepare students for their clinical internships in terms of discussing logistics, professionalism, and non-patient care aspects of physical therapy.

**653 Adult Neurologic Rehabilitation Foundations** 1.0 unit The foundational neurorehabilitation models of treatment, current theory, and evidence are discussed. Students learn movement analysis and strategies for functional movement training using principles of motor learning.

**654 Adult Neurologic Rehabilitation: Common Pathologies and Interventions** 1.0 unit The course is a study of the assessment and treatment of adults with neurological disorders. Students explore common manifestations of neurological impairments and how physical therapy can intervene. Evidenced based application of standardized outcome measures is also emphasized using the ICF model.

**655 Physical Therapy for Adults with Enduring Neurologic Disability** 0.75 unit This course teaches health promotion and prevention of secondary impairments in neurologic populations. Using SCI as a model patient for lifelong care, PT students are taught skills that span from acute care to aging with disability. Upper extremity preservation concepts are learned in conjunction with advanced transfer and wheelchair skills to maximize community participation potential. An overview of wheelchair seating and prescription for individuals with neurologic disability, as both health promotion and as intervention, completes the course.

**657 Full-Time Clinical Internship I** No credit This full-time internship occurs off-campus and consists of fifteen weeks designed to provide students with an opportunity for guided and independent experiences in providing physical therapy services to the public. Pass/Fail grading only.

**660 Integrated Clinical Experience III** No credit The integrated clinical experience gives students an opportunity to further apply their knowledge and skills in a realistic clinical setting. Students work closely with clinical instructors to provide physical therapy services individuals from the community with impairments, functional limitations or changes in physical function resulting from a variety of neurological or musculoskeletal disorders. In addition, students participate in health promotion and injury prevention programs, interdisciplinary collaboration, and begin to develop clinical teaching skills.

**661 Psychological Factors in Physical Therapy Practice** 0.75 unit This course provides an introduction to salient psychological factors having direct bearing on effective physical therapy practice. Areas covered include psychological paradigms; utilizing collaborative psychological resources; classification and diagnostic criteria of psychopathologies commonly comorbid with patient conditions presented to the physical therapist; impact of locus of control on physical restoration, adherence, and functional independence; psychological reactions to disability; motivational principles and psychobehavioral predictive factors in exercise adherence; countertransference; psychological factors in chronic pain syndromes; psychosomatic theory; psychophysiology of the stress response; and application of therapeutic relaxation techniques.

**664 Physical Therapy Administration** 0.75 unit This course covers the role of physical therapists in administrative settings and leadership roles. An overview of the costs of providing physical therapy and who pays for services is presented. Constraints and benefits of care delivery in various practice environments are discussed. Leadership is presented as a vital skill for all physical therapists, ranging from treating a patient one-on-one to roles managing staffs, departments, and serving the profession through volunteer positions in state and national professional associations. Students learn to lead from any level and understand the role physical therapy leaders have in healthcare.

**677 Advanced Topics in Physical Therapy** 0.5 unit This course is designed to build from students' basic backgrounds in a specialized area of physical therapy practice to a level of expertise and comprehensive understanding. Several topic areas are available each year. Course content includes basic medical science, clinical examination and intervention theory and practice, the opportunity to practice knowledge and skill in the treatment of actual patients, and synthesis of knowledge in a formal case report. Students must complete two PT 677 courses in order to graduate.

**687 Full-Time Clinical Internship II** No credit The analysis and synthesis of physical therapy concepts, skills and values utilizing clinical experiences at University of Puget Sound clinical internship facilities. This full-time internship occurs off-campus and consists of a minimum of seventeen weeks designed to provide students with an opportunity for guided and independent experiences in providing physical therapy services to the public.

**697 Special Project** Variable credit up to 1 unit An independent study course designed to provide the student with an opportunity to engage in a collaborative project with faculty. The student, with faculty supervision, develops an individualized learning contract that involves critical inquiry, clinical research and/or classroom teaching. May be repeated for credit. *Prerequisite: Permission of faculty project advisor(s).*

### Physical Therapy Clinical Affiliates

Clinical centers that accept full-time student affiliates for PT 657 and PT 687 are located throughout the United States primarily in Washington, Oregon, California, Alaska, and Hawaii.

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## ACADEMIC SUPPORT PROGRAMS

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### Advising

The advising system at the University of Puget Sound is designed to assist students in the development of education plans to achieve their career goals. Faculty advisors are assigned to students at admission to a graduate program. Students often work with faculty members prior to admission in completing admission requirements. MAT students are encouraged to seek advising in endorsement areas.

### Career and Employment Services

Career and Employment Services (CES) helps students acquire the skills, experiences, and contacts they need to build a meaningful career after graduation. Meet with CES career advisors to perfect your resume and LinkedIn profile, practice interview skills, and devise a personalized strategy for conducting successful job searches. Visit [pugetsound.edu/ces](http://pugetsound.edu/ces) for additional information and to access online career resources.

### Center for Writing, Learning, and Teaching

The Center for Writing, Learning, and Teaching helps students from all academic disciplines develop their ability to use writing as a tool for thinking and learning. Founded on the idea that writing, speaking, and listening are integral parts of all disciplines, the Center for Writing, Learning, and Teaching, located in Howarth Hall 109, is a place where students can discuss all aspects of their writing.

## Academic Support Programs

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With the assistance of faculty or specially trained peer advisors, students learn how to overcome writer's block, approach an assignment, and assess the audience and purpose of a paper. Working on a one-to-one basis with a writing advisor, students also receive help with organizing their ideas, writing a strong thesis statement, and revising their written work to make it clear, direct, and persuasive. While the Center staff will not proofread papers, they will help students learn to be better proofreaders.

The Center for Writing, Learning and Teaching also provides academic assistance for undergraduate and graduate students at Puget Sound. Peer subject-area tutors are available to help students brush up and review content in topics ranging from math and science to foreign language and business.

In addition, the Center can provide a brush-up on study strategies for those who have been away from an academic setting. Professional staff can design individualized programs in time management, test taking, and reasoning skills.

For appointments, students may come to Howarth 109 or call 253.879.3395. More information on services and schedules is available online at [pugetsound.edu/cwlt](http://pugetsound.edu/cwlt).

## Student Accessibility and Accommodation

The University of Puget Sound is committed to providing support, program access, and equal educational opportunity to all qualified students with medical, psychological, physical and learning disabilities. Student Accessibility and Accommodation is the designated office that reviews disability documentation and requests for reasonable accommodation. For information about disability law, registering with Student Accessibility and Accommodation and requesting accommodations, please visit [pugetsound.edu/studentaccessibility](http://pugetsound.edu/studentaccessibility) or call 253.879.3399 to schedule an appointment.

## Technology Services

Technology Services (TS) provides an extensive range of tools and resources to support student, faculty, and staff use of current and evolving technologies. The campus features more than 100 electronic teaching spaces and more than 300 computers in general access and residence hall labs. There are also discipline-specific computer labs and a state-of-the-art digital media lab with micro-studios and multimedia equipment available for checkout.

The university runs a 10 Gbps high-speed connection to the Internet with comprehensive wireless connectivity in all campus buildings, including every residence hall and university-owned house. Each student is assigned a Puget Sound login which provides access to the wireless network, a 1 GB email account, university-owned computers, myPugetSound (the university portal), Moodle, SoundNet (the campus intranet), vDesk (a virtual desktop for anytime, anywhere computing), and a 4 GB network file share.

See [pugetsound.edu/stutech](http://pugetsound.edu/stutech) a comprehensive guide to technology resources for Puget Sound students. For computer recommendations and links to discounted pricing on hardware and software, visit [pugetsound.edu/tspurchasing](http://pugetsound.edu/tspurchasing). Free downloads of anti-virus software are available at [pugetsound.edu/tshelp](http://pugetsound.edu/tshelp).

Learn more about Technology Services at [pugetsound.edu/ts](http://pugetsound.edu/ts). For assistance, contact the Technology Service Desk at 253.879.8585, [servicedesk@pugetsound.edu](mailto:servicedesk@pugetsound.edu), or by visiting the Tech Center in Collins Memorial Library.

## Collins Memorial Library

Collins Memorial Library is a central part of academic life at Puget Sound and plays an integral role in teaching and learning. Its mission is to provide excellent collections, high quality service, engaging learning environments and innovative instruction.

The Library provides access to a rich variety of resources. The physical collection consists of over 600,000 volumes of books, periodicals, music scores, media, archives, and special collections. In addition, the library provides access to thousands of periodicals and electronic books accessible from the desktop via electronic subscriptions. Students may also access online indices and full-text databases which greatly expand access to information. Puget Sound is a member of the Orbis-Cascade Alliance,

a consortium of academic institutions in the Northwest. If Puget Sound does not have access to the resources onsite, patrons may request materials from the consortium which are delivered in two to four business days.

Library services help students develop the research skills they need to succeed in their academic career and in life. Reference assistance is offered in person and through a virtual 24/7 network of librarians. Subject librarians are available for one-on-one research consultations. Librarians also work closely with the faculty, offering research skills sessions for students, consultation on the design of course assignments, and handouts or web pages tailored specifically to the resources and research techniques most appropriate to the course.

Collins Library offers a variety of study spaces, ranging from individual tables to rooms for group study. The Library is fully networked and provides data ports and wireless access for individual laptops throughout the building. The Library's Learning Commons, available to users with university network accounts, has 36 computer workstations that provide access to library resources as well as to productivity and course-related software. The Technology Center, located on the lower level of the Library, also provides assistance.

The building is open 116.5 hours a week so that students have access to study areas and materials as much as possible. Twenty-four hour access is available during reading period and final exam weeks.

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## ACADEMIC POLICIES

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The university reserves the right to change the fees, rules, and calendar regulating admission and registration; to change regulations concerning instruction in and graduation from the university and its various divisions; to withdraw courses; and to change any other regulation affecting the student body. Changes go into effect whenever the proper authorities so determine and apply not only to prospective students, but also to those who, at that time, are matriculated at the university.

Information in this *Bulletin* is not to be regarded as creating a binding contract between the student and the school.

The university also reserves the authority to deny admission to any applicant; to dismiss when formal academic action is taken by the Academic Standards Committee or a Hearing Board; to discontinue the enrollment of any student when personal actions are detrimental to the university community; or to discontinue the enrollment of a student in violation of the Student Integrity Code.

The *Academic Handbook* (available on the university's website) is the comprehensive repository of academic policies. See the Handbook for policies not included in this Bulletin, including policies on athletic eligibility, course requirements, grades, withdrawal, graduation requirements, honors, grievances, independent study, leaves of absence, petitions for exceptions, registration, transfer, study abroad, student Integrity Code, Sexual Harassment policy, Alcohol and Drug policy, and Residence policy. Exceptions to academic policies may be granted by the Academic Standards Committee or the dean or director of the school in consultation with the dean of graduate study.

### Classification of Students

**Graduate** A student with a baccalaureate degree, enrolled in undergraduate or graduate courses, who is not a candidate for a graduate degree.

**Degree Candidate** A student who, after being admitted with graduate standing, applies to and is admitted by the director of graduate study into a graduate degree program.

**Non-Matriculant** A student is not a candidate for a degree, including someone who is only auditing courses. A non-matriculant must complete a Non-matriculant/Registration form, which may be obtained from the Office of the Registrar, prior to enrollment. No more than two units taken as a non-matriculant may be applied toward a University of Puget Sound graduate degree.

## Academic Load

These definitions are for university use. Programs regulated by external agencies may have other criteria for academic load. Financial aid programs, in particular, may use other definitions.

**Full-time** A graduate student enrolled for three (3) units of coursework is a full-time student.

**Part-time** A graduate student enrolled for fewer than three (3) units of coursework is a part-time student.

## Registration

Dates for registration for each session are listed in the university calendar. Questions concerning registration, including repeat registration for the same course, should be directed to the Office of the Registrar.

## Change of Registration

The student is held responsible for each course for which he or she officially registers. The student is also held responsible for making any change to his or her registration in compliance with the registration deadlines as published in the academic calendar.

## Withdrawal from the University

A student who finds it necessary to withdraw from the university should apply for formal withdrawal through the Office of the Registrar. If this procedure is not followed, failing grades may be assigned. Failure to complete the term does not cancel the student's obligation to pay tuition and all other charges in full. For specific details regarding refunds and adjustments, refer to the "Refunds and Adjustments" section in this *Bulletin*.

## Concurrent Enrollment

A degree-seeking student may not be enrolled at the University of Puget Sound and another post-secondary institution during the same term unless such registration is approved in advance by petition to the Academic Standards Committee.

## Independent Study

Students wishing to do independent study in academic areas not covered by existing courses in the curriculum may obtain a copy of the Independent Study Policy in the Office of the Registrar. If the conditions required for doing independent study are met, the student may complete an Independent Study Contract and submit it at the time of registration. All independent study courses carry the numbers 695 or 696 for graduate degree candidates. No more than two independent study courses may count toward a graduate degree. No more than one independent study may be taken in a single term.

## Explanation of Credit

For purposes of transferring credit, one unit is equivalent to 6 quarter hours or 4 semester hours.

## System of Grading

Letter Grades	Grade Points Per Unit
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67



D+	1.33
D	1.00
D-	0.67
P (Pass, C- or higher)	0 (not computed in GPA)
F (Fail)	0 (computed in GPA)
W (Withdrawal)	0 (not computed in GPA)
WF (Withdrawal Failing)	0 (computed in GPA)
AU (Audit)	0 (not computed in GPA)
I (Incomplete)	0 (not computed in GPA)
IP (In Progress)	0 (not computed in GPA)

An explanation of these grades and grading policy is in the *Academic Handbook*, available on the university's website.

Grades are accessed by students through myPugetSound.

## Academic Standing

The Academic Standards Committee will review the record of each degree candidate whose term or cumulative grade average is below 3.00 at the end of any term. A student whose average is below 3.00 may be put on academic warning or probation. If the average remains below 3.00 for a second term, the student may be suspended or dismissed from the university. Graduate candidates who earn a grade lower than "C" in any course may be dismissed immediately without a probationary term.

See the *Academic Handbook* for the policy on academic sanctions.

## Student's Rights and Responsibilities

It is the responsibility of the student to become familiar with all academic and administrative regulations and procedures relating to his or her course of study at the university. Academic policies and regulations are printed in the *Academic Handbook*, available on the university's website.

A student may petition the Academic Standards Committee for the waiver of some university academic regulations when extraordinary conditions indicate such a waiver is in the student's best educational interest and will not compromise standards. Some requirements are not petitionable. For reference, see the Petitions for Exceptions section in the *Academic Handbook*. Petition forms may be obtained in the Office of the Registrar, Jones 013.

## Notification of Rights under the Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The student's right to inspect his or her education records within a reasonable period of time.
 

A student may submit a written request to the Registrar that identifies the record(s) the student wishes to inspect. Within a reasonable period of time, not to exceed 45 days after receiving the request, the Registrar will make arrangements for access and will notify the student of the time and place at which the records may be inspected. If there are records included in the request that are not maintained in the Office of the Registrar, then the Registrar will coordinate with the appropriate University of Puget Sound official to arrange access for the student.
2. The student's right to request the amendment of an education record that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 

A student seeking to amend an education record should write to the University official responsible for the record, clearly identify the part of the record the student wants amended, and specify why the record should be amended.

If the responsible official decides not to amend the record as requested, the responsible official will notify the student in writing of the decision and of the student's right to a hearing regarding the request for amendment. When notified of the right to a hearing, additional information regarding the hearing procedures will be provided to the student.

3. The student's right to provide written consent before the University of Puget Sound discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

FERPA authorizes the disclosure of education records, without the student's written consent, to school officials with legitimate educational interests.

A school official is a person employed by the University of Puget Sound in an administrative, supervisory, academic, research, or support staff position (including staff in Security Services and staff in Counseling, Health, and Wellness Services); a person or company with whom the University of Puget Sound has contracted as its agent to provide a service instead of using University of Puget Sound employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee such as the Academic Standards Committee or the Honor Court, or assisting another school official in performing his or her duties. A school official has a legitimate educational interest if the official needs access to an education record in order to fulfill his or her professional responsibilities for the University.

Upon request, the University of Puget Sound may also disclose education records without consent to officials of another college or university in which a student seeks to enroll or is enrolled.

The U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities may allow access to a student's education records without the student's consent to any third party designated by a federal or state authority to evaluate a federal or state supported education program.

Federal and state authorities may also allow access to student education records without the student's consent to researchers performing studies, even if the University of Puget Sound objects to, or does not request, such research. To receive student information under this provision, federal and state authorities must obtain a certain use restriction and data security promises from the entities authorized to receive student information, although the authorities do not need to maintain direct control over such entities. In addition, state authorities may collect, compile, permanently retain, and share personal student information without the student's consent to support a statewide longitudinal data system in order to track a student's participation in education and other programs by linking personally identifiable student information to other federal or state data sources such as workforce development, unemployment insurance, welfare, military service, or migrant student records systems.

The University of Puget Sound may disclose education records without consent to the parents of a dependent student regarding the student's violation of any federal, state, or local law, or of any institutional policy or rule governing the use of alcohol or a controlled substance.

The University of Puget Sound also reserves the authority to release education records if the University determines the information contained in those records is necessary to protect the health or safety of the student or others.

4. The student's right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Puget Sound to comply with the requirements of FERPA.

FERPA is administered by the Family Policy Compliance Office at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-5920

## Public Notice Designating Directory Information

The University of Puget Sound designates the following types of student information as “directory information.” Such information may be disclosed by the University of Puget Sound at its discretion:

1. Name.
2. Enrollment Status.
3. Class Schedule.
4. Dates of Attendance.
5. Class Standing.
6. Program of Study to include major, minor, or emphasis.
7. Honors and awards to include Dean’s List.
8. Degree(s) conferred and graduation date(s).
9. Attendance at other educational institutions.
10. Participation in officially recognized sports or activities.
11. Physical factors of athletes.
12. Photograph.
13. Date and place of birth.
14. Local address.
15. Permanent address.
16. Telephone numbers.
17. Email addresses.

While directory information may be disclosed by the University at its discretion, currently enrolled students have the right to withhold the disclosure of such information and may exercise that option through a written request submitted to the Office of the Registrar. In honoring a request to maintain directory information as confidential, the University cannot assume responsibility for contacting a student regarding permission to release directory information in circumstances not necessarily anticipated by a student. Additionally, regardless of the effect upon the student, the University assumes no liability as a consequence of honoring a request to withhold directory information.

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## ADMISSION

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### School of Education

To qualify for the MAT or MEd degree, a student must complete an online School of Education application. For more information, please visit [pugetsound.edu/education-application](http://pugetsound.edu/education-application). All materials should be submitted directly to the Office of Admission. Questions about the admission process should be referred to the Office of Admission.

### Application Procedures

#### Master of Arts in Teaching (M.A.T.)

University of Puget Sound Education Studies minors and/or Bachelor of Music in Education majors see information below about streamlined admission process.

1. *Application:* Complete the Application for Graduate Admission (via the online application available on the Puget Sound website). The application includes three essay prompts. Each response should be 300-500 words.
2. *Official Transcripts:* Arrange to have official transcripts of all completed college-level coursework forwarded to the university. Transcripts should be sent directly by each institution previously attended and reflect the completion of a baccalaureate degree from an accredited institution. (Degree in-progress is acceptable as long as completion date is prior to the start of M.A.T. classes).

# Admission

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3. *Appraisal of Applicant forms:* Arrange to have two (2) Appraisal of Applicant for Degree Candidacy forms (available online) completed and submitted. Candidates should submit at least one academic reference if they have taken coursework at a college or university within the last three years.
4. *Resume:* Submit a resume.
5. *Interview:* An interview for M.A.T. candidates may be requested by the School of Education admission committee at its discretion.
6. *Supplemental Requirements:*
  - a. M.A.T. candidates are required to submit the WEST-B (or equivalent) and WEST-E scores in order to enroll. In some cases, candidates may take the NES instead of the WEST-E depending upon endorsement area. Score submission is not required for the application process. These exams can be submitted any time up until August 1.

*Basic Skills Test:* M.A.T. candidates should arrange to have scores from the Washington Educator Skills Test - Basic (WEST-B) forwarded from National Evaluation Systems. Out-of-state candidates may substitute either Praxis I or CBEST results or qualifying ACT/SAT scores for the WEST-B with approval from the School of Education.

*Endorsement Test:* All M.A.T. candidates must meet the content requirements for at least one endorsement area. Secondary candidates must have earned at least the equivalent of a minor in a content area. Both elementary and secondary M.A.T. candidates should arrange to have scores sent from National Evaluation Systems for the Washington Educator Skills Test - Endorsement (WEST-E).
  - b. M.A.T. with Music Endorsement Candidates, in addition to all requirements above, must audition and submit transcripts to the School of Music. For more information, contact the Music Admission Coordinator in the School of Music at [music.admission@pugetsound.edu](mailto:music.admission@pugetsound.edu) or 253.879.3228.

Streamlined Admission Process: University of Puget Sound Education Studies minors and/or Bachelor of Music in Education majors in good standing will be reviewed through a streamlined admission to the M.A.T. program. These applicants should submit only the application (leave essay questions blank) and supplemental testing requirements described in number 6 above. Additional materials may be requested by the School of Education admission committee at its discretion. All other applicants should submit all the materials described above.

## Master of Education in Counseling (M.Ed.)

1. *Application:* Complete the Application for Graduate Admission (via the online application available on the Puget Sound website). The application includes an essay prompt. Responses should be 300-500 words.
2. *Official Transcripts:* Arrange to have official transcripts of all completed college-level coursework forwarded to the university. Transcripts should be sent directly by each institution previously attended and reflect the completion of a baccalaureate degree from an accredited institution. (Degree in-progress is acceptable as long as completion date is prior to the start of M.Ed. classes).
3. *GRE Scores:* Arrange to have scores from the Graduate Record Examinations (GRE) forwarded from the Educational Testing Service.
4. *Appraisal of Applicant forms:* Arrange to have two (2) Appraisal of Applicant for Degree Candidacy forms (available online) completed and submitted.
5. *Resume:* Submit a resume.
6. *Interview:* An interview is required for all M.Ed. in counseling candidates. Interviews are arranged by the School of Education after completed applications have been received.

A candidacy decision will be based on the Admission Committee's assessment of the applicant's potential as a professional in his or her chosen field. The indicators upon which this judgment is based are drawn from the above material as well as performance in any courses already taken in the School of Education. Modest deficiencies in any category will be considered in context. In no instance will a candidate be considered without all evidence requested. The intention of the faculty of the School of Education is to choose the best candidates from among the applicant pool to fill a limited number of available openings. The faculty seeks students who are mature, flexible, motivated, and bright. The faculty also recognizes that varied life experiences and broad educational backgrounds contribute to a student's ultimate success.

MAT applicants for secondary certificates are presumed to have met the content area requirements for endorsement in their teaching area of choice. Incomplete preparation could extend the period of study before applicants are accepted to degree candidacy.

### **State Required Documentation for K-12 Placements**

Candidates who do not hold a valid Washington certificate will be required to complete the Character and Fitness supplement as part of the application for Washington certification. This application includes a Washington State Patrol and FBI fingerprint clearance. Candidates with any previous criminal conviction, serious behavior problem or previous license revocation must be cleared by the Office of the Superintendent of Public Instruction prior to certification. Questions and requests for additional information should be addressed to the certification officer in the School of Education (253.879.3382).

## **Occupational Therapy**

### **The Master of Science in Occupational Therapy Program**

The entry-level Master's Program in Occupational Therapy, leading to a Master of Science in Occupational Therapy (MSOT), is for college graduates who wish to become occupational therapists. Any undergraduate major may lead to the successful study of occupational therapy. In fact, the program seeks a diversity of educational backgrounds among its students. A liberal education is a vital component in the preparation of today's health care practitioner. Specific prerequisite courses also must be completed before enrollment in the Occupational Therapy Program.

For complete information concerning application procedures, prerequisites, and acceptance to degree candidacy, see the Occupational Therapy Program brochure (available in the Office of Admission, the School of Occupational Therapy, and online at [pugetsound.edu/ot](http://pugetsound.edu/ot)).

Please note that in most years more applications are received for the incoming class than there are spaces available. Applicants who have been or will be granted an undergraduate degree from Puget Sound, however, and who are competitive within the applicant pool, are offered admission prior to other applicants.

For information on completion of degree requirements for the graduate program in Occupational Therapy see the Graduate Programs Bulletin. The course sequence and course descriptions for the MSOT degree are contained in both publications.

### **Acceptance to Degree Candidacy**

The Occupational Therapy Program Admission Committee bases its graduate candidacy decisions on the best balance of the following:

1. Academic ability as demonstrated by grade point average and Graduate Record Examination (GRE) scores;
2. Written communication skills;
3. Understanding of the role and functions of occupational therapy and the importance of a graduate degree in occupational therapy;
4. Academic performance in prerequisite courses;
5. Exposure to the practice of occupational therapy, including breadth and depth (for example, a job or volunteer position in an occupational therapy clinic).

### Physical Therapy

#### The Doctor of Physical Therapy Program

The Physical Therapy Program is a post-baccalaureate graduate program leading to a Doctor of Physical Therapy degree (DPT). The program is designed to educate an entry-level physical therapist, that is, the graduate student studies to enter the profession rather than to become a specialist within the profession.

A baccalaureate degree is prerequisite to enrolling in the Doctor of Physical Therapy Program.

Diversity of educational background is desirable among potential physical therapists. Any undergraduate degree may lead to the successful study of physical therapy, and undergraduates are encouraged to follow their passion in selecting a major as a strong academic record is required for successful application to the DPT program. Student must also demonstrate appropriate mastery of the prerequisite courses by passing each course with a grade of B (3.0) or better.

Complete information on the admission requirements and process can be found on the School of Physical Therapy web page at [pugetsound.edu/pt](http://pugetsound.edu/pt)

Please note that many more applications are received for each class than there are spaces available and that admission to the University of Puget Sound does not guarantee admission to the Physical Therapy Program. However, applicants who have been, or who will be, granted an undergraduate degree from Puget Sound, and who are competitive within the applicant pool, are offered admission prior to graduates from other institutions.

For information on course sequence and the completion of degree requirements for the Doctor of Physical Therapy, see the School of Physical Therapy web page. The DPT program is a full-time program with no option for part-time work and accepts no transfer credit from other DPT programs.

#### Acceptance to Degree Candidacy

The Physical Therapy Program Admission Committee bases its graduate candidacy decisions on the applicant's qualifications taken as a whole and strives to select those applicants whose educational records predict academic success in the program and whose interests, background, and professional goals are compatible with the philosophy and goals of the Physical Therapy Program. Admission and degree candidacy decisions will be based on information related to the following:

1. Academic ability:
2. Graduate Record Examination (GRE) scores, not more than five years old.
3. Exposure to the practice of physical therapy, including breadth and depth (for example, a job or volunteer position in a physical therapy clinic). One hundred hours is recommended, but no minimum number of hours is required.
4. Content and quality of writing and references submitted in the application process.
5. Completion of all prerequisites prior to matriculation.
6. Professional and educator references.

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## STUDENT FINANCIAL SERVICES

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Associate Vice President for Student Financial Services: Maggie Mittuch

Associate Director for Financial Aid: Bryan Gould

Associate Director for Student Accounts: Cree Bradford

Student Financial Services staff members work closely with students to provide comprehensive financial information and assistance. Staff members actively join in partnership with students to develop financial solutions that help make a Puget Sound education a reality.

## Schedule of Tuition and Fees

Tuition and fees are established in the spring for the following academic year. The university reserves the right to change tuition and fees for a given semester without prior notice. Once the semester begins, no changes will be made to the tuition or fees for that semester. Every student is presumed to be familiar with the tuition, fees, and financial policies published in this *Bulletin*.

### Tuition for Graduate Degree Candidates 2017–2018

#### Cost Per Unit

Master of Arts in Teaching (MAT) .....	\$3,575
Master of Occupational Therapy (MSOT), Doctor of Occupational Therapy (DrOT) .....	\$6,040
Doctor of Physical Therapy (DPT) .....	\$4,530
Master of Education (MEd) .....	\$3,925

Tuition charges for fractional unit courses will be based on the per unit rate.

MEd tuition rates apply only to courses that are part of the MEd program or are required for the MEd degree.

Some students beginning the MAT program take prerequisites as part of their undergraduate program. The prerequisites are EDUC 419 and EDUC 420 or their equivalent. If needed, prerequisites are offered at Puget Sound during the summer prior to the beginning of the program. Tuition for these prerequisites during summer term is \$2,685 per course.

Full-time students and alumni may audit, without charge, one class per term, with a maximum of two classes per academic year. Other students will be charged one-half the per unit rate. All auditors will be charged any applicable class instruction fees. Reduced tuition rates are not available to students who change a graded class to an audit class. For a list of non-auditable courses, see the *Academic Handbook*.

### Clinical Internship/Affiliation Fees

#### Physical Therapy Clinical Internship Fee

Summer 2016 .....	\$2,130
Spring 2017 .....	\$2,130
Summer 2017 .....	\$2,130

Occupational Therapy Clinical Affiliation Fee..... \$2,650

The Occupational Therapy Clinical Affiliation Fee for each additional placement beyond the required internship is \$100.

### Other Fees

Application for admission .....	\$50
Application for degree candidacy .....	\$25
Late confirmation fee (for payment received after the payment deadline).....	\$200
Payment plan participation fee (per semester) .....	\$80
Returned check fee .....	\$25

### Deposits

Advance tuition deposit – entering students ..... \$500

### Billing and Payment

Puget Sound utilizes an online billing system called Touchnet Bill + Payment. On Bill + Payment, students and authorized users can view monthly bills, account activity and make online payments via e-check.

Semester billing information will be available online in early July for fall and early January for spring semester. The monthly statement summarizes your semester charges (estimated tuition and fees) less your estimated financial aid, to calculate the payment due. More billing information can be found online at [pugetsound.edu/admission/tuition-aid-scholarships/bill-payment-information-new/](http://pugetsound.edu/admission/tuition-aid-scholarships/bill-payment-information-new/).

Financial aid credit is not given for work-study awards and certain outside scholarships not disbursed directly to the university. When these funds are received, they will be used to pay off the student's account balance or reduce the monthly payment plan balance.

Funds received by the university from loans or scholarships must be applied to the student's account if there is any unpaid balance at the time of receipt. Any expected financial aid that is delayed or canceled for any reason will increase the student's account balance and payment due for the term.

Payment may be made online through the Bill + Payment system by e-check or credit card. Debit cards are not accepted. Credit card payments are subject to a 275% service fee. Checks and cash are also accepted forms of payment.

Please note that credit cards are only accepted through the Bill + Payment system. We are unable to accept credit card payments by phone or in person by card swipe.

## Payment Deadlines

Payment is due by the following deadlines:

Fall: August 15

Spring: January 15

Students must comply with these payment deadlines to avoid late fees.

If students anticipate difficulties in meeting the payment deadline, they must contact Student Financial Services *before* the deadline to make special arrangements.

## Monthly Payment Plan

The university offers an interest free monthly payment plan to students that allows for extended payment of the balance due. The net amount due for the semester plus an \$80 payment plan participation fee is divided into five monthly payments. Payment plan amounts may be adjusted as account changes occur. The first payment is due by August 15 for fall and January 15 for spring, with additional payments due the fifteenth of each month. A late fee of \$25 will be charged each month for payments not received by the due date.

All monthly payment plan requests are subject to review and final approval by Student Financial Services. Payment plans may be modified or canceled if payments are not made promptly when due, or at any other time when, in the judgment of the appropriate university officials, sufficient justification for such action exists.

## Registration for Classes

Registration for classes is confirmed when the required payment for the semester has been received. Students who have not made financial arrangements by the payment deadline are assessed a \$200 late fee. Students who do not have their payment arrangements completed by the end of the tenth day of classes may have their registration cancelled. Students are able to re-register on a space-available basis once financial arrangements have been made.

The university reserves the right to cancel the registration of any student who fails to meet his/her financial obligations when such action is deemed to be in the best interest of the university. Such action does not, however, cancel the incurred obligations on the part of the student.

The university reserves the right to withhold transcript of record or diploma, or to withhold registration for a subsequent term, until all university charges have been paid and the student's account is paid in full. The university further reserves a similar right, as stated in the preceding sentence, if (1) any student



loan is in a past-due or delinquent status, or (2) any student has caused the university to incur a financial loss and has not voluntarily repaid the loss.

### Refunds and Tuition Adjustments

Students who completely withdraw from a term or drop down in units are eligible for a 100% tuition adjustment from the 1st day of the semester through the 10th day of the semester. No tuition adjustments for partial withdrawals (drops from full to part time or reduction of overload units) are available after the 10th day of classes. Lack of attendance does not cancel the student's financial responsibility. Students are encouraged to discuss plans for withdrawal with their Financial Aid Counselor. Tuition adjustments for complete term withdrawals after the 10th day of the semester are made according to the following timetable:

Withdrawal from the 11th day of classes through the end of the 4th week– 50%; withdrawal from the start of the 5th week through the end of the 6th week- 25%; withdrawal from the start of the 7th week through the 8th week- 10%; thereafter – no refund.

For the exact dates of adjustment periods by semester, refer to the Academic Calendar.

**Financial aid** for students dropping from full-time to part-time or completely withdrawing will be re-calculated to determine whether a portion of federal and institutional aid must be returned. Adjustments for students dropping from full-time to part-time status are based on the date a student drops in status and the overall changes in tuition and fees, coupled with any other particular award requirements. Adjustments for students completely withdrawing are prorated, calculated on a daily basis up to the 60% completion point of the semester. Please note that the Financial Aid Return policy and calendar is different from the Tuition Adjustment policy and calendar for reasons of Title IV Federal Aid regulatory compliance

*Tuition Refunds are based on Tuition charges assessed, not payments made. A full copy of the refund policy, with examples, is on file in the Student Financial Services Office.*

## Financial Aid and Scholarships

### How to Apply

Students wishing to apply for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA), listing the University of Puget Sound (code 003797). For priority consideration, the FAFSA should be completed by January 15. The FAFSA is available online at [www.fafsa.gov](http://www.fafsa.gov).

### Need-Based Financial Aid Programs

#### Federal Grants

The Teachers Education Assistance for College and Higher Education (TEACH) Grant is a program for graduate students who agree to teach in a high-need subject area in schools that serve students from low-income families. The commitment duration is for at least four complete academic years within eight years after completing or ceasing enrollment. If a recipient does not complete their service obligation, all TEACH Grant funds received will be converted to a Direct Unsubsidized Loan with interest charged from the date the TEACH Grant was disbursed.

#### Federal Perkins Loans

The Perkins Loan program is a revolving loan program, which means the funds available to lend are made possible by prior student borrowers now in repayment. Puget Sound serves as the lender for the Perkins Loan. Both federal and university requirements, along with availability of funds, determine eligibility. The Perkins Loan interest rate is currently fixed at 5% and is interest free while enrolled at least half-time. Repayment begins nine months after a student has graduated or is no longer enrolled at least half-time. The Perkins Loan program carries with it certain cancellation provisions, including provisions for those

working in the Allied Health Professions (which include both Occupational and Physical Therapists) and for certain areas of teaching. Information on these cancellation opportunities is available on the Student Financial Services website at [pugetsound.edu/sfs](http://pugetsound.edu/sfs).

## **Non-Need Based Financial Aid Programs**

### **Unsubsidized Federal Direct Loan**

Graduate students are eligible to borrow up to \$20,500 per academic year through the Unsubsidized Federal Direct Loan program. The interest on these loans begins to accumulate as soon as the funds are disbursed to the university. Interest may be paid on a monthly basis or capitalized so that payments do not need to be made while a student is enrolled. The interest rate is fixed at 5.84%. Repayment begins six months after a student has graduated or is no longer enrolled at least half-time.

### **PLUS Loan for Graduate Students**

The Graduate PLUS Loan program allows students to borrow for any year in which they are enrolled at least half-time. The interest rate is currently fixed at 6.31%. PLUS Loans have an origination fee of 4.276% that is subtracted from each disbursement. Interest rates and fees change annually. Information about the PLUS Loan is available on the Student Financial Services website at [pugetsound.edu/sfs](http://pugetsound.edu/sfs).

### **Private Loan Opportunities**

Private loans are designed to meet educational costs not covered by other forms of financial aid, provided the qualifying credit and income criteria are met. Information about private loan programs is available at [pugetsound.edu/loans](http://pugetsound.edu/loans).

### **Employment Opportunities**

The Career and Employment Services Office (CES) is a resource center for students seeking part-time, temporary, and summer employment on campus and in the local community. Visit the CES website at [pugetsound.edu/ces](http://pugetsound.edu/ces) for more information.

### **Fellowships and Scholarships**

A limited number of partial tuition fellowships are awarded to incoming Occupational Therapy and Physical Therapy graduate students who have demonstrated exceptional academic achievement in prior coursework. These fellowships are offered at the point of admission and recipients are notified along with their letter of acceptance to the program. Fellowship recipients are selected during the admission process using information on the admission application; no separate application is required.

Puget Sound's scholarship program is composed of a limited number of scholarships provided through the financial commitments of Puget Sound alumni and friends. These scholarships are awarded to graduate students based on academic achievement and/or financial need. Scholarship recipients are chosen by the department faculty; no separate application is required.

### **Master of Arts in Teaching Scholarships**

*Barbara Albertson-Johnson Scholarship*

*Lilla Baarslag Endowed Scholarship Fund*

*Edith G. Bowditch Scholarship*

*Campbell Science-Teacher Scholarship*

*Mary Anne Palo Gray Scholarship*

*Nettie Lowther Memorial*

*Nyberg Scholarship*

*Raymond Powell Endowed Scholarship Fund*

*Fred and Johann Radmaker Endowed Memorial Scholarship*

*Janet Tait Scholarship*

## **Occupational Therapy Scholarships**

*Beardsley Family Foundation Scholarship*

*Bethesda Buchanan Memorial Scholarship*

*Sue Butler Memorial Scholarship*

*Rosemary Funk Scholarship*

*Sonja Koehler Memorial Scholarship*

*Marjorie Jenkins Mann Endowed Scholarship*

*Esther Griffith Pitz Scholarship*

*Ross Family Memorial Endowed Scholarships*

*Judith Rowe Memorial Scholarship*

## **Physical Therapy Scholarships**

*Beardsley Family Foundation Scholarship*

*Honored Faculty Endowed Scholarship*

*Franke Tobey Jones Scholarship*

*Ross Family Memorial Endowed Scholarship*

*Roger Williams Endowed Scholarship*

## **Additional Sources of Assistance**

*WICHE.* The Western Interstate Commission for Higher Education (WICHE) Student Exchange Program helps Occupational Therapy and Physical Therapy students from western states obtain access to fields of professional education not available in their home states. Residents of these participating western states must complete pre-professional requirements and meet admission standards for the desired program. Applicants residing outside of Washington interested in determining eligibility should contact the certifying officer of the state in which they reside. For further information visit: [www.wiche.edu/psep](http://www.wiche.edu/psep).

*Veterans Education Benefits.* Select academic programs at University of Puget Sound are approved by the United States Department of Veterans Affairs (VA). A student who is eligible for Chapter 30, 33, 1606, or 1607 benefits should contact the Veteran's Affairs Coordinator in the Office of the Registrar located in Jones Hall, room 013; 253.879.3160. A student who qualifies for Chapter 31 Vocational Rehabilitation benefits should contact Student Financial Services located in Jones Hall, room 019; 253.879.3214.

*All financial aid and scholarship information, including program eligibility, award amounts, and loan interest rates, is subject to change.*

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Associate Academic Dean and Dean of Graduate Studies: Sunil Kukreja  
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Vice President for Finance and Administration: Sherry Mondou  
Vice President for Enrollment and Dean of Admission: Laura Martin-Fedich  
Interim Vice President for Student Affairs and Dean of Students: Kristine Bartanen

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## GRADUATE FACULTY

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**Allen, Roger:** Professor, Physical Therapy  
BS, MEd, University of Kansas, 1976, 1977  
PhD, University of Maryland, 1979  
BSPT, University of Washington, 1996

**Beck, Terence:** Professor, Education  
BA, Seattle Pacific University, 1979  
MEd, University of Puget Sound, 1990  
PhD, University of Washington, 2000

**Boer, Mary:** Clinical Instructor, Education  
BA, MAT, University of Puget Sound, 1996, 1998

**Boyles, Robert:** Clinical Professor, Physical Therapy  
BS, Eastern Washington University, 1989  
MS, DSc, Baylor University, 1991, 2002

**Gast, Joan Elizabeth:** Instructor, Education  
BA, University of Oregon, 1974  
MEd, University of Puget Sound, 1978

**Hamel, Frederick:** Professor, Education  
BA, University of Santa Clara, 1985  
MA, MAT, University of Chicago, 1986, 1990  
PhD, University of Washington, 2000

**Hastings, Jennifer:** Professor, Physical Therapy  
BA, University of California, Berkeley, 1981  
MA, Boston University, 1985  
PhD, University of Washington, 2006

**James, Anne:** Professor and Associate Director,  
Occupational Therapy  
BS, Western Michigan University, 1978  
MS, Boston University, 1987  
PhD, University of Connecticut, 2005

**Kaminsky, Tatiana:** Professor, Occupational Therapy  
BS, University of Wisconsin-Madison, 1995  
MS, University of Washington, 2003

**Kirchner, Grace:** Professor, Education  
BA, Oberlin, 1970  
MA, PhD, Emory, 1972, 1975

**Looper, Julia:** Associate Professor, Physical Therapy  
BS, MSPT, Boston University, 1999, 2001  
PhD, University of Michigan, 2008

**McMillian, Danny:** Clinical Associate Professor,  
Physical Therapy  
BA, University of Texas-San Antonio, 1989  
MPT, DSC, Baylor University, 1991, 2003

**Nakamura, Wendell M.:** Clinical Assistant Professor, Occupational Therapy  
BA, University of California-Berkeley, 1992  
MSOT, DrOT, University of Puget Sound, 1998,  
2016 (expected)

**Pitonyak, Jennifer S.:** Clinical Assistant Professor, Occupational Therapy  
BA, Allegheny College, 1995  
MS, Washington University in St Louis, 1997  
PhD, University of the Sciences in Philadelphia, 2013

**Pugh, Molly:** Clinical Instructor, Education  
BA, Lewis & Clark College, 1997  
MAT, University of Puget Sound, 2013

**Roberts, Holly:** Clinical Assistant Professor, Physical Therapy  
BA, Western Washington University, 1998  
MS, US Army-Baylor University-Houston, 2000  
DPT, Baylor University-Waco, 2007

**Ryken, Amy:** Professor, Education  
BA, Mills College, 1985  
MPH, PhD, University of California-Berkeley, 1990, 2001

**Steere, Karin:** Clinical Assistant Professor, Physical Therapy  
BA, State University of New York at Buffalo, 1999  
DPT, University of Puget Sound, 2009

**Swinth, Yvonne:** Professor and Director, Occupational Therapy  
BS, University of Puget Sound, 1984  
MS, PhD, University of Washington, 1991, 1997

**Tomlin, George:** Professor, Occupational Therapy  
BS, Massachusetts Institute of Technology, 1972  
MA, Boston University, 1979  
MS, University of Puget Sound, 1983  
PhD, University of Washington, 1996

**Watling, Renee:** Visiting Assistant Professor, Occupational Therapy  
BS, MS, PhD, University of Washington, 1992, 1998, 2004

**Wilbur, Kirsten:** Clinical Assistant Professor, Occupational Therapy  
BA, Luther College, 1983  
BS, MS, University of Puget Sound, 1985, 2008

**Wilson, Ann:** Clinical Associate Professor and Director of Clinical Education, Physical Therapy  
BS, University of Puget Sound, 1989  
MEd., University of Washington, 1994

**Yoshimura-Smith, Dawn:** Visiting Instructor, Occupational Therapy  
BSOT, University of Puget Sound, 1983

**Zyslstra, Sheryl:** Clinical Assistant Professor, Occupational Therapy  
BS, University of Washington, 1989  
MS, University of Illinois-Chicago, 1995  
DOT, Temple University, 2015

## Fall Semester 2017

August 15	Tuesday	Payment Deadline
August 17	Thursday	Open Registration for Fall Closes for Continuing Students
August 18	Friday	New Student Orientation Check In, Open at 8 a.m.
August 18	Friday	Dining Services Opens, 7 a.m.
August 18	Friday	Residential Facilities Open for New Students, 9 a.m.
August 18–27	Friday–Sunday	Orientation Week
August 25	Friday	Residential Facilities Open for Continuing Students 9 a.m.
August 28	Monday	Classes Begin
August 28	Monday	Add/Drop and Audit Registration Begins
September 4	Monday	Labor Day (No Classes)
September 5	Tuesday	Last Day to Add or Audit Classes
September 5	Tuesday	Last Day to Exercise P/F Option
September 8	Friday	Spring/Summer Incomplete Work Due to Instructor
September 8	Friday	Application Deadline for May/August/December 2018 Graduation
September 11	Monday	Last Day to Drop Without Record
September 11	Monday	Last Day to Drop with 100% Tuition Adjustment
September 11	Monday	Last Day to Change Meal Plan
September 15	Friday	Spring/Summer Incomplete Grades Due
September 22	Friday	Last Day to Drop with 50% Tuition Adjustment
October 6	Friday	Last Day to Drop with 25% Tuition Adjustment
October 13	Friday	Midterm
October 16-17	Monday–Tuesday	Fall Break (No Classes)
October 18	Wednesday	Midterm Grades Due, Noon
October 20	Friday	Last Day to Drop with 10% Tuition Adjustment
October 20	Friday	Preliminary 2018 Summer Schedule Available
November 3	Friday	Last Day to Drop with an Automatic “W”
November 3–10	Friday–Friday	Registration for Spring Term
November 20	Monday	Open Registration Begins (Continuing and Transfer Students)
November 22	Wednesday	Dining Services Closes, 3 p.m.
November 22	Wednesday	Travel Day (No Classes)
November 23–26	Thursday–Sunday	Thanksgiving Holiday
December 6	Wednesday	Last Day of Classes
December 7–10	Thursday–Sunday	Reading Period (No Classes)
December 11–15	Monday–Friday	Final Examinations
December 15	Friday	Dining Services Closes, 6 p.m.
December 16	Saturday	All Residential Facilities Close, Noon
January 2	Tuesday	Final Grades Due, Noon
January 4	Wednesday	Academic Standards Sanction Meeting for Fall 2017, 9 a.m.

## Spring Semester 2018

January 10	Wednesday	Dining Services Opens, 7 a.m.
January 11	Thursday	Open Registration for Spring Closes for Continuing Students
January 12	Friday	Orientation for New Students
January 13	Saturday	Residential Facilities Open for All Continuing Students, 9 a.m.
January 15	Sunday	Payment Deadline
January 15	Monday	Martin Luther King Jr. Birthday (No Classes)

# Academic Calendar

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January 16	Tuesday	Classes Begin
January 16	Tuesday	Add/Drop and Audit Registration Begins
January 23	Tuesday	Last Day to Add or Audit Classes
January 23	Tuesday	Last Day to Exercise P/F Option
January 26	Friday	Fall Incomplete Work Due to Instructor
January 29	Monday	Last Day to Drop Without Record
January 29	Monday	Last Day to Drop with 100% Tuition Adjustment
January 29	Monday	Last Day to Change Meal Plan
February 2	Friday	Fall Incomplete Grades Due
February 9	Friday	Last Day to Drop with 50% Tuition Adjustment
February 23	Friday	Last Day to Drop with 25% Tuition Adjustment
March 9	Friday	Last Day to Drop with 10% Tuition Adjustment
March 9	Friday	Midterm
March 12–16	Monday–Friday	Spring Recess
March 19	Monday	Classes Resume
March 19	Monday	Midterm Grades Due, Noon
March 30	Friday	Last Day to Drop with an Automatic “W”
April 2–6	Monday–Friday	Registration for Fall Term
April 9	Monday	Early Registration for Summer Begins
April 16	Monday	Open Registration for Fall Begins (Continuing & Transfer Students)
May 2	Wednesday	Last Day of Classes
May 3–6	Thursday–Sunday	Reading Period (No Classes)
May 7–11	Monday–Friday	Final Examinations
May 11	Friday	Dining Services Closes, 6 p.m.
May 11	Friday	Class of 2018 Graduation Party, 8 p.m.
May 12	Saturday	Residential Facilities Close for Non-Graduating Students, Noon
May 12	Saturday	Academic Convocation, 2 p.m.
May 13	Sunday	Baccalaureate, 10 a.m.
May 13	Sunday	Commencement, 2 p.m.
May 14	Monday	Residential Facilities Close for Graduating Seniors, Noon
May 23	Wednesday	Final Grades Due, Noon
May 25	Friday	Academic Standards Sanction Meeting for Spring 2018, 9 a.m.

## Summer Session 2018

### Term I

May 14	Monday	Term I Begins
May 14	Monday	Add/Drop and Audit Registration Begins
May 17	Thursday	Last Day to Add a Class
May 17	Thursday	Last Day to Exercise P/F Option
May 17	Thursday	Last Day to Register for Audit
May 18	Friday	Last Day to Drop without Record
May 18	Friday	Last Day to Drop with 100% Tuition Adjustment
May 28	Monday	Memorial Day (No Classes)
June 1	Friday	Last Day to Drop with 50% Tuition Adjustment
June 8	Friday	Last Day to Drop with an Automatic “W”
June 22	Friday	Term I Ends



July 3	Wednesday	Term 1 Grades Due, Noon
July 12	Thursday	Academic Standards Sanction Meeting for Summer Term I

**Term II**

June 25	Monday	Term II Begins
June 25	Monday	Add/Drop and Audit Registration Begins
June 28	Thursday	Last Day to Add a Class
June 28	Thursday	Last Day to Exercise P/F Option
June 28	Thursday	Last Day to Register for Audit
June 29	Friday	Last Day to Drop without Record
June 29	Friday	Last Day to Drop with 100% Tuition Adjustment
July 4	Wednesday	Independence Day Holiday (No Classes)
July 13	Friday	Last Day to Drop with 50% Tuition Adjustment
July 20	Friday	Last Day to Drop with an Automatic "W"
August 3	Friday	Term II Ends
August 13	Monday	Term II Grades Due, Noon
August 15	Wednesday	Academic Standards Sanction Meeting for Summer Term II

**Term A**

June 18	Monday	Term A (MAT) Begins
June 18	Monday	Add/Drop and Audit Registration Begins
June 21	Thursday	Last Day to Add a Class
June 21	Thursday	Last Day to Exercise P/F Option
June 21	Thursday	Last Day to Register for Audit
June 22	Friday	Last Day to Drop without Record
June 22	Friday	Last Day to Drop with 100% Tuition Adjustment
July 4	Wednesday	Independence Day Holiday (No Classes)
July 13	Friday	Last Day to Drop with 50% Tuition Adjustment
July 13	Friday	Last Day to Drop with an Automatic "W"
August 10	Friday	Term A Ends
August 20	Monday	Term A Grades Due, Noon
August 31	Friday	Academic Standards Sanction Meeting for Summer Term A

# University of Puget Sound Campus Map

- 1 Alcorn Arboretum
- 2 Anderson/Langdon Residence Hall
- 3 Athletics and Aquatics Center
- 4 Baker Stadium/Peyton Field/  
Shotwell Track
- 5 Baseball Diamond
- 6 Benefactor Plaza
- 7 Center for Intercultural and  
Civic Engagement
- 8 Ceramics Building
- 9 Commencement Walk
- 10 Communications House
- 11 East Athletic Field
- 12 Event Lawn
- 13 Expeditionary
- 14 Facilities Services
- 15 Harned Hall/Oppenheimer Café
- 16 Harrington Residence Hall
- 17 Howarth Hall
- 18 Human Resources
- 19 Jones Circle
- 20 Jones Hall/Norton Clapp Theatre
- 21 Karlen Quad
- 22 Kiworth Memorial Chapel
- 23 Kittredge Hall and Art Gallery
- 24 Langlow House
- 25 Library, Collins Memorial
- 26 Lower Baker Field
- 27 McIntyre Hall
- 28 Memorial Fieldhouse/Pamplin  
Sports Center
- 29 Music Building/Schneebeck  
Concert Hall
- 30 Oppenheimer Hall
- 31 President's House
- 32 Print and Copy Services
- 33 Register Residence Hall
- 34 Schiff Residence Hall
- 35 Sculpture Building
- 36 Security Services
- 37 Seward Residence Hall
- 38 Smith Residence Hall



- 39 Softball Field
- 40 Student Activities/Residence Life
- 41 Student Diversity Center
- 42 Tennis Pavilion
- 43 Theme House Row
- 44 Thomas Hall

- 45 Thompson Hall
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# Telephone and Email Directory

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The address of the University of Puget Sound is  
University of Puget Sound  
1500 N. Warner St.  
Tacoma, WA 98416 USA

Telephone: 253.879.3100

Facsimile: 253.879.3500

## Selected offices:

Academic Vice President and Dean .....	253.879.3205 .....	acadvp@pugetsound.edu
Admission .....	253.879.3211 .....	admission@pugetsound.edu
Academic Advising .....	253.879.3250 .....	aa@pugetsound.edu
Alumni and Parent Relations .....	253.879.3245 .....	alumoffice@pugetsound.edu
Associated Students .....	253.879.3600 .....	asupresident@pugetsound.edu
	TDD 253.879.3252	
Athletics Office .....	253.879.3140 .....	ahackett@pugetsound.edu
Career and Employment Services .....	253.879.3161 .....	ces@pugetsound.edu
Center for Writing, Learning, and Teaching .....	253.879.3395 .....	cwlt@pugetsound.edu
Chief Diversity Officer .....	253.879.3991 .....	chiefdiversity@pugetsound.edu
Counseling, Health, and Wellness Services .....	253.879.1555 .....	chws@pugetsound.edu
	TDD 253.879.3964	
Fellowships .....	253.879.3329 .....	fellowships@pugetsound.edu
Financial Aid and Scholarships .....	253.879.3214 .....	sfs@pugetsound.edu
	or 800.396.7192	
Institutional Research .....	253.879.3104 .....	epeters@pugetsound.edu
International Programs/Study Abroad .....	253.879.2515 .....	internationalprograms @pugetsound.edu
Library .....	253.879.3669 .....	libref@pugetsound.edu
	TDD 253.879.2664	
President's Office .....	253.879.3201 .....	president@pugetsound.edu
Registrar's Office .....	253.879.3217 .....	registrar@pugetsound.edu
Security Services .....	253.879.3311 .....	security@pugetsound.edu
	TDD 253.879.2743	
Student Accessibility and Accommodation .....	253.879.3399 .....	saa@pugetsound.edu
Student Affairs (Dean of Students) .....	253.879.3360 .....	dos@pugetsound.edu
Summer Session .....	253.879.3207	
Technology Services .....	253.879.8585 .....	servicedesk@pugetsound.edu
Transcript Ordering (recorded message) .....	253.879.2641	
Tuition/Fees/Payment of Bills .....	253.879.3214 .....	sfs@pugetsound.edu
	or 800.396.7192	
University Relations .....	253.879.3902 .....	vpour@pugetsound.edu

# Diversity Statement

## We Acknowledge

- the richness of commonalities and differences we share as a university community.
- the intrinsic worth of all who work and study here.
- that education is enhanced by investigation of and reflection upon multiple perspectives.

## We Aspire

- to create respect for and appreciation of all persons as a key characteristic of our campus community.
- to increase the diversity of all parts of our university community through commitment to diversity in our recruitment and retention efforts.
- to foster a spirit of openness to active engagement among all members of our campus community.

## We Act

- to achieve an environment that welcomes and supports diversity.
- to ensure full educational opportunity for all who teach and learn here.
- to prepare effectively citizen-leaders for a pluralistic world.

## Equal Opportunity Statement

University of Puget Sound does not discriminate in education or employment on the basis of sex, race, color, national origin, religion, creed, age, disability, marital or familial status, sexual orientation, veteran or military status, gender identity, political affiliation, family medical history or genetic information, or any other basis prohibited by local, state, or federal laws. This policy complies with the spirit and the letter of applicable federal, state, and local laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Questions about the policy maybe referred to the university's Chief Diversity Officer (253.879.2827) or the Office of Civil Rights, Department of Education, Washington, D.C., 20202.



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