

Certificate in Advanced Practice in Pediatric Rehabilitation



Program Mission

To prepare occupational therapists and physical therapists with the advanced skills and knowledge to develop expertise in the field of pediatric rehabilitation. The program strives to promote academic excellence, evidence-based practice, clinical competence, and career-long learning.

Program Overview

This program is designed for physical therapists and occupational therapists who wish to participate in advanced study in pediatric rehabilitation including early intervention, school-based therapy or other pediatric services. The program will offer practitioners the opportunity to enhance their comprehension of family and client-centered practice in a diversity of settings. The curriculum consists of 12 credits of graduate level courses, offered in a convenient online format with the option to add additional coursework. The program offers PTs the opportunity and resources to prepare for specialty certification (PCS) through the American Board of Physical Therapy Specialties (ABPTS).

Program Features

- Internationally known faculty members
- Over a 30 year history of teaching, research, and service in pediatrics
- Graduate courses convenient for part-time study and can be completed in one year
- Coursework infused with the latest technology for online interaction
- Premier teaching facilities in a dynamic learning environment

Course Credit May Be Applied to a Degree

After successfully completing the courses, students will receive a post-professional certificate of completion. The credits may be applied to the Doctor in Health Science (DHSc) with a concentration in Pediatric Rehabilitation for occupational and physical therapists. There is also a PhD Program in Rehabilitation Sciences for both occupational and physical therapists. Previous students have transferred credits from the certificate program to degree programs at other universities, usually as elective credits.

Learning Experiences

The curriculum is delivered via web-based tools that allow for a dynamic interactive learning environment. The program is infused with the latest technology for distance learning, and students will participate in class discussions through discussion boards and “live” classroom sessions in real time. Drexel University resources, including the libraries, are easy to navigate via a distance format. The program is designed for part-time study so students should be able to maintain their current work schedules and other personal obligations.

FOR MORE INFO. CONTACT:

Erin Gabriele, MS • Admissions Coordinator
Phone: 267.359.5535 • **Email:** ptadmissions@drexel.edu
Web: <http://www.drexel.edu/PhysicalTherapy>

APPLY ONLINE AT:

<http://www.drexel.com/online-degrees/nursing-degrees/cert-pedsrehab/index.aspx>
Drexel University Online
P.O. Box 34729 Philadelphia, PA 19101



DREXEL UNIVERSITY

College of

**Nursing and
Health Professions**

PROGRAM FACULTY

Lisa Chiarello, PT, PhD, PCS, FAPTA, Professor Director of Advanced Practice in Pediatric Rehab Certificate Director of the PhD and DHS: Programs

Dr. Chiarello conducts research in the area of pediatric community-based service delivery, determinants of outcomes, family-centered care, engagement of families and children in rehabilitation, and participation of children with physical disabilities in family, school, and recreational activities. She was principal investigator for the Move & PLAY research study and co-PI for the PT COUNTS study. Dr. Chiarello is currently co-investigator for the Engagement in Pediatric Rehabilitation study and the On Track study on developmental trajectories for children with cerebral palsy. She has had several leadership roles in the APTA Section on Pediatrics and is currently a board member for United Cerebral Palsy of Philadelphia and vicinity.

Maria Benedetto, PT, DPT, PCS, Clinical Associate Professor

Dr. Benedetto's primary clinical experience is in pediatrics. Currently, she is working with a team for yoga for preschool children with typical developmental problems. She teaches in the DPT program and focuses on motor control & motor learning, life span development, pediatrics, posture and balance. She continues to practice in pediatrics and is treating collegiate dancers. Her research includes the impact of yoga on preschool-aged children, as well as the development of a measurement tool for screening collegiate dancers. She is active in the APTA Section on Pediatrics, and participates in activities related to international service learning for DPT students.

Margaret (Maggie) O'Neil PT, PhD, MPH, Associate Professor

Dr. O'Neil conducts research on physical activity and fitness measures and interventions in children and youth with disabilities (cerebral palsy) and chronic conditions (obesity). She conducts clinic and community based research projects to promote active, healthy lifestyles in children and their families. Her research includes environmental influences on physical activity and participation for children and families. Dr. O'Neil has a secondary appointment in the School of Public Health, Department of Community Health and Prevention, where she is an active member of the Maternal and Child Health Workgroup.

Margo N. Orlin, PT, PhD, FAPTA, Associate Professor

Dr. Orlin's research work is in the biomechanics of running in children with cerebral palsy and their participation in activities related to running in their every day lives. Her other scholarly interests include activity and participation of children, youth and young adults with CP; and the continuum of care for individuals with lifelong disabilities. She is

a past recipient of Ethel and Jack Hausman Clinical Research Scholars Award, a 3-year grant from the United Cerebral Palsy International Research Foundation for her work in this area. Dr. Orlin has a Scientific Staff appointment at the Philadelphia Shriners Hospital for Children.

Robert J. Palisano, PT, ScD, FAPTA, Distinguished University Professor

Dr. Palisano's research includes classification and prognosis for gross motor function in children and youth with cerebral palsy, determinants of activity and participation in children with physical disabilities, methods of service delivery to improve activity and participation of children with disabilities, and transition to adulthood for youth with physical disabilities. Dr. Palisano is a Scientist at the CanChild Centre for Childhood Disability Research, Ontario, Canada and a member of the Scientific Staff at the Philadelphia Shriners Hospital for Children. He co-edits the journal, Physical & Occupational Therapy in Pediatrics, and is associate editor of the textbook Physical Therapy for Children.

Deborah Rose, PT, DPT, PCS, Adjunct Instructor

Dr. Rose is a pediatric clinical specialist employed as a physical therapist in the Fairfax County Public Schools. She provides support services to educational teams, students and families. She serves as the Center Coordinator for Clinical Education (CCCE) and as a clinical instructor to professional DPT students. Dr. Rose was the recipient of the Evelyn B. Noyovitz Award for commitment to pediatric practice through academic excellence and clinical performance. She is involved in the APTA Section on Pediatrics as a member of the practice committee, Co-Chair PCS Task Force, Chair SIG Neuromuscular Disorders Task Force, and the Representative for APTA at IDEA Partnership Program for Specialized Instructional Support Services.

Annette Willgens, PT, EdD, PCS, Associate Clinical Professor, Director of Clinical Education

Dr. Willgens has special interests in pediatric yoga and mindfulness, hippotherapy, and parent-child interactions. Past research publications have included topics such as: mindfulness for stress management among student clinicians, pediatric practitioner burnout and compassion fatigue, student failure in clinical education, and students as teachers during clinical practice courses. Dr. Willgens is an associate editor for The Qualitative Report, specializing in phenomenology and grounded theory methodologies. Currently, she is developing a methodological congruence tool to improve rigor and ethics among novice researchers. Her clinical interest and experience is pediatric service delivery for young children.

Advanced Practice in Pediatric Rehabilitation Curriculum

A total of 12 credits are required to complete the certificate program.

PTRS 760 Pediatric Decision Making (4 Cr) Winter

The course focuses on evidence-based examination and intervention of children with disabilities within the context of child, family, and environmental factors. The course highlights the role of physical therapists in promoting the status of the neuromuscular and musculoskeletal systems. The importance of family-centered care, parent-child interactions, and play is explored.

PTRS 761 Pediatric Clinical Application (4 cr) Spring

The course emphasizes clinical decision making related to the components of physical therapy management. The course uses a problem-based format with complex patient cases serving as the basis for the development of student learning issues. Students explore community and professional resources and apply course material to pediatric physical therapy practice.

PTRS 740 Issues in Pediatric Health & Rehab (4 cr) Fall

The course addresses contemporary issues including health, prevention and rehabilitation, services and outcomes for children, youth and families. Key themes are participation, self determination and advocacy. Materials addressing intervention, service delivery models and care across the life span, leadership, innovation and knowledge translation are integrated.

PTRS 780 Foundations of School-Based Practice (2 cr) Fall

The course focuses on the roles, responsibilities, and practice competencies of school-based practice. Participants self-assess their practice competencies and develop a learning plan. Participants discuss and explore issues specific to the unique context of school-based practice including: Educationally Relevant PT Evaluations, Federal & State Laws Directing Practice, Building Collaborative Partnerships, and Pediatric Tests & Measures.

PTRS 781 Advanced Competencies in School-Based Practice (2cr) Winter

The course focuses on advanced practice competencies, innovation, and leadership roles. Topics include students in poverty and low achieving schools, and the role of the physical therapist in school health initiatives and as a liaison to a students' health care providers. Participants discuss and explore issues specific to the unique context of school-based practice including: Documentation, Data Collection & outcomes Measures, Frequency, Duration & Intensity, Development of IEP Goals, Case Reports, and Admin Roles.