

RUSH UNIVERSITY | COLLEGE OF HEALTH SCIENCES

OCCUPATIONAL THERAPY DOCTORATE PROGRAM

PROGRAM INFORMATION GUIDE




CONTACT US

 Armour Academic Center 600 S. Paulina St. Suite AAC 1014 Chicago, IL 60612

 <https://www.rushu.rush.edu/college-health-sciences/academic-programs/occupational-therapy-doctorate-program>

 OT_admissions@rush.edu

 (312) 942-1084

 @otd2be



Excellence is just the beginning.

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Dear Interested Applicant,

Thank you for being so interested in the Rush University entry-level Doctor of Occupational Therapy program (OTD). Our program has been approved by the Illinois Board of Higher Education (IBHE) and received full accreditation status from the Accreditation Council in Occupational Therapy Education (ACOTE).

The faculty is fully committed to the entry-level OTD program as they believe it supports the Rush traditions of innovation and excellence, resulting in graduates who are excellent clinicians who advance the occupational therapy profession. The OTD curriculum encompasses the many strengths that Rush is known for, including innovative **academic-clinical partnerships**, **clinical immersion** throughout the curriculum, **excellence in education** practices, and **dedication to serving our diverse community**.

We are fortunate to be close partners with Rush University Medical Center. Throughout the past three years, the medical center has been a leader in combating COVID-19 and recognized nationally for their efforts. Rush was recently ranked number 3rd out of 107 U.S. academic medical centers for excellence in delivering high-quality care. The medical center has also been recognized as a leader in LGBTQ healthcare equality and named one of the best places to work for disability and inclusion. This drive for excellence is seen in everything we do at the university and medical center, including education, practice, research, and service.

The university and medical center are committed to **health equity**. As part of this initiative, Rush students can provide community services through the Student Occupational Therapy Association, Rush Occupational Therapists in Action, RUCaring, and Rush Community service Initiatives Program (RCSIP).

The enclosed information packet includes information about our Entry-level OTD and current and past accomplishments of our program. At Rush University, we have been successfully preparing entry-level occupational therapists for over 30 years through our entry-level master's program and now our entry-level OTD curriculum.

As you continue the application process, I hope you consider Rush. We have dedicated faculty who are passionate about the profession and preparing the next generation of occupational therapists. If you have any questions, please do not hesitate to contact us
Sincerely,



Becky Ozelle, CHS, OTR/L
Chair & Program Director



RUSH University Medical Center:

Mission and Commitment to DEI

Choosing a graduate school is an important decision. Applicants are encouraged to find an educational institution that aligns with their personal values. Rush University System for Health (RUSH) is an academic health system whose **mission** is to **improve the health of the individuals and diverse communities it serves** through the integration of outstanding patient care, education, research, and community partnerships. Rush comprises Rush University Medical Center, Rush University, Rush Copley Medical Center, Rush Oak Park Hospital, and numerous outpatient care facilities. Rush University, with more than 2,500 students, is a health sciences university that comprises Rush Medical College, the College of Nursing, the College of Health Sciences, and the Graduate College.

Diversity, equity, and inclusion are central to Rush's culture of excellence

We strive to create a learning community where students, faculty, and staff of all backgrounds feel welcome and supported and have the opportunity to share their own experiences. At Rush University System for Health, we are committed to establishing a climate that:

- Honors and respects our differences
- Delivers fair treatment and equitable access to care, opportunities, and resources for patients, staff, students and faculty
- Actively engages and partners with Rush internal and external communities as leaders and decision-makers in the work
- Advances racial justice and equity by dismantling barriers, righting injustices, being actively anti-racist and promoting equity in health care, in learning, in research and in our communities across the Rush system

At RUSH we understand that increasing health equity and achieving true inclusion means building medical education programs and a health care workforce that reflects the makeup of the community: At Rush University Medical Center, emergency department patients are 48% Black, 24% Hispanic/Latinx, 20% white and 8% other or unknown; inpatients are 32% Black, 17% Hispanic/Latinx, 43% white and 8% other or unknown. More than 100 Rush leaders serve on diversity, equity and inclusion strategy teams to create and implement strategic drivers aimed at addressing these needs. Some of the initiatives to increase representation across our student, faculty and staff, and promote justice include:

- American with Disabilities Act Task force: works to create programming, processes, accessibility and accommodations to support people with disabilities as patients, faculty, house staff, students, employees and volunteers.
- Business Diversity ensures that diverse, local vendors and suppliers have an equal opportunity to do business with Rush.
- LGBTQ+ Healthcare Equity helps bring best LGBTQ+ industry practices and culturally competent care to Rush.
- The Women's Leadership Council is a collaborative, interprofessional group that focuses on genderrelated issues across Rush.
- Rush University Student and Faculty Diversity promotes the values of diversity, access and inclusion by shaping and sustaining a positive multicultural environment for all faculty and students at Rush.

You can find more about diversity at RUSH [here](#).

RUSH OTD PROGRAM



TIMELINE

YEAR 1

BEGIN SEPTEMBER 2024

SEMESTER 1

JANUARY 2024

SEMESTER 2

MAY 2024

SEMESTER 3

YEAR 2

SEPTEMBER 2024

SEMESTER 4

JANUARY 2025

SEMESTER 5

MAY 2025

SEMESTER 6

YEAR 3

SEPTEMBER 2025

SEMESTER 7

SEMESTER 8

GRADUATE APRIL 2026



RESEARCH

- Year long group research project guided by faculty and clinicians
- Students are encouraged to present at professional conferences and submit papers for publication
- Research track as an option for individualized doctoral capstone



CLINICAL EXPERIENCES

- Semester 1-3: Clinical practicum rotations in Rush University Medical Center Clinics
- Group leadership experience in Rush clinics and in the community for 6 weeks
- Two 2 week level I fieldwork experiences
- Two 12 week level II fieldwork experiences
- Semester 8: Individualized doctoral capstone

WHY RUSH?



CLASS SIZE

Rush's OTD program has a small class size of 36 students



CLINICAL EXPERIENCES

Rush's OTD program offers clinical experiences every semester



FACULTY

Close relationship between students and faculty

SERVICE

Rush University values service throughout the campus and community including:

- SOTA events!
- Close knit cohorts!
- Amazing opportunities to go out into the community and represent RUSH and OT!



PRACTITIONER-TEACHER-INVESTIGATOR MODEL

- Rush University Medical Center clinicians are integrated into the program
- Faculty engage in clinical practice
- Faculty, clinicians and students engage in research

OUTCOMES

- Rush's OTD program ranked among top 12% by US News Report
- 100% new graduate pass rate on the NBCOT exam with scores consistently above national average
- 96% job placement within 6 months of graduation

MODALITIES TRAINING

- Integrated into the curriculum, Rush provides modalities trainings that meets the IL State Practice Act requirements for the use of modalities.
- Saves \$500+ on an additional CEU!



WHO WE ARE: FACULTY AND STAFF



Paula J. Costello, OTD, OTR/L
Assistant Professor
Doctoral Capstone Coordinator
College of Health Sciences
Department of Occupational
Therapy

Education

OTD, Thomas Jefferson University
MS, Occupational Therapy, University of Illinois at Chicago
BS, Occupational Therapy, St. Catherine University

Research Areas

Evidence-based practice in school-based occupational therapy, autism including use of telehealth for underserved families, capstone & mentorship

Paula J Costello, OTD, OTR/L, is an instructor and the doctoral capstone coordinator in the Department of Occupational Therapy. She has been an occupational therapist for more than 30 years, specializing in pediatric practice with experience across contexts including in- and out-patient, NICU, developmental evaluation and follow-up and school practice. Her areas of specialization include sensory integration and processing, assistive technology, autism, school practice and evidence-based practice. Her scholarship interests include the use of telehealth with families of students with autism and use of evidence by school-based practitioners.



Bridget Hahn, OTD, OTR/L
Assistant Professor
Academic Coordinator
College of Health Sciences
Department of Occupational
Therapy

Education

OTD, University of Illinois at Chicago
MS, University of Wisconsin-La Crosse
BS, University of Wisconsin-La Crosse

Research Areas

Occupation-based assessment, knowledge translation, well-being and

Bridget Hahn, OTD, OTR/L, is an assistant professor and the academic coordinator in the Department of Occupational Therapy. She comes to Rush with experience in inpatient and outpatient physical rehabilitation and currently has clinical time in the geriatric primary care setting at Rush, alongside her teaching and administrative duties. Her passion lies in occupation-based practice, knowledge translation, holistic admissions, inclusivity, and clinician well-being. Her doctoral work focused on overcoming barriers to utilization of the Assessment of Motor and Process Skills in a rehabilitation setting.



Piper Hansen OTD, ORT/L, BCPR
Assistant Professor
Academic Fieldwork Coordinator
College of Health Sciences
Department of Occupational
Therapy

Education

OTD, Occupational Therapy, University of Illinois at Chicago
MS, Disability and Human Development, University of Illinois at Chicago
Masters Certificate, Management in Non-Profit Organizational Leadership, University of Illinois at Chicago
BS, Occupational Therapy, University of Wisconsin-Madison

Research Areas

Fieldwork, neurorehabilitation assessments and interventions, and knowledge translation

Piper Hansen OTD, ORT/L, BCPR is an assistant professor and Academic Fieldwork Coordinator in the Department of Occupational Therapy. Clinically, she specializes in the rehabilitation of persons with spinal cord injuries and other neurological conditions. Hansen is actively involved in research and teaching, with a focus on physical disabilities, OT fieldwork outcomes and knowledge translation. She has presented both nationally and internationally and has been published in various peer-reviewed journals on a variety of topics related to neurorehabilitation. Hansen is an active member of the Accreditation Council for Occupational Therapy Education (ACOTE) Roster of Accreditation Evaluators and is a site co-coordinator for the Shirley Ryan AbilityLab Neurological Fellowship.



Lauren M. Little, PhD, OTR/L
Associate Professor
Associate Dean of Research
College of Health Sciences
Department of Occupational
Therapy

Education

BA, Political Science, DePaul University
MS, Occupational Therapy, University of Illinois at Chicago
PhD, Occupational Science, University of North Carolina at Chapel Hill

Research Areas

Autism, sensory processing, telehealth

Lauren Little, PhD, OTR/L, has a clinical background in occupational therapy and a PhD in Occupational Science. Little's expertise is in intervention for families of children with neurodevelopmental conditions, including autism spectrum disorders (ASD). She has practiced occupational therapy in early intervention settings and has been involved in numerous research projects for young children with ASD. Little has conducted research on the efficacy of telehealth for families of young children with ASD, and is active in state and national organizations to promote access to intervention services for underserved families of children with developmental conditions.



Michelle McFall-Johnsen, BA
Program Coordinator
Fieldwork Assistant
College of Health Sciences
Department of Occupational
Therapy

Education

BA, University of Arkansas at Little Rock

Michelle is the Program Coordinator and Fieldwork Assistant for the Occupational Therapy Doctorate Program. Michelle comes to her role with a unique perspective, using this to guide her assistance to the program. She has over 20 years of experience working with OT's in multiple settings in inpatient psychiatric hospitals as a Milieu Coordinator. Michelle enjoyed working with mental health OT's and implementing treatment care plans for children and adolescents with sensory processing issues and advocating for those patients. During her first 14 years at RUSH on the child and adolescent psychiatric unit (4Kellogg) Michelle worked in collaboration with the nursing and OT team on programming for the unit using ACT to create a curriculum for the Adolescent population. As the OTD Program Coordinator, she is responsible for facilitating the admissions process, assisting with student clinical placements and providing general programmatic/departmental support. She gained great respect for the field of OT while working side by side with OT's in Mental Health and is happy to be able to continue that professional relationship working with faculty, students, and program applicants in the University OTD Program at RUSH.



Rebecca Ozelie, DHS, OTR/L
Chairperson & Program Director
Associate Professor
College of Health Sciences
Department of Occupational
Therapy

Education

DHS, University of Indianapolis

MHS, University of Indianapolis

BS-OT, University of Wisconsin-LaCrosse

Research Areas

Spinal cord injury and stem cell innovations, occupational therapy fieldwork and education and effectiveness of simulation

Rebecca Ozelie, DHS, OTR/L, is the chairperson and associate professor in the Department of Occupational Therapy. Clinically, she specializes in the rehabilitation of persons with spinal cord injuries and burns. Ozelie is actively involved in research and teaching, with a focus on physical disabilities, OT fieldwork outcomes and use of simulation. She has presented both nationally and internationally and has been published in various peer-reviewed journals on the topics of spinal cord injury and OT fieldwork outcomes. Ozelie is an active board member of the Accreditation Council for Occupational Therapy Education (ACOTE) and RUSH University's Higher Learning Commission Assessment Academy.



Evguenia S. Popova, PhD, MS, OTR/L
Assistant Professor
College of Health Sciences
Department of Occupational Therapy

Education

PhD, University of Illinois at Chicago
MS, University of Illinois at Chicago
BA, University of California, Berkeley

Research Areas

Family- and client-centered care, promotion of occupational engagement and participation, pediatrics and early intervention, social and transformative learning in health care and professional education, Model of Human Occupation and Intentional Relationship Model, supporting resilience in health care providers

Evguenia S. Popova, PhD, MS, OTR/L, is an assistant professor in the Department of Occupational Therapy. Popova received her PhD in Rehabilitation Sciences from University of Illinois at Chicago. Her dissertation examined interpersonal aspects of family-centered care in Early Intervention using the Intentional Relationship Model. Popova’s scholarship focuses on clinical application of the Intentional Relationship Model and the Model of Human Occupation in promotion of person-centered care, active client engagement in the rehabilitation process and promotion of interpersonal resilience in rehabilitation practitioners across interdisciplinary settings. Popova is a practicing occupational therapist, with experience in pediatrics, mental health and community-based occupational therapy practice. Her primary area of practice is in Early Intervention. Additionally, she serves on the Board of Managers at GiGi’s Playhouse Chicago, a community-based organization that serves people with Down syndrome across the lifespan.



Ricardo D. Ramirez, OTD, OTR/L
Instructor
College of Health Sciences
Department of Occupational Therapy

Education

OTD, University of Illinois at Chicago
MS, University of Illinois at Chicago
BA, University of Illinois at Chicago

Research Areas

Mental health, oncology, working with Latinx communities, LGBTQ+ healthcare, health management, holistic occupational therapy, occupational justice

Ricardo D. Ramirez, OTD, OTR/L is an instructor in the Department of Occupational Therapy. As a practicing occupational therapist with clinical expertise in adult and adolescent inpatient behavioral health as well as acute care, Ramirez focuses his clinical work and scholarship on delivering holistic occupational therapy services for underserved populations—such as the Latinx community and LGBTQ+ youth—in order to promote occupational justice. Particularly, he is interested in promoting health management in inpatient settings for these populations. Within the OTD program, he is responsible for courses related to mental health and sociocultural aspects of care and is passionate on further promoting diversity, equity, and inclusion at RUSH and within the profession. Ramirez obtained his OTD from the University of Illinois at Chicago, where his published doctoral work focused on the occupational participation of Latinx cancer survivors and their family caregivers living in long-term survivorship.



Steven Taylor, PhD, OTD, OTR/L
Assistant Professor
College of Health Sciences
Department of Occupational
Therapy

Education

PhD, Rush University

OTD, University of Illinois at Chicago

MS, Occupational Therapy, University of Illinois at Chicago

BS, Psychology, University of Illinois at Urbana-Champaign

BA, Spanish, University of Illinois at Urbana-Champaign

Research Areas

Functional cognition, aging, interprofessional team-based care

Steven J. Taylor, PhD, OTD, OTR/L, is an assistant professor in the Department of Occupational Therapy. His clinical and professional experiences provide a foundation for his teaching role within the Doctorate of Occupational Therapy program, where he is responsible for courses in health conditions and the neurosciences. Additionally, he is a member of Rush University's Office of Interprofessional Education, and the Education Core for the Center for Excellence in Aging. With this office, he led the development of the acesstelehealthtraining.org website to promote accessibility of telehealth services. Dr. Taylor's PhD dissertation research explored outcomes of a novel interprofessional service learning telehealth curriculum towards the enhancement of healthcare students' preparedness to work in teams, providing client-centered care through telehealth.



Laura VanPuymbrouck, PhD, OTR/L
Assistant Professor
College of Health Sciences
Department of Occupational
Therapy

Education

PhD, University of Illinois at Chicago

BS, Occupational Therapy, University of Illinois at Chicago

BS, Psychology, University of Idaho

Research Areas

Health equity and health care access of people with disability, exploring OTs' knowledge and understanding of disability and how these influence and impact clinical interventions

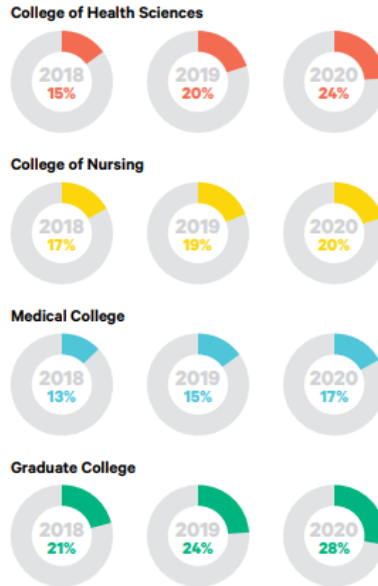
Laura VanPuymbrouck, PhD, OTR/L, is an assistant professor in the Department of Occupational Therapy. Her clinical experience spans over 30 years across the care continuum of physical rehabilitation. Her doctoral research was a phenomenological study exploring how people with disabilities develop their identities as advocates in the health care context. VanPuymbrouck has been actively involved in the investigation of disparities in health due to health care access, quality of care, and outcomes for people with disabilities. Her research experience includes working as primary investigator, a project coordinator, co-investigator and research assistant on funded grants from a variety of esteemed local and national organizations. VanPuymbrouck is actively involved in community advocacy efforts to address disparities in healthcare access and health outcomes of the disability community. Her work as a founder of the PPE4PWD coalition is committed to addressing inequities experienced by Home and Community Based Service users living in the community. She has contributed to healthcare policy briefs and is a frequent contributor of public commentaries and opinion pieces across multiple media platforms.

WHO WE ARE

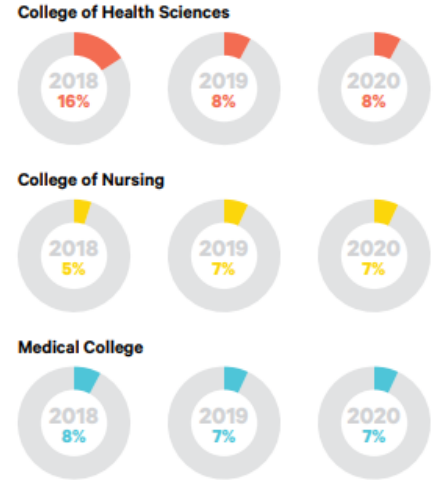
RUSH UNIVERSITY

We recognize that transparency in the current demographic makeup of the organization is essential for applicants to make an informed decision and have included current trends below, although race and ethnicity are only one diversity factor.

Rush University underrepresented minority student enrollment



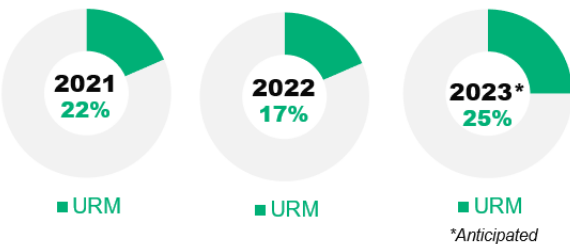
Rush University underrepresented minority faculty*



*Graduate College faculty are drawn from these three colleges. These percentages and the following reflect the number of Black and Hispanic/Latinx faculty and students at Rush University.

OCCUPATIONAL THERAPY DEPARTMENT

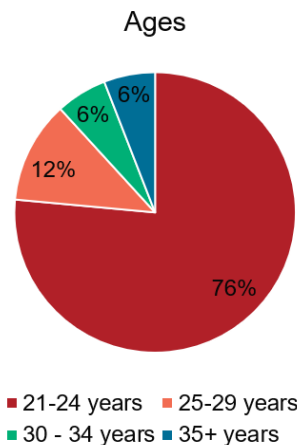
Occupational Therapy Department underrepresented minority student enrollment



Class of 2025 Undergraduate Degrees



Class of 2025 Background



Geographic Location

- 94% (n=32) were born in the U.S. and 5.9% (n=2) were not
- 85.3% (n=29) raised in a suburban area
- 11.8% (n=4) raised in an urban area
- 2.9% (n=1) raised in a rural area

Family Background:

- 52.9% (n=18) – Grandparents & parents born in the U.S.
- 29.4% (n=10) – Parents born in the U.S.
- 17.6% (n=6) – Neither parents born in the U.S.

Family Education:

- 61.8% (n=21) – Have a sibling who has (or is currently pursuing) a higher education degree
- 35.3% (n=12) – Only one of my parents has a higher education degree
- 17.6% (n=6) – I am a first-generation college student (neither of my parents obtained a Bachelors degree)

RUSH OTD Outcomes

Occupational Therapy Program Accreditation

The entry-level Occupational Therapy Doctorate (OTD) program at RUSH University has been approved by the Illinois Board of Higher Education and is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at:

6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone: 301-652-AOTA
Fax: 240-762-5140
www.acoteonline.org



National Board Certification of Occupational Therapy (NBCOT) examination results indicates our students are well prepared upon graduation. Our students are prepared throughout the curriculum with exams designed to prepare you for the board exam and a practice exam provided to you as part of the curriculum. The below statistics are based on the OTD graduating class of 2022.

National 1 Year Pass Rate	RUSH 1 Year Pass Rate	National First Time Pass Rate	RUSH First Time Pass Rate
98%	100%	77%	97%
National Average Score		RUSH Average Score	
474*		496*	

*A score of 450 is required to pass.

Graduation Rate

Graduation Year	Number of Students Matriculated	Number of Graduates	Graduation Rate
2020	36	36/36 graduated	100%
2021	36	34/36 graduated	94%
2022	37	36/37 graduated	97%
2023	38	Not available yet	Not available yet



Admission Requirements for Fall 2024

- **Complete a bachelor's degree from a regionally accredited institution.** Applicants may apply with outstanding coursework if all coursework is completed and a degree is conferred by matriculation (Sept)
- Complete the online application through the Occupational Therapy Centralized Application System (OTCAS) at <https://otcas.liasoncas.com/>. You can find a video walking you through OTCAS [here](#).
- **Courses* (with a letter grade of "C" or higher) completed before matriculation with the following content:**
 - Human anatomy with lab (cadaver lab preferred) = total of 4 credit hours
 - Human physiology (lab preferred) = total of at least 3 credit hours
 - *Anatomy and Physiology must be taken within five years before the start of the program. Two sequential courses in Human Anatomy and Physiology with labs will also satisfy the prerequisites
 - Statistics (including descriptive and inferential statistics)
 - Sociology or Anthropology
 - Human growth and development across the lifespan (from birth through old age and dying)
 - Abnormal Psychology
 - One Psychology course (in addition to Human Growth and Development and Abnormal Psychology)

***Note:** Exams testing out of coursework and [AP coursework](#) are not acceptable for prerequisite requirements. Pass/Fail classes will be accepted for any courses taken in the Spring 2020 semester only.

- Achieve a minimum GPA of at least 3.0 on a 4.0 scale in the most recent two years of your education
- **Personal Statement** demonstrating your understanding of the profession and what characteristics and experiences support you in becoming an occupational therapist.
- **Two Letters of recommendation** from individuals acquainted with the applicant's academic/professional aptitudes. OTCAS will contact each reference with instructions on how to complete an online evaluation.
- **Experience with occupational therapy through 20 hrs (minimum) observation of occupational therapy.** In the instance you cannot shadow, familiarity with OT can be demonstrated through completing the online shadowing experiences detailed on our website.
- **Interview Session**, selected applicants will be invited for a small group virtual interview session and must complete a RUSH supplemental application, with a \$40 fee.

***Please note that we no longer require or consider GRE scores**

*Accepted applicants must complete a criminal background check and the required Health and Immunization History documentation. A felony conviction potentially negatively impacts a graduate's eligibility for certification and licensure.

* The OTD program requires students to complete all required courses in the Rush University Department of OT plan of study. **We do not allow credit for previous coursework and/or work experience.**

***Please note international students requiring the F-1 visa to study at Rush are not currently eligible to apply for the Occupational Therapy Doctorate program.**

All application materials will be evaluated, and the Occupational Therapy Admissions Committee will make decisions regarding the applicant's acceptability for the program. Academic and non-academic factors, including community service, work experience, research, and leadership, will be considered.

Application Checklist: 2024 Admissions

Applications will be reviewed by the OT Admissions Committee after OTCAS application is submitted and OTCAS has verified all transcripts, and letters of recommendation. You are strongly advised to submit your application prior to October 15th when the admissions committee begins to review applications.

To submit your application for **early acceptance** consideration, you are advised to follow this checklist. Completing your application in this timeframe will give you priority for interview and scholarship funds, however all applications submitted before the deadline will be considered.

- Review all the instructions at the OTCAS website (<https://portal.otcas.org/>).
- By September 30th arrange for all official transcripts and letters of recommendation to be sent to OTCAS.
- Submit your OTCAS application by October 15th.
- No supplemental application is required by Rush University at the time of your initial application. You will be informed when it is time to complete a Supplemental Application.
- Regularly check your OTCAS portal to monitor your application and the receipt of all supporting documents.

In order to meet the **December 1st deadline**, you are advised to follow this checklist:

- Review all of the instructions at the OTCAS website (<https://portal.otcas.org/>).
- By November 15th arrange for all official transcripts, and letters of recommendation.
- Submit your OTCAS application before midnight December 1st.
- No supplemental application is required by Rush University at the time of your initial application. You will be informed when it is time to complete a Supplemental Application.
- Regularly check your OTCAS portal to monitor your application and the receipt of all supporting documents.

Questions about OTCAS application should be directed to OTCAS directly.

Questions about the status of your application, Rush University's OT program, and/or application procedure can be directed to the OT Admissions committee at OT_Admissions@rush.edu and 312-942-1084.

Course of Study

YEAR 1

BEGIN SEPTEMBER 2024 SEMESTER 1

OCC 501 Human Structure & Principles of Movement (3)
OCC 501L Functional Anatomy w/Lab (2)
OCC 520 Health Conditions (4)
OCC 608 Introduction to Clinical Practice (2) **(Practicum #1)** ★
OCC 600 Introduction to Occupation Health and Wellness (3)
IPE 502 Interprofessional Patient Centered Teams (0)
Total = 14

JANUARY 2024 SEMESTER 2

CHS 601 Introduction to Biostatistics (2)
OCC 576 Sociocultural Aspects of Care (2)
OCC 609 Occupational Performance & Ability (3) **(Practicum # 2)** ★
OCC 620 Foundational Theories in OT (3)
OCC 579 Research Methods (3)
OCC 643 Health Care Systems (3)
IPE 502 Interprofessional Patient Centered Teams (0)
Total = 16

MAY 2024 SEMESTER 3

OCC 625 Functional Neuroscience & Cognition (4)
OCC 607 Psychosocial Aspects of Care (3) **(Practicum #3)** ★
OCC 610 Occupational Therapy Process (3)
OCC 615 Developmental Disabilities I (3)
OCC 617 Clinical Practice Skills/**FWI-A** (2) ★
OCC 683 Evidence-Based Practice Series I (1)
Total = 16

YEAR 2

SEPTEMBER 2024 SEMESTER 4

OCC 612 Physical Disabilities I (4)
OCC 614 Mental Health Practice (4) **(Group Dynamics)** ★
OCC 618 Clinical Practice Skills/**FWI-B** (2) ★
OCC 684 Evidence-Based Practice Series II (1)
OCC 630 Program Development (2)
Total = 13

JANUARY 2025 SEMESTER 5

OCC 613 Physical Disabilities II (4)
OCC 616 Developmental Disabilities II (4)
OCC 685 Evidence-Based Practice Series III (2)
OCC 810 Professional Reasoning & Doctorate Experience I (2)
Total = 12

MAY 2025 SEMESTER 6

OCC 795 **Advanced Fieldwork I** (9) ★
OCC 644 Leadership & Advocacy (2)
OCC 811 Professional Reasoning & Doctorate Experience II (1)
Total = 12



YEAR 3

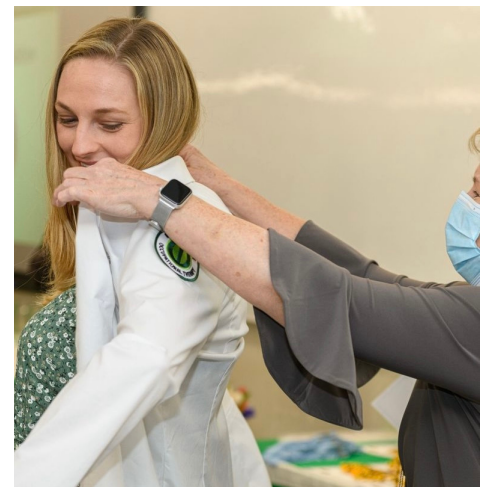
SEPTEMBER 2025 SEMESTER 7

OCC 797 **Advanced Fieldwork II** (9) ★
OCC 812 Professional Reasoning & Doctorate Experience III (1) OCC 820 Capstone Competencies (1)
Total = 11

SEMESTER 8 GRADUATE APRIL 2026

OCC 825 **Individualized Doctoral Experience** (12) ★
OCC 828 Capstone Dissemination (1)
Total = 13

Total hours = 107



★ Indicates a hands on clinical experience

General Program Requirements

The Rush University OTD program is a full-time program with classes occurring Monday-Friday, however, some evening and weekend hours may be required periodically to complete academic and clinical assignments. In these situations, students will be given ample notice to arrange their schedules accordingly. Although the majority of classes are on campus, several courses are online with both asynchronous and synchronous sessions. Technology requirements for those courses and the entire program can be found on page 5 of this document. Collaborative strategies are commonly used in the curriculum which means that students will need to work with their peers outside of scheduled class periods.

Attendance and active participation are important aspects of professional education and are critical to professional development. Students are expected to be present for all class, lecture and lab meetings. They are fully responsible for all content presented to them. Excused absences must be requested before the class meeting time and must be validated by the instructor. Valid excuses include illness, doctor's instruction, notice of death in family, religious obligations and other special circumstances. Students must email or call the instructor in the case of an absence. The student is responsible for obtaining class information after an absence.

Business casual dress is required for all classrooms, with the exception of Caribbean blue scrubs for lab activities. On clinical placements, students will be required to follow each site's dress code.

Students enrolled in the OTD program at RUSH University are expected to have the skills necessary to function as an occupational therapist or occupational therapy student in the classroom, laboratory, and clinical/fieldwork settings. The technical standards required of all students enrolled in the OTD program can be found in the next section.



Technical Standards

Rush University is committed to diversity and to attracting and educating students who will make the population of health care professionals' representative of the national population. Our core values - I CARE (innovation, collaboration, accountability, respect and excellence) -translate into our work with all students, including those with disabilities. Rush actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful, accountable culture through our confidential and specialized disability support. Rush is committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations. The following technical functions are required of all students enrolled in the Occupational Therapy program:

Acquire Information

- Acquire information from demonstrations and experiences in courses, such as lecture, group and physical demonstrations
- Acquire information from written documents and computer systems (e.g., literature searches and data retrieval)
- Identify information presented in accessible images from paper, slides, videos with audio description and transparencies
- Recognize and assess patient changes in mood, activity, cognition, verbal and non-verbal Communication

Motor

- Possess psychomotor skills necessary to provide or assist in holistic occupational therapy care and perform or assist with procedures and treatments
- Practice in a safe manner and appropriately provide occupational therapy care and assessment in emergencies and life support procedures, and perform universal precautions against contamination

Intellectual Ability

- Measure, calculate, reason, analyze and synthesize data related to the diagnosis and treatment of patients and populations
- Exercise proper judgment and complete responsibilities in a timely and accurate manner according to the occupational therapy role
- Synthesize information, problem-solve and think critically to judge the most appropriate theory, assessment or treatment strategy

Use and Interpret

- Use and interpret information from assessment techniques/maneuvers
- Use and interpret information related to physiologic phenomena generated from diagnostic tools

Behavioral

- Maintain mature, sensitive, effective relationships with clients/patients, families, students, faculty, staff, preceptors and other professionals under all circumstances
- Exercise skills of diplomacy to advocate for patients in need
- Possess emotional stability to function under stress and adapt to rapidly changing environments inherent to the classroom and practice settings

Character

- Demonstrate concern for others
- Integrity, accountability, interest and motivation are necessary personal qualities
- Demonstrate intent and desire to follow the Rush University and Occupational Therapy code of ethics

The technical standards delineated above must be met with or without accommodation. Students who, after review of the technical standards, determine that they require reasonable accommodation to fully engage in the program should contact the Office of Student Disability Services to confidentially discuss their accommodations needs. Given the clinical nature of our programs, time may be needed to create and implement the accommodations.

Accommodations

are never retroactive; therefore, timely requests are essential and encouraged. To learn more about accommodations at Rush University please contact:

Marie Lusk, MBA, MSW, LSW
Director, Office of Student Accessibility Services
Rush University
600 S. Paulina St. AAC 901
Chicago, IL 60612
(773) 942-5237
Marie_Lusk@rush.edu
<https://www.rushu.rush.edu/office-student-accessibility-services>

Graduation Requirements

Once admitted to the Occupational Therapy program, students embark on a journey that entails the accumulation of 107 term hours for graduation. In order to graduate and have the Occupational Therapy Doctorate conferred, students must meet the following:

- Successfully complete all didactic coursework and fieldwork
- Pass the Department of Occupational Therapy competency exam
- Successfully complete all requirements of the individual doctoral experience and capstone project
- Pass the Rush University Interprofessional Patient Care Teams course (IPE 503)
- Complete a minimum of 16 contact hours of approved professional or community service

In order to be eligible to take the registration exam administered by the National Board for Certification of Occupational Therapists, students must have completed all graduation requirements as documented in official transcripts from Rush University. Students must complete all program requirements within 45 months from the time they begin the program. Students will have 15 months to complete Level II fieldwork after the final day of Semester 5 of the curriculum and 12 months to complete the doctoral experience/project after the last day of their final Level II fieldwork. Any student who expects to go beyond this timeframe must request an exception to the policy in writing to the program director.



Scholarly and Professional Service

Scholarly Activities

All faculty are involved in research projects in occupational therapy. Students participate in faculty-supervised research projects of interest, which may be carried out in one of Rush University Medical Center’s occupational therapy clinics, other healthcare facilities, or community organizations. Students are required to present their research projects during the annual Department of Occupational Therapy Research Symposium, submit them for presentation at state and national conferences, and/or publication in a professional journal identified by the faculty research adviser.

Students are also required to independently complete a capstone project that will advance knowledge within the occupational therapy profession. All students present their findings at Rush’s Doctoral Capstone Dissemination day; publication is highly encouraged. You can find previous capstone student's work [here](#).

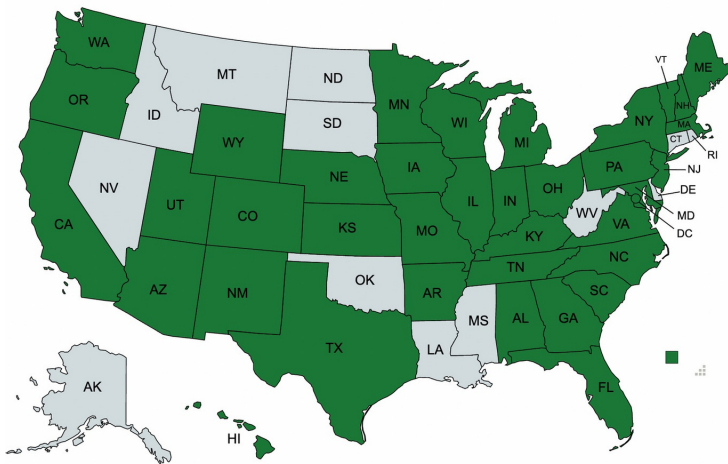
Professional Service Activities

A hallmark of outstanding Rush students and alumni is the desire to make meaningful service contributions. All RUSH students are required to complete 16 hours of service. Many opportunities exist for students to obtain these hours, including collaboration with faculty service projects, and departmental and university-wide student organization events. A few of the current OTD faculty service partnerships include opportunities to volunteer at Revive Center for Housing and Healing, Gigi's Playhouse, and House of Good Shepard shelter. Additional opportunities with the larger RUSH community include the [RUSH Community Service Initiatives Program \(RICSIP\)](#).



RUSH UNIVERSITY FIELDWORK

Fieldwork Program Overview



Fieldwork Locations

37 States

4+ International Locations

Approx. 400 Total Current Locations



RUSH Fieldwork

- Curriculum and Practicum experiences begin in the first semester to support fieldwork preparation and promote success.
- RUSH OT Is affiliated with an Academic Medical Center allowing for increased clinical interactions.
- An average of 200 Fieldwork opportunities are available each year for students to select from.
- A wide variety of clinical and community fieldwork settings are available for each experience. i.e. hospital and community based pediatrics, EI, mental health, hippotherapy, rehabilitation, acute care, day rehabilitation, emerging and non-traditional settings.
- An established process for adding and requesting new fieldwork partners and locations annually.
- Individualized student fieldwork advising and matching process to customize a diverse fieldwork plan that reflects student educational needs and preferences.

Experiences

- Three part time practicums across 3 semesters that reflect the curriculum.
- One six week group leadership experience.
- Two full time, two week, Level I Fieldwork opportunities.
- Two full time, 12 week, Level II Fieldwork opportunities.
-

Questions?: Piper_Hansen@rush.edu

Technology

Required Software/Online Tools

My Apps: <https://myapps.rush.edu/>

Students are recommended to use My Apps, which is a virtual desktop where Office software, Rush Email, and secure storage is provided.

Visit <https://rushuportal.learning.rush.edu/faq> for more information about the My Apps virtual environment. Students are also able to log into RULearning from MyApps.

RULearning Login Page: <https://rulearning.rush.edu/>

Students are also able to access RULearning via the listed login page.

Computer Requirements:

Students should have computers with audio/visual capabilities (including the ability to record presentation assignments) and that support learning management tools including but not limited to Respondus LockDown Browser and Monitor, Panapto, and ExamSoft.

Microsoft Office Suite: Word, Excel, and PowerPoint:

If you do not already have the Microsoft Office software you can access the Suite through My Apps or download a copy of the Microsoft Office suite at a reduced cost for Windows or Mac users: <https://rush.onthehub.com/>

Internet Browsers:

Students should have access to more than one browser, such as Internet Explorer, Chrome, Firefox or Safari. All browsers should be the most up-to-date version available.

Internet Requirements:

Students must have access to a high-speed internet connection when working off campus.

Adobe Acrobat Reader:

Students should have access to the most up-to-date Adobe Acrobat Reader.

Canvas: <https://rushuniversity.instructure.com/>

Rush University uses Canvas learning management system for all courses.

Financial Aid

If you are interested in applying for financial assistance at Rush University, you should review the following aid application checklist. Your aid application must be renewed each academic year, and the application documents are updated annually. Please be sure you are completing the correct series of documents for the appropriate academic year (multiple application cycles may be open at any given time).

1. **Free Application for Federal Student Aid (FAFSA):** You must include Rush's school code (009800) in the school section of the FAFSA document.
2. **Parental information:** Parental information is required on your FAFSA if you are a first year medical student under 30 years old.
3. **Projected enrollment form:** Only required for the following programs: Clinical Lab Management (CLM), Specialist in Blood Bank (SBB), Clinical Research (CRES) Master of Medical Laboratory Science (MLS), Health Systems Management (HSM), Health Sciences PHD, Bachelor of Health Sciences (BSHS), Bachelor of Science in Imaging Science (IS), and Bachelor of Science in Vascular Technology (VAS). This document asks you to indicate your planned enrollment detail for the academic year. Please provide numerical values for each corresponding term when completing this form; your aid award may change if your enrollment plans change.

In certain situations, you may need to submit additional documents. You will be contacted via email if this is the case. The Office of Student Financial Aid will review your application for financial assistance once your file is complete with all requested documents. You will receive an email when your award is ready, directing you to the secure RUConnected Portal where you can find information about your financial aid award and the next steps.

You may need to complete additional paperwork based on the aid you receive and accept. Details will be included in the award information provided to you.

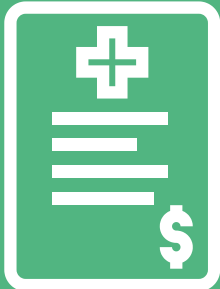
Office of Student Financial Aid
Armour Academic Center
600 South Paulina St., Suite 440
Chicago, IL 60612
(312) 942-6256

Email: Send us an email at financial_aid@rush.edu.

For additional information check out the Rush University Office of Student Financial Aid website: <https://www.rushu.rush.edu/rush-experience/student-services/office-student-financialaid>

OTCAS Application Fee Waiver

Fees



OTCAS charges \$150 for the first program and \$65 for each additional program. Some programs may have an additional supplemental fee.

Fee Assistance Program

A limited number of fee waivers are provided to qualified applicants on a first come, first-served basis. You may request a fee waiver as soon as you create an application. Contact 617-612-2860 before you submit a fee waiver to determine if they are still available.



Qualification Requirements



1. Filed Federal Income Tax Return Form with an adjusted gross income that falls below the Low Income Level.
2. Must request a fee waiver before application is submitted

Applying for a Fee Waiver

1. Start OTCAS application
2. Click on your name in the upper right corner of the application, then select "Fee Assistance Program"
3. Enter household's adjusted gross income and number of people in household
4. Upload a copy of the filed Federal Income Tax Return
5. Await notification, may take up to 10 business days

Internal Scholarships

Several Scholarship opportunities are available to Rush Occupational Therapy students.* Scholarships are awarded by the OT department scholarship committee and allocated through the Rush University Office of Student Financial Aid. Students who would like to be considered for scholarship funds MUST complete the FASFA application and all required Rush University Office of Student Financial Aid paperwork.

Diversity Scholarships:

Diversity scholarships are available to racial and ethnic minority students who are underrepresented in the health professions and are full time College of Health Sciences students planning to begin their academic program at Rush University. These scholarships are based on FASFA application and racial and ethnic diversity as indicated on your OTCAS application.

Graduate Assistantships:

Graduate Assistantships, based in the Department of Occupational Therapy, are allocated based on merit as determined by OTCAS application. To be eligible, students must have a confirmed seat in the program, complete FASFA, and complete all required Office of Student Financial Aid paperwork. Graduate assistants are paired with faculty based on mutual interest and work for faculty approximately 8 hours/week across your first three semesters in the program.

Other Scholarships:

Throughout the second- and third-year scholarship funds are available based on academic merit, students who have demonstrated Rush's ICARE values, and to an artful clinician award recipient.

*Scholarship information/allocation is subject to change



External Scholarships

AOTA E.K. Wise Scholarship

- Three scholarships in the amount of \$2,500 each will be available annually to students enrolled in (or accepted to) a full-time accredited occupational therapy program and who can contribute to a diverse workforce.
- Application open in February 2024
- More information [here](#).

AOTF Scholarships

- The American Occupational Therapy Foundation (AOTF) awards more than 50 scholarships annually to students currently enrolled in accredited occupational therapy programs. Scholarships range from \$150 to \$5,000 annually and are awarded to students who have completed at least one year of occupational therapy course work.
- More information [here](#).

AMBUCS Scholars-Scholarships for Therapists

- The AMBUCS Scholars-Scholarships for Therapists distributes \$200,000 annually in awards ranging from \$500 to \$6,000. Applicants are selected based on financial need, US citizenship, commitment to local community, academic accomplishment, character for compassion and integrity, and career objectives.
- More information [here](#).

The Paul & Daisy Soros Fellowships for New Americans

- The PDS Fellowships for New Americans program honors the contributions of immigrants and children of immigrants to the United States. Each year, we invest in the graduate education of 30 New Americans—immigrants and children of immigrants—who are poised to make significant contributions to US society, culture or their academic field.
- More information [here](#).

PIF/ Lifeline Scholarship Program

- Scholarships are available for adult students who are enrolled in one of the following programs: physical therapy, occupational therapy, speech/hearing therapy, mental health, or rehabilitation. Recipients must be preparing for, or already involved in, careers working with people with disabilities/brain related disorders.
- More information [here](#).

External Scholarships Continued

Carlotta Welles Scholarship

- This scholarship is for a student seeking an associate degree; must be a member of the American Occupational Therapy Association; demonstrate a need for financial assistance; and have a sustained record of outstanding scholastic achievement.
- More information [here](#).

Alice Jantzen Memorial Scholarship

- Qualified applicants must all eligibility requirements. For Post-baccalaureate scholarships, this must be the first degree in Occupational Therapy; have a sustained record of outstanding scholastic achievement; Supply application data including: (1) Two references and (2) Program Director's statement.
- More information [here](#).

Willard & Spackman Memorial Scholarship

- For student seeking a post-professional graduate degree; must be a member of the American Occupational Therapy Association; demonstrate a need for financial assistance; and have a sustained record of outstanding scholastic achievement.
- More information [here](#).

Kappa Delta Phi Scholarship

- For student seeking a baccalaureate degree or post-baccalaureate certificate; must be a member of the American Occupational Therapy Association; demonstrate a need for financial assistance; and have a sustained record of outstanding scholastic achievement.
- More information [here](#).

For other scholarship opportunities, you can log on at www.aota.org Follow the student link to Financial Aid.

International Applicants

All applicants whose native language is not English must present evidence of proficiency in English by satisfactorily completing the Test of English as a Foreign Language examination (TOEFL).

TOEFL Score Minimums

A total TOEFL score of at least 88 on the Internet-based version, or 570 on the paper-based version*, or 230 on the computer version, must be achieved. In addition, applicants must score no less than 55 on the paper version or, 20 on the computer version or, 18 on the Internet-based version on each of the three subtests of the TOEFL (listening, structure/writing, and reading). * Starting October 2017, the paper-based test will no longer be administered. It will be replaced with the paper delivered test. A minimum score of 18 on each of the three subtests (reading, listening and writing) is require.

How to Submit Your Score

An official report of these scores must be received by the Admissions Office prior to the date(s) on which admission decisions are made for the program(s) to which the applicant has applied. To obtain information or to register to take the TOEFL, write directly to:

The Education Testing Service

P.O. Box 6151

Princeton, New Jersey 08541-6151, U.S.A.

You may also wish to visit the TOEFL Web site at <http://www.toefl.org> The applicant should indicate on his/her application for the examination that results should be sent to institution code number 1676.

Waiver for U.S. Graduates

Applicants whose native language is not English and who have graduated from high school or successfully completed a higher education degree program (Associate degree or higher) in the United States or one of its English-speaking protectorates may petition for waiver of the TOEFL requirement to the College of Health Sciences' Dean's Office.

Waiver requests should include proof of receipt of a high school or college diploma from an accredited institution in the United States or one of its English-speaking protectorates. College or university degrees must be granted by a regionally accredited college or university to be considered for waiver of the TOEFL.

Email waiver requests to CHS_Admissions@rush.edu

Contact the international student services department at (312)942-2030 or international_students@rush.edu with questions.

Student Organizations

Student Occupational Therapy Association (SOTA)

A student run organization open to all Rush OT students. SOTA is committed to serving the community through volunteer activities and fundraising, and increasing awareness of the value of occupational therapy to both the public and other health care disciplines.

Rush OTs in Action (ROTA)

Department committee of faculty and student members who meet monthly to hold the department accountable for racial and ethnic for promoting racial and ethnic equity by:

- Educating future occupational therapy practitioners, faculty, and staff on topics related to justice, equity, diversity, and inclusion
- Advocating for change within Rush's Occupational Therapy program and across the profession based on evidence-based recommendations
- Improving the prospective and current student experience by ensuring an inclusive environment

Coalition of Occupational Therapy Advocates for Diversity (COTAD)

An international nonprofit organization that works to promote diversity, equity, and inclusion and address occupational injustice. Check out the latest project from the Rush COTAD Chapter [here!](#)



Rush offers many other opportunities for students to become involved in our over 35 active student organizations and the Office of Community Engagement.

<https://www.rushu.rush.edu/getting-involved>

FREQUENTLY ASKED QUESTIONS

What is unique about RUSH's OTD Department?

The Rush University experience is unique because of the carefully crafted academic, clinical, and research curriculum paired with Rush University Medical Center. As part of this students participate in a **clinical experience during every semester of the program**, beginning in week 4 of the first semester. Rush University utilizes the Practitioner-Teacher-Investigator (PTI) model, meaning OT faculty members have many different roles, including teaching, research, and practice. Additionally, RUSH OT practitioners support students' learning by sharing their expertise in the classroom and supervising clinical experiences. Enabling students to learn from current practitioners in a variety of professional practice settings in addition to the faculty.

Furthermore, our doctoral coursework series builds students' leadership, advocacy, and independence with program development. Rush University graduates are equipped with **clinical skills as well as leadership skills** to move the profession forward.

RUSH values our **small class size** of 36 students. We have a 1:4.5 faculty-to-student ratio, and value the relationships we build with our students in the classroom, through advising, and clinical supervision.

Is There Part-time, fully online, or non-traditional option?

No. The program is designed to be primarily in-person Monday-Friday between 8:00 am and 5:00 pm. The program has a few online courses, including an interdisciplinary statistical methods course and an interprofessional education course in which OTD students collaborate with students from other disciplines and engage with healthcare service users.

How are faculty and students involved in research?

The occupational therapy faculty, clinicians and students participate as a research team to develop research projects. The team begins meeting in the second semester and finishes with a graduate research project presentation during the fifth semester. Students are encouraged to submit their work for presentation and/or publication. At our national professional conference in 2022 we had 15 students presenting and all faculty presenting work. Students are also required to complete a capstone project, many of which have been published. You can learn more about previous capstone projects [here](#).

FREQUENTLY ASKED QUESTIONS

What is the NBCOT (National Board for Certification in Occupational Therapy) pass rate?

For the first 3 years of the OTD program, our graduates achieved a 97% first-time pass-rate and 100% overall pass rate. We are ahead of the national average, which is a 77% first-time pass-rate. Furthermore, our average passing score was 495 and the national average is 474.

What percentage of students receive jobs after graduation?

For the Class of 2022, job placement was 96% within 3 months of graduation, with 21/22 responders reporting employment. 76% of respondees said it was not difficult to find employment. 80% reported earning between \$60,000 and \$80,000/year. 100% of employers said our graduates were above average on dependability, judgement, clinical reasoning.

What is the tuition?

Tuition was \$14,884 per term for the 2022-2023 academic year. Rush does not charge additional fees. However, there are other cost components to consider when applying for financial assistance including medical insurance (required), books, supplies, rent, utilities, etc. Note: tuition is subject to change.

I'm not from the Chicago. Where can I find information about moving to and living in Chicago?

Rush University Student Life at: email: student_life@rush.edu or visit their website at: www.rushu.rush.edu/studentlife. The department also makes efforts to connect students in the incoming cohort in a timely fashion so they can find housing together if interested.

Do I need to send my official transcripts directly to Rush University?

Not during the application phase. Only if you are admitted to the program will you need to submit official transcripts.

Do I have to submit a supplemental application?

If you are invited for an interview you will be required to submit a supplemental application.

FREQUENTLY ASKED QUESTIONS

Does Rush require the GRE?

No, beginning matriculation 2023 the admissions committee no longer considers GRE scores.

Can I have outstanding pre-requisites courses when I apply?

Yes. Courses must be completed prior to beginning the program which is early September.

What are the Departmental Statistics of Admitted Students in the OT Program?

The average Prerequisite GPA (based on 4.0 scale, at admission) for matriculated students is above 3.5

Number of students matriculated per cycle

- 2022 admission: 36
- 2023 admission: 36 anticipated

Aside from student organizations, what outside of class experiences are available for Rush OT students?

- The College of Health Sciences (CHS) requires its students to accumulate a minimum of 16 hours community service throughout their time at Rush.
- Many opportunities exist for students to obtain these hours, including collaboration with faculty service projects, and departmental and university-wide student organization events. Some current OTD faculty service partnerships include opportunities to volunteer at Revive Center for Housing and Healing, Gigi's Playhouse, and House of Good Shepard shelter.
- The office of Student Life offers opportunities for various activities throughout the year for students enrolled in all academic program
- Rush Community Service Initiatives Program (RCSIP) was established in 1991 to create a thriving network of community service programs that match Rush University student interest and initiative with the social and healthcare needs of the Chicago population. Students have the opportunity to participate in clinical and non-clinical community service programs that are administered through the RCSIP office and overseen by Rush Clinicians.
- Rush OT students have the opportunity to apply and serve as student members on the OT department admission committee.

IPE 502- Interprofessional Patient Centered Teams

Online FA2023 & SP2024

- Break out of academic silos and learn about, from, and with each other
- Collaboratively work with student teammates from different healthcare professions in a variety of team building activities
- Approximately 700 students from 17 health care programs are enrolled and you will be randomly assigned to a team
- IPE502 appears on your transcript as a Pass/No Pass.



IPE 502 introduces students to the four interprofessional Education and Collaborative Practice (IPEC) Domains. Students develop the skills, knowledge, and attitude of each IPEC Domain by working collaboratively with teammates on:

1. **Weekly assignments vary and include written discussions, reflections, knowledge checks, videos, and surveys**
2. **Two, Fall, 60-90 minute online meetings where students meet, discuss roles and responsibilities, and play a virtual health care escape room to practice team communication**
3. **Three, Spring, 60-90 minute Telehealth Sessions where each student team meets and supports a Community Health Mentor, adult volunteer living with a chronic condition(s)**
4. **All five online meetings (Fall and Spring) are held on specific Wednesdays sometimes between 1-6pm.**

We look forward to working with you. Sincerely,

Jan A. Odiaga DNP, CPNP-PC
Associate Professor
Director, Office of
Interprofessional Education
Jan_A_Odiaga@rush.edu

Theresa Gierlowski, MPM
Lead Instructor
College of Health Sciences
Theresa_Gierlowski@rush.edu

Getting to Rush University Medical Center TRANSPORTATION MAP

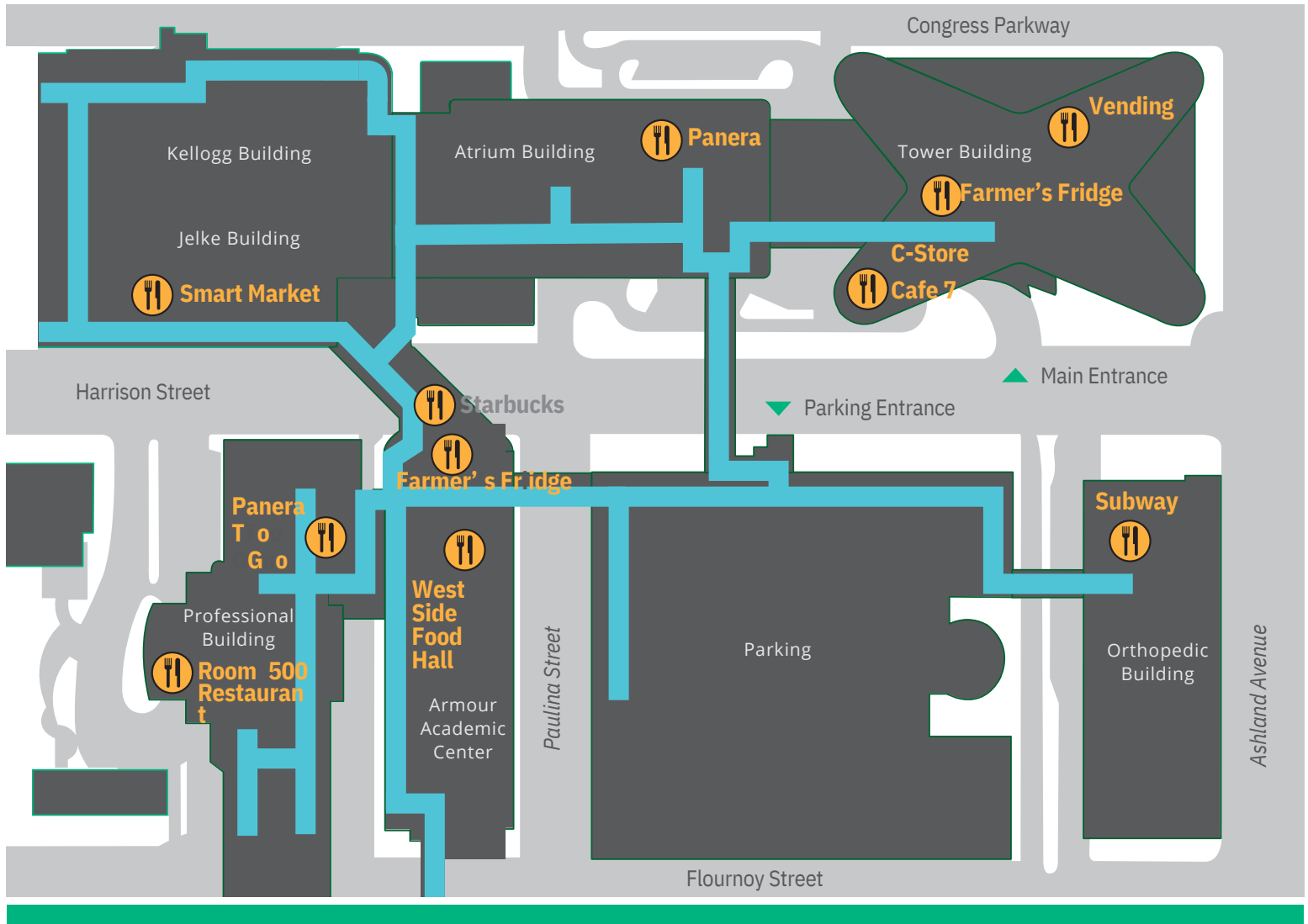


KEY

- Hospital
- Emergency
- Cab Stand
- Parking
- Patient & Visitor Parking
- Employee Parking
- Valet
- CTA Train
- Bike Rack
- Divvy Station
- Rush Parking Shuttle Stop
- Metra Shuttle Stop
- CTA Bus Stop
Ashland #9
Paulina #7
Polk #157
Jackson #126
- Convenience Shuttle Day Run Stop



Dining Options at Rush University Medical Center



Armour Academic Center
Farmer's Fridge, 4th Floor, 24/7

Starbucks, 1st Floor
 Monday – Friday: 5 a.m. – 7 p.m.
 Saturday – Sunday: 6 a.m. – 6 p.m.

West Side Food Hall, 2nd Floor
 Monday – Friday: 6:30 a.m. – 3:30 p.m.
 Saturday – Sunday: 7 a.m. – 2 p.m.

Atrium Building
Panera, 4th Floor, 24/7

Jelke Building
Jelke Smart Market, 1st Floor, 24/7

Orthopedic Building
Subway, 1st Floor

Monday – Friday: 6:30 a.m. – 9 p.m.
 Saturday: 7 a.m. – 5 p.m.
 Sunday: 10 a.m. – 5 p.m.

Professional Building
Farmer's Fridge, 10th Floor, Rush University Cancer Center
 Monday – Friday: 7 a.m. – 5 p.m.

Panera To Go, 1st Floor
 Monday – Friday: 6:30 a.m. – 4 p.m.

Room 500 Restaurant, 5th Floor
 Monday – Friday: 11 a.m. – 2 p.m.

Room 500 To Go, 5th Floor
 6:30 a.m. – 2 p.m.

Tower Building
Farmer's Fridge, 4th Floor, 24/7

Café 7, 7th Floor, Employees Only
 Monday – Friday: 11:30 a.m. – 1:30 p.m.

C-Store, 7th Floor, 24/7

Dr. Murphy's 2-Go, 4th Floor
 Monday – Friday:
 Noon – 1 p.m., 2 – 3 p.m. and 7 – 8 p.m.

