

## College of Health Professions

2012-2013 Academic Catalog



Rosalind Franklin University of Medicine and Science and the College of Health Professions reserve the right to change, at any time and without notice, their requirements, regulations, course and program offerings, fees, charges, and other matters addressed in this catalog. RFUMS must reserve the right to modify or terminate programs described herein. However, modification of program requirements will not adversely affect those students already enrolled in a program, nor will termination of a program affect anything other than the closure of admission thereto.

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*Dear Prospective Student,*

*Thank you for your interest in the College of Health Professions at Rosalind Franklin University of Medicine and Science. Within the pages of this academic catalog, you will find a wealth of information about our academic programs, including course descriptions, application procedures, financial assistance options, and much more.*

*An education at the college of Health Professions offers a personalized, innovative and integrated experience that is aimed at enabling the beginning or continuation of rewarding careers in health care. Whether you are interested in doctoral study or certificate programs, full-time or part-time enrollment, the College offers leading-edge curricula that fit many ambitions and lifestyles.*

*Your interest in the College of Health Professions honors and inspires us. We hope your interest in our programs is the start of a fulfilling and successful future.*

*Sincerely,*

A handwritten signature in black ink that reads "Wendy Rheault". The signature is written in a cursive style with a small flourish at the end.

Wendy Rheault, PhD, PT  
Dean

**HISTORY**

Rosalind Franklin University of Medicine and Science is a five-college University that was built around the Chicago Medical School (CMS), which has been educating physicians and furthering biomedical research for 100 years. From the first days in 1912, the physician and citizen founders of CMS aimed to establish a combined medical school and hospital in which employed men and women could study medicine at night, a common practice at the time. The School's noteworthy period of development took place under the direction of John J. Sheinin, MD, PhD, DSc, who served as dean and president from 1932 to 1966. It was during his administration that CMS successfully met the challenges arising from the revolutionary restructuring of American medical education following the Flexner Report.

In 1967, the University of Health Sciences (UHS) was established. The University comprised the Chicago Medical School (CMS), the School of Related Health Sciences (SRHS, now College of Health Professions), and the School of Graduate and Postdoctoral Studies (SGPS). The College of Health Professions first opened its doors in 1970, when two baccalaureate programs, Physical Therapy and Medical Technology (now Clinical Laboratory Sciences), were established. Since that time, the College has expanded its offerings to include masters- or doctoral-level programs in the following areas: Nutrition, Physician Assistant, Pathologists' Assistant, Physical Therapy, Healthcare Administration and Management, Interprofessional Healthcare Studies, Women's Health, Medical Radiation Physics, Nurse Anesthesia, Biomedical Sciences, and Clinical Psychology.

In 1980, the University relocated to its current campus in North Chicago, IL, adjacent to the Captain James A. Lovell Federal Health Center (formerly known as the North Chicago Veterans Affairs Medical Center) and Naval Station Great Lakes. The University, granted full accreditation by the North Central Association of Colleges and Schools in 1980, represented one of the first educational institutions in the country devoted exclusively to educating men and women for a broad range of professional careers in health care and research. In 2001, the Dr. William M. Scholl College of Podiatric Medicine (established in 1912) became part of the University structure.

On January 27, 2004, the University publicly announced its intent to change its name to Rosalind Franklin University of Medicine and Science, in honor of Rosalind Franklin, PhD, a pioneer in the field of DNA research. The name change became legal on March 1, 2004, at which time the School of Related Health Sciences also changed its name to College of Health Professions. In 2009, the University announced the development of a new College of Pharmacy opening in fall 2011.

In addition to the name change and the announcement of several new strategic initiatives, the University is currently in the midst of profound physical growth. In October 2002, the University opened its Health Sciences Building, a 140,000 square-foot state-of-the-art facility that houses laboratories, auditoriums, classrooms, departmental offices, a student union, the Feet First Museum, University bookstore, recreational game room, exercise facility, and a café.

The University became a residential campus for the first time in its history when three student housing facilities, totaling 180 apartments, opened in July 2003. And in 2006 the University opened a two-story, \$10 million research expansion to further its mission of scientific discovery.

The University's Basic Sciences Building is a 400,000-square-foot facility that houses a 52,000-square-foot Library and The Daniel Solomon, MD, and Mary Ann Solomon Learning Resource Center as well as administrative offices, classrooms, auditoriums, basic science departments, research and teaching laboratories, and dining areas.

From 2004 to 2011, the University has significantly and steadily expanded its student base and set record enrollment growth, from 1,688 students to 2,206—a 20 percent increase in the student population. By strengthening its research practice and attracting pre-eminent scientists, the institution now provides greater access to leading-edge research opportunities. This growth will continue with the new College of Pharmacy.

Dr. Rosalind Franklin, through her pioneering work in the science of life and through her unflagging perseverance, serves as a role model for our faculty and students, and represents the future of biomedical science and integrated health care. Her history mirrors our own in many profound ways, marked by dedication to discovery even in the midst of difficult times. Upon that history, her legacy guides the future of the University itself.

In 2010, the University broke ground on the 23,000-square-foot Interprofessional Education Center which will offer additional classrooms, laboratories, clinical simulation spaces, and an amphitheatre. It is the home of the College of Pharmacy, which welcomed its inaugural freshman class in fall 2011.

After 100 years of excellence in healthcare education, Rosalind Franklin University of Medicine and Science has only just begun to write its history. We hope you will join us in creating bold visions for an ambitious future.

To learn more about Dr. Rosalind Franklin and the University's dedication to her legacy, visit [www.lifeindiscovery.com](http://www.lifeindiscovery.com).

## **MISSION**

To serve the nation through the interprofessional education of health and biomedical professionals and the discovery of knowledge dedicated to improving the health of its people.

## **VISION**

To achieve national recognition as the premier interprofessional health sciences University.

**EQUAL OPPORTUNITY**

It is the policy of Rosalind Franklin University of Medicine and Science not to discriminate on the basis of race, sex, sexual orientation, color, creed, religion, national origin, disability or age in admissions or employment or in any programs or activities. It is the University's intent to comply with applicable statutes and regulations, including Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 both prohibit discrimination against individuals with disabilities by mandating a provision of reasonable accommodations to make limitations to what services can be provided. It is the University's goal to assist students in developing their potential in light of what is feasible and reasonable under the law. Refer to the [RFUMS Student Handbook](#) for Educational Opportunity Policies and Procedures.

**ACCREDITATION**

Rosalind Franklin University of Medicine and Science receives its degree-granting authority from the Illinois Board of Higher Education and is accredited through the North Central Association of Colleges and Schools.

North Central Association of Colleges and Schools  
 Higher Learning Commission  
 30 North LaSalle Street, Suite 2400  
 800.621.7440  
 312.263.0456



**LOCATION**

The College of Health Professions is located in the 140,000-square-foot Health Sciences Building on the campus of Rosalind Franklin University of Medicine and Science, at 3333 Green Bay Road, North Chicago, IL 60064. The University is situated in the northern suburbs of Chicago, with easy access to downtown Chicago and the surrounding areas by car or public transportation. Chicago is arguably one of the foremost cultural, educational and scientific centers of the world. University students enjoy an environment rich in cultural and leisure activities, with neighboring communities that boast award-winning restaurants, museums and more.

**CLASSIFICATION OF STUDENTS**

There are three categories of students:

1. *Regular Students* — This category includes all full-time and part-time students who have met the admission requirements and are matriculating for a degree. Full-time students are enrolled for at least 12 quarter hours per quarter.

2. *Conditional and Preliminary Students* — This category includes students whose regular applicant file shows insufficient achievement in one or more area. A probationary acceptance is offered during which time the student is given the opportunity to prove his or her academic ability or complete necessary prerequisites.
3. *Student-at Large*— The student in this category is a non-degree seeking student who wishes to take less than 1 year worth of coursework at the University and who does not intend on enrolling in the program after the conclusion of the course. A short application is required for this type of student, which must be requested from Student Affairs and Enrollment Management by the chair of the department in which the course(s) are being taken.

### **ADMISSIONS POLICIES**

To fulfill the mission of Rosalind Franklin University of Medicine and Science, the admissions policies are designed to ensure that our selection process matriculates a class made up of individuals capable of meeting the needs of current and future patients and advancing scientific research that will shape the future of healthcare. The training of a healthcare professional should provide them with the ability to make appropriate diagnostic and treatment decisions in a manner that understands and respects a patient's cultural, financial and social background. The training of exceptional biomedical scientists should be highly research-based and collaborative to provide students with the foundation necessary to contribute to the advancement of biomedical sciences.

The University recognizes that an educational experience that fulfills these goals must extend beyond formal education to include the cultural environment provided by their fellow students. Applicants will be evaluated not only for educational potential, but with the aim of providing diverse educational experience for other members of the class. The diversity that is sought in the student body should include gender, geography, racial or national origin, cultural identity, foreign language skills, life experiences, and other unique abilities and qualities.

Every successful applicant is expected to embody a set of core attributes.

- (1) Intellectual capacity. This is assessed using the undergraduate grade point average, the combined undergraduate science and mathematics grade point average and standardized test scores. The grade evaluation includes the quality of the undergraduate institution, the difficulty of the course load, and the trend of grades.
- (2) Dedication to healthcare, science, and service. Assessment can include documented interest in healthcare, knowledge of current healthcare problems and issues, healthcare- or service-related employment, participation in community and school service activities.
- (3) Communication skills. Strong communication skills as provided by the written application and testimony of references and, in particular, as demonstrated during the interview process are essential attributes for a successful applicant.
- (4) Integrity. All applicants are expected to have demonstrated adherence to ethical principles in their past experiences and in the application process.

Many of the applicants will have past experiences, knowledge, and characteristics that can contribute to both the educational experience of their classmates and to the practice of health professions. The following is a summary of those attributes that can build a diverse class that enhances the educational experience of the class and provide for quality patient care in the future.

- (1) Geographic diversity. An appropriate mix of students from the local area, the nation, and from other countries will be sought. The mix will include as well those who may indicate a desire to serve in populations of underserved, such as inner city residents, the financially disadvantaged, minority populations, or the uninsured.
- (2) Race and ethnicity. Applicants from groups underrepresented in healthcare and science will provide opportunities for all students to benefit from interactions with peers with diverse experiences, personal characteristics, and backgrounds.
- (3) Life experiences. A career in healthcare and biomedical research requires interaction with a diverse population of patients and professionals. As such, we seek out students with a wide variety of racial, ethnic and cultural backgrounds. Experiences with other ethnicities and cultures are considered valuable, such as study abroad, involvement with multicultural organizations, or other unique life experiences.
- (4) Educational background. Applicants with degree majors outside of the sciences also provide the potential for contributing to the educational experience of the class and to future interaction with individuals with diverse backgrounds. Knowledge of a second language, particularly Spanish, is considered a valuable attribute for the future practice of health sciences. Finally, applicants who present with graduate degrees, such as J.D., Masters in Public Health, Ph.D. etc, have additional skills and experiences that will be valuable both to classmates and to future colleagues.
- (5) Leadership. Any healthcare professional could assume the role of leader of a healthcare or research team. In addition, good leaders while in school can contribute to their community of classmates and to the University. Previous leadership experience as documented in the application and supporting documents will be considered in assessing leadership.
- (6) Research experience. A meaningful research experience can provide an additional perspective to the field of health science and provide analytical tools for possible future research activities.

The above policy is not intended to be an exhaustive list of the many attributes, factors, and conditions that are considered in the admissions process. Every applicant is evaluated individually.

### **ADMISSION**

Prospective students are invited to discuss their educational goals with the department before applying. This section of the catalog describes only the general procedures for admission to the College of Health Professions. In addition, each department has specific minimum requirements for admission; prospective applicants are urged to review these requirements in the individual

sections listed for each department. Students are expected to begin their studies at the department's preferred start date. When available resources permit, a student may begin studies at the start of other academic quarters. Applicants who wish to investigate this alternative are invited to discuss the possibility with the appropriate department chair.

**TECHNICAL STANDARDS**

Candidates are considered for admission without regard for disabilities, as required under the Americans with Disabilities Act and related legislation. However, each department within the College of Health Professions has determined a series of abilities and skills (technical standards) that are required of all students with or without accommodations. Inquiries about policies on disabilities should be directed to the Americans with Disabilities Act (ADA) coordinator in the Division of Student Affairs and Enrollment Management.

**TRANSFER OF COURSE CREDITS**

Students completing courses in fully accredited institutions, or at those institutions that are in some phase of the accreditation process by a recognized accrediting body, will be reviewed for credit transfer if grades are "C" or better. (See individual program requirements.)

**COMPETENCY TESTING**

The College of Health Professions recognizes that knowledge, competence and skill may be acquired under circumstances and in places other than formal and traditional educational institutions. Therefore, credit and advanced standing may be granted for relevant knowledge, competence and skill developed in such places as the Armed Forces, proprietary institutions and on-the-job experience.\* However, the College of Health Professions reserves the right to assign such credit and/or advanced standing to the applicant on the basis of some acceptable measure of competence in the field, discipline, or subject in question. Among these measures of competence may be any of the following: assessment of work experience in relationship to the profession for which the student is being trained; subject matter examinations prepared by the College Entrance Examination Board or the Armed Forces. \*Not applicable to all programs. For more information contact individual program.

**NON-IMMIGRANT ALIEN STUDENTS**

The College of Health Professions is authorized under federal law to enroll non-immigrant alien students. Information about appropriate certification and/or sponsorship of alien students is available from the Division of Student Affairs and Enrollment Management.

**REGISTRATION POLICIES****SCHEDULE CHANGES POLICY**

The College of Health Professions follows the University's Schedule Change Policy which is posted on the Registrar's website. This policy clearly defines the process and policy for students who seek schedule changes including adding/dropping courses and withdrawal from a program.

**ACADEMIC STANDARDS OF PERFORMANCE AND THEIR MEASUREMENT**

**GRADING SYSTEM**

The College of Health Professions follows the University's *General Grading Policy* which is posted on the Registrar's website. As a reference, below is the grading system from the General Grading Policy:

The University system for grading is as follows:

A	4.00	High Achievement
B	3.00	Above Average Achievement
C	2.00	Average Achievement
F	0.00	Failure

Grades without Associated Grade Points:

- P - Pass
- F - Fail

Other status notations:

- H - Honors
- W - Withdrawal
- PP - Pass Proficiency Exam
- I - Incomplete
- # - Graded at Sequence End
- IP - In Progress
- NC - No Credit given
- AU – Audit

Definitions:

- **Failure (F):** Denotes that a student does not demonstrate competency or does not complete the course or clerkship requirements at a satisfactory level as outlined in the syllabus
- **Honors (H):** Denotes select Podiatry courses and Medical extramural courses in which a student has been given the distinction of honors
- **Withdrawal (W):** The formal termination of course registration for a quarter
- **Pass Proficiency Exam (PP):** Denotes that student has successfully passed a proficiency exam for a specific course and is reported to the Registrar's office (SCPM & CMS)
- **Incomplete (I):** A temporary notation that a grade cannot be determined because the student has been unable to complete part of the course due to extenuating circumstances. See complete definition included in General Grading Policy on the Registrar's website.
- **In Progress (IP):** Assigned for a course which is currently in progress
- **No Credit given (NC):** No credit is recorded
- **Audit (AU):** Enrollment for a course whereby the student does not earn academic credit. Written permission of the appropriate department chair and/or dean is required. Tuition and fees are applicable

**CREDIT**

Baccalaureate and Post-baccalaureate credit is recorded in quarter hours. One quarter hour represents one 50 minute period of classroom work each week for the duration of one quarter, which is eleven to twelve weeks in length, or the equivalent in laboratory or field work.

**GRADUATION WITH HONORS**

The student with the highest GPA above 3.65 in each program is awarded the “Dean’s Award” upon graduation.

**ACADEMIC STANDARDS**

The College of Health Professions expects students to pursue studies in a manner that will prepare them for excellence in their chosen health profession. Each department or program may set standards for promotion. Students not meeting such standards will be notified by the department. Please refer to the CHP Handbook or program specific handbooks.

**ACADEMIC DISMISSAL FROM A PROGRAM**

Specific information is available in the CHP Student Handbook. Consult the department for complete information.

**STUDENTS-AT-LARGE**

Students-at Large are expected to maintain the academic performance standards required of other graduate students.

**RETAKEING COURSES**

The College of Health Professions discourages the retaking of courses or examinations to improve grades. Courses and examinations may be retaken only after approval. Grades are recorded for both courses.

**NON-ACADEMIC PERFORMANCE STANDARDS**

Students in the College of Health Professions are subject to dismissal for unethical and/or unprofessional behavior in their student role. The College of Health Professions follows the University’s Student Conduct Policy, which can be found in the RFUMS Student Policies Handbook which is posted on the Division of Student Affairs and Enrollment Management’s website.

**STATEMENT OF POLICY ON PROFESSIONALISM AND ETHICS**

All students at Rosalind Franklin University are expected to exhibit professional, responsible and ethical behavior. Students should display this behavior as students in the University, as healthcare providers in the clinical setting and as researchers in the laboratory or clinic. All students should, therefore, possess the highest degree of personal integrity and be able to reason about ethical issues in their professional life. Students are expected to treat patients and research subjects with respect, compassion and sincerity, irrespective of race, color, creed,

ethnic origin, religion, disability, gender, sexual orientation, or socioeconomic class, and to maintain strict confidentiality. Students are expected to be honest and trust worthy, to respect the property of others, and to follow the code of professional ethics appropriate to their discipline. Any departures from these standards may result in disciplinary action.

**PROCEDURES FOR CONSIDERATION OF VIOLATIONS OF PROFESSIONAL AND ETHICAL STANDARDS**

A student alleged to have committed ethical or professional misconduct shall be afforded due notice and process in the investigation, deliberation, and decision about such allegations and potential penalties. The procedures for dismissal for unethical non-academic conduct may be found in the CHP Student Handbook and the RFUMS Student Policies Handbook.

**STUDENT TREATMENT**

Students have a right to work and study in an environment free from harassment; as such, the University will not tolerate student mistreatment. A primary goal of RFUMS is the education of students who will meet the health care needs of society in a caring, competent, and professional manner. Insensitivity during training/education runs counter to the fundamental tenets of health care and impairs the ability of many students to maintain their idealism, caring, and compassion past training into their careers. Refer to the RFUMS Student Policies Handbook for the Student Mistreatment Statement.

**LEAVE OF ABSENCE**

The Leave of Absence Policy can be found on the Registrar's website.

Regular students in the College of Health Professions are expected to maintain continuity and diligence in pursuing a specified advanced degree. When, for any reason, a student must be absent from academic study at the University, departmental approval must be obtained. Students shall petition the Dean for a leave of absence and receive approval before leaving.

A request for leave of absence during a period of academic difficulty is authorized only after careful consideration. In general, such leave is granted only after agreement on a structured program of activities to be pursued during the leave of absence. These activities are designed to help students overcome academic difficulties; they will have to be successfully completed as a condition for re-admittance to classes.

Leaves of absence requested for reasons of health, maternity, or finances are granted as a matter of course. Upon resolution of the conditions for which leave was granted, students are readmitted to the same academic standing that existed when the leave began.

**STUDENT FINANCIAL SERVICES**

To meet the cost of attending the College of Health Professions, students, spouse and parents are expected to provide financial support to the extent they are able. When family resources are insufficient to meet college costs, students are encouraged to seek assistance from Student

Financial Services. Please visit the Student Financial Services website for more information regarding financial resources.

Individuals who wish to apply for financial aid should ensure that their graduate program applications are submitted well before the enrollment deadline to allow adequate time for document processing. Students must enroll in 6 hours per quarter to be eligible for financial aid. Applications for federal student aid are available online at: [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and are available every February for the following academic year. The code for Rosalind Franklin University of Medicine and Science is 001659.

### **TUITION AND FEES**

The deposit fee to hold a place in class is applied to the first quarter tuition at registration. Tuition and fees are due the first day of each term according to the University academic calendar, regardless of when classes actually start. Students who fail to pay tuition and fees by the first day of each term may be assessed a penalty fee and an interest fee calculated on a daily basis. For complete policy, please consult Student Financial Services.

Failure to pay tuition and fees in full by the end of the academic quarter will result in a student being placed on a Hold, and not being allowed to register for the subsequent quarter.

### **REFUNDS**

If a student withdraws from a program before the end of the first week of classes, 100% refund of tuition is made. When withdrawal is made before the end of the second week, the refund is 75%; before the end of the third week, 50%, before the end of the 4th week, 25%. After that time, no refund is granted.

### **STUDENT RECORDS**

All documents and records pertaining to a student's admission and academic performance in the University are filed in the Office of the Registrar. Refer to the [RFUMS Student Handbook](#) or the Registrar website for information regarding Students' Personal and Academic Information.

### **CLINICAL AND EDUCATIONAL CENTERS**

The College of Health Professions has developed a teaching relationship with a number of educational and healthcare facilities to broaden the learning experience of its students. These facilities are listed at the end of the catalog

### **ADDITIONAL POLICY AND RESOURCES**

All students are required to follow the policies that supplement this Catalog which include, but are not limited to, the CHP Student Handbook and the RFUMS Student Policies Handbook. Please consult these documents for additional information. The RFUMS Student Policies Handbook also details resources available to all students including Housing, Health Insurance, Student Organizations, Executive Student Council, etc.

**DEPARTMENT OF INTERPROFESSIONAL HEALTHCARE STUDIES**

The Institute of Medicine reports that an interprofessional healthcare model is vital to effective patient care. At Rosalind Franklin University of Medicine and Science, interprofessional practice begins with interprofessional education. Our students gain the foundation and skills necessary to remain competitive in the ever-evolving field of health care.

The Interprofessional Healthcare Department is committed to providing proactive and innovative experiences that enable professionals to become collaborative practitioners. Programs in Biomedical Sciences, Healthcare Administration and Management, Health Professions Education, and Interprofessional Healthcare Studies offer healthcare professionals the opportunity to study in an interprofessional environment to enhance their communication skills and professionalism necessary to participate as part of a multi-specialty healthcare team.

**Degree/Certificate Programs**

Master of Science in Biomedical Sciences (BMS), Master of Science in Healthcare Administration and Management (HCAM), Certificate in Healthcare Administration and Management or Certificate in HCAM: Public Health Emphasis, Master of Science or Certificate in Health Professions Education (HPE), and Doctor of Philosophy or Doctor of Science in Interprofessional Healthcare Studies (PhD/DSC).

**Application Information**

Applications are available through the College of Health Professions [Admissions Office](#) at 847-578-3209 or by email.

Applications for the **MS in Biomedical Sciences** are due June 1st. The program begins in the fall quarter.

Applications for the **PhD or DSC in Interprofessional Studies** are due by July 15th. The program begins in the fall quarter.

Applications for the **MS or Certificate in Health Professions Education** are reviewed on a quarterly basis; applicants are enrolled every quarter.

Applications for **Healthcare Administration and Management** are reviewed on a quarterly basis; **applicants are enrolled every quarter**

Completed HCAM and HPE applications, including transcripts and letters of recommendation, must be received by:

- July 15th for fall quarter
- October 25th for winter quarter
- February 1st for spring quarter
- May 1st for summer quarter

### **Transfer Credit**

No transfer credit is awarded for the MS in Biomedical Sciences or any of the certificate programs. For the other programs a maximum of 9 quarter hours of graduate credit may be accepted from other accredited institutions. Students requesting transfer credit must apply in writing to the chairman of their individual department. The Admissions committee for that department evaluates the appropriateness of the course for transfer. The coursework must be from an accredited college or university. Transfer credit may be allowed for individual courses in which the final grades are “B” or better.

No credit will be given for life experience. No credit can be earned through proficiency examinations.

### **Instructional Format**

Coursework for the Biomedical Sciences Program is completed on campus and online. Coursework for the Healthcare Administration and Management programs and Certificate in Health Professions Education program is completed online with no on-campus requirement. The Master of Science in Health Professions Education is completed predominately online with a flexible on-campus component prior to graduation. The PhD/DSc programs have online and on-campus requirements. For online courses, students, faculty and staff maintain contact and interact via the Internet with a user-friendly learning management system (LMS). The LMS provides one location for students to easily access course syllabi and readings; receive and submit assignments and projects; complete exams and course evaluations; and interact with classmates and faculty through discussion postings and private mail messages. The online educational environment is password-protected and accessible only to students registered in courses. Outside of the course environment, students communicate with faculty and staff through University e-mail, telephone, fax and mail as needed.

Students may access their course materials anywhere in the world, at any time, as long as the computer they are using has access to the Internet and a web browser. Courses are delivered asynchronously, as contrasted with real-time, and provide students with greater flexibility and convenience than on-campus classes. The degree and certificate programs, however, are not self-paced; the curricula are designed so that students complete courses each quarter and their entire plans of study in a timely manner.

### **Unique Features of the IPHS department Online Programs**

The programs offer students an individualized plan of studies that reflects their specific educational needs and culminates in a graduate degree or certificate. The unique features of these programs are:

- Distance education format accommodates students' schedules.
- Virtual classroom discussions and interaction occurs asynchronously — that is, students participate in ongoing interactions with faculty and classmates anytime, anyplace.
- No on-campus requirements for the Master of Science in Healthcare Administration and Management and all certificate programs and a flexible on-campus requirement for the Master of Science in Health Professions Education and PhD/DSc in Interprofessional

Studies programs. Please note: the MS in Biomedical Sciences is a predominantly on campus program.

- Online student orientation and training for the programs.
- Innovative teaching strategies that assist students with their development as leaders in the chosen area.
- Committed faculty who are experts in their field and are experienced in distance teaching/learning methodologies.
- Student-to-faculty ratio optimized for effective online learning.
- Ongoing, individualized guidance and counseling to assist the student in meeting his/her educational goals.

**Minimum Computer System, Software and Internet Access Requirements**

The following Guidelines represent the minimum computer system that is required for this program.

**Computer System:**

	Recommended System Configuration
Operating System	Windows XP, Vista or Windows 7
Computer	Dual Core
RAM	2 GB
Hard drive	80 GB
CD-ROM drive	CD/DVD Writer & DVD Player
Modem	Cable or DSL
Sound card	Yes
Speakers	Yes
Mouse	Yes
Monitor	15" or 17" or larger
Printer	Ink jet or laser; Color or black & white
Microphone	Any microphone that allows for Voice Over PowerPoint Presentation

**Internet Access:**

	Recommended
Web browser	Mozilla Firefox 3.5 or later (recommended)
Internet service provider	Yes
Internet access	Cable or DSL modem
E-mail address	Once enrolled in a degree program, students will be provided with a Gmail account for use in school-related communication outside of the course environment.

Software:

Required Software	Software Developer	Purpose
Microsoft Office 2007 or higher	Microsoft Corporation	Word (word processing software) PowerPoint (presentation software) Excel (spreadsheet and statistical analysis software)
Norton Antivirus 2010 or free products: Avast! AVG Antivirus Free Edition 9.0 Microsoft Security Essentials	Symantec Corporation	Protection against computer viruses, worms, etc.
Adobe Acrobat Reader 9.0 or higher	Adobe Systems	For reading PDF documents on- and offline. This is a free download.

- For those who already own a computer system, this information should help determine if an upgrade of their current system is necessary.
- For those who need to purchase a new system, a state-of-the-art system that fits one's budget is recommended.

The projected lifespan of computer hardware is probably no longer than three years given the speed with which technology changes. Accordingly, a system that only meets the current minimum computer requirements may become outdated more quickly and may require hardware upgrades sooner than anticipated. Therefore, it is recommended that students purchase the best system they can afford with the hope that it will last throughout enrollment in the program. Please be aware that some of the lower-cost systems have limited upgrade capabilities. Also, note that the purchase price of a computer system can be added to financial aid requests.

An Internet service provider (ISP) that allows use of Microsoft Internet Explorer is required.

**Contact Information**

**Chair**

Susan Tappert, PT, DPT, MS  
(847) 578.8693 / Susan.Tappert@rosalindfranklin.edu

**Administrative Assistant**

Robert Swanson  
(847) 578-3418 / robert.swanson@rosalindfranklin.edu

## MASTER OF SCIENCE IN BIOMEDICAL SCIENCES

### Mission

The mission of the Master of Science in Biomedical Sciences program is to prepare students to continue their graduate education in a variety of healthcare professions including allopathic and podiatric medicine, dentistry, optometry, physician assistant studies and others, by providing a rigorous background in the biomedical sciences. The program also provides an opportunity for students to earn a certificate in one of the following fields: healthcare administration & management, health professions education, nutrition, and women's health.

### Curriculum

This challenging one-year course of study includes a number of graduate-level courses in the basic medical sciences and the choice of educational concentration tracks leading to certificates in a variety of healthcare fields. Students in this unique program take classes with students in other degree programs, including various graduate programs, allopathic and podiatric medicine, nutrition, physical therapy, and physician assistant studies.

All students in the Biomedical Sciences program are required to take the series of core courses. In addition, at the time of acceptance, students are required to select one of the following four certificate tracks in which to take courses.

- Healthcare Administration and Management
- HCAM: Public Health Emphasis
- Health Professions Education
- Nutrition\*
- Women's Health

An effort will be made to place students in the track of their choice. The Department of Interprofessional Healthcare Studies reserves the right to place students in a track as space allows. Students who receive a 3.0 grade point average in the certificate courses will receive a certificate in the area of concentration.

\*Acceptance into this certificate track will be based on a student's qualification and interest, and upon available space in the program. A separate application process is required for students interested in this track.

### Admission Requirements

Students seeking admission to the Master's in Biomedical Sciences Program must have earned a baccalaureate degree or its equivalent from an accredited university or college. Applicants must have successfully completed (with a grade of "C" or better) at least one academic year in each of the following subjects, including laboratory sections: 1) biology or zoology; 2) inorganic chemistry; 3) organic chemistry; and 4) physics. The following coursework is highly recommended, but not required: biochemistry, human anatomy, molecular biology, physiology and statistics. Applicants are selected on the basis of previous academic work, adequate

preparation in biological and physical sciences, either PCAT, DAT, GRE, OAT, or MCAT scores, (minimum MCAT score of 20 is required; equivalent to the 20% in other standardized exams), recommendations from persons involved in the students' previous educational experience, and other factors as determined by the Admissions Committee and program faculty.

**Requirements for Degree Completion**

Successful completion of 50.5 credit hours of core and track coursework (53.5 with the Nutrition track)

Recommendation to the Board of Trustee by the faculty of the department via the Dean of the College of Health Professions, via the President of the University.

**Requirements for Certificate**

3.0 average in the four (4) track courses

**Application Information**

Applications are available through the Office of Graduate Admissions at the following site: [www.rosalindfranklin.edu/dnn/administration/administration/Admissions/CHP/tabid/1644/Default.aspx](http://www.rosalindfranklin.edu/dnn/administration/administration/Admissions/CHP/tabid/1644/Default.aspx).

Applications are due June 1st. The program begins in the fall quarter.

**Financial Aid Information**

Individuals who wish to apply for financial aid should ensure that their graduate program applications are submitted well before the enrollment deadline to allow adequate time for document processing.

Applications for federal student aid are available online at: <http://www.fafsa.ed.gov> and are available every February for the following academic year. The code for Rosalind Franklin University of Medicine and Science is 001659.

**BMS Program of Study**

Quarter	Track	Course	Credits	Location
<b>Fall</b>				
	All Students	*Clinical Molecular Cell Biology	5	On Campus
		*Medical Biochemistry	4	On Campus
		*Medical Physiology	1	On Campus
		*Topics in Physiology	1	On Campus
		*Introduction to Healthcare	1	On Campus

**BMS Program of Study**

Quarter	Track	Course	Credits	Location
	HCAM Track	Healthcare Law <i>or</i>	3	On Line
	(1 course)	Strategic Planning and Leadership in Healthcare <i>or</i>	3	On Line
		Accounting and Financial Management <i>or</i>	3	On Line
		**Practice Management <i>or</i>		
		**Healthcare Management in Non-Hospital Settings	3	On Line
	HCAM: Public Health Emphasis	Introduction to Public Health	3	On Line
	Health Professions Education	Learning Theories	3	On Line
	Nutrition Track	Evaluating Research	4	On Line
	Women's Health Track	Interprofessional Approach to Women's Health	3	On Line
<b>Total Credits</b>			<b>14</b>	
<b>Nutrition</b>			<b>15</b>	
<b>Winter</b>				
	All Students	*Medical Physiology	9	On Campus
		*Medical Biochemistry	1	On Campus
		*Topics in Physiology	2	On Campus

**BMS Program of Study**

Quarter Track	Course	Credits	Location
HCAM Track (2 courses)	Healthcare Delivery Systems <i>or</i>	3	On Line
	Marketing Health Care <i>or</i>	3	On Line
	Management Ethics <i>or</i>	3	On Line
	Global Health	3	On Line
HCAM: Public Health Emphasis	Statistics in Healthcare A & M and Healthcare Policy and Delivery	3	On Line
		3	On Line
Health Professions Education	Course Development	3	On Line
	Classroom Assessment	3	On Line
Nutrition Track	Carbohydrate and Lipid Metabolism	4	On Line
Women's Health Track	Women's Relationship Issues	3	On Line
	Evidence-Based Practice	3	On Line
<b>Total Credits</b>		<b>18</b>	
<b>Nutrition Credits</b>		<b>16</b>	
<b>Spring</b>			
All Students	*Medical Neuroscience	7.5	On Campus
	*Medical Biochemistry	1	On Campus
	*Medical Physiology	4	On Campus
	*Topics in Physiology	2	On Campus

**BMS Program of Study**

<b>Quarter Track</b>	<b>Course</b>	<b>Credits</b>	<b>Location</b>
HCAM Track  (1 course)	Organizational Behavior & Human Resources <i>or</i>	3	On Line
	Healthcare Informatics <i>or</i>	3	On Line
	Cultural Diversity and the Management of Healthcare	3	On Line
HCAM: Public Health Emphasis	Public Health Epidemiology	3	On Line
Health Professions Education	Instructional Presentation	3	On Line
Nutrition Track	Protein and Energy Metabolism <i>and</i>	4	On Line
	Nutrition Through the Life Cycle	3	On Line
Women's Health Track	Women Coping with Cancer	3	On Line
<b>Total Credits</b>		<b>17.5</b>	
<b>Nutrition Credits</b>		<b>21.5</b>	

\*\* Course is determined by department

To earn a certificate in the Healthcare Administration and Management track, students must take four of the nine courses (3 quarter hours per course) offered in this program. To earn a certificate in the Health Professions Education track, the Nutrition track, or the Women's Health track, students must take all four courses offered in the program.

**CERTIFICATE TRACKS**

**Health Professions Education:**

The Health Professions Education Certificate is a distance learning (online) program designed for self-motivated experienced healthcare professionals and healthcare students wishing to expand their knowledge of education theory and to become a leader in educating healthcare professionals.

**Healthcare Administration & Management:**

The Certificate in Healthcare Administration & Management is a series of online courses geared toward those seeking to advance their knowledge of healthcare administration on select topics. Courses are selected by the student in consultation with the program director.

**Healthcare Administration & Management: Public Health Emphasis:**

The Certificate in Healthcare Administration and Management: Public Health Emphasis is a defined series of four courses designed to advance the student's knowledge in healthcare administration and management with an emphasis in public health. **Nutrition:**

The certificate in Nutrition is a sequence of 4 online courses, which include content in human and clinical nutrition as well as carbohydrate, lipid, protein and energy metabolism.

**Women's Health:**

The certificate program in Women's Health involves online coursework aimed at increasing the student's understanding of the physiological basis of gender differences in normal and pathological conditions.

**COURSE DESCRIPTIONS**

**REQUIRED CORE COURSES**

**HIPS 502 Introduction to Interprofessional Healthcare**

This course presents a general overview of health care in the United States with emphasis on the importance of collaboration among healthcare professionals. Students are given the opportunity to explore a variety of healthcare professions.

**MBCH 502 Clinical Molecular Cellular Biology**

In this course, the molecular and cellular processes common to all eukaryotic cells are studied and, where appropriate, comparisons to prokaryotic cells are made. The molecular and cellular processes of specific cell types and tissue types are also considered, and related to their morphological appearance.

**MPHY 500 A, B, C Medical Physiology**

The course offers the basic principles of organ system physiology. Through lectures, demonstrations, conferences and laboratory work, students receive a quantitative and integrated concept of subcellular, cellular and organ system function.

**MBCH 505 A, B, C Medical Biochemistry**

The fundamental chemical properties and biological reactions of the various compounds important to the normally functioning human organism are studied. As far as possible, mechanisms of life processes at the cellular and molecular level are explained in terms of these properties. Original literature is discussed in conference groups.

The purpose of these courses is to provide state of the art knowledge about the physiological basis to understanding numerous pathophysiological situations in humans.

**GPHY 522 A, B, C Topics in Physiology**

The purpose of these courses is to provide state of the art knowledge about the physiological basis to understanding numerous pathophysiological situations in humans.

**MNSC 501 Medical Neuroscience**

This course, designed for both medical and graduate students, provides a broad introduction to modern neuroscience, emphasizing cellular neuroscience, including the neurochemistry of transmitters and receptor function; systems neuroscience, encompassing sensory, motor, affect, memory, language and other higher cognitive functions; neuroanatomy, taught using a combination of human brain atlases, realistic models, cadaver brains and interactive computer programs; and clinical neuroscience, focusing on the neural basis of several major neurological and psychiatric disorders.

**HEALTHCARE ADMINISTRATION AND MANAGEMENT TRACK**

(Students, in consultation with program chair, select 4 of the following 10 courses)

**HHCM 511 Healthcare Management in Non-Hospital Settings**

While the hospital is the centerpiece of the health care system, so much health care is delivered outside this setting. Student will be introduced to many healthcare services outside the traditional setting of the hospital and gain knowledge of the operations of such healthcare settings. The course will be divided into four parts: Traditional care, Diagnosing, Acute-Care Treatment, and Chronic Care and within each area students will explore the basic operations of various health care settings such as outpatient clinics and surgical centers, pharmacies, outpatient laboratories, chiropractic centers, adult day care and hospice care.

**HHCM 515 Healthcare Law**

This course reviews the American legal system as the context within which to consider contemporary medico-legal issues. The course's intent is to provide a legal framework where healthcare administration and management issues can be explored in collaboration with legal counsel. The curriculum addresses such topics as: professional liability, corporate entity risk considerations, and relevant legislative activities reshaping the healthcare industry and tort reform initiatives. Representative case law and studies will augment the legal theories presented in the course.

**HHCM 525 Strategic Planning and Leadership in Healthcare**

This course is intended to introduce the student to leadership skills and strategic planning in healthcare organizations. Creative, collaborative problem solving within the context of current strategic issues in healthcare will be explored. The course content provides an overview of the strategic planning process including the elements required to successfully develop and implement short and long-term plans. The course focuses on leadership skills and qualities necessary to succeed and thrive in the healthcare industry as well as assist the students in

applying theories of leadership, motivation, communication and conflict management. Students will learn the construction of a strategic plan and analyze the state of strategic planning in the healthcare industry. Additionally, students will have the opportunity to analyze their own leadership skills and create an action plan for leadership development by assessing their personal leadership strengths and weaknesses.

**HHCM 551 Accounting and Financial Management in Healthcare**

The course is intended to prepare the student to effectively interact with financial management staff and participate in various aspects of financial control and planning. The curriculum provided an historical perspective of financial management in healthcare, identifying trends in the industry and the forces that influence the financing of healthcare organizations. Financial statements, the interpretation and analysis of financial reports, and topics such as cost-benefit analysis, budgeting, and capital management will also be addressed. Consideration will be given to the cost effectiveness and financial future of healthcare organizations.

**HHCM 522 Healthcare Policy and Delivery Systems**

The historical evolution of health services provides a backdrop for the core focus of this course: the study of the healthcare system. The curriculum includes an analysis of the current changes in the healthcare environment and the problems affecting the delivery of healthcare in the United States. A study of the process of policy formation underscores the complexity and difficulty of government action. Economic and political approaches to health policy analysis will be discussed. The concepts of cost, access, and quality will be threaded throughout the course.

**HHCM 508 Marketing Health Care**

This course will examine critical aspects of marketing management including price, product, promotion, and distribution of healthcare services as well as internal and external forces that impact marketing. The student will be introduced to strategies that provide competitive opportunities to create value for the healthcare organization and improve customer satisfaction.

**HHCM 519 Practice Management**

Practice Management offers the essential elements and support for a successful healthcare practice concentrating on facility management and organizational skills. Topics will include the organizational management landscape and management functions such as planning and decision-making, organizing, staffing, and budgeting. This course will also address practical concerns such as committees and teams and human resource management considerations such as training and development, retention and recruitment, and communication. This elective course establishes a foundation for growth and professional opportunity for the health management professional.

**HHCM 524 Organizational Behavior and Human Resources**

This course in Organizational Behavior (OB), and Human Resources (HR), is designed to introduce students to organizational behavior theory, organizational communication and human resource management principles to effectively lead and manage an organization. The OB Students will apply management and leadership techniques garnered from successful

healthcare organizations to understand and practice management functions, including: understanding employee behavior and motivation, assessing performance, employing groups and teams, operationalizing communication, evaluating conflict, and making appropriate business decisions. The HR functions of planning, recruiting, selecting, training, and appraising will be emphasized. Realistic case studies, collaborative discussions, practical research and peer reviews will be used to develop students' skills in organizational behavior and human resource management. Other topics will include rights and responsibilities of employers and employees, and future trends.

**HHCM 507 Healthcare Informatics**

This course will provide an overview of the management of data and information resources critical to effective and efficient healthcare delivery. Course concepts will include: insuring accurate and complete data; coding for reimbursement; ensuring quality of data; analyzing data for decision support, research, and public policy; and the protection of patient privacy and security. Interactions with healthcare entities such as patient care organizations, payers, research and policy agencies, etc. will also be discussed.

**HHCM 517 Management Ethics**

The curriculum will provide an overview of bioethics including a broad range of potential concerns in which the healthcare manager may become involved. This encompasses a familiarization with bioethics nomenclature, understanding the ethical decision-making process, and developing an appreciation for the ethical challenges of administrators and clinical practitioners. Legal and risk management issues surrounding ethical dilemmas in healthcare organizations will be examined in addition to the roles of institutional ethics committees and consultants.

**HHCM 520 Cultural Diversity and the Management of Healthcare**

This course introduces the student to the importance of providing culturally appropriate health care for the diverse ethnic populations encountered in the U.S. healthcare system. The significance of family traditions, cultural heritage, and health and healing traditions on the patient's interaction with the healthcare delivery system and providers will be explored. Students will develop interventions that providers and managers of healthcare can use to diminish the conflict that patients may experience between their traditions related to cultural heritage and the American healthcare system.

**HHCM 510 Global Health**

The course is designed to introduce students to progress made in improving human health world-wide and understanding the challenges that remain. Students will focus on learning the principles and measures of health improvement, global health themes and diseases, the impact of disease on populations such as women and children, and how they can work as interprofessional team members to address these issues.

**HEALTHCARE ADMINISTRATION AND MANAGEMENT:  
PUBLIC HEALTH EMPHASIS TRACK**

**HHCM 530 Introduction to Public Health**

This course provides an overview of the history, scope, and processes of public health since it's beginning in the United States. Readings and course projects introduce the connection between public health and population health outcomes. Using conceptual foundations and applied solutions students will use *course readings and analyze case studies* designed to improve their knowledge of the impact of the role of public health.

**HHCM 522 Healthcare Policy and Delivery Systems**

The historical evolution of health services provides a backdrop for the core focus of this course: the study of the healthcare system. The curriculum includes an analysis of the current changes in the healthcare environment and the problems affecting the delivery of healthcare in the United States. A study of the process of policy formation underscores the complexity and difficulty of government action. Economic and political approaches to health policy analysis will be discussed. The concepts of cost, access, and quality will be threaded throughout the course.

**HHCM 509 Statistics for Healthcare Administrators & Managers**

This course will provide basic principles of general statistical analysis, presentation and application of data, as well as health information statistics specific to healthcare facilities and the analysis, presentation, reporting and application of this data.

**HHCM 630 Public Health Epidemiology**

This course explores the epidemiology of infectious and acute disease. Using conceptual foundations and applied solutions students will use *course readings and team discussions* to prepare to examine the impact of infectious diseases involving various populations. This will also include taxonomy and the chain of infection required for successful transmission of disease.

**NUTRITION TRACK**

**HNUT 555 Nutrition through the Life Cycle**

An in-depth review of the theory and application of the nutritional requirements and concerns of people during the different stages of the life cycle

**HNUT 550 Carbohydrate and Lipid Metabolism**

An in-depth study of carbohydrate and lipid metabolism and their integration in the fed, fasted, and refeed states and to major disease processes.

**HNUT 551 Protein and Energy Metabolism**

A continuation of the topics presented in NUTR 550 Carbohydrate and Lipid Metabolism, starting with protein metabolism and ending with an overview of energy metabolism. Topics to be addressed include protein structure, function, and quality; general properties, kinetics, and

mechanisms of action of enzymes; integration of metabolism and the provision of tissue fuels during the fed, fasted, starved, and hypermetabolic states; and the regulation of food intake, body weight/ composition and energy metabolism. The latter covers the key components of energy expenditure and methods of measurement.

**HNUT 580 Evaluating Research 4 q.h.**

An introductory graduate course covering fundamentals of the research process with the desired end result being the ability to critically analyze and interpret published research.

**WOMEN'S HEALTH TRACK****HWHS 500 Interprofessional Approach to Women's Health**

This course provides an overview of the degree program in women's health. It emphasizes the Rosalind Franklin University of Medicine and Science "Model of Collaborative Care" through a focus on an inter-professional approach to health care delivery.

**HWHS 510 Evidence-based Practice**

This course is an introduction to the utilization of "best evidence" in the practice of healthcare. After covering the development of clinical questions, the course moves into methods used to identify databases and the use of searching strategies to find evidence. Finally, it covers the application of evidence in the clinical practice setting.

**HWHS 602 Women's Relationship Issues:**

This integrative course reviews the nature and function of women's relationships with particular focus on how these relationships impact women's health. Topics include care-giving roles, domestic violence, and marital functioning.

**HWHS 604 Women Coping with Cancer:** This course focuses on the impact of cancer on women's lives including psychosocial issues and treatment.

**HEALTH PROFESSIONS EDUCATION TRACK****HHPE 510 Learning Theories**

Students will examine domains of learning and adult learning theories and how they apply to health professions students. Topics include best practices for motivation, adapting to various learning styles, teaching models/strategies, instructional paradigms, and interprofessional learning environment. The concept of lifelong learning is introduced and students will explore the role that higher education and corporate education/training play in instilling a desire for lifelong learning. In addition, students will develop statements of "teaching philosophy" and a philosophy on interprofessional education.

**HHPE 535 Course Development**

Students will apply curriculum design techniques to design a course in an area of their interest. Activities will include writing learning objectives, designing assessment tools, and developing content. Students will also discuss how to adapt courses to include interprofessional students.

**HHPE 512 Instructional Presentation Skills**

Students will acquire classroom presentation skills as they explore effective teaching and learning strategies. Topics include effective speaking, use of technology in the classroom, creation of PowerPoint presentations, effective communication through posters, creating dynamic learning environments, and adapting presentations to interprofessional groups of students.

**HHPE 540 Classroom Assessment**

Students will examine various tools to assess student learning in the classroom setting. Topics include annotated portfolios, concept maps, memory matrix, process analysis, rubrics development, and the use of reflective statements. Students will also discuss how to adapt assessment tools to include interprofessional students.

Course descriptions are subject to change without prior notice.

**Contact Information:**

**Director**

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## HEALTHCARE ADMINISTRATION AND MANAGEMENT PROGRAMS

### MASTER OF SCIENCE OR CERTIFICATE IN HEALTHCARE ADMINISTRATION AND MANAGEMENT OR CERTIFICATE IN HEALTHCARE ADMINISTRATION AND MANAGEMENT: PUBLIC HEALTH EMPHASIS

#### Description of the Program

The *Master of Science Program in Healthcare Administration and Management (HCAM)* is an online educational program that can augment students' clinical education and healthcare professionals' experiences with business acumen to help them better plan for and respond to changes in the healthcare industry. The curriculum, which includes courses such as leadership, evidence-based management, finance, law, marketing, and information management, is designed to equip individuals with the knowledge and skills to integrate best business practice with clinical practice to meet the challenges of a complex healthcare delivery system. The *Certificate Program in Healthcare Administration and Management* is geared toward those seeking to advance their knowledge of healthcare administration and management on select topics. The Certificate in HCAM: Public Health Emphasis is a defined series of four courses designed to advance the student's knowledge in healthcare administration and management with an emphasis in public health.

#### Goals

The purpose of this program is to prepare students to become future leaders in the healthcare industry. To achieve this goal, the students' educational experience will:

- Enhance multidisciplinary administration and management skills;
- Foster the desire and skill to engage in the clinical inquiry process;
- Assist students in developing a depth of knowledge, skill, and investigative attitude toward research, business, and leadership expertise;
- Enhance the ability to engage in self-directed, life-long learning;
- Prepare the graduate for leadership roles in the clinical setting.

#### Unique Feature of the Program

- Final portfolio to synthesize and apply the educational experience.
- Graduate degree can be completed in two years at part-time enrollment, four quarters at full-time enrollment.

#### Admission Requirements

The following are required for admission into the Master of Science and Certificate in Healthcare Management:

- Bachelor's degree from an accredited university or college in any discipline
- Cumulative minimum grade point average of 2.75 on a 4.0 scale.
- Work experience in a related health or science field (recommended, but not required)

- Submission of a completed application, non-refundable application fee, and two letters of recommendation from persons involved in previous or current educational and/or work experience, whichever is more extensive and recent
- Official transcripts submitted from each college, university, and community college previously attended. International transcripts must be evaluated by an approved U.S. evaluation agency (e.g., World Education Service, Inc. P.O. Box 5087, Bowling Green Station, New York, NY 10274-5087).
- Proficiency in written and verbal English. A Test of English as a Foreign Language (TOEFL) examination is required of all foreign applicants from countries in which English is not the native language, and who have not attended an American college or university for two consecutive years. It is the applicant's responsibility to provide an official report of the TOEFL exam.
- Students currently enrolled in other programs at Rosalind Franklin University of Medicine and Science should contact the CHP admissions office for an alternative application form and requirements.

#### **Requirements for Degree Completion**

- Successful completion of 42 quarter hours:\* \*(equivalent to 28 semester hours)
- 33 quarter hours of core courses
- 6 quarter hours of electives
- 3 quarter hours of final portfolio course
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all course requirements within 5 years from the date of enrollment

\*A quarter hour is equivalent to 2/3 of a semester hour.

Up to 9 quarter hours of graduate-level coursework may be transferred into the program at the discretion of the department faculty. Transfer credit may be allowed for individual courses in which the final grades are "B" or better.

#### **Requirements for Certificate Completion**

- Development of a four-course individualized plan of study in conjunction with the program advisor
- Successful completion of 12 quarter hours Cumulative grade point average of 3.0 (B) or better
- Successful completion of all certificate requirements within 2 years from the date of enrollment

Courses completed with a grade of B or better are transferable into the master's degree program

#### **Program Completion**

- Full-time schedule required - Completion in 4 quarters

- Part-time schedule-Completion in two years taking two classes each quarter.

**Enrollment Deadline**

Applications are reviewed on a quarterly basis and students are admitted and enrolled each quarter.

**Enrollment Deadline**

Completed applications including transcripts and letters of recommendation must be received by:

- July 15th for Fall Quarter
- October 25th for Winter Quarter
- February 1st for Spring Quarter
- May 1st for Summer Quarter

**COURSES**

**Core Courses**

- HHCM 507 Healthcare Informatics (3 q.h.)
- HHCM 508 Marketing Healthcare (3 q.h.)
- HHCM 509 Statistics for Healthcare Administrators & Managers (3 q.h.)
- HHCM 515 Healthcare Law (3 q.h.)
- HHCM 516 Risk and Quality Management in Healthcare (3 q.h.)
- HHCM 517 Management Ethics (3 q.h.)
- HHCM 521 Evidence-based Management (3 q.h.)
- HHCM 522 Healthcare Delivery Systems (3 q.h.)
- HHCM 524 Organizational Behavior and Human Resources (3 q.h.)
- HHCM 525 Strategic Planning and Leadership in Healthcare (3 q.h.)
- HHCM 551 Financial Management in Healthcare (3 q.h.)

**Elective Courses**

- HHCM 510 Global Health (3 q.h.)
- HHCM 511 Healthcare Management in Non Hospital Settings
- HHCM 518 Insurance Dimensions (3 q.h.)
- HHCM 519 Practice Management (3 q.h.)
- HHCM 520 Cultural Diversity and the Management of Healthcare Services (3 q.h.)
- HHCM 523 Current Topics in Healthcare Administration and Management (3 q.h.)
- HHCM 552 Independent Study (3 q.h.)

Other elective courses may be offered each quarter.

**HCAM: Public Health Emphasis Certificate Courses**

HHCM 530 Introduction to Public Health

HHCM 509 Statistics for Healthcare Administrators and Managers

HHCM 522 Healthcare Policy and Delivery Systems

HHCM 630 Public Health Epidemiology

Contact Program Director regarding approval of these courses as electives prior to registration.

### **Capstone Experience**

HHCM 590 Final Portfolio

## **COURSE DESCRIPTIONS**

### **Core Courses**

#### **HHCM 507 Healthcare Informatics**

This course will provide an overview of the management of data and information resources critical to effective and efficient healthcare delivery. Course concepts will include: insuring accurate and complete data; coding for reimbursement; ensuring quality of data; analyzing data for decision support, research, and public policy; and the protection of patient privacy and security. Interactions with healthcare entities such as patient care organizations, payers, research and policy agencies, etc. will also be discussed.

#### **HHCM 508 Marketing Healthcare**

This course will examine critical aspects of marketing management including price, product, promotion, and distribution of healthcare services as well as internal and external forces that impact marketing. The student will be introduced to strategies that provide competitive opportunities to create value for the healthcare organization and improve customer satisfaction.

#### **HHCM 509 Statistics for Healthcare Administrators & Managers**

This course will provide basic principles of general statistical analysis, presentation and application of data, as well as health information statistics specific to healthcare facilities and the analysis, presentation, reporting and application of this data.

#### **HHCM 515 Healthcare Law**

This course reviews the American legal system as the context within which to consider contemporary medico-legal issues. The course's intent is to provide a legal framework where healthcare administration and management issues can be explored in collaboration with legal counsel. The curriculum addresses such topics as: professional liability, corporate entity risk considerations, and relevant legislative activities reshaping the healthcare industry and tort reform initiatives. Representative case law and studies will augment the legal theories presented in the course.

### **HHCM 516 Risk and Quality Management in Healthcare**

This course will explore the risk and quality management processes in depth. The student will be introduced to risk management strategies that reduce the likelihood of harm to people and financial loss in addition to quality management activities to assure that standards are met and to optimize the quality of health-care . As these functions are interwoven throughout the organization (e.g., information management, medical staff issues, insurance, claims administration, etc.), the concept of risk and quality management as “everyone's responsibility” will be emphasized.

### **HHCM 517 Management Ethics**

The curriculum will provide an overview of bioethics including a broad range of potential concerns in which the healthcare manager may become involved. This encompasses a familiarization with bioethics nomenclature, understanding the ethical decision-making process, and developing an appreciation for the ethical challenges of administrators and clinical practitioners. Legal and risk management issues surrounding ethical dilemmas in healthcare organizations will be examined in addition to the roles of institutional ethics committees and consultants.

### **HHCM 521 Evidence Based Management**

This course provides an introduction to the utilization of best evidence in managing healthcare issues. The curriculum is intended to prepare the student to identify management problems and develop a related path of focused inquiry, evaluate reliable databases and searching strategies to find evidence, and base management decisions on the best evidence available.

### **HHCM 522 Healthcare Delivery Systems**

The historical evolution of health services provides a backdrop for the core focus of this course: the study of the healthcare system. The curriculum includes an analysis of the current changes in the healthcare environment and the problems affecting the delivery of healthcare in the United States. A study of the process of policy formation underscores the complexity and difficulty of government action. Economic and political approaches to health policy analysis will be discussed. The concepts of cost, access, and quality will be threaded throughout the course.

### **HHCM 524 Organizational Behavior and Human Resources**

This course in Organizational Behavior (OB), and Human Resources (HR), is designed to introduce students to organizational behavior theory, organizational communication and human resource management principles to effectively lead and manage an organization. The OB Students will apply management and leadership techniques garnered from successful healthcare organizations to understand and practice management functions, including: understanding employee behavior and motivation, assessing performance, employing groups and teams, operationalizing communication, evaluating conflict, and making appropriate business decisions. The HR functions of planning, recruiting, selecting, training, and appraising will be emphasized. Realistic case studies, collaborative discussions, practical research and peer reviews will be used to develop students' skills in organizational behavior and human

resource management. Other topics will include rights and responsibilities of employers and employees, and future trends.

### **HHCM 525 Strategic Planning and Leadership in Healthcare**

This course is intended to introduce the student to leadership skills and strategic planning in healthcare organizations. Creative, collaborative problem solving within the context of current strategic issues in healthcare will be explored. The course content provides an overview of the strategic planning process including the elements required to successfully develop and implement short and long-term plans. The course focuses on leadership skills and qualities necessary to succeed and thrive in the healthcare industry as well as assist the students in applying theories of leadership, motivation, communication and conflict management. Students will learn the construction of a strategic plan and analyze the state of strategic planning in the healthcare industry. Additionally, students will have the opportunity to analyze their own leadership skills and create an action plan for leadership development by assessing their personal leadership strengths and weaknesses.

### **HHCM 551 Accounting and Financial Management in Healthcare**

The course is intended to prepare the student to effectively interact with financial management staff and participate in various aspects of financial control and planning. The curriculum provided an historical perspective of financial management in healthcare, identifying trends in the industry and the forces that influence the financing of healthcare organizations. Financial statements, the interpretation and analysis of financial reports, and topics such as cost-benefit analysis, budgeting, and capital management will also be addressed. Consideration will be given to the cost effectiveness and financial future of healthcare organizations.

## **Elective Courses**

### **HHCM 510 Global Health**

The course is designed to introduce students to progress made in improving human health world-wide and understanding the challenges that remain. Students will focus on learning the principles and measures of health improvement, global health themes and diseases, the impact of disease on populations such as women and children, and how they can work as interprofessional team members to address these issues.

### **HHCM 511 Healthcare Management in Non-Hospital Settings**

While the hospital is the centerpiece of the health care system, so much health care is delivered outside this setting. Student will be introduced to many healthcare services outside the traditional setting of the hospital and gain knowledge of the operations of such healthcare settings. The course will be divided into four parts: Traditional care, Diagnosing, Acute-Care Treatment, and Chronic Care and within each area students will explore the basic operations of various health care settings such as outpatient clinics and surgical centers, pharmacies, outpatient laboratories, chiropractic centers, adult day care and hospice care.

**HHCM 518 Insurance Dimensions**

This course is intended to provide the student with an understanding of the principles of insurance related to healthcare organizations. The curriculum focuses on insurance in the healthcare setting, risk financing considerations, and insurance policy analysis. The impact of recent national and world events, changing economics, and policy as they relate to the healthcare insurance industry will also be explored.

**HHCM 519 Practice Management**

Practice Management offers the essential elements and support for a successful practice concentrating on facility management and organizational skills. Topics will include the organizational management, landscape and management functions such as planning and decision-making, organizing, staffing, and budgeting. This course will also address practical concerns such as committees and teams, and human resource management considerations such as training and development, retention and recruitment, and communication. This elective course establishes a foundation for growth and professional opportunity for the health management professional.

**HHCM 520 Cultural Diversity and the Management of Healthcare Services**

This course introduces the student to the importance of providing culturally appropriate healthcare services for the diverse ethnic populations encountered in the U.S. healthcare system. The significance of family traditions, cultural heritage, and health and healing traditions on the patient's interaction with the healthcare delivery system and providers will be explored. Students will develop interventions that managers of healthcare facilities and providers can use to diminish the conflict that patients and staff may experience when traditions related to the patient's cultural heritage clash with the American healthcare delivery system.

**HHCM 523 Current Topics in Healthcare Administration and Management**

Health care administrators and managers must be knowledgeable about current topics that face their profession. Using critical inquiry and research skills, students will explore current topics and controversies in the field of healthcare administration and management. The ability to analyze, research and apply the findings to contemporary issues will be stressed.

**HHCM 552 Independent Study**

The independent study is an individualized learning experience designed to meet specific educational needs of the student.

**Capstone Option****HHCM 590 Final Portfolio**

The purpose of the final portfolio is for the Healthcare Administration and Management student who has successfully completed all required courses in the program to demonstrate achievement of the Program competencies. The intended outcome is to demonstrate the student's mastery of program and course goals and objectives and demonstrate proficiency of competencies learned. The student will make a formal PowerPoint presentation to faculty.

**CERTIFICATE IN HEALTHCARE ADMINISTRATION AND MANAGEMENT: PUBLIC HEALTH EMPHASIS COURSES**

**HHCM 530 Introduction to Public Health**

This course provides an overview of the history, scope, and processes of public health since it's beginning in the United States. Readings and course projects introduce the connection between public health and population health outcomes. Using conceptual foundations and applied solutions students will use *course readings and analyze case studies* designed to improve their knowledge of the impact of the role of public health.

**HHCM 522 Healthcare Policy and Delivery Systems**

The historical evolution of health services provides a backdrop for the core focus of this course: the study of the healthcare system. The curriculum includes an analysis of the current changes in the healthcare environment and the problems affecting the delivery of healthcare in the United States. A study of the process of policy formation underscores the complexity and difficulty of government action. Economic and political approaches to health policy analysis will be discussed. The concepts of cost, access, and quality will be threaded throughout the course.

**HHCM 509 Statistics for Healthcare Administrators & Managers**

This course will provide basic principles of general statistical analysis, presentation and application of data, as well as health information statistics specific to healthcare facilities and the analysis, presentation, reporting and application of this data.

**HHCM 630 Public Health Epidemiology**

This course explores the epidemiology of infectious and acute disease. Using conceptual foundations and applied solutions students will use *course readings and team discussions* to prepare to examine the impact of infectious diseases involving various populations. This will also include taxonomy and the chain of infection required for successful transmission of disease.

**Part-time Schedule – Completion in 2 Years**

**Year 1**

**Fall Quarter**

HHCM 525 Strategic Planning and Leadership Healthcare  
 HHCM 515 Healthcare Law

**Winter Quarter**

HHCM 509 Statistics for Healthcare Administrators & Managers  
 HHCM 522 Healthcare Delivery Systems  
 Elective\*

**Spring Quarter**

HHCM 507 Healthcare Informatics

HHCM 524 Organizational Behavior and Human Resources

**Summer Quarter**

HHCM 506 Evidence-based Management

Elective(s)

**Year 2**

**Fall Quarter**

HHCM 551 Accounting and Financial Management in Healthcare

Elective\*

**Winter Quarter**

HHCM 508 Marketing Healthcare

HHCM 517 Management Ethics

Elective\*

**Spring Quarter**

HHCM 516 Risk and Quality Management in Healthcare

Elective\*

**Summer Quarter**

HHCM 590 Final Portfolio

Elective(s)

\*The final portfolio can be completed during any quarter after all courses have been completed.

\*\* Two electives are required for degree completion.

**Full-time Schedule – Completion in 4 Quarters**

**Fall Quarter**

HHCM 515 Healthcare Law

HHCM 525 Strategic Planning and Leadership Healthcare

HHCM 551 Accounting and Financial Management in Healthcare

Elective

**Winter Quarter**

HHCM 508 Marketing Healthcare

HHCM 509 Statistics for Healthcare Administrators & Managers

HHCM 517 Management Ethics

HHCM 522 Healthcare Delivery Systems

**Spring Quarter**

HHCM 507 Healthcare Informatics  
HHCM 516 Risk and Quality Management  
HHCM 524 Organizational Behavior and Human Resources  
Elective

**Summer Quarter**

HHCM 521 Evidence-based Management  
HHCM 590 Final Portfolio

**Certificate in Healthcare Administration and Management**

Student chooses 4 courses under advisement of Program Director to be taken per course quarter offering.

**Certificate in Healthcare Administration and Management: Public Health Emphasis**

**Fall Quarter**

HHCM 530 Introduction to Public Health

**Winter Quarter**

HHCM 509 Statistics for Healthcare Administration  
HHCM 522 Healthcare Policy and Delivery Systems

**Spring Quarter**

HHCM 630 Public Health Epidemiology

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## HEALTH PROFESSIONS EDUCATION PROGRAMS

### MASTER OF SCIENCE OR CERTIFICATE IN HEALTH PROFESSIONS EDUCATION

#### Description of Program

The Master of Science in Health Professions Education program provides healthcare professionals with the skills necessary for training the next generation of healthcare practitioners. The Health Professions Education Certificate program provides practitioners or students in the healthcare professions with an opportunity to begin developing skills necessary for training the next generation of healthcare practitioners. These primarily online programs are designed for self-motivated students in any area of healthcare including, but not limited to clinical laboratory scientists, dietitians, massage therapists and other complimentary care practitioners, medical, dental and podiatric physicians, nurses, nutritionists, occupational and physical therapists, pharmacists, psychologists, pathologists' and physician assistants, radiation physicists, and respiratory therapists.

#### Objective of Master of Science Program

The overall objective of the Master of Science in Health Professions Education program is to provide the healthcare system with qualified educators.

#### Student Learning Objectives

Following the completion of the Master of Science in Health Professions Education program the graduate should be able:

1. Integrate learning style information and material presentation methods to facilitate student learning of health profession subject matter
2. Design curricula based on assessment of student learning needs and professional accreditation requirements
3. Evaluate information regarding student performance and program outcomes assessment
4. Integrate educational leadership and evidence based education principles to become a leader in the health profession educational environment

#### Objective of Certificate Program

The overall objective of the Health Professions Education Certificate program is to provide the healthcare system with practitioners who are interested developing skills as educators.

#### Student Learning Objectives

Following the completion of the Health Professions Education Certificate the graduate should be able to:

1. Adjust instruction to various learning styles, reflecting sound adult learning theory.
2. Develop a course or module of study in an area of healthcare expertise.
3. Assess student performance in the classroom.
4. Suggest research designs that will provide supportive evidence for best practices

**Types of Students**

Students for the Master of Science in Health Professions Education program must have a minimum of a Bachelor’s degree and be licensed, registered or certified, in the United States in a healthcare profession, or be concurrently enrolled in a professional program in an regionally accredited college or university or be interested in teaching in a Health Professions program..

**Admission Requirements**

- Baccalaureate degree from a regionally accredited college or university
- United States certification, registration or licensure as healthcare professional, if applicable
- International transcripts must be evaluated by an approved U.S. evaluation agency.
- Proficiency in written and verbal English. Official results of the Test of English as a Foreign Language (TOEFL), if your native language is not English.

**OR**

- Baccalaureate degree from a regionally accredited college or university
- Be a student in good standing with a minimum grade point average (GPA) of 2.75 in a professional program at a regionally accredited college or university.
- International transcripts must be evaluated by an approved U.S. evaluation agency.
- Proficiency in written and verbal English. Official results of the Test of English as a Foreign Language (TOEFL), if your native language is not English.

**Graduation Requirements Master’s Degree**

- Successful completion of 45 quarter hours of required coursework (Courses must fulfill all four competencies)
- Successful completion of a Masters Portfolio
- Minimum cumulative GPA of 3.0
- Be in good standing with regard to financial commitment and professional integrity

**Graduation Requirements Certificate**

- Successful completion of 12 quarter hours of required coursework (one course per objective)
- Minimum cumulative GPA of 3.0

**COURSE DESCRIPTIONS**

Master of Science in Health Professions Education (required courses designated with \*)

Health Professions Education Certificate (required courses are designated with ^)

**Objective 1 – Integrate learning style information and material presentation methods to facilitate student learning of health profession subject matter**

**\* ^ HHPE 510 Learning Theories 3 q.h.**

Students will examine domains of learning and adult learning theories and how they apply to health professions students. Topics include best practices for motivation, adapting to various learning styles, teaching models/strategies, instructional paradigms, and interprofessional learning environments. The concept of lifelong learning is introduced and students will explore the role that higher education and corporate education/training play in instilling a desire for lifelong learning. In addition, students will develop statements of Teaching Philosophy and Philosophy on Interprofessional Education. *Prerequisites:* enrollment in program.

**\*HHPE 512 Instructional Presentation Skills 3 q.h.**

Students will acquire classroom presentation skills as they explore effective teaching and learning strategies. Topics include effective speaking, use of technology in the classroom, creation of PowerPoint presentations, effective communication through posters, creating dynamic learning environments, and adapting presentations to interprofessional groups of students. *Prerequisites:* enrollment in program

**HHPE 516 Clinical Instruction and Mentoring 3 q.h.**

Students will examine the process of clinical instruction and mentoring including defining learning and performance objectives, creating student evaluation tools, determining clinical site and mentor criteria, and creating positive clinical learning experiences. Students will also explore the incorporation of an interprofessional experience into students' clinical rotations. *Prerequisites:* enrollment in program

**\*HHPE 520 Educational Trends and Issues 3 q.h.**

Students will discuss changes in educational theories and practices as well as the incorporation of new ideas into educational models. Topics may include collaborative learning environments, virtual learning communities, generational concerns in education, cultural concerns in education, and the movement of education toward interprofessionalism. *Prerequisites:* enrollment in program

**HHPE 610 Teaching in the Virtual Classroom 3 q.h.**

Students will debate the benefits and drawbacks to online formats of education, explore the use of course management systems to develop virtual classrooms, practice facilitation skills for effective online teaching, and apply curriculum design strategies to online course development. Students will also discuss the use of the online environment in teaching interprofessional courses. *Prerequisites:* enrollment in program

**HHPE 612 Teaching in the Multi-cultural Classroom**

Students will examine the impact of culture on teaching and learning. Strategies to create and facilitate an effective multi-cultural classroom will be explored, along with discussion of best practices for teaching multi-cultural groups of students. *Prerequisites:* enrollment in program

**Objective 2 – Design curricula based on assessment of student learning needs and professional accreditation requirements**

**\* HHPE 530 Curriculum Design 3 q.h.**

Students will work through the process of curriculum development. Topics include needs assessment, alignment with institution mission and vision, course sequencing, and planning learning. Students will design needs assessment instruments which will identify needs that can be met with training interventions. *Prerequisites:* enrollment in program

**\* ^ HHPE 535 Course Development 3 q.h.**

Students will apply curriculum design techniques to design a course in an area of their interest. Activities will include writing learning objectives, designing assessment tools, and developing content. Students will also discuss how to adapt courses to include interprofessional students. *Prerequisites:* HHPE 510

**HHPE 601 Creating Self-Instructional Units 3 q.h.**

Students will work through the process for and develop a self-instructional unit (SIU) in an area of their own interest. Areas of SIU development may include instruction of health professions students, new employee training, and patient education. *Prerequisites:* enrollment in program

**HHPE 602 Designing Simulated Learning Activities 3 q.h.**

In this course the concepts of simulations and games will be explored along with their applications to education. Students will work through the process of designing a simulation in their area of interest. *Prerequisites:* enrollment in program

**Objective 3 – Evaluate information regarding student performance and program outcomes assessment**

**\* ^ HHPE 540 Classroom Assessment 3 q.h.**

Students will examine various tools to assess student learning in the classroom setting. Topics include annotated portfolios, concept maps, memory matrix, process analysis, rubrics development, and the use of reflective statements. Students will also discuss how to adapt assessment tools to include interprofessional students. *Prerequisites:* enrollment in program

**HHPE 545 Evaluating Clinical Competence 3 q.h.**

Student will develop appropriate tools to evaluate student performance in a clinical setting. In addition, students will develop a clinical rotation manual in their area of interest. *Prerequisites:* HHPE 510

**\* HHPE 620 Program Evaluation and Accreditation 3 q.h.**

In this course, students explore program assessment and evaluation methods used in organizations of higher learning. Various topics include institutional and program accreditation, outcomes-based assessment, and staff and faculty evaluation. *Prerequisites:* enrollment in program

**Objective 4 – Integrate educational leadership and evidence based education principles to become a leader in the health profession educational environment**

**\*HHPE 560 Managing Change in Educational Organizations 3 q.h.**

Students will examine change and its impact on educational organizations. They will explore change management strategies, addressing the concerns of an interprofessional community, aligning change with institutional mission, becoming a change agent, counteracting resistance to change, and influencing strategic planning. *Prerequisites:* enrollment in program

**\* ^ HHPE 580 Research in Education 3 q.h.**

Students will review the process of research and its use in the educational setting. In addition, students will develop skills for critically evaluating research, and explore the possibilities of conducting educational research. Students will also suggest methods for investigating the impact of interprofessional education and/or multicultural concerns in health professions education. *Prerequisites:* enrollment in program

**HHPE 640 Funding Education 3 q.h.**

Students will examine the roles of federal, state, and local governments in the funding of education. Topics include budget management, sources of revenue, grants, and financial aid issues. *Prerequisites:* HHPE 510

**HHPE 645 Ethical Concerns in Education 3 q.h.**

Students will debate case studies that reflect values-based decisions with which educational leaders are faced. Topics may include accessibility of education, codes of conduct, diversity, confidentiality, plagiarism, technology, student-faculty relationships, and interprofessional relationships. *Prerequisites:* enrollment in program

**HHPE 648 Legal Concerns in Education 3 q.h.**

Students will analyze the legal issues prevalent in education. Topics include regulatory issues, Federal and State constituents and laws, privacy of student records, and freedom of speech. *Prerequisites:* enrollment in program.

**HPTH 501 Practical Statistics 3 q.h.**

This course is an introductory graduate course covering basic principles of biometry and applied statistical methods utilizing current computer software.

After completing a minimum of 39 hours of study representing a balance of core competencies, students are required to engage in the following experiences:

**\* HHPE 680 Teaching Practicum 3 q.h.**

Students will integrate knowledge and skills acquired from all coursework in this degree program to design, teach and evaluate a unit of study in an actual classroom, online, or clinical setting. Students will first write a proposal detailing and justifying their chosen unit within the

intended curriculum prior to engaging in the practicum experience. Students are responsible for securing their own practicum sites. The teaching practicum may be discipline specific or may be conducted in an interprofessional setting. **Prerequisites:** HHPE 510, 512, 530, 535, 560, 580, electives.

**\* HHPE 685 Portfolio Presentation 3 q.h.**

Students will assemble and present their teaching portfolio. The portfolio documents student mastery of each core objective: facilitation of learning, curriculum design, student assessment and program evaluation, and educational leadership. Students will present an analysis of each item included in their portfolios along with reflections for each item. In addition, students will perform a self-evaluation regarding their teaching preparedness, including cultural competence and establishment of interprofessional relationships. *Prerequisites:* HHPE 510, 512, 530, 535, 560, 580, electives.

**Typical Schedule** – Completion in less than 2 years

**Year 1**

**Fall Quarter**

HHPE 510 Learning Theories  
HHPE 520 Educational Trends and Issues

**Winter Quarter**

HHPE 535 Course Development  
HHPE 540 Classroom Assessment

**Spring Quarter**

HHPE 512 Instructional Presentation Skills  
Elective

**Summer Quarter**

HHPE 580 Research in Education  
Elective

**Year 2**

**Fall Quarter**

HHPE 530 Curriculum Design  
HHPE 620 Program Evaluation and Accreditation

**Winter Quarter**

HHPE 560 Managing Change in Educational Organization  
Elective

**Spring Quarter**

HHPE 680 Teaching Practicum  
HHPE 685 Portfolio Presentation  
Elective

**Contact Information**

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## **WOMEN'S HEALTH PROGRAMS**

### **CERTIFICATE IN WOMEN'S HEALTH**

#### **Description of the Program**

The Certificate programs in Women's Health are online learning programs designed for self-motivated experienced nurses, nutritionists, allopathic and podiatric physicians, occupational and physical therapists, physician assistants, psychologists and other healthcare professionals wishing to expand their knowledge and become a leader in women's health in an interprofessional environment. Course work for the certificate is completed online with no on-campus requirement. The program is open to healthcare profession students in good standing in the clinical phase of their education.

#### **Goals**

The overall goal of the Certificate in Women's Health is to prepare healthcare professionals to practice in a collaborative environment. Following the completion of the Certificate program in Women's Health the graduate should be able to:

- Practice collaborative care in an interprofessional healthcare team.
- Propose an integrated plan of care for women patients taking into account information from the various healthcare providers.
- Value evidence based practice and collaborative research within the healthcare professions.

#### **Admission Requirements**

Baccalaureate degree from an accredited college or university.

- Certification, registration or licensure as a medical physician, nurse, nutritionist, occupational therapist, physical therapist, physician assistant, podiatric physician, psychologist or professional healthcare organization.
- Students in good standing in the clinical phase of a medical, nursing, nutrition occupational or physical therapy, physician assistant, podiatry, or clinical psychology program.
- One year of clinical practice — recommended

#### **Requirements for Certificate Completion**

The program for the Certificate in Women's Health is composed of four required courses (12 quarter hours).

### **COURSES**

Certificate in Women's Health programs concentrate on an interprofessional approach to the care of women with emphasis on physiology, pathology, pharmacology, nutrition, exercise, and relationships that are relevant to women.

*Please note that a cohort of at least 4 students is required to offer HWHS courses.*

\*Indicates courses required for certificate

**Required Courses**

HWHS 500 Interprofessional Approach to Women’s Health, 3 q.h.

HWHS 510 Evidence Based Practice, 3 q.h.

HWHS 602 Women’s Relationship Issues, 3 q.h.

HWHS 604 Women Coping with Cancer, 3 q.h.

**COURSE DESCRIPTIONS**

**Required Courses**

**HWHS 500 Interprofessional Approach to Women’s Health 3 q.h.**

This course provides an overview of the degree program in women's health. It emphasizes the Rosalind Franklin University of Medicine and Science Model of Collaborative Care through a focus on an inter-professional approach to health care delivery. Prerequisite: Enrollment in the certificate or Master of Science program.

**HWHS 510 Evidence Based Practice 3 q.h.**

This course is a broad-based introduction to the utilization of best evidence in the practice of Women’s Health. It begins with the development of clinical patient care questions and moves to successful search strategies, ending with the application of the evidence to improving quality care. Prerequisite: Satisfactory completion of all previous courses in women’s health program or approval of faculty.

**HWHS 602 Women’s Relationship Issues 3 q.h.**

This integrative course reviews the nature and function of women's relationships with particular focus on how these relationships impact women's health. Topics include care-giving roles, domestic violence, and marital functioning. Prerequisite: Satisfactory completion of all previous courses in women's health program or approval of faculty.

**HWHS 604 Women Coping with Cancer 3 q.h.**

This course focuses on the impact of cancer on women's lives including psychosocial issues and treatment. Prerequisite: Satisfactory completion of all previous courses in women's health program or approval of faculty.

***Course descriptions are subject to change without prior notice.***

**Contact Information**

**Chair, Program Director**

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## Doctor of Science/Doctor of Philosophy in Interprofessional Healthcare Studies

### Description of Program

This program is an opportunity for practitioners in various disciplines such as medicine, podiatry, nursing, physical therapy, occupational therapy, nutrition, physician assistants, and clinical laboratory sciences to advance their knowledge and skills in collaborative interprofessional practice. Students study part-time on campus and online in an interprofessional curriculum focusing on creating innovative methods to bridge the healthcare professions. The program emphasizes the development of scholarly evidence-based skills to improve healthcare.

**DSc** The capstone experience is a clinical research project of local or national significance.

**PhD** The PhD program is a continuation of the DSc which focuses on theoretical research and culminates in a fundable, publishable quality research project.

### Goals

#### *Following the completion of the Doctor of Science program graduates will:*

- Practice in an interprofessional manner to model collaborative care
- Use evidence as part of daily clinical decision making
- Provide leadership in the development of an interprofessional healthcare practice environment
- Set and achieve interprofessional goals in practice, education, scholarship and service

#### *Following the completion of the PhD program graduates will:*

- Practice in an interprofessional manner to model collaborative care
- Use evidence as part of daily clinical decision making
- Engage in scholarly activity
- Provide leadership in the development of an interprofessional healthcare practice environment
- Set and achieve interprofessional goals in practice, education, scholarship and service
- Value collaborative research within the healthcare disciplines
- Engage in collaborative research
- Seek funding for their collaborative research agenda

### Types of Students

Students for the Interprofessional Studies program will be licensed, registered or certified practitioners in medicine, podiatry, physical therapy, occupational therapy, physician assistant studies, nursing, or other healthcare professions.

### Admission Requirements

The following are required for admission into the Doctor of Science and the Doctor of Philosophy programs:

- Masters or professional doctorate degree from an accredited college or university

- 3.0 minimum cumulative grade point average in graduate work
- Licensed, registered, certified or otherwise credentialed healthcare professional in the United States
- Two years experience in their professional discipline is suggested.
- GRE Exam
- TOEFL (If necessary)
- Letters of recommendation

### **Requirements for Degree Completion**

- Successful completion of 60 quarter hours of coursework beyond the Masters (Some dissertation work may exceed the 60 hour minimum.)
- Minimum cumulative GPA of 3.0 on a 4.0 scale
- Students must complete the degree in 7 years
- The Interprofessional Studies DSc and PhD require that the students be on campus for a minimum of one full quarter. Flexible arrangements can be made.
- Recommendation to the Board of Trustees by the faculty of the department via the Dean of the College of Health Professions, via the President of the University

### **Curricular Components**

The Interprofessional Healthcare Studies program is composed of a research and an interprofessional component with opportunity for electives. The research component includes both coursework (18 quarter hours) and either clinical research (minimum 9 quarter hours) or theoretical research activities (minimum 12 quarter hours). The interprofessional component is composed of coursework (15 quarter hours) and practicum experiences (18 quarter hours). The student may select from a broad array of electives to complete the program (3–12 quarter hours).

## **REQUIRED COURSES**

### **RESEARCH COMPONENT:**

#### **Coursework – 18 q.h.**

- HIPS 600 Introduction to Doctoral Study, 3 q.h.
- HIPS 560 Critical Inquiry 1 – Research Design, 3 q.h.
- HIPS 561 Critical Inquiry 2 – Statistics, 3 q.h.
- HIPS 562 Measurement Principles, 3 q.h.
- HIPS 660 Ethics in Research , 3 q.h.
- HIPS 680 Proposal Development, 3 q.h.

#### **Research**

- HIPS 710 DSc – Clinical Research (Min 9 q.h.)
- HIPS 810 PhD – Dissertation Research (Min 12 q.h.)

**INTERPROFESSIONAL COMPONENT:**

**Coursework – 15 q.h.**

HIPS 501 Introduction to Interprofessional Healthcare Studies, 3 q.h.

HIPS 550 Evidence Based Practice, 3 q.h.

HIPS 601 Interprofessional Healthcare Seminar, 3 q.h.

HHCM 526 Leadership in the Healthcare Environment, 3 q.h.

HPTH 619 Principles of Education, 3 q.h.

**Fieldwork – 18 q.h.**

HIPS 701 Practicum in Interprofessional Education, 6 q.h.

HIPS 702 Practicum in Interprofessional Service Learning, 6 q.h.

HIPS 703 Practicum in Interprofessional Healthcare, 6 q.h.

**ELECTIVES:**

**Coursework – 3-12 q.h.**

Specialty Healthcare Courses – PT or Other Disciplines

Healthcare Administration and Management Courses

Nutrition Courses

**COURSE DESCRIPTIONS**

**RESEARCH COMPONENT:**

**HIPS 600 Introduction to Doctoral Study 3 q.h.**

This course introduces the new graduate student to the importance of critical thinking and the strategies for independent inquiry necessary for doctoral level study. Career patterns and pathways are investigated with emphasis on goal setting. Prerequisite: Admission to the doctoral program.

**HIPS 560 Critical Inquiry 1 – Research Design 3 q.h.**

Students are introduced to the elements of thought and the logic of critical thinking.

Measurement theory and principles are studied. The role of the research in professional practice is examined. Principles and application of scientific inquiry are emphasized. Prerequisite: Admission to the doctoral program.

**HIPS 561 Critical Inquiry 2 – Statistics 3 q.h.**

This course covers descriptive and inferential statistical procedures with examples of use in the biomedical and clinical sciences. Prerequisite: Successful completion of Critical Inquiry 1.

**HIPS 562 Measurement Principles 3 q.h.**

This course is designed to assist students to understand the principles of measurement theory. An opportunity is provided to explore the reliability and validity of measurement instruments of the student's choice. Prerequisites: Successful completion of Critical Inquiry 1 and 2.

**HIPS 660 Ethics in Research 3 q.h.**

This course provides an overview of bioethics and discusses a broad range of potential situations in which a researcher may become involved. Familiarization with the ethical decision making process and developing an appreciation for the ethical challenges of research is included. Prerequisites: Successful completion of Critical Inquiry 1 and 2.

**HIPS 680 Proposal Development 3 q.h.**

Students are guided through the steps necessary for the development of their dissertation proposals. Each student identifies a research problem, develops a research design and suggests methodology for data collection and analysis. Overall, the course lays the groundwork for the completion of the research work and dissertation. Prerequisite: Successful completion of previous research courses.

**HIPS 710 Clinical Research (Min 9 q.h.)**

An individualized clinical research project which involves the identification of an interprofessional clinical problem, review of the literature, data collection and analysis followed by the preparation of a publishable paper. Oral defense is required. Prerequisites: Successful completion of all previous coursework.

**HIPS 810 Dissertation Research (Min 12 q.h.)**

An individualized theoretical research project addressing the integration of two professions performed in a laboratory setting. The student will identify an interprofessional problem, review literature, collect and analyze data and prepare a publishable paper. Oral defense is required. Prerequisite: Successful completion of all previous coursework.

**INTERPROFESSIONAL COMPONENT:**

**HIPS 501 Introduction to Interprofessional Healthcare Studies 3 q.h.**

This course sets the stage for interprofessional study by covering the education, training licensure, roles and functions and history of a variety of health professions. It emphasizes the overlapping nature of the disciplines and stresses collaborative communication and action. Prerequisites: Admission to the program

**HIPS 550 Evidence Based Practice 3 q.h.**

An introduction to the utilization of best evidence in the practice of healthcare in multiple disciplines. What is considered evidence by different professions is covered. The course begins with the development of interprofessional questions and moves to successful search strategies, ending with the application of the evidence to improving quality of care. Prerequisites: Admission to the program.

**HIPS 601 Interprofessional Healthcare Seminar (var)**

This course is a discussion centered learning experience in which special topics in the area of Interprofessional Studies are considered. Literature is identified and discussed with a recognized expert in the area. The topic will vary by quarter and be a required sequence in the later years of the program. Prerequisites: Successful completion of all coursework.

**HHCM 526 Leadership in the Healthcare Environment 3 q.h.**

Provides the healthcare practitioner with theory and skills in the area of leadership management, communication, motivation, interviewing and legal guidelines. Prerequisites: Admission to the program.

**HPTH 619 Principles of Education 3 q.h.**

A course designed to aid with the planning, implementing and evaluation of interprofessional academic courses. Methods and models for design and evaluation are included. Prerequisites: Admission to the program.

**HIPS 701 – Practicum in Interprofessional Education 6 q.h.**

An individualized learning experience in which a student participates in a class with an interprofessional student body. The student develops objectives for the experience, a learning plan and a measurement tool for outcomes. Prerequisite: Successful completion of all previous interprofessional coursework.

**HIPS 702 Practicum in Interprofessional Service Learning 6 q.h.**

An individualized learning experience in which a student participates in an interprofessional service learning activity. The student develops objectives for the experience, a learning plan and a measurement tool for outcomes. Prerequisite: Successful completion of all previous interprofessional coursework.

**HIPS 703 Practicum in Interprofessional Healthcare 6 q.h.**

An interprofessional learning experience in which a student plans and observes an interprofessional interaction. The student develops objectives for the experience, a learning plan and a measurement tool for outcomes. Prerequisite: Successful completion of all previous interprofessional coursework.

**SCHEDULE- TYPICAL YEAR**

**Year 1**

**Fall Quarter**

Introduction to Doctoral Studies  
Critical Inquiry I - Research Design

**Winter Quarter**

Introduction to Interprofessional Healthcare Studies  
Critical Inquiry 2 - Statistics

**Spring Quarter**

Leadership in the Healthcare Environment  
Interprofessional Healthcare Seminar

**Year 2**

**Fall Quarter**

Evidence Based Practice  
Principles of Education

**Winter Quarter**

Measurement Principles  
Practicum in Interprofessional Education

**Spring Quarter**

Proposal Development  
Ethics in Research

**Year 3**

**Fall Quarter**

Interprofessional Healthcare Seminar  
Practicum in Interprofessional Service Learning I

**Winter Quarter**

Interprofessional Healthcare Seminar Elective  
Practicum in Interprofessional Healthcare

**Spring Quarter**

Interprofessional Healthcare Seminar Elective

**Year 4**

**Fall Quarter**

Clinical Research

**Winter Quarter**

Clinical Research

**Spring Quarter**

Clinical Research

**Year 5**

**Fall Quarter**

Dissertation

**Winter Quarter**

Dissertation

**Spring Quarter**

Dissertation

**Year 6**

**Fall Quarter**

Dissertation

**Winter Quarter**

Dissertation

**Spring Quarter**

Dissertation

**Faculty**

Susan Tappert, PT, DPT

Chair, Interprofessional Healthcare Studies

Diane Bridges MSN, RN, CCM,

Program Director, Healthcare Administration and Management

Gordon Pullen, PhD

Program Director, Biomedical Sciences

Judith Stoecker, PT, PhD

Program Director, PhD/DSc

**Contact Information**

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## DEPARTMENT OF NURSE ANESTHESIA

### Professional Definition

Nurse anesthetists have provided anesthesia care in the United States for 125 years. Nurses first provided anesthesia to wounded soldiers during the Civil War. Some 40,000 Certified Registered Nurse Anesthetists (CRNAs) administer approximately 65% of all anesthetics annually in the United States. CRNAs are the sole anesthesia providers in about two thirds of all U.S. rural hospitals, enabling these facilities to provide obstetrical, surgical and trauma stabilization services. According to a 1999 report from the Institute of Medicine, anesthesia care today is nearly 50 times safer than it was 20 years ago. CRNAs provide anesthesia to patients in collaboration with surgeons, anesthesiologists, dentists, podiatrists, and other qualified healthcare professionals. When anesthesia is administered by a nurse anesthetist, it is recognized as the practice of nursing; when administered by an anesthesiologist, it is considered the practice of medicine. As advanced practice nurses, CRNAs practice with a high degree of autonomy and professional respect. They carry a heavy load of responsibility and are compensated accordingly. CRNAs practice in every setting where anesthesia is delivered: traditional hospital surgical suites and obstetrical delivery rooms; critical access hospitals; ambulatory surgical centers; the offices of dentists, podiatrists, ophthalmologists, plastic surgeons, and pain management specialists; the U.S. Military, Public Health Services and Department of Veterans Affairs healthcare facilities.

### Description of the Program

This is a rigorous didactically front-loaded program in nurse anesthesia. The first 12 months entail classroom and laboratory study, combined with human patient simulation and preoperative evaluation experiences. A 15 month clinical practicum follows, where students learn to provide anesthesia care for patients of all acuity levels across the lifespan who are undergoing surgical procedures of varying complexity.

### Goals

The overall objective of the Master of Science in Nurse Anesthesia program is to prepare an advanced practice nurse for a career as a nurse anesthetist with leadership skills. This full-time, 27 month program will develop a reflective practitioner who uses evidence in decision making. Graduates will have competitive entry-level knowledge, skills and abilities in nurse anesthesia practice.

### Mission

The mission of the Nurse Anesthesia Program is to prepare and educate nurse anesthetists to provide high quality advanced practice nurse anesthesia care in a competent, compassionate and ethical manner. The department also promotes research and academic endeavors that contribute to the advancement of the knowledge and education of fellow healthcare professionals and community service.

### **Vision**

The Nurse Anesthesia Program will prepare and educate graduates who provide safe, competent, compassionate and culturally-appropriate anesthesia care. Graduates will be academic and practice setting leaders.

The Vision will be achieved as follows:

1. Encouraging nurse anesthesia students and graduates to be patient advocates and integral members of the health care team, meeting the needs of all patients.
2. Promoting research, professional engagement and academic endeavors as part of the process of life-long learning.
3. Providing and encouraging continuing education for colleagues across healthcare disciplines.
4. Promoting community service to meet educational and health care needs of the community.
5. Developing professional leaders in nurse anesthesia, advanced practice nursing, and in the non-physician provider community.

### **Admission Requirements**

- Completion of University and program application materials.
- Submission of all undergraduate and graduate-level transcripts.
- A grade point average (GPA) of 3.0 on a 4 point scale, or higher. Students not meeting the GPA requirement may be admitted conditionally with faculty recommendation.
- Baccalaureate degree from an accredited college or university.
- Current licensure as a registered professional nurse in the United States, its territories or protectorates.
- At least one year, preferably two, of experience as an RN in an acute intensive care unit setting.
- Competitive GRE scores. GRE scores must be current within a 5 year period. .

### **Programmatic Accreditation**

The program was reviewed by the Council on Accreditation of Nurse Anesthesia Educational Programs. The next accreditation review is scheduled for May 2012.

The Council on Accreditation of Nurse Anesthesia Educational Programs  
 222 S. Prospect Avenue Park Ridge, IL 60068  
 Phone: 847.692.7050  
 E-mail: [accreditation@aana.com](mailto:accreditation@aana.com)

### **Application Deadline**

The deadline for complete application files is August 1st. Interviews will be held in early fall and selection decisions will be communicated to applicants by the end of November each year. Applications are accepted for review year round.

### **Terminal Learning Objectives**

Upon completion of the 27 month Master's Degree Program in Nurse Anesthesia, the graduate should be able to:

- Maintain patient safety.
- Protect patients from iatrogenic complications.
- Position or supervise the positioning of patients to prevent injury.
- Perform a pre-anesthetic assessment and formulate an appropriate anesthesia care plan.
- Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
- Conduct a comprehensive and appropriate equipment check.
- Initiate appropriate action when confronted with anesthetic equipment-related malfunction.
- Provide anesthesia services in emergency cases, including trauma.
- Administer general anesthesia to patients of all ages with varied physical, medical, and surgical conditions.
- Administer and manage a variety of regional anesthetics.
- Interpret and utilize data obtained from invasive and non-invasive monitoring modalities.
- Calculate, initiate, and manage fluid and blood component therapy.
- Recognize and respond appropriately to anesthetic complications that occur during the peri-operative period.
- Utilize universal precautions and appropriate infection control measures.
- Function as a resource person for airway and ventilator management of patients.
- Serve as a leader or member of a cardiopulmonary resuscitation team and possess advanced cardiac life support recognition.
- Participate in quality management activities.
- Function within appropriate legal requirements as a registered professional nurse, accepting responsibility for his or her practice.
- Demonstrate personal and professional integrity and the ability to interact on a professional level.

## **GRADUATION REQUIREMENTS PROGRAM OF STUDY**

### **27 Month Curriculum**

#### **Term 1 – Spring**

HNAS 701 Principles of Anesthesia 1 (4)

HNAS 710 Chemistry & Physics in Anesthesia (3)

HNAS 711 Clinical Correlations I (1)

HNAS 750 Pathology and Pathophysiology (6)

**14 credits**

#### **Term 2 - Summer**

HNAS 700 Professional Issues & Ethics (2)

HNAS 725 Advanced Physical Assessment (3)

MCBA 501 Clinical Anatomy (10)

**15 credits**

**Term 3 – Fall**

HNAS 702 Principles of Anesthesia II (3)  
 HNAS 712 Clinical Correlations II (1)  
 HMTD 515A Interprofessional Teams and Culture in Health Care (1)  
 HPAS 528 Research & Statistics (3)  
 PBBS 601A Pharmacology I (4)

**12 credits**

**Term 4 – Winter**

HNAS 703 Principles of Anesthesia III (4)  
 HNAS 713 Clinical Correlations III (1)  
 HNAS 720 Anesthesia Pharmacology (3)  
 HMTD 515B Interprofessional Teams and Culture in Health Care (1)  
 PBBS 601B Pharmacology II (5)

**14 credits**

**Term 5 – Spring**

HNAS 706 Regional Anesthesia & Advanced Airway Management (3)  
 HNAS 714 Clinical Seminar I (1)  
 HNAS 810 Clinical Practicum I (10)

**14 credits**

**Term 6 – Summer**

HNAS 715 Clinical Seminar II (1)  
 HNAS 820 Clinical Practicum II (12)

**13 credits**

**Term 7 – Fall**

HNAS 716 Clinical Seminar III (1)  
 HNAS 830 Clinical Practicum III (12)

**13 credits**

**Term 8 – Winter**

HNAS 717 Clinical Seminar IV (1)  
 HNAS 840 Clinical Practicum IV (12)

**13 credits**

**Term 9 - Spring**

HNAS 718 Clinical Seminar V (1)  
 HNAS 806 Master's Project (4)  
 HNAS 850 Clinical Practicum V (12)

**17 credits**

## COURSE DESCRIPTIONS

CONTENT AREA: PHYSIOLOGY, PATHOPHYSIOLOGY 16 Q.H.

### **HPAS 500 Clinical Anatomy 10 q.h.**

This course utilizes formal lecture and cadaver dissection to perform an in-depth study of the structure of the entire human body. This format is supplemented with several lectures specifically designed to correlate the anatomical findings with clinical applications for the medical practitioner.

### **HNAS 750 Physiology & Pathophysiology 6 q.h.**

In this course, physiology and pathophysiology for nurse anesthetists is presented through a Web-supported platform that includes weekly quizzes and case discussions. Anesthetic implications of physiology and pathophysiology are stressed. This is a total body systems course. *Prerequisite:* Admission to the Nurse Anesthesia program or admission to the University as a Special Student.

## CONTENT AREA: PHYSICAL ASSESSMENT

### **HNAS 725 Advanced Physical Assessment 3 q.h.**

Advanced physical assessment will build upon the basic assessment techniques learned at the undergraduate level in order to prepare healthcare professionals in the peri-operative setting. Prior working knowledge of these fundamental skills is necessary in order to develop these advanced assessment methods at the pace required to complete the content in the time frame allowed. This course will utilize classroom review to reinforce principles of history and physical exam, lab sessions to demonstrate exam techniques, and integrate on-line content to reinforce “real-work” clinical examples. Pre-operative screening tools will be discussed concurrently within the appropriate designated body system (E.g. Chest X-ray, Echocardiogram, Stress testing, PFT’s etc.) to reinforce the CRNA’s role in determining patient’s ability to undergo a surgical procedure safely. Students will be required to satisfactorily complete a full pre-operative H&P demonstration and prepare written documentation of the encounter for successful completion.

## CONTENT AREA: RESEARCH 7 Q.H.

### **HPAS 528 Research & Statistics 3 q.h.**

The purpose of this course is to introduce students to the utilization of research and statistics in health care. Topics include principles of research, ethics, information retrieval, the literature review and critical examination of articles. Students begin their work on group research projects and research competencies. In the statistics portion of the course, descriptive and inferential statistics are taught with relevance to health care research. Use of computer applications for statistical analysis is included. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 806 Master's Project 4 q.h.**

This is a major project including development of a problem statement, objectives for the experience and literature review. A significant outcome document, such as a research paper, course materials, or textbook chapter, is produced. Students will identify the topic of their master's project at the completion of HPAS 528 and have quarterly meetings with their advisors thereafter to discuss progress on the project. A public presentation about the project is made during term 9, the final quarter of study. *Prerequisite:* Satisfactory completion of HPAS 528 and all other previous courses in the Nurse Anesthesia program or faculty approval.

**CONTENT AREA: PROFESSIONAL ASPECTS OF**

**PRACTICE 5 Q.H.**

**HNAS 700 Professional Issues and Ethics 2 q.h.**

This course is designed to familiarize the student with the history and traditions of the nurse anesthesia profession. Students will learn about nurse anesthesia practice in various healthcare settings. This content will be complemented by a focused review of current philosophies, policies, and ethical issues in contemporary health care, emphasizing the perioperative setting. This is a web-based course. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**CONTENT AREA: PHARMACOLOGY OF ANESTHETIC AGENTS & ADJUVANT DRUGS 12 Q.H.**

**PBBS601 A and B Pharmacology 9 q.h.**

This course is a comprehensive presentation of medical pharmacology. The general principles of drug disposition including drug absorption, distribution, metabolism, elimination, and pharmacokinetics are covered, as well as the pharmacodynamics are covered, as well as the pharmacodynamics of major drug groups. Emphasis is on the mechanism of drug action, uses, adverse effects, contraindications, and clinically important drug interactions. Dosage is not emphasized unless specifically stated by the instructor.

**HNAS 720 Advanced Nurse Anesthesia Pharmacology 3 q.h.**

This course covers the pharmacokinetic and pharmacodynamic principles of specific anesthetic and adjunct drugs in anesthesia practice. Information related to the selection, administration, dosage and side effects of these drugs is emphasized. Drug categories that will be covered include:

intravenous induction agents/hypnotics; benzodiazepines; inhalation anesthetics; opioids; and muscle relaxants. A hybrid approach of Web-supported didactics augmented with weekly live review and case discussion sessions will be utilized. *Prerequisite:* HPAS 531 and satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**CONTENT: ANESTHESIA PRACTICE – PHYSICS, EQUIPMENT, PRINCIPLES AND PAIN MANAGEMENT 17 Q.H.**

**HNAS 710 Chemistry and Physics of Anesthesia 3 q.h.**

This course provides basic science foundational to anesthesia practice, including: gas laws; the basics of chemistry; biological macromolecules; physics related to anesthesia and monitoring equipment; medical mathematics, and a review of pharmacokinetics and pharmacodynamic are all presented. A hybrid approach of Web-supported didactics augmented with weekly live review and case discussion sessions will be utilized. *Prerequisite:* Admission to the Nurse Anesthesia program.

**HNAS 701 Principles of Anesthesia I 4 q.h.**

Basic principles of nurse anesthesia will be discussed, including: preoperative assessment; the anesthesia machine and breathing circuits; airway management; legal and historical aspects of nurse anesthesia practice. An overview of basic anesthesia pharmacology will be presented. A hybrid approach of Web-supported didactics augmented with weekly live review and case discussion sessions will be utilized. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 702 Principles of Anesthesia II 3 q.h.**

Building on content presented in HNAS 701, this course will provide an overview of advanced principles of anesthesia care. Anesthetic considerations for specialty surgical areas such as peripheral vascular, cardiovascular, neurological, thoracic, orthopedic, trauma and burns will be reviewed. A hybrid approach of Web-supported didactics augmented with weekly live review and case discussion sessions will be utilized. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 703 Principles of Anesthesia III 4 q.h.**

In this course, anesthetic considerations for obstetric and pediatric patients will be discussed. Unique anatomic, physiologic and pathophysiologic considerations related to these patient populations will be reviewed. A hybrid approach of Web-supported didactics augmented with weekly live review and case discussion sessions will be utilized. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 706 Regional Anesthesia & Advanced Airway Management 3 q.h.**

This course covers the anatomy and physiology of the peripheral nerves, spinal cord, upper and lower airways. The pharmacology of local anesthetics and administration and management of regional anesthesia (peripheral, neuraxial, inhaled, topical, local infiltration) is emphasized. Acute and chronic pain management will be discussed. This course is taught by two content experts in a weekend course format. Weekly quizzes are part of the course. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**CONTENT: CLINICAL CORRELATION EXPERIENCES**

**8 Q.H.**

**HNAS 711 Clinical Correlations I 1 q.h.**

This course provides initial clinical correlation with didactic content through use of the human patient simulator. Students will review the steps in preoperative assessment, anesthesia care planning, implementation and evaluation. Checkout and troubleshooting of the anesthesia machine will also be reviewed. Preparation of an anesthesia setup will take place. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 712 Clinical Correlations II 1 q.h.**

During this experience, students will be introduced to the human patient simulator for routine and crisis management of anesthesia. Students will rotate to a preoperative clinic for an observational experience. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 713 Clinical Correlations III 1 q.h.**

Students will continue with high-fidelity simulation exercises in preparation for transition to clinical training. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 714 Clinical Correlations IV 1 q.h.**

This is the initial clinical correlation conference (case studies, key words presentations) during Term 5. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 715 Clinical Seminar I 1 q.h.**

During the clinical practicum, students will return to campus one day per month for key word presentations, case discussions, and board review activities. Students will critique assigned articles and learn how to develop presentations. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 716 Clinical Seminar II 1 q.h.**

During the clinical practicum, students will return to campus one day per month for key word presentations, case discussions, and board review activities. Students will critique assigned articles and learn how to develop presentations. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 717 Clinical Seminar III 1 q.h.**

During the clinical practicum, students will return to campus one day per month for key word presentations, case discussions, and board review activities. Students will critique assigned articles and learn how to develop presentations. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 718 Clinical Seminar IV 1 q.h.**

During the clinical practicum, students will return to campus one day per month for key word presentations, case discussions, and board review activities. Students will critique assigned articles and learn how to develop presentations. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**CONTENT: CLINICAL EXPERIENCE 58 Q.H.**

**HNAS 810 Clinical Practicum I 10 q.h.**

This is the first clinical practicum that will occur during Term 5. Students will be supervised by CRNAs and anesthesiologists at a variety of clinical sites and have opportunities to synthesize and apply previous learning. Students must maintain professionalism and be open to various teaching styles and learning experiences. It is expected that the student will remain with cases in progress through their conclusion. There will be once-monthly clinical correlation conference (HNAS 714) to review clinical experiences, present key words, and conduct case discussions. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 820 Clinical Practicum II 12 q.h.**

During this quarter, students will continue rotations contingent on documented progress in daily clinical evaluations. Students will be in the clinical area five days per week, as negotiated with the clinical coordinators. Students will be supervised by CRNAs and anesthesiologists and will have opportunities to synthesize and apply previous learning. Students must maintain professionalism and be open to various teaching styles and learning experiences. It is expected that the student will remain with cases in progress through their conclusion. There will be a monthly clinical correlation conference (HNAS 715) to review clinical experiences, critique journal articles, present key words, conduct case discussions, and review progress on master's projects. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 830 Clinical Practicum III 12 q.h.**

Students will continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. Students will be in the clinical area five days per week, or for approximately 40 hours, as negotiated with the clinical coordinators. Students will be supervised by CRNAs and anesthesiologists and will have opportunities to synthesize and apply previous learning. Students must maintain professionalism and be open to various teaching styles and learning experiences. It is expected that the student will remain with cases in progress through their conclusion. There will be a monthly clinical correlation conference (HNAS 716) to review clinical experiences, critique journal articles, present key words, conduct case discussions, and review

progress on master's projects. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 840 Clinical Practicum IV 12 q.h.**

Students will continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. Students will be in the clinical area five days per week, or for approximately 40 hours, as negotiated with the clinical coordinators. Students will be supervised by CRNAs and anesthesiologists and will have opportunities to synthesize and apply previous learning. Students must maintain professionalism and be open to various teaching styles and learning experiences. It is expected that the student will remain with cases in progress through their conclusion. There will be a monthly clinical correlation conference (HNAS 717) to review clinical experiences, critique journal articles, present key words, conduct case discussions, and review progress on master's projects. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 850 Clinical Practicum V 12 q.h.**

Students will continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. Students will be in the clinical area five days per week, or for approximately 40 hours, as negotiated with the clinical coordinators. Students will be supervised by CRNAs and anesthesiologists and will have opportunities to synthesize and apply previous learning. Students must maintain professionalism and be open to various teaching styles and learning experiences. It is expected that the student will remain with cases in progress through their conclusion. There will be a monthly clinical correlation conference (HNAS 718) to review clinical experiences, critique journal articles, present key words, conduct case discussions, and review progress on master's projects. The final two weeks of this quarter will be reserved for presentation of master's projects, board review activities, and graduation-related processes. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**OTHER REQUIRED COURSE 2 Q.H.**

**HMTD 515A&B, Interprofessional Teams and Culture in Health Care 2 q.h.**

Interprofessional Teams and Culture in Health Care is an experiential learning opportunity for students to interact in interprofessional health care teams which extends through the fall and winter of the first year. This interactive course is intended to help prepare the health care professional student to provide effective patient-centered health care through small group discussion and problem solving activities. Topics include: team interaction, communication, service learning, information literacy, quality improvement, healthcare professions, diversity in society, the impact of culture, ethnicity and religion on communication and the provision of services, disparities in the healthcare delivery system, and awareness of the impact of a provider's own wellness and illness beliefs on the decisions he/she makes for patients. Interprofessional teams of students develop and participate in significant community based service learning projects.

## DEPARTMENT OF NUTRITION

### PART-TIME, FULLY ONLINE DEGREE PROGRAMS IN: CLINICAL NUTRITION NUTRITION EDUCATION

#### About the Degree Programs

The Master of Science in Clinical Nutrition and Nutrition Education programs are designed to improve the skills of the nutrition professional. The degree programs focus on competency in five core areas: application of nutrition knowledge, teaching nutrition information, demonstration of the processes of critical inquiry and research, application of technology to professional activities, and demonstration of effective professional communication. Courses in the use of computer software and information and health literacy round out the curricula that provide our students with a competitive edge for positions in administration, clinical dietetics, nutrition education, health professional training programs, the food industry, and research. Thesis and non-thesis options are available.

The Master of Science in Nutrition degree programs are taught online and are designed for students who are employed full-time, have other personal or professional commitments, are self-motivated and goal-oriented, have the ability to work independently, and cannot or do not wish to relocate for a campus-based program. Students enroll in one or two courses per quarter. All program participation is completed online with no on-campus attendance required. Students are required to have access to a computer and direct Internet access. Contact between faculty and students is conducted primarily through the Internet, e-mail and telephone. Although our program is convenient, it is not an easy route for earning a graduate degree. Our academic standards are high and the curriculum is challenging. Once students begin the degree program, they have up to five (5) years to complete the Master of Science in Nutrition degree. Students must follow the standard procedures used at Rosalind Franklin University of Medicine and Science.

#### Admission Eligibility, Requirements and Guidelines

- Students with a bachelor's degree in nutrition, dietetics, or a related health field from an accredited institution are eligible for admission into the Clinical Nutrition degree program track or the Nutrition Education degree program track.
- Students with a bachelor's degree in the sciences who do not possess a degree in nutrition, dietetics, or a related health field are eligible for admission into the Nutrition Education degree program track only. The Clinical Nutrition degree program track is reserved for candidates with approved clinical experience.
- If you are considering a career change and are not a registered dietitian and/or do not possess a degree in nutrition or dietetics, please contact the Department of Nutrition for individual advising.

- For those with a degree in the sciences who do not have a degree in nutrition, the following courses must be recorded on the student's official transcript(s): biology, chemistry with lab, organic chemistry with lab, anatomy/physiology and biochemistry.
- For students with the requisite science background but without a degree in nutrition or dietetics, the following nutrition courses are required: Human Nutrition, Nutrition Through the Lifecycle, and Clinical Nutrition. These courses or their equivalent can be taken from a traditional nutrition and/or dietetics degree program at an accredited college or university of your choice. A clinical nutrition transition course (0 credit hours) is offered by our university. The course requirements stated here are designed to provide you with background knowledge for participation in our Nutrition Education degree program track.
- Cumulative minimum grade point average of 2.75 on a 4.0 scale during the last two years of college.
- Work experience in nutrition and/or dietetics or a related health or science field is highly recommended.

Submission of a completed application packet (applications can be downloaded from our Web site at [www.rosalindfranklin.edu](http://www.rosalindfranklin.edu), including a nonrefundable application fee and two letters of recommendation from persons involved in previous or current educational and/or work experience, whichever is more extensive and recent.

Official transcripts submitted from each college, university and community college previously attended.

Proficiency in written and verbal English. A Test of English as a Foreign Language (TOEFL) examination is required of all foreign applicants from countries in which English is not the native language, and who have not attended an American college or university for two consecutive years. It is the applicant's responsibility to provide an official report of the TOEFL.

## **REQUIREMENTS FOR THE MS DEGREE**

### **DEGREE TRACKS:**

#### **CLINICAL NUTRITION PROGRAM TRACK (NON-THESIS)**

- A minimum of 42 quarter hours (q.h.) of graduate credit is required for the degree
- 17 q.h. Nutrition Core
- 7 q.h. Research Core
- 3 q.h. Computer Technology Core
- 6 q.h. Education Core
- 6 q.h. Electives
- 3 q.h. Portfolio Evaluation
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of the final Portfolio Evaluation course (HNUT 596)
- Demonstration of computer proficiency
- Completion of all program requirements within five (5) years from the time of acceptance into the program

## CURRICULUM

### Research Core:

HPTH 501 Practical Statistics  
HNUT 580 Evaluating Research

### Educational Core:

HNUT 505 Communicating as a Nutrition Professional  
HNUT 532 Instructional Design

### Nutrition Core:

HNUT 550 Carbohydrate and Lipid Metabolism  
HNUT 551 Protein and Energy Metabolism  
HNUT 552 Vitamins and Minerals  
HNUT 554 Nutrition in Critical Care  
HNUT 556 Critical Analysis of Nutrition Recommendations

### Computer Technology Core:

HNUT 504 Information and Health Literacy  
Optional: Completion of online training modules in the use of required software

### Final Portfolio Evaluation

HNUT 596 Portfolio Evaluation

### Electives

Completion of 6 quarter hours of elective coursework\*

### CLINICAL NUTRITION PROGRAM TRACK (THESIS)

- A minimum of 52 quarter hours (q.h.) of graduate credit is required for the degree
- 17 q.h. Nutrition Core
- 9 q.h. Research Core
- 3 q.h. Computer Technology Core
- 6 q.h. Education Core
- 3 q.h. Electives
- 14 q.h. Thesis Core
- Cumulative grade point average of 3.0 (B) or better
- Completion and submission of an acceptable written thesis
- Successful thesis defense
- Demonstration of computer proficiency
- Completion of all program requirements within five (5) years from the time of acceptance into the program

## CURRICULUM

### Research Core:

HPTH 501 Practical Statistics  
HNUT 580 Evaluating Research  
HNUT 590 Thesis Topic Development

### Education Core:

HNUT 505 Communicating as a Nutrition Professional  
HPTH 532 Instructional Design

### Nutrition Core:

HNUT 550 Carbohydrate and Lipid Metabolism  
HNUT 551 Protein and Energy Metabolism  
HNUT 552 Vitamins and Minerals  
HNUT 554 Nutrition in Critical Care  
HNUT 556 Critical Analysis of Nutrition Recommendations

### Computer Technology Core:

HNUT 504 Information and Health Literacy  
Optional: Completion of online training modules in the use of required software

### Thesis Core:

HNUT 592 Proposal Development  
HNUT 593 Thesis Research  
HNUT 594 Data Analysis Lab

## NUTRITION EDUCATION PROGRAM TRACK (NON-THESIS)

- A minimum of 42 quarter hours (q.h.) of graduate credit is required for the degree
- 11 q.h. Nutrition Core
- 7 q.h. Research Core
- 7 q.h. Research Core
- 12 q.h. Education Core
- 6 q.h. Electives
- 3 q.h. Portfolio Evaluation
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of the final Portfolio Evaluation course (HNUT 596)
- Demonstration of computer proficiency
- Completion of all program requirements within five (5) years from the time of acceptance into the program.

## CURRICULUM

### Research Core:

HPTH 501 Practical Statistics  
HNUT 580 Evaluating Research

### Education Core:

HNUT 505 Communicating as a Nutrition Professional  
HNUT 525 Assessment and Evaluation in Education  
HNUT 532 Instructional Design  
HNUT 535 Curriculum Development and Management

### Nutrition Core:

HNUT 550 Carbohydrate and Lipid Metabolism  
HNUT 551 Protein and Energy Metabolism  
HNUT 552 Vitamins and Minerals

### Computer Technology Core:

HNUT 504 Information and Health Literacy  
Optional: Completion of online training modules in the use of required software

### Final Portfolio Evaluation

HNUT 596 Portfolio Evaluation

### Electives

Completion of 6 quarter hours (q.h.) of elective coursework\*

### NUTRITION EDUCATION PROGRAM TRACK (THESIS)

- A minimum of 52 quarter hours (q.h.) of graduate credit is required for the degree
- 11 q.h. Nutrition Core
- 9 q.h. Research Core
- 14 q.h. Thesis Core
- 3 q.h. Computer Technology Core
- 12 q.h. Education Core
- 3 q.h. Electives
- Cumulative grade point average of 3.0 (B) or better
- Completion and submission of an acceptable written thesis
- Successful thesis defense
- Demonstration of computer proficiency
- Completion of all program requirements within five (5) years from the time of acceptance into the program.

## Curriculum

### Research Core:

HPTH 501 Practical Statistics  
 HNUT 580 Evaluating Research  
 HNUT 590 Thesis Topic Development

### Education Core:

HNUT 505 Communicating as a Nutrition Professional  
 HNUT 525 Assessment and Evaluation in Education  
 HNUT 532 Instructional Design  
 HNUT 535 Curriculum Development and Management

### Nutrition Core:

HNUT 550 Carbohydrate and Lipid Metabolism  
 HNUT 551 Protein and Energy Metabolism  
 HNUT 552 Vitamins and Minerals

### Computer Technology Core:

HNUT 504 Information and Health Literacy  
 Optional: Completion of online training modules in the use of required software

### Thesis Core:

HNUT 592 Proposal Development  
 HNUT 593 Thesis Research  
 HNUT 594 Data Analysis Lab

### **\*Electives FOR CLINICAL NUTRITION PROGRAM TRACK AND NUTRITION EDUCATION PROGRAM TRACK**

HHCM 510 Global Health  
 HHCM 511 Healthcare Management in Non Hospital Settings  
 HHCM 517 Management Ethics  
 HHCM 519 Practice Management  
 HHCM 520 Cultural Diversity and the Management of Healthcare Services  
 HHCM 522 Healthcare Delivery Systems  
 HHCM 523 Current Topics in Healthcare Administration and Management  
 HHCM 524 Organizational Behavior and Human Resources  
 HHCM 525 Strategic Planning and Leadership in Healthcare  
 HNUT 533 Online Instruction  
 HNUT 541 Promoting Healthy Lifestyles  
 HNUT 542 Herbs, Dietary and Sports Supplements  
 HNUT 554 Nutrition in Critical Care++  
 HNUT 571 Sports Nutrition  
 HNUT 525 Assessment and Evaluation in Education +

HNUT 556 Critical Analysis of Nutrition Recommendations++

HNUT 582 Independent Study

+Elective for Clinical Nutrition track only.

++Elective for Nutrition Education track only.

## **COURSE SCHEDULE**

### **Fall Quarter**

HNUT 504 Information and Health Literacy

HHCM 511 Healthcare Management in Non Hospital Settings

HHCM 519 Practice Management

HNUT 532 Instructional Design

HNUT 571 Sports Nutrition

HNUT 580 Evaluating Research

HHCM 525 Strategic Planning and Leadership in Healthcare

HNUT 596 Portfolio Evaluation

### **Winter Quarter**

HPTH 501 Practical Statistics

HHCM 510 Global Health

HNUT 505 Communicating as a Nutrition Professional

HHCM 517 Management Ethics

HHCM 522 Healthcare Delivery Systems

HNUT 541 Promoting Healthy Lifestyles

HNUT 550 Carbohydrate and Lipid Metabolism

HNUT 556 Critical Analysis of Nutrition Recommendations

HNUT 596 Portfolio Evaluation

### **Spring Quarter**

HHCM 520 Cultural Diversity and the Management of Healthcare Services

HHCM 524 Organizational Behavior and Human Resources

HNUT 533 Online Instruction

HNUT 535 Curriculum Development and Management HNUT 542 Herbs, Dietary and Sports Supplements

HNUT 551 Protein and Energy Metabolism

HNUT 554 Nutrition in Critical Care

HNUT 596 Portfolio Evaluation

### **Summer Quarter**

HNUT 525 Assessment and Evaluation in Education

HNUT 552 Vitamins and Minerals

HNUT 596 Portfolio Evaluation

HHCM 523 Current Topics in Healthcare Administration and Management

## COURSES OFFERED

### **HPTH 501 Practical Statistics 3 q.h.**

An introductory graduate course covering basic principles of biometry and applied statistical methods utilizing current computer software.

### **HNUT 504 Information and Health Literacy 3 q.h.**

This course introduces students to the skills and techniques needed to become an information literate individual. Students will have the opportunity to acquire and practice the following: identifying the topic of interest or developing a research question; acquiring knowledge through the efficient use of current technologies, such as online and electronic resources; establishing evaluation criteria for information resources; evaluating and integrating the acquired information to answer the original query/research question, while complying with copyright laws/guidelines; and effectively communicating this information, through an appropriate medium, to the target audience in an ethical and legal manner. In addition, students will explore the impact of health literacy on patient care and health outcomes and will acquire the skills needed to assist them in translating information about diseases and their treatments into a language that healthcare consumers can understand.

### **HNUT 505 Communicating as a Nutrition Professional 3 q.h.**

This course targets skills and techniques to enhance the effectiveness of professional and patient-centered communications. Translation of evidence-based science into layman's terms will be emphasized. Development of skills needed to create educational materials for various literacy levels and cultures will be stressed.

### **HHCM 510 Global Health 3 q.h.**

The course is designed to introduce students to progress made in improving human health world-wide and understanding the challenges that remain. Students will focus on learning the principles and measures of health improvement, global health themes and diseases, the impact of disease on populations such as women and children, and how they can work as interprofessional team members to address these issues.

### **HHCM 511 Healthcare Management in Non Hospital Settings 3 q.h.**

While the hospital is the centerpiece of the health care system, so much health care is delivered outside this setting. Student will be introduced to many healthcare services outside the traditional setting of the hospital and gain knowledge of the operations of such healthcare settings. The course will be divided into four parts: Traditional care, Diagnosing, Acute-Care Treatment, and Chronic Care and within each area students will explore the basic operations of various health care settings such as outpatient clinics and surgical centers, pharmacies, outpatient laboratories, chiropractic centers, adult day care and hospice care.

**HHCM 517 Management Ethics 3 q.h.**

The curriculum will provide an overview of bioethics including a broad range of potential concerns in which the healthcare manager may become involved. This encompasses a familiarization with bioethics nomenclature, understanding the ethical decision-making process, and developing an appreciation for the ethical challenges of administrators and clinical practitioners. Legal and risk management issues surrounding ethical dilemmas in healthcare organizations will be examined in addition to the roles of institutional ethics committees and consultants.

**HHCM 519 Practice Management 3 q.h.**

Practice Management offers the essential elements and support for a successful healthcare practice concentrating on facility management and organizational skills. Topics will include the organizational management landscape and management functions such as planning and decision-making, organizing, staffing, and budgeting. This course will also address practical concerns such as committees and teams and human resource management considerations such as training and development, retention and recruitment, and communication. This elective course establishes a foundation for growth and professional opportunity for the health management professional.

**HHCM 520 Cultural Diversity and the Management of Healthcare Services 3 q.h.**

This course introduces the student to the importance of providing culturally appropriate health care for the diverse ethnic populations encountered in the U.S. healthcare system. The significance of family traditions, cultural heritage, and health and healing traditions on the patient's interaction with the healthcare delivery system and providers will be explored. Students will develop interventions that providers and managers of healthcare can use to diminish the conflict that patients may experience between their traditions related to cultural heritage and the American healthcare system.

**HHCM 522 Healthcare Delivery Systems 3 q.h.**

The historical evolution of health services provides a backdrop for the core focus of this course: the study of the healthcare system. The curriculum includes an analysis of the current changes in the healthcare environment and the problems affecting the delivery of healthcare in the United States that create a demand for government action. A study of the process of policy formation underscores the complexity and difficulty of government action. Economic and political approaches to health policy analysis will be discussed. The concepts of cost, access and quality will be threaded throughout the course.

**HHCM 523 Current Topics in Healthcare Administration and Management 3 q.h.**

Health care administrators and managers must be knowledgeable about current topics that face their profession. Using critical inquiry and research skills, students will explore current topics and controversies in the field of healthcare administration and management. The ability to analyze, research and apply the findings to contemporary issues will be stressed.

**HHCM 524 Organizational Behavior and Human Resources 3 q.h.**

This course in Organizational Behavior (OB), and Human Resources (HR), is designed to introduce students to organizational behavior theory, organizational communication and human resource management principles to effectively lead and manage an organization. The OB Students will apply management and leadership techniques garnered from successful healthcare organizations to understand and practice management functions, including: understanding employee behavior and motivation, assessing performance, employing groups and teams, operationalizing communication, evaluating conflict, and making appropriate business decisions. The HR functions of planning, recruiting, selecting, training, and appraising will be emphasized. Realistic case studies, collaborative discussions, practical research and peer reviews will be used to develop students' skills in organizational behavior and human resource management. Other topics will include rights and responsibilities of employers and employees, and future trends.

**HNUT 525 Assessment and Evaluation in Education 3 q.h.**

This course is designed to provide skills and tools for the evaluation of a variety of structures, processes and outcomes of education and other evaluands. The course will enable the student to effectively develop the appropriate skills and apply the theories, concepts and models related to evaluation and assessment in a variety of settings and situations. **Prerequisite:** HNUT 532 Instructional Design or permission of Instructor.

**HHCM 524 Organizational Behavior and Human Resources 3 q.h.**

This course in Organizational Behavior (OB), and Human Resources (HR), is designed to introduce students to organizational behavior theory, organizational communication and human resource management principles to effectively lead and manage an organization. The OB Students will apply management and leadership techniques garnered from successful healthcare organizations to understand and practice management functions, including: understanding employee behavior and motivation, assessing performance, employing groups and teams, operationalizing communication, evaluating conflict, and making appropriate business decisions. The HR functions of planning, recruiting, selecting, training, and appraising will be emphasized. Realistic case studies, collaborative discussions, practical research and peer reviews will be used to develop students' skills in organizational behavior and human resource management. Other topics will include rights and responsibilities of employers and employees, and future trends.

**HHCM 525 Strategic Planning and Leadership in Healthcare 3 q.h.**

This course is intended to introduce the student to leadership skills and strategic planning in healthcare organizations. Creative, collaborative problem solving within the context of current strategic issues in healthcare will be explored. The course content provides an overview of the strategic planning process including the elements required to successfully develop and implement short and long-term plans. The course focuses on leadership skills and qualities necessary to succeed and thrive in the healthcare industry as well as assist the students in applying theories of leadership, motivation, communication and conflict management. Students will learn the construction of a strategic plan and analyze the state of strategic planning in the

healthcare industry. Additionally, students will have the opportunity to analyze their own leadership skills and create an action plan for leadership development by assessing their personal leadership strengths and weaknesses.

**HNUT 532 Instructional Design 3 q.h.**

Designed to provide the healthcare professional with educational skills and techniques for the classroom, the individual patient and for continuing education programs. The skills and techniques addressed are: developing teaching outlines to include behavioral objectives and interactive teaching, needs assessment, and educational outcomes, communication and motivational techniques and theories for teaching the adult learner.

**HNUT 535 Curriculum Development and Management 3 q.h.**

This course builds on the basic instructional design techniques from HNUT 532 Instructional Design and HNUT 525 Assessment and Evaluation in Education. The course activities will have the student build upon the basic course/class design/evaluation skills to identify core competencies and create a set of interrelated courses/classes that meets predetermined program objectives (outcomes) or a curriculum. Through the creation of a conceptual framework, the student will illustrate relationships among the courses and explain how they support the program competencies and objectives. In addition, the student will create an assessment tool to appraise learner achievement of curriculum competencies and outcomes as well as an evaluation scheme that will measure programmatic outcomes. The development, management and evaluation skills can be applied to meet requirements of accrediting or other oversight agencies in both academic and clinical settings. Course Prerequisites: HNUT 532 Instructional Design and HNUT 525 Assessment and Evaluation in Education

**HNUT 533 Online Instruction 3 q.h.**

Focuses on the practical considerations of planning and developing courses for successful online learning. Topics covered include: Characteristics of distance learners and instructors; course design and development; teaching and tutoring; needs assessment and evaluation strategies; using the World Wide Web in education; and online learning technologies. Students apply what they have learned in development of their own online course map. *Prerequisite:* HNUT 532 Instructional Design or permission of Instructor.

**HNUT 541 Promoting Healthy Lifestyles 3 q.h.**

Explores health promotion for the individual and the community. This will be accomplished through implementing basic community health concepts of epidemiology, levels of prevention, and risk assessment within the context of health promotion activities. Students will analyze their own personal health promotion needs and selected needs within a chosen community. Based on the standards outlined in *Healthy People 2010*, students will develop health promotion activities for community health problems of their choice based on an assessment of need. Students will develop and track an individual health promotion plan for themselves.

**HNUT 542 Herbs, Dietary and Sports Supplements 3 q.h.**

Covers the use of herbs, botanicals, vitamins, minerals, and other substances such as caffeine as dietary supplements. Topics include the functions (where known) of the active principle ingredient of the supplement as well as the potential benefits, concerns, and regulatory issues surrounding the use of dietary supplements.

**HNUT 550 Carbohydrate and Lipid Metabolism 4 q.h.**

An in-depth study of the integration of carbohydrate and lipid metabolism as they relate to the fed, fasted, and re-fed states and to major disease processes.

**HHCM 550 Strategic Planning in Healthcare 3 q.h.**

This course is intended to introduce the student to strategic planning in healthcare organizations. The course content provides an overview of the strategic planning process including the elements required to successfully develop and implement short-term and long-term plans. In addition to application of the elements to a variety of healthcare situations, students will have the opportunity to apply this process to their own educational plan for personal academic success.

**HHCM 551 Accounting and Financial Management in Healthcare 3 q.h.**

The course is intended to prepare the student to effectively interact with financial management staff and participate in various aspects of financial control and planning. The curriculum provided an historical perspective of financial management in healthcare, identifying trends in the industry and the forces that influence the financing of healthcare organizations. Financial statements, the interpretation and analysis of financial reports, and topics such as cost-benefit analysis, budgeting, and capital management will also be addressed. Consideration will be given to the cost effectiveness and financial future of healthcare organizations.

**HNUT 551 Protein and Energy Metabolism 4 q.h.**

A continuation of the topics presented in HNUT 550 Carbohydrate and Lipid Metabolism, starting with protein metabolism and ending with an overview of energy metabolism. Topics to be addressed include protein structure, function, and quality; general properties, kinetics, and mechanisms of action of enzymes; integration of metabolism and the provision of tissue fuels during the fed, fasted, starved, and hypermetabolic states; and the regulation of food intake, body weight/ composition and energy metabolism. The latter covers the key components of energy expenditure and methods of measurements. *Prerequisite:* HNUT 550 Carbohydrate and Lipid Metabolism

**HNUT 552 Vitamins and Minerals 3 q.h.**

Covers the structure, function, metabolism, requirements, deficiencies, and toxicities of the different vitamins, minerals, trace minerals, and ultra-trace minerals, and fluid and electrolyte balance. *Prerequisites:* HNUT 550 Carbohydrate and Lipid Metabolism and HNUT 551 Protein and Energy Metabolism

**HNUT 554 Nutrition in Critical Care 3 q.h.**

An in-depth review of the theory and application of the forms and components of specialized nutrition support in the treatment of various disease conditions. *Prerequisites:* HNUT 580 Evaluating Research, HPTH 101 Practical Statistics and R.D. Credential or permission of instructor.

**HNUT 556 Critical Analysis of Nutrition Recommendations 3 q.h.**

Analysis of the pathophysiological and metabolic basis for nutritional management in the prevention and treatment of disease. Critical review and analysis of current recommendations for management, treatment, and prevention of disease will be a primary focus of the course. *Prerequisites:* HNUT 550 Carbohydrate and Lipid Metabolism, HNUT 551 Protein and Energy Metabolism and HNUT 580 Evaluating Research or permission of instructor.

**HNUT 571 Sports Nutrition 3 q.h.**

Sports Nutrition focuses on the physiological & metabolic responses of the body to exercise and the role of nutrition in these processes. Macronutrient and micronutrient needs of the athlete and the nutritional needs of special athletic populations will be addressed.

**HNUT 580 Evaluating Research 4 q.h.**

This course introduces the fundamentals of the research process with the desired end result being the ability to critically analyze and interpret published research. Students in this course will select relevant research articles to interpret, analyze, synthesize and then summarize from an evidence based perspective to write a brief literature review and develop a hypothesis for future investigation. This course also includes a journal club discussion in which weekly learning objectives are reinforced with practical and applicable examples from current scientific literature. *Prerequisite:* HPTH 501 Practical Statistics

**HNUT 582 Independent Study 3 q.h.**

The independent study is an individualized learning experience designed to meet the specific educational needs of the student

**HNUT 596 Portfolio Evaluation 3 q.h.**

The Master of Science in Nutrition degree focuses on five competency areas: application of nutrition knowledge, teaching nutrition information, demonstration of the processes of critical inquiry and research, application of technology to professional activities, and demonstration of effective professional communication. Achievement of specific learning objectives in these areas of competency will be demonstrated by the student through development of projects during the course of his/her degree program. These projects will be part of a required portfolio that will be evaluated by the student and a faculty committee. By the end of the course, students will have compiled a final collection of projects with analysis and reflections for each. Portfolio Evaluation is the final degree requirement and capstone experience for all students in the Master of Science in Nutrition program.

**HNUT 590 Thesis Topic Development 2 q.h.**

The process of analysis and critique of the literature continues as students integrate the research process into professional practice. Students in the thesis option develop an initial research question and write a brief review of the relevant literature. This document will be expanded and refined in Proposal Development.

**HNUT 592 Proposal Development 3 q.h.**

Students are guided through the steps necessary for the development of their thesis proposals. Students identify a research problem, develop an appropriate project design, and identify the appropriate methodology for data collection and analysis. This course lays the ground-work for completion of research work and thesis.

**HNUT 593 Thesis Research 9 q.h.**

Students implement their research proposal through collection, statistical analysis, and evaluation of data. Submission of an acceptable thesis and successful oral defense of research findings by students are the culminating events for both this course and the graduate degree program.

**HNUT 594 Data Analysis Laboratory 2 q.h.**

Focuses on the use of a computer-based professional statistics software package in applying the concepts learned in HPTH 501. Using this software, students will learn to run a variety of parametric and non-parametric, descriptive and inferential statistical tests such as frequency distributions, measures of central tendency, t-Tests, ANOVA, Mann-Whitney U, Kruskal-Wallis H, repeated measures, and curvilinear correlation statistics for trend analysis. Output sheets of test results will then be evaluated and modified into pivot tables and charts for use in professional presentations. The use and incorporation of data spreadsheets into the statistics program format will also be addressed.

**HNUT 503 Fundamentals of Clinical Nutrition 0 q.h.**

This self-directed course provides an in-depth overview of human clinical nutrition including the components and measurement techniques of a nutritional assessment as well as the etiology and medical nutrition therapy of various disease conditions such as obesity, cardiovascular disease, hypertension, osteoporosis, diabetes mellitus (type 1 and type 2), and gastrointestinal diseases.

**Faculty**

Melissa Bernstein, PhD, RD, LD, Assistant Professor  
 Hope Bilyk, MS, RD, LDN, Assistant Professor  
 Melissa Brown, PhD, RD, Lecturer  
 Lynn Janas, PhD, Assistant Professor and Chair  
 Mary Russell, MS, RD, LDN, Lecturer  
 Sandra Salloway, ND, RN, Associate Dean and Professor  
 Melanie Shuran, PhD, RD, LDN, Professor

## **PATHOLOGISTS' ASSISTANT DEPARTMENT**

### **Professional Definition:**

A pathologists' assistant is an intensively trained allied health professional who provides anatomic pathology services under the direction and supervision of a pathologist. Pathologists' assistants interact with pathologists in the same manner that physician assistants carry out their duties under the direction of physicians in surgical and medical practice. Pathologists' assistants contribute to the overall efficiency of the laboratory or pathology practice in a cost-effective manner by performing a variety of tasks, consisting primarily of gross examination of surgical pathology specimens and performance of autopsies.

### **Mission**

The mission of the Pathologists' Assistant Department is to prepare and develop individuals for the professional practice of surgical and autopsy pathology in a continually evolving health care environment.

### **Vision**

The Pathologists' Assistant Department will be recognized as the leader in providing graduate-level training in Pathologists' Assistant Studies through its outstanding graduates, curricular innovation, scholarly activity, community service, and the leadership it provides to the pathologists' assistant community worldwide.

### **Philosophy Statement**

The Pathologists' Assistant Department assures a level of professional training, both academic and clinical, that prepares its graduates to serve as stewards of the profession and empowers them to set forth and provide exceptional care and leadership for the profession as well as educate future generations of health care providers in the art and science of practicing anatomic pathology.

The Pathologists' Assistant Department asserts that there is an inherent dignity in surgical specimens that represent a unique human being and that the utmost care and skill will be provided in transmitting the information contained within to pathologists, surgeons, and other members of the health care team. As such, the same professional care will be delivered to our patients in the autopsy service who have come to teach the living from their individual lives and deaths.

### **Programmatic Accreditation**

**Pathologists' Assistant Program Accreditation:** National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) 5600 N. River Road, Suite 720, Rosemont, IL 60018-5119; 773-714-8880.

### **Degree Granted**

Master of Science in Pathologists' Assistant Studies.

### **Admission Requirements**

Admission to the program is competitive. Class members are selected on the basis of academic record, letters of recommendation, an admission essay, evidence of exposure to anatomic pathology and an interview. Successful applicants will have graduated with a Bachelor's degree from an accredited college or university and usually have a cumulative GPA of at least 3.0 (on a 4.0 scale). Proficiency in written and verbal English is required. The Test of English as a Foreign Language (TOEFL) examination is required of all foreign applicants from countries in which English is not the native language and who have not attended an American college or university for two consecutive years. It is the applicant's responsibility to provide an official report of the TOEFL.

### **Prerequisites**

A minimum of one course in each of the following subjects:

- Biological Science (Human Anatomy and Physiology recommended)
- Microbiology
- General Chemistry
- Organic and/or Biochemistry
- College-level Mathematics (Statistics recommended)
- English Composition

### **Application Deadline**

Applications are reviewed as they are received. Applicants are strongly encouraged to submit their completed application in the Summer/Fall of the year preceding their anticipated start of the program. Applications must be received by February 28 of the year for which you are applying.

### **Student Learning Objectives**

Upon completion of the 22-month Master's Degree Program for Pathologists' Assistants, the graduates will:

- Recognize and respect the diversity of patients and fellow health care providers as well as acknowledge one's responsibilities to patients' families and the community at large.
- Effectively communicate and collaborate with other health care professionals in interprofessional teams.
- Engage in evidence-based practice within the anatomic pathology laboratory while making a conscious, continued effort to improve performance.
- Synthesize clinical information from various sources to present comprehensive clinical pathologic correlations.
- Communicate complex anatomic pathology information effectively in written, verbal, and photographic forms.
- Discern normal structure and function of organs, tissues, and cells from pathologic changes as demonstrated by selecting appropriate techniques for collecting, handling, submitting, and processing specimens.
- Embrace and actively participate in a systems approach to reducing error, ensuring safety, and improving quality of care.

- Understand the value of information technology and promote its utilization in professional practice.
- Provide leadership in the laboratory through an understanding of management techniques and the operations and services provided in the anatomic pathology laboratory to facilitate efficiency and productivity.
- Conduct the practice of a Pathologists' Assistant in a professional manner, and by doing so, act as a steward of the profession for students, colleagues, and the public through education and research into the art and science of the practice of anatomic pathology.

### **Graduation Requirements**

Successful completion of the didactic and clinical curriculum.

### **Curriculum**

The Pathologists' Assistant Program is a rigorous, full-time program. A typical program of study as outlined below consists of 12 months of didactic coursework followed by 10 months of clinical rotations, through our nationally and internationally-known clinical affiliates.

### **Program of Study**

#### **Year 1**

##### **Summer Quarter**

MCBA 501 Clinical Anatomy, 10 q.h.

HAPA 560 Clinical Correlations I / Human Embryology, 3 q.h.

HAPA 560A Clinical Correlations I Lab, 2 q.h.

HAPA 550 Seminar I, 1 q.h.

HAPA 535 Medical Terminology, 1 q.h.

##### **Fall Quarter**

MPAT 600A General Pathology, 6 q.h.

PBBS 503A Structure & Function, 7 q.h.

HAPA 561 Clinical Correlations II, 3 q.h.

HAPA 561A Clinical Correlations II Lab, 1 q.h.

HAPA 551 Seminar II, 1 q.h.

HMTD 515A Interprofessional Teams and Culture in Health Care, 1 q.h.

##### **Winter Quarter**

MPAT 600B Systemic Pathology, 6 q.h.

PBBS 503B Structure & Function, 4 q.h.

HAPA 562 Clinical Correlations III, 5 q.h.

HAPA 562A Clinical Correlations III Lab, 2 q.h.

HAPA 552 Seminar III, 1 q.h.

HMTD 515B Interprofessional Teams and Culture in Health Care, 1 q.h.

**Spring Quarter**

MPAT 600C Systemic Pathology, 7 q.h.  
 HAPA 563 Clinical Correlations IV, 5 q.h.  
 HAPA 563A Clinical Correlations IV Lab, 2 q.h.  
 HAPA 553 Seminar IV, 1 q.h.  
 HAPA 540 Autopsy Pathology, 2 q.h.  
 HAPA 540A Autopsy Pathology Laboratory, 2 q.h.  
 PBBS 504B Neuroscience, 4 q.h.  
 HMTD 551 Leadership in Healthcare Environ., 3 q.h.

**Year 2**

**Summer Quarter**

HAPA 630 Anatomic Pathology Clerkship I, 12 q.h.

**Fall Quarter**

HAPA 631 Anatomic Pathology Clerkship II , 12 q.h.

**Winter Quarter**

HAPA 632 Anatomic Pathology Clerkship III , 12 q.h.

**Spring Quarter**

HAPA 633 Anatomic Pathology Clerkship IV , 12 q.h.

**Course Descriptions**

**First Year - Summer Quarter**

**MCBA 501 Clinical Anatomy, Lecture/Laboratory, 10qh**

Structure of the entire human body is studied through formal lectures and cadaver-based laboratories. Emphasis is placed on the clinical applications of anatomy.

**HAPA 560 Clinical Correlations I, Lecture, 3qh**

This is the first part of a full-year sequence designed to provide a bridge between the didactic coursework of the first-year curriculum and its application to the practice of Surgical and Autopsy Pathology by Pathologists' Assistants in the clinical setting. This course is taken in conjunction with the corresponding Clinical Correlations Laboratory sequence. This segment provides an introduction to the basic principles of human development and biomedical imaging. The human development portion starts from embryo to fetus to post-uterine life with course work structured to synchronize with gross anatomy. Lectures will present normal development with an emphasis placed on clinical scenarios commonly encountered in an anatomical laboratory setting. The biomedical imaging portion is designed to introduce students to both radiology and gross photography.

**HAPA 560A Clinical Correlations I Lab, Laboratory, 2qh**

This is the first part of a full-year laboratory sequence designed to provide a practical, hands-on experience to the didactic portion of the corresponding Clinical Correlations lecture sequence. This segment of the course provides an introduction to the basic principles of human development and biomedical imaging. The human development portion will utilize fetal specimens for demonstration and practice of techniques used by a Pathologists' Assistant. The biomedical imaging portion is designed to introduce students to the practice of gross photography in a variety of laboratory situations.

**HAPA 535 Medical Terminology, Lecture, 1qh**

This course instructs the student in an advanced level of medical terminology pertinent to the practice of pathologists' assistants.

**HAPA 550 Seminar I, Lecture/Discussion, 1qh**

This course is designed as an introduction to the profession. Students will become familiar with the history and traditions of the Pathologists' Assistant Profession, and will learn about the work of Pathologists' Assistants as they function in various health care settings. This is complemented by a focused review of contemporary medical ethics.

**First Year-Fall Quarter**

**MPAT 600A General and Systemic Pathology, Lecture/Laboratory, 6qh**

The biologic bases and mechanisms of disease, including inflammation and repair, and cell injury by infectious, immunologic, vascular, genetic, physical, chemical, and neoplastic mechanisms followed by a beginning survey of disease with emphasis on clinical pathologic correlations. This is the medical school pathology sequence and is three quarters in length.

**PBBS 503A Structure and Function, Lecture/Laboratory, 7qh**

This is a two quarter course sequence, which will present the principles of medical histology and physiology through formal lecture and laboratory experiences. Normal organ systems will be examined at the ultrastructural, microscopic and whole-organ levels.

**HAPA 561 Clinical Correlations II, Lecture, 3qh**

This is the second part of a full-year sequence designed to provide a bridge between the didactic coursework of the first-year curriculum and its application to the practice of Surgical and Autopsy Pathology by Pathologists' Assistants in the clinical setting. This course is taken in conjunction with the corresponding Clinical Correlations Laboratory Sequence. This segment provides the student with an introduction to clinical practice in the anatomic pathology laboratory, emphasizing the applications of histology techniques and histochemistry, in addition to the basic principles of medical microbiology and laboratory safety.

**HAPA 561A Clinical Correlations II Lab, Laboratory, 1qh**

This is the second part of a full-year laboratory sequence designed to provide a practical, hands-on experience to the didactic portion of the corresponding Clinical Correlations lecture sequence. This segment of the course provides an introduction to the basic principles of laboratory safety, prosection, microbiology, ergonomics, and policies. The laboratory safety portion will introduce students to the safe and appropriate handling of blades of various sizes. The prosection portion will utilize food items and surgical specimens to introduce various techniques involved in prosection. The microbiology portion will introduce students to common microbiological techniques/procedures utilizing both their own normal flora and that found

naturally in the environment. The ergonomics portion will utilize tools commonly encountered in the lab to raise awareness of the importance of an ergonomic environment. The policies portion will complement the corresponding lecture component.

**HMTD 515A, Interprofessional Teams and Culture in Health Care**

Interprofessional Teams and Culture in Health Care is an experiential learning opportunity for students to interact in interprofessional health care teams which extends through the fall and winter of the first year. This interactive course is intended to help prepare the health care professional student to provide effective patient-centered health care through small group discussion and problem solving activities. Topics include: team interaction, communication, service learning, information literacy, quality improvement, healthcare professions, diversity in society, the impact of culture, ethnicity and religion on communication and the provision of services, disparities in the healthcare delivery system, and awareness of the impact of a provider's own wellness and illness beliefs on the decisions he/she makes for patients. Interprofessional teams of students develop and participate in significant community based service learning projects.

**HAPA 551 Seminar II, Lecture/Discussion, 1qh**

This is the first quarter of a two-quarter seminar on research design and methodology. The seminar is designed to provide students with an opportunity to engage in an in-depth exploration of a topic of their group's choosing, related to either pathologists' assistant education and professionalization or pathologists' assistant clinical practice. The goal of the seminar is to survey and critique current literature related to the chosen topic, and design and execute a study which will add to the current body of research about pathologists' assistants. The work will culminate in the production of a poster to be shown next year at the All School Research Symposium in the spring and at the AAPA annual meeting in the Fall.

**First Year-Winter Quarter**

**MPAT 600B Systemic Pathology, Lecture/Laboratory, 6qh**

The biologic bases and mechanisms of disease, including inflammation and repair, and cell injury by infectious, immunologic, vascular, genetic, physical, chemical, and neoplastic mechanisms followed by a beginning survey of disease with emphasis on clinical pathologic correlations. This is the medical school pathology sequence and is three quarters in length.

**PBBS 503A Structure and Function, Lecture/Laboratory, 4qh**

This is a two quarter course sequence, which will present the principles of medical histology and physiology through formal lecture and laboratory experiences. Normal organ systems will be examined at the ultra structural, microscopic and whole-organ levels.

**HAPA 562 Clinical Correlations III, Lecture, 5qh**

This is the third segment of the full-year sequence designed to provide a bridge between the didactic coursework of the first year curriculum and its application to the practice of Surgical and Autopsy Pathology by Pathologists' Assistants in the clinical setting. This segment emphasizes systemic surgical pathology running parallel to MPAT 600B (General and Systemic Pathology).

**HAPA 562A Clinical Correlations III Lab, Laboratory, 2qh**

This is the third part of a full-year laboratory sequence designed to provide a practical, hands-on experience to the didactic portion of the corresponding Clinical Correlations lecture sequence. This segment of the course provides an introduction to the basic principles of prosection of

various specimens as pertaining to organ systems covered in Clinical Correlations lecture, General and Systemic Pathology, and as outlined in surgical pathology dissection manuals. This laboratory sequence will utilize various food items, specimens from our collection, as well as animal organs as appropriate.

**HMTD 515b Interprofessional Healthcare Teams, Lecture/Discussion, 1qh**

Interprofessional Teams and Culture in Health Care is an experiential learning opportunity for students to interact in interprofessional health care teams which extends through the fall and winter of the first year. This interactive course is intended to help prepare the health care professional student to provide effective patient-centered health care through small group discussion and problem solving activities. Topics include: team interaction, communication, service learning, information literacy, quality improvement, healthcare professions, diversity in society, the impact of culture, ethnicity and religion on communication and the provision of services, disparities in the healthcare delivery system, and awareness of the impact of a provider's own wellness and illness beliefs on the decisions he/she makes for patients. Interprofessional teams of students develop and participate in significant community based service learning projects.

**HAPA 552 Seminar III, Lecture/Discussion, 1qh**

This is the second quarter of a two-quarter seminar on research design and methodology. The seminar is designed to provide students with an opportunity to engage in an in-depth exploration of a topic of their group's choosing, related to either pathologists' assistant education and professionalization or pathologists' assistant clinical practice. The goal of the seminar is to survey and critique current literature related to the chosen topic, and design and execute a study which will add to the current body of research about pathologists' assistants. The work will culminate in the production of a poster to be shown next year at the All School Research Symposium in the spring and at the AAPA annual meeting in the Fall.

**First Year-Spring Quarter**

**MPAT 600C Systemic Pathology, Lecture/Laboratory, 7qh**

The biologic bases and mechanisms of disease, including inflammation and repair, and cell injury by infectious, immunologic, vascular, genetic, physical, chemical, and neoplastic mechanisms followed by a beginning survey of disease with emphasis on clinical pathologic correlations. This is the medical school pathology sequence and is three quarters in length.

**HAPA 563 Clinical Correlations IV, Lecture, 5qh**

This is the fourth segment of the full-year sequence designed to provide a bridge between the didactic coursework of the first year curriculum and its application to the practice of Surgical and Autopsy Pathology by Pathologists' Assistants in the clinical setting. This segment emphasizes systemic surgical pathology running parallel to MPAT 600C (General and Systemic Pathology).

**HAPA 563A Clinical Correlations IV Lab, Laboratory, 2qh**

This is the fourth segment of a full year laboratory sequence designed to provide practical, hands-on experience to complement the didactic portion of the corresponding Clinical Correlations lecture sequence. This segment of the course provides an introduction to the basic principles of prosection of various specimens as pertaining to organ systems covered in Clinical Correlations lecture, General and Systemic Pathology, and as outlined in surgical pathology dissection manuals. This laboratory sequence will utilize various food items, specimens from our collection, as well as animal organs as appropriate.

**HAPA 540 Autopsy Pathology, Lecture, 2qh**

This course provides an introduction to autopsy pathology and includes instruction in forensic, perinatal and pediatric pathology. There is a laboratory component to this class that includes practicing autopsy techniques on cadavers. The final project includes a PowerPoint group presentation of the cadaver evisceration and pertinent medical findings.

**HAPA 540A Autopsy Pathology Lab, Laboratory, 2qh**

This is the corresponding laboratory to complement the Autopsy Pathology lecture-based course, and provides the student with hands-on experience practicing autopsy techniques on cadavers.

**PBBS 504 Neuroscience, Lecture/Laboratory, 4qh**

Neuroscience is a comprehensive series of lectures on the structure, neurophysiology, function, and neurological disorders of the human nervous system. The lectures are complemented by visual aids, laboratory demonstrations and clinical applications.

**HMTD 551 Leadership in the Healthcare Environment, Lecture/Discussion, 3qh**

This interprofessional course is designed to introduce the student to the concept of leadership within the healthcare environment. Leadership skills learned as part of previous service activities, sports, or academic study will be applied to the healthcare setting using case studies and small group discussion. The course begins with an overview of leadership styles, and then continues with more specific topics such as building teams, evaluating other, managing finances, managing risk, marketing of healthcare and healthcare policy.

**HAPA 553 Seminar IV, Lecture/Discussion, 1qh**

This seminar is designed to examine medicine from the perspective of the humanities - specifically the disciplines of the history of medicine, medical anthropology and medical sociology. Perspectives from other disciplines such as literary criticism, film criticism, etc. may also be used.

**Second Year - Summer Quarter**

**HAPA 630 Anatomic Pathology Clerkship I 12 q.h.**

This is a ten-month practical course sequence that forms the curriculum for the second year. Students rotate through various clinical sites and departments and perform the duties of a Pathologists' Assistant under the guidance of a preceptor. Emphasis will be placed on developing the students' skills of gross tissue description, dissection and frozen section preparation in the surgical pathology. In autopsy pathology, emphasis will be placed on autopsy technique including evisceration and block dissection.

**Second Year - Fall Quarter**

**HAPA 631 Anatomic Pathology Clerkship II 12 q.h.**

Continuation of HAPA 630.

**Second year - Winter Quarter**

**HAPA 632 Anatomic Pathology Clerkship III 12 q.h.**

Continuation of HAPA 631.

**Second Year - Spring Quarter**

**HAPA 633 Anatomic Pathology Clerkship IV 12 q.h.**

Continuation of HAPA 632.

**Clinical Affiliates:**

Advocate Illinois Masonic Hospital - Chicago, IL  
 Advocate Lutheran General Hospital – Chicago, IL  
 Ameripath South Texas – San Antonio, TX  
 Boyce & Bynum Boone Hospital – Columbia, MO  
 California Pacific Medical Center – San Francisco, CA  
 Cedar Sinai- Chicago, IL  
 Central DuPage Hospital – Winfield, IL  
 Cleveland Clinic- Cleveland, OH  
 David Geffen School of Medicine at UCLA – Los Angeles, CA  
 Emory Healthcare, Inc. – Atlanta, GA  
 Jackson Health System – Miami, FL  
 John H. Stroger, Jr., Hospital of Cook County – Chicago, IL  
 Kaiser Permanente- San Jose, CA  
 LMC/Sunrise Hospital – Las Vegas, NV  
 Los Angeles County Medical Examiner’s Office- Los Angeles, CA  
 Loyola University Medical Center – Chicago, IL  
 Marshfield Clinic – Marshfield, WI  
 Mercy Hospital – Chicago, IL  
 Methodist Hospital – Houston, TX  
 Mount Sinai Hospital – Chicago, IL  
 Northwest Community Hospital – Arlington Heights, IL  
 Northwestern Memorial Hospital – Chicago, IL  
 Presbyterian Health Services- New Mexico  
 Resurrection Medical Center – Chicago, IL  
 Rush University Medical Center – Chicago, IL  
 Scott and White Memorial Hospital- Round Rock, TX  
 Scripps Clinic Medical Laboratories- San Diego, CA  
 Sharp Memorial Hospital- San Diego, CA  
 St. Joseph’s Hospital – Fort Wayne, IN

St. Mary's Duluth Clinic Health Systems – Duluth, MN  
University of California- Irvine, CA  
University of California, San Diego – San Diego, CA  
University of Chicago Medical Center- Chicago, IL  
University of Iowa Hospital and Clinics – Iowa City, IA  
University of Kansas Medical Center – Kansas City, KS  
University of Minnesota Fairview – Minneapolis, MN  
University of Nebraska Medical Center – Omaha, NE  
Vanderbilt University- Nashville, TN  
Wellstar Health Systems, Inc. – Marietta, GA

**Department Faculty:**

**John E. Vitale, MHS, PA (ASCP) cm**, Program Director, Assistant Professor and Acting Chair  
**Lisa Dionisi, MS, PA (ASCP)cm**, Assistant Program Director and Instructor  
**Oswaldo Rubinstein, MD**, Medical Director and Associate Professor  
**Brandi Woodard, MS, PA (ASCP) cm**, Director of Clinical Education and Assistant Professor  
**Reed Brooks, MS, PA (ASCP)cm**, Director of Research and Instructor  
**Larry List, MS, PA (ASCP)cm**, Laboratory Director and Instructor  
**Daniel Bareither, PhD**, Professor  
**John Becker, PhD**, Associate Professor  
**Kenneth Kessler, PhD**, Associate Professor

**DEPARTMENT OF PHYSICAL THERAPY**

**DOCTOR OF PHYSICAL THERAPY PROGRAM**

**General Information**

The Department of Physical Therapy at Rosalind Franklin University of Medicine and Science considers its primary mission to be the education of autonomous practitioners who are eminently qualified to deliver physical therapy services in current and future health care systems. We recognize that many changes have occurred within the past decade and continue to occur in the physical therapy profession and within the healthcare system. These changes, such as managed care and direct access to physical therapy, have altered our interactions with clients and other healthcare providers.

**Programmatic Accreditation**

To meet the demands of the changing healthcare environment, the Department of Physical Therapy offers a Doctor of Physical Therapy (DPT) degree. This three-year unified and integrated entry-level physical therapy program includes academic, clinical and research components and offers options to explore specialty areas. It is designed to provide an intense, in-depth, and universal view of the profession and its opportunities with an emphasis on critical evaluation and problem-solving skills.

The Doctor of Physical Therapy degree is accredited by the Commission on Accreditation in Physical Therapy Education.

**Curricular Objectives**

The major curricular goal of the entry-level physical therapy program at Rosalind Franklin University of Medicine and Science is to educate a generalist physical therapist who is able to practice effectively, safely and ethically in any type of healthcare delivery environment. The graduate of the DPT program will have a life-long commitment to professional growth and the potential to develop into a master clinician. The graduate will be able to do the following:

1. Conduct the practice of physical therapy in a professional and ethical manner.
2. Adapt and practice physical therapy effectively within the framework of the changing healthcare delivery system.
3. Provide evaluation and intervention in a safe, autonomous and effective manner.
4. Develop and carry out an intervention plan to promote optimal motor function.
5. Differentiate neuromusculoskeletal disorders from other medical disorders.
6. Educate, supervise, delegate and practice interprofessionalism with other healthcare professionals,
7. patients and families.
8. Critically evaluate the art, science, and practice of physical therapy.
9. Make clinical decisions based on sound theoretical, practical, and empirical evidence as an evidence-based practitioner.
10. Interact with each client with empathy and understanding of the whole person.
11. Demonstrate potential leadership abilities in all aspects of professional life.

12. Contribute and promote physical therapy practice, research, education, and the profession's contribution to the healthcare system and the general community.

### **Admission Requirements**

The Doctor of Physical Therapy Program at Rosalind Franklin University is designed for the self-motivated student who is skilled in critical thinking and willing to be an active participant in group learning situations.

A Baccalaureate degree from an accredited college or university is required.

The required prerequisite courses are:

- One course of college English, including composition
- Three courses in the humanities / social sciences to include one course of psychology
- One year each of chemistry, physics, and biology all to include lecture and laboratory components. Physics courses must be sequential.
- One course in anatomy / physiology with laboratory. (Human anatomy / physiology recommended)
- One course in statistics which must include both descriptive and inferential statistics.

The applicant must have earned a minimum grade of "C" in the prerequisite courses. Courses with a grade below a "C" will not fulfill the prerequisite requirements but will be included in grade point average calculations. Prerequisite coursework must have been completed within the last ten years, but recommended within the last five years. At least two-thirds of the science prerequisites should be completed prior to applying to the program.

Applicants are required to complete the Graduate Education Record (GRE) examination within 5 years of application to the program. Test of English as a Foreign Language (TOEFL) examination is required of all foreign applicants from countries in which English is not the native language and who have not attended an American college or university full time for two consecutive years. An official course evaluation for equivalence report is also required if applicant attended a foreign educational program.

Three letters of recommendation are required from all applicants. One recommendation must be from a licensed physical therapist. The second required letter of recommendation is required from a science, math, or liberal arts professor with rank of Assistant Professor or higher under which the applicant has studied. The applicant may choose an individual for the third recommendation who has supervised work experience or is otherwise uniquely qualified to comment on potential for professional study.

An understanding of the profession of physical therapy is expected. All applicants must have worked or volunteered for a minimum of 40 hours in a physical therapy department or practice.

Computer literacy is required. Computer software requirements and specifications will be provided upon acceptance.

Applications must be submitted through the Physical Therapy Centralized Application Service (PTCAS). The Department of Physical Therapy also requires the completion of a Supplemental Application which must be submitted to the RFUMS Office of Enrollment Services. Applicants are strongly encouraged to complete the application as well as additional supplemental and ancillary requirements as early as possible. The final deadline for the receipt of all materials is December 1.

Selected qualified applicants are offered and required to attend an on-campus small group interview to assess interpersonal and communication skills, maturity, and commitment to a career as a physical therapist. The group interview format allows the applicant the opportunity to display the ability to contribute to a group discussion through interaction with other applicants, communication skills, knowledge, and problem-solving ability. A critical thinking examination is also taken on this date.

Admission to the program is competitive. Successful candidates demonstrate a history of strong academic performance in the sciences, superior GRE and critical thinking examination scores, evidence of interpersonal skills, and distinguished letters of recommendation.

## **CURRICULAR COMPONENTS**

### **FIRST YEAR**

#### **Summer Quarter**

##### **MCBA 501 Anatomy 10 q.h.**

This course introduces the student to the critical analysis of structure and function as they relate to selected body systems. Students will have the opportunity to dissect a human cadaver.

Prerequisite: Enrollment in Physical Therapy Program.

##### **HPTH 618 Orientation to Physical Therapy 3 q.h.**

This course will explore the healthcare delivery system in general as well as the history of physical therapy, ethical and legal aspects of practice, the current practice of physical therapy in relation to other health services and the PT as practitioner, leader, educator, researcher and critical thinker. Prerequisite: Enrollment in Physical Therapy Program.

##### **HPTH 619 Principles of Education 1 q.h.**

This course introduces students to the teaching and learning process. Students will have the opportunity to write learning objectives, develop content, select teaching methods, and develop and evaluate a learning experience for classmates.

Prerequisite: Enrollment in Physical Therapy Program.

**Fall Quarter**

**HPTH 620 Clinical Skills I 5 q.h.**

The emphasis of Clinical Skills I is on the management of the total patient, including the patient's direct needs and related physical therapy responsibilities. Topics include written communication, referral services, emergency care, thermotherapy, cryotherapy, ultrasound, patient handling skills, transfers, gait training, and massage. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 622 Critical Inquiry I 4 q.h.**

Students are introduced to the elements of thought and the logic of critical thinking. Measurement theory and principles as applied to physical therapy practice and research are studied. The role of the researcher in professional practice is examined. Principles and application of scientific inquiry are emphasized. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 623 Practice Issues I 1 q.h.**

This course is an introduction and orientation of the clinical education process and philosophy within the entire curriculum. Requirements and expectations from clinical faculty are discussed. Professional behavior and clinical decision making are introduced. Evaluation of self, the clinical setting, and clinical faculty is defined. Effective professional communication skills are practiced. Investigation, planning and selection of Summer Quarter Module 5 clinical experience Clerkship I is completed. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 625 Body Systems I 5 q.h.**

The structural, functional and molecular organization of the cardiopulmonary, circulatory, neuromusculoskeletal, and body defense systems in health and disease throughout the life span are presented. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 626 Body Systems II 5 q.h.**

The structural, molecular, and functional organization and embryological development of the integumentary, gastrointestinal, urogenital, endocrine and metabolic, in health and disease throughout the life span are presented. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HMTD 515A&B, Interprofessional Teams and Culture in Health Care 1 q.h.**

Interprofessional Teams and Culture in Health Care is an experiential learning opportunity for students to interact in interprofessional health care teams which extends through the fall and winter of the first year. This interactive course is intended to help prepare the health care professional student to provide effective patient-centered health care through small group discussion and problem solving activities. Topics include: team interaction, communication, service learning, information literacy, quality improvement, healthcare professions, diversity in society, the impact of culture, ethnicity and religion on communication and the provision of

services, disparities in the healthcare delivery system, and awareness of the impact of a provider's own wellness and illness beliefs on the decisions he/she makes for patients. Interprofessional teams of students develop and participate in significant community based service learning projects.

### **Winter Quarter**

#### **HPTH 630 Clinical Skills II 3 q.h.**

This course introduces basic physical therapy examination, evaluation, and interventions skills. The student will begin to formulate goals and an intervention plan based on examination results. Clinical examination, evaluation, and intervention principles including range of motion and muscle testing, neurologic assessment, orthopedic special tests, therapeutic exercise, documentation, and posture will be studied. Specific examination, evaluation, and intervention skills for the joints of the upper extremity will be presented. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

#### **HPTH 631 Clinical Skills III 3 q.h.**

This course continues with the examination, evaluation, and intervention principles introduced in Clinical Skills II. Specific examination, evaluation, and intervention skills for the joints of the lower extremity and spine will be presented. The student will also study pathological gait, posture, and aqua therapy. This course emphasizes comprehensive physical therapy case management including integration of previous Clinical Skills courses. The student will have the opportunity to examine and develop care plans for various patients. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

#### **HPTH 634 Orthopedic Clinical Medicine 3 q.h.**

Students study orthopedic/musculoskeletal disorders that are commonly addressed by physical therapists. Course material presented includes etiology, pathology, clinical manifestations, and medical and surgical treatment. This medical course is presented in sequence with clinical evaluation and treatment planning coursework. Case studies will be used to integrate material from these courses. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

#### **HPTH 635 Kinesiology/Motor Control I 3 q.h.**

Principles of tissue mechanics, muscle mechanics, and principles and theories of motor control are presented, along with methodology for static and dynamic analysis of movement. This information is applied to the prevention and rehabilitation of neuromusculoskeletal disorders. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

#### **HPTH 636 Kinesiology/Motor Control II 4 q.h.**

Principles and concepts of kinesiology are applied to the study of normal human movement, osteokinematic and arthrokinematic joint motion, surface anatomy, and muscular control of limb segment motion. These concepts are integrated with principles and theories of motor learning

and motor control within the context of simple and complex motion analysis for joints of the extremities and spine. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HMTD 515A&B, Interprofessional Teams and Culture in Health Care 1 q.h.**

Interprofessional Teams and Culture in Health Care is an experiential learning opportunity for students to interact in interprofessional health care teams which extends through the fall and winter of the first year. This interactive course is intended to help prepare the health care professional student to provide effective patient-centered health care through small group discussion and problem solving activities. Topics include: team interaction, communication, service learning, information literacy, quality improvement, healthcare professions, diversity in society, the impact of culture, ethnicity and religion on communication and the provision of services, disparities in the healthcare delivery system, and awareness of the impact of a provider's own wellness and illness beliefs on the decisions he/she makes for patients. Interprofessional teams of students develop and participate in significant community based service learning projects.

**Spring Quarter**

**HMTD 551 Leadership in the Health Care Environment 3 q.h.**

This course will enable students to develop an understanding of the complex nature of health care facility problems and learn a systematic approach to problem resolution through the group problem solving process. This is an interdisciplinary course, taught in conjunction with the other programs of the College of Health Professions.

**HPTH 640 Clinical Skills IV 5 q.h.**

This course examines a variety of evaluation and treatment techniques used in patient management with an emphasis on the neurological aspect of dysfunction. Basic concepts and clinical application of electrotherapy are introduced. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 642 Critical Inquiry II 3 q.h.**

Descriptive and inferential statistics with relevance to physical therapy research will be discussed. Instruction includes the use of the computer for statistical analysis. The students will have the opportunity to use statistics for a small pilot study. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 643 Practice Issues II 1 q.h.**

This course continues the investigation of clinical education issues and process. Final plans and requirements for the first clinical experience Clerkship I are defined. Professional behaviors are further explored. Evaluation requirements of self, clinical setting, and clinical faculty are explored. Effective professional communication skills are practiced. Investigation, planning, and selection of Winter Quarter Module 7 Clerkship II is completed. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 644 Neurological Clinical Medicine and Pharmacology 3 q.h.**

Students study the medical and pharmacological aspects of neurological disorders that are commonly treated by physical therapists. The course is coordinated with Neuroscience and Clinical Skills IV to enable students to examine the structural and functional aspects of the neurological system in tandem with discussion of neurological disorders such as multiple sclerosis, Parkinson's disease, and cerebral vascular accidents. Topics include the etiology, pathology, clinical manifestations, and medical, surgical and pharmacological management. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**PBBS 504 Neuroscience 5 q.h.**

Neuroscience is a comprehensive series of lectures on the structure, neurophysiology, and function of the human nervous system. The lectures are complemented by visual aids, laboratory demonstrations, and clinical applications.

**Second Year**

**Summer Quarter**

**HPTH 717 Clerkship I 6 q.h.**

This is a six-week full-time clinical experience in which the student will participate in a clinical setting with the opportunity for the application of previous didactic learning and professional socialization. This is an orientation to the clinical practice of physical therapy with participation in patient care activities, professional collaboration, professional operations and communication skill development. Students will practice the principles of case reporting, case documentation and medical chart review. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**Fall Quarter**

**HPTH 720 Clinical Skills V 3 q.h.**

In this course, the students integrate and apply various evaluation and treatment approaches for the patient who exhibits neuromusculoskeletal dysfunction. Manual therapy treatment techniques are presented. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 721 Clinical Skills VI 4 q.h.**

In this course, students integrate, apply and justify various examination and intervention approaches for the patient who exhibits neuromuscular dysfunction. Synthesis of knowledge is emphasized for refinement and modification of assessment and intervention of the complex patient through case studies. Electrotherapeutic principals and application for the complex patient are examined. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 722 Critical Inquiry III 2 q.h.**

This course completes the Critical Inquiry sequence. Students will review the various research designs. This course will also prepare students for Clerkship II where they will write a case report. Students will have the opportunity to write and present their research project from year 1. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 724 Advanced Clinical Medicine and Pharmacology 5 q.h.**

Clinical medicine topics including pharmacological management are integrated with neuromusculo-skeletal treatment. Incorporating case studies, the student learns to differentiate between those conditions appropriate for physical therapy intervention and those that require referral to other medical specialists. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 725 Advanced Regional Anatomy 2 q.h.**

Students will examine in-depth the anatomy of various joint regions of the human body. Anatomical images of normal and pathological conditions will be analyzed. Discussions and integration of previous coursework with skeletal models, dissections, and/or prosections will be used to improve understanding of normal and abnormal function. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 743 Practice Issues III 1 q.h.**

This course analyzes clinical experiences from Clerkship I and II. Clinical problems and solutions will be discussed. Ethical dilemmas are addressed. Students will practice effective verbal and nonverbal communication skills. Investigation, design, and selection of clinical experience, Clerkship III, Quarter Module 10, Fall Quarter. Planning, design, and investigation for Clerkship IV, Winter or Spring quarters, Year III are initiated. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**Winter Quarter**

**HPTH 737 Clerkship II 12 q.h.**

This is a full-time experience for ten weeks in one or more selected clinical practice settings. It is a supervised experience with the opportunities to synthesize and apply previous learning. Time management skills, ethical decision making, and integration of assessment and goal setting will be emphasized. Incorporation of increasingly varied and adaptable approaches to treatment will be employed. The student is expected to project and predict outcomes of intervention, and determine the value of various health care services for the existing or potential problems of the patient. A patient-centered case study project will be designed and conducted. Presentation of this research activity will be in Quarter Module 9. The student will begin to explore healthcare arenas and begin to define interests for culminating clinical experiences. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

## Spring Quarter

### **HPTH 740 Clinical Skills VII 3 q.h.**

The student will further synthesize and analyze the rehabilitation of neuromuscular dysfunction. The emphasis will be on psychosocial issues and modification of interventions for complex patients. Topics include geriatrics, women's health, lymphedema, oncology, abuse, and preventive behaviors. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

### **HPTH 741 Pediatric Physical Therapy 4 q.h.**

Advanced patient evaluation and treatment planning skills will be synthesized in reference to the pediatric client. Emphasis will be directed to specific pediatric case studies. The course will include embryology and normal and abnormal development from ages 0–18. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

### **HPTH 742 Physical Therapy in the Critical Care Sector 2 q.h.**

A series of lectures will be presented that focus on patients with illnesses requiring critical care and who have multi-system dysfunction, including discussion of examination, evaluation, intervention and outcome strategies within different environments along the continuum of care. The course will also include laboratory sessions to refine patient handling skills and skills related to burn and wound interventions. This course will cover the following topics: Infection Control, OSHA's Bloodborne Pathogen & Hazardous Communication Standards, Clinical Emergencies, Patient Care in the ICU, Organ Transplantation, Renal Dialysis, Burn & Wound Care, and Grieving, Loss & Hospice. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

### **HPTH 744 Prosthetics/Orthotics 3 q.h.**

The principles of prosthetic and orthotic management will be discussed with emphasis on examination, evaluation, intervention and appropriate referral. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

### **HPTS 745 Cardiovascular and Pulmonary Physical Therapy 4 q.h.**

This course is a case-based approach to evaluation and treatment of clients with cardiovascular and pulmonary dysfunction. Treatment interventions taught in this course include mobilization, body positioning, ventilatory strategies, breathing control, coughing and airway clearance maneuvers, and manual techniques. Patient education and patient driven treatment planning are fundamental concepts included in this course. Interventions for treatment are correlated to patient examination and evaluation. Discharge planning will be incorporated. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

### **HPTH 746 Special Topics in Physical Therapy 1 q.h.**

This course will provide information regarding specialized topics of rehabilitation. Management of chronic pain will be described through methods within the scope of physical therapy and

within the medical model. Students will also be discussing specialized issues related to the following specific topics: management of patients with chronic pain, and those with symptom magnification behavior; upper cervical spine evaluation following acute trauma; components of shoe wear; ACL reconstruction techniques and appropriate rehabilitation protocols; management of patients with postural abnormalities and scoliosis, and principles of management of patients in a work condition program.

#### **HPTH 823 Practice Issues IV 2 q.h.**

This on-campus course concludes the planning and negotiation of the final culminating Clerkship (PT 937) and Professional Practicum (PT 948) experience in the Winter and Spring Quarters of the third year. During the Summer Quarter (Module 9), the student is expected to perform independent work and foster communication with his/her academic advisor and project supervisor to negotiate and finalize the Professional Practicum project. The student will orally present a professional poster describing the case study research project from Clerkship II. The presentation of these studies may also be expected in January at the University. Site selections for Clerkship IV will be completed. Guest lecturers discussing review techniques for state licensure examinations, resume writing and interviewing, current professional and legislative issues, and current trends in rehabilitation may be presented. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

### **Third Year**

#### **HPTH 827 Clerkship III 10 q.h.**

This is a 10 week, full-time; first culminating experience in one or more selected clinical practice settings. It is a supervised experience with the opportunities to synthesize and apply previous learning. The student is expected to be a mature, self-directed learner and demonstrate increasingly competent behaviors in professional interaction, communication, consultation, and management. Time management, ethical decision making, and integration of assessment and goal setting will be emphasized. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

#### **HPTH 837 Clerkship IV 12 q.h.**

This is a 12-week; full-time experience in one or more selected clinical practice settings. It is a supervised experience with the opportunities to synthesize and apply previous learning. The student is expected to be a mature, self-directed learner and demonstrate increasingly competent behaviors in professional interaction, communication, consultation, and management. Time management, ethical decision making, and integration of assessment and goal setting will be emphasized. The student may have negotiated and designed this clinical experience. The clinical work will be conducted or monitored by an experienced clinician, or perhaps a Certified Clinical Specialist, in the area of interest of the student. The student will be expected to complete all assignments of the clinical site, and to complete all previous research competencies. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 848 Professional Practicum 12 q.h.**

The purpose of this course is to give students the opportunity to experience alternative roles in the areas of administration, critical inquiry (research), education, or healthcare policy. The administration area of study emphasizes the process of planning, evaluating, and managing human and financial resources. The critical inquiry area of study emphasizes the process of applying the principles of scientific methods to a research project. The education area of study emphasizes the process of planning, delivering, and evaluating teaching activities. The healthcare policy area of study emphasizes the formulation, legislative process, implementation, and analysis of new and existing healthcare policy. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 843 Practice Issues V 1 q.h.**

This two week seminar includes guest presentations, student presentations, faculty panels, University awards, and concludes in the graduation ceremony. It occurs at the end of Spring Quarter, Year 3. Students will present their experiences and activities from PT 948, Professional Practicum. Students will correlate and assemble all documents required for the faculty to approve their completion of degree requirements. Faculty advisors must be consulted on an individual basis for exit information. Students will also meet with their research portfolio adviser to finalize the portfolio's components. The students will also meet with representatives from the financial aid office to discuss necessary procedures and topics prior to graduation. Guest lecturers discussing current professional and legislative issues and practice trends in rehabilitation will be presented. Students will have the opportunity to participate in the National Physical Therapy Examination preparation course. Students will evaluate the curriculum at this culminating point. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 500 Zero Hour Registration 0 q.h.**

A course designation for students pursuing individual academic activities.

**POST-PROFESSIONAL DOCTOR PHYSICAL THERAPY PROGRAM:****General Information**

Recently, rapid and pervasive changes have occurred in the healthcare environment with the expectation of more changes in the future. Physical therapists must possess the knowledge, skills and attitudes for effective, quality patient care in our highly competitive environment where diagnosis, evidence-based practice, cost constraint and increased productivity are all considered essentials. Recognizing recent healthcare changes, the APTA has developed the APTA 2020 Vision Statement encouraging physical therapists to meet the challenges of current and future healthcare practice as independent doctoral trained practitioners.

As a University and Department committed to the mission of educating healthcare practitioners to their highest level, the Department of Physical Therapy has developed a transition doctorate in physical therapy to assist practicing physical therapists to augment their previously acquired knowledge with coursework focused toward future practice trends. The Post-Professional Doctor of Physical Therapy program is designed for the self-motivated, physical therapist licensed in the US wishing to maximize their learning time in a non-traditional environment. The program is intended to augment knowledge, skills and behaviors from the clinician's professional education, to promote practice, to refine professional leadership skills, and to advance scientific inquiry skills commensurate with contemporary and future practice trends. The program is offered as an online, distance program only one weekend on campus attendance required in conjunction with HPPT: Advanced Clinical Practice.

**Student Outcomes**

In conjunction with the Department of Physical Therapy mission statement, the overall goal of the Post-Professional Doctor of Physical Therapy (PDPT) program is to provide practicing clinicians with the opportunity to augment their previously acquired patient care knowledge, skills and abilities, to engage in societal and professional leadership and to pursue scientific inquiry and scholarly activity commensurate with contemporary and future practice trends. Specifically, graduates will:

1. Recognize and respond to economic and market trends in the delivery of physical therapy services to diverse populations.
2. Negotiate and advocate for physical therapy services within health delivery systems (e.g., reimbursement, legal and ethical issues, regulatory standards, outcomes, and resources), throughout the continuum of care.
3. Contribute to processes that generate evidence and consensus about the efficacy and effectiveness of physical therapy practice.
4. Practice as a first-contact practitioner in the delivery of care throughout the life span.
5. Be an influential leader in shaping policy related to healthcare systems and organizations.
6. Integrate the cultural and socioeconomic and biopsychosocial factors that impact the management and delivery of physical therapy services.
7. Service the public as the primary resource, educator, and consultant regarding physical therapy-related health, prevention, and wellness information.

8. Serve as a professional role model, educator and mentor for healthcare providers, students and others.
9. Progress along the continuum of practice toward becoming a master clinician.
10. Contribute to the body of knowledge of physical therapy practice by participating in the ongoing development of classification systems, examination procedures, screening tools, and evidence-based practice interventions.
11. Collect and analyze data on management systems to enhance outcomes of PT services.
12. Provide leadership in the healthcare delivery system for ethical, professional and legal physical therapist practice.
13. Refer and collaborate in an interprofessional manner with others medical practitioners.

### **Admission Procedures and Requirements**

The Post-Professional Doctor of Physical Therapy program at Rosalind Franklin University of Medicine and Science is designed for the self-motivated physical therapist wishing to maximize their learning time in a non-traditional environment.

Requirements for application are:

- Master of Science in Physical Therapy, Bachelor of Science in Physical Therapy or a Bachelor of Science and a Certificate in Physical Therapy from an APTA accredited physical therapy program.
- Official transcripts from all colleges and universities attended.
- Two official letters of recommendation from individuals who were involved in the student's previous educational, clinical or work experience or their current employment.
- Applicants from institutions outside the United States must have had their international credentials evaluated prior to taking their licensure examination. They must be licensed and practicing in the United States.
- The TOEFL examination is required of all foreign applicants from countries in which English is not the native language and who have not attended an American college or university full time for two consecutive years.
- Students can petition to receive advanced standing credit for the successful completion of selected coursework, clinical specialization, or related experience.
- Admission to the program is competitive. Class members are selected on the basis of academic records, application, and letters of recommendation. Applications are reviewed on an ongoing basis.
- Computer literacy is required. Computer software requirements and specifications will be provided upon acceptance.

### **Requirements for the Degree:**

- 42 quarter hours (q.h.) from a Bachelor's Degree
- A Comprehensive Project
- A GPA of 3.0 or better

**CURRICULAR COMPONENTS; PROGRAM OF STUDY**

The program of study includes both required and elective elements which must total 42 q.h. Most students take one course per quarter, but may decide to take two courses in order to finish the program more quickly. The program is structured to include learner-focused activities delivered primarily through a distance education experience. Both computer-based and mail-based formats will be utilized. A typical program of study is as follows:

**Year 1**

**Fall**

Critical Skills in Cyberspace, 3 q.h.

Evidence-Based Practice \*, 3 q.h.

**Winter**

Healthcare Delivery or Anatomic Imaging \*, 3 q.h.\*

**Spring**

Nutrition, 3 q.h.

PT Examination: Screening for Disease\*, 3 q.h.

**Summer**

Pharmacology \*, 3 q.h.

**Year 2**

**Fall**

Elective, 3 q.h.

**Winter**

Anatomic Imaging or Healthcare Delivery\*, 3 q.h.

**Spring**

Elective, 3 q.h.

Complementary Medicine, 3 q.h.

**Summer**

Advanced Clinical Practice\*, 3 q.h.

Independent Study or Practicum

Independent Study, 3 q.h.

Practicum: (select from one)

    Clinical Practicum, 6 q.h.

    Research Practicum, 6 q.h.

    Administration Practicum, 6 q.h.

    Education Practicum, 6 q.h.

Computer Applications, 3 q.h.

\*Required Course

Electives may be taken from DPT, Nutrition, Healthcare Administration and Management or Women's Health

## COURSE DESCRIPTIONS

### **HNUT 504 Critical Skills in Cyberspace 3 q.h.**

Introduces the student to Internet browsing software. Skills emphasized include “surfing” the Internet, evaluating World Wide Web sites, basic Web site design and development, completing effective Internet and online literature database searches and reviewing health related Web sites.

### **\*HPPT 506 Evidence Based Practice 3 q.h.**

An introduction to the utilization of best evidence in the practice of Physical Therapy. After covering the development of clinical questions, the course moves into how to identify databases and use searching strategies to find evidence. Finally, it covers the application of the evidence in the clinical practices setting.

### **\*HHCM 522 Health Care Delivery 3 q.h.**

The historical evolution of health services provides a backdrop for the core focus of this course: the study of healthcare regulation. The curriculum includes an analysis of the current changes in the healthcare environment and the problems affecting the delivery of healthcare in the United States that create a demand for government action. A study of the process of policy formation underscores the complexity and difficulty of government action. Economic and political approaches to health policy analysis will be introduced with a particular focus on contrasting ‘competitive’ and ‘regulatory’ approaches to the resolution of health policy problems. A course designed to introduce the student to the current structure of the health care delivery system and its impact on physical therapy services.

### **HCLS 532 Instructional Design 3 q.h.**

A course designed to aid with planning, implementing and evaluating academic courses, as well as in-service programs. Methods and models for design and realistic evaluation models, as well as criteria and selection of audiovisual aids are included.

### **HNUT 540 Nutrition 3 q.h.**

A course covering a broad range of the theory and application of nutritional support in the treatment of disease. Included is the importance of nutritional health promotion and the role of vitamins, minerals and other bioactive substances.

### **HPPT 700 Complementary Medicine 3 q.h.**

A course exploring the history, theory and scope of practice of alternative and complementary health therapies, including Chinese Medicine, Tai Chi, yoga and acupuncture.

### **\*HPPT 720 Physical Therapy Examination: Screening for Disease 3 q.h.**

This course introduces the students to screening patients for medical disease. The students will learn screening methods for identifying possible general health and/or system dysfunctions. Students will interpret and evaluate information gathered and decide whether physical therapy intervention is appropriate and/or the need for further referral.

**\*HPPT 730 –Pharmacology for Physical Therapists**

This on-line course utilizes multiple formats to enable to student to gain an understanding of the general principles of pharmacokinetics and pharmacodynamics. The student will be able to identify medications related to specific diagnoses and drug categories common to physical therapy. The student will develop skills to screen patient medications upon initial visit. Powerpoints, text and journal readings, case studies and assignments, and discussion boards will be used.

**\*HPPT 732 Anatomical Imaging 3 q.h.**

This course covers basic principles and interpretation of imaging modalities as they apply to the field of physical therapy. The emphasis is on plain film radiography and how you can benefit as a physical therapist from an increased understanding of these images. Other types of imaging such as Magnetic Resonance Imaging (MRIs) and Computed Tomography will also be introduced, but the scope of this course will be directed towards plain film radiography.

**HPPT 745 Computer Applications 3 q.h.**

Introduces the student to basic skills required to use word processing, presentation, and spreadsheet software packages. A partial list of topics addressed in the course include: Word processing software: document handling, formatting tables, inserting objects; presentation software: creating slides and handouts, formatting, transitions, inserting objects; spreadsheet software: data entry and formatting, formulas, creation of charts, tables, and graphs. These skills are taught through the completion of self-instructional, computer-based assignments.

**\*HPPT 870 Independent Study 3 q.h.**

An individualized independent learning experience which may include, but not be limited to the following:

1. Summary of the literature on a special topic
2. Specialized study of clinical techniques in an area of special emphasis
3. Special objectives and treatment for a particular patient group.

**\*HPPT 880 Practicum 6 q.h.**

An intensive internship experience in the student's local area. May be clinical, research, administrative or educational in nature.

**\*HPPT 722 Advanced Clinical Practice 3 q.h.**

Is a required experience in the curriculum. It deals with best practices as identified in the Guide to Physical Therapy Practice. Specific sections include physical therapy practice and management of patients with impairments in the Cardiovascular and Pulmonary, Neurological, Musculoskeletal and Integumentary Systems. In addition cutting edge Wound Care and Lymphedema interventions are presented. The culmination of the course is an on-campus weekend in which students present their Independent Studies and Practicum. Emphasis is on the integration of research and evidence in the area of study. The Core Faculty present seminar sessions, go to the Anatomy Lab and facilitate hands on practice in the lab setting geared towards each class.

## **MASTER OF SCIENCE PROGRAM IN PHYSICAL THERAPY**

### **Admission Procedures and Requirements**

The purpose of the Master of Science Program in Physical Therapy is to prepare future leaders of the profession. Leaders with advanced knowledge, research skills and clinical competencies are needed in education and in the organization and delivery of physical therapy services. The program at Rosalind Franklin University of Medicine and Science provides opportunities for physical therapists to interact in an intellectual atmosphere where they can rigorously and objectively examine all aspects of professional practice. The graduate program is designed to foster a high level of skill in the inquiry process, increase the depth of knowledge in a student-selected aspect of physical therapy, enhance techniques for life-long self-education and promote dedication to the advancement of physical therapy. It is hoped that the graduate will contribute significantly to the

### **Admission Procedures and Requirements**

Requirements for application are:

1. The student must have graduated from an approved school of physical therapy and be eligible for licensure in the State of Illinois.
2. The student must have a minimum grade point average of 2.5 on a 4.0 scale.
3. The student must furnish three letters of recommendation from individuals who were involved in the student's previous educational and clinical experience.
4. A personal interview with a faculty member in the department of physical therapy is required.
5. A TOEFL exam score within the last two years is required if you are a foreign applicant who is from a foreign country where English is not the primary language, and you have not attended a university/college in the U.S. for two consecutive years.
6. Students from institutions outside the United States must have an international credentials evaluation sent from a U.S. Evaluation Agency.

### **Requirements for the Degree**

1. A minimum of 40 quarter hours of graduate credit is required. Students are expected to complete required core courses as well as specialty courses.
2. Each degree candidate must complete and successfully defend a research project.
3. The student must maintain an overall grade point average of 3.0 (B).

### **Curricular Components**

#### **Program of Study**

The program of study includes three components: core courses, specialty courses and a master's thesis. Classes meet one day per week to meet the needs of the part-time student who must maintain employment. Several courses will be offered each quarter depending on the availability of faculty. The program is intended to be completed in a total of 7 quarters. The faculty recommends that the student takes two courses per quarter in order to finish in a timely fashion. A student may elect to take a more flexible program, however, they are reminded that not all required courses are offered every year. If a student wishes to declare a specialty, a minimum of 3 courses must be chosen from that specialty area healthcare system and society.

**REQUIRED COURSES (minimum 10 q.h.)**

HPTH 502 Physical Therapy Seminar, 1 q.h.  
HNUT 520 Leadership Skills, 3 q.h.  
HPTH 506 Educational Issues, 3 q.h.  
HNUT 512 Health Care Delivery, 3 q.h.

**REQUIRED COURSEWORK RESEARCH (minimum 9 q.h.)**

HPTH 516 Measurement in Physical Therapy, 3 q.h.  
HPTH 517 Critical I  
HPTH 518 Critical

**REQUIRED COURSEWORK – MASTER’S THESIS**

HPTH 559 Master’s Thesis, 3 q.h.

**COURSEWORK – SPECIALTY**

**Orthopedic Specialty**

HPTH 550 Regional Dissection of the Human Body (Var q.h.)  
HPTH 551x Clinical Biomechanics, 3 q.h.  
HPTH 553 Exercise Physiology & Nutrition, 3 q.h.  
HPTH 554 Advanced Approaches to Manual Therapy, 3 q.h.  
HPTH 560 Journal Club, 1 q.h.  
HPTH 562 Pain, 3 q.h.  
HPTH 570 Independent Study, (Var 1.h.)

**Neurological Specialty**

HPTH 550 Regional Dissection of the Human Body (Var q.h.)  
HPTH 553 Exercise Physiology, 3 q.h.  
HPTH 560 Journal Club, 1 q.h.  
HPTH 561 Advanced Neurological Physical Therapy, 3 q.h.  
HPTH 562 Pain, 3 q.h.  
HPTH 570 Independent Study (Var q.h.)

**Education/Administration Specialty**

HPTH 505 Problem Solving Techniques for the Physical Therapist, 3 q.h.  
HPTH 507 Management by Objectives, 1 q.h.  
HPTH 508 Communication Techniques/Group Dynamics, 2 q.h.  
HPTH 509 Analyzing and Improving Performance, 2 q.h.  
HPTH 510 Evaluating Clinical Competence, 3 q.h.  
HPTH 514 Administration Seminar, 2 q.h.  
HPTH 515 Education Seminar, 1 q.h.  
HPTH 575 Teaching Internship, (Var q.h.)

**General Electives**

HPTH 511 Financial Management, 3 q.h  
 HPTH 556 Cardiopulmonary Physical Therapy, 3 q.h.  
 HCLS 680 Fundamentals of Epidemiology, 3 q.h.  
 HPTH 580 Rasch Analysis, 1 q.h.  
 HPTH 585 Research Techniques, (Var q.h.)

**COURSE DESCRIPTIONS, REQUIRED COURSES:**

**HPTH 502 Physical Therapy Seminar 1 q.h.**

Research on selected physical therapy topics will be reviewed and discussed with emphasis on critical evaluation of the published literature.

**HNUT 520 Leadership Skills for Supervisors 3 q.h.**

This graduate course is designed to provide the clinical supervisor with theory and skills in areas of leadership, management, communication, motivation, interviewing, discipline and legal guidelines. The student will develop skills through lecture, discussion, group projects and case studies.

**HPTH 506 Educational Issues 3 q.h.**

Designed to aid with planning, implementing and evaluating courses, as well as in service programs. Methods and models for design and realistic evaluation models, as well as criteria and selection of audiovisual aids are included.

**HNUT 512 Health Care Delivery 3 q.h.**

Introduction to the current structure of the healthcare delivery system and its impact on physical therapy services.

**HPTH 516 Measurement in Physical Therapy 2 q.h.**

Designed to help students understand the principles of measurement theory as applied to physical therapy. Opportunity to explore the reliability and validity of measurement instruments of their choice.

**HPTH 517 Critical Inquiry I 3 q.h.**

Fundamentals of the research process with the opportunity to develop a research proposal.

**HPTH 518 Critical Inquiry II 3 q.h.**

Basic principles of biometry and statistical methods with applications to current computer software.

**HPTH 599 Master's Project (q.h. to be arranged)**

An individual research topic with the approval of the major advisor. An in-depth study to include identification of a problem, sample selection, data collection, data processing, research design, evaluation and conclusions.

Orthopedic Electives

**HPTH 550 Regional Dissection of the Human Body (q.h. to be arranged)**

Designed for students who wish to pursue a detailed study of the gross anatomy of specific areas of the human body. Orthopedic specialty students focus on joint or spinal anatomy. Dissections will be supervised and special reading assignments will be made. A laboratory fee will be based upon the number of students registered and the region(s) of the body to be studied. Prerequisite: Gross Anatomy.

**HPTH 551 Clinical Biomechanics of the Musculoskeletal System 3 q.h.**

Examination of the structure and function of the various connective tissues that comprise human articulations. Principles of biomechanics, and arthrokinematics of selected regional articulations. Clinical relevance of connective tissue and joint mechanics as related to functional activities.

**HPTH 553 Exercise Physiology & Nutrition 3 q.h.**

Acute and long-term effects of exercise on the function of the major organ systems of the body. Emphasis is placed on the cardiorespiratory, musculoskeletal, and nervous systems. State-of-the-art assessment techniques and the application of the results to the development of prescribed programs for 1) the enhancement of physical fitness in adults and 2) specialized training of athletes. Lecture/lab.

**HPTH 554 Advanced Approaches to manual Therapy 3 q.h.**

Designed to explore and practice some of the advanced approaches in manual therapy, such as joint mobilization, craniosacral therapy, myofascial release, or other techniques. Lecture/lab.

**HPTH 560 Journal Club 1 q.h.**

Current topics of the designated area will be selected from approved journals. Students will choose an approved topic, do the necessary library research, and arrange a presentation, complete with a lecture outline and references. Alternatively, guest lecturers speak on special topics. Lecture/discussion format.

**HPTH 562 Pain 3 q.h.**

Comprehensive overview of the multidimensional phenomenon of pain; to include definitions, terminology, ethical considerations, contemporary research, theoretical foundations (philosophical, cultural, psychological, spiritual, anatomical and neurophysiological), assessment, prevention, and holistic and collaborative management of pain with emphasis on the role of the physical therapist.

**HPTH 570 Independent Study 2 q.h.**

Independent learning may include, but not be limited to the following:

- Review of literature.
- Clinical study in the student's area of interest.
- Additional anatomical dissection of special emphasis.
- Field experience with clinical mentor.
- Special evaluation and treatment for a particular patient group.

Neurological Electives (q.h. to be arranged) Designed for students who wish to pursue a detailed study of the gross anatomy of specific areas of the human body. Dissections will be supervised and special reading assignments will be made. A laboratory fee will be based upon the number of students registered and the region(s) of the body to be studied. Prerequisite: Gross Anatomy.

**HPTH 550 Regional Dissection of the Human Body (q.h. to be arranged)**

Designed for students who wish to pursue a detailed study of the gross anatomy of specific areas of the human body. Dissections will be supervised and special reading assignments will be made. A laboratory fee will be based upon the number of students registered and the region(s) of the body to be studied.

Prerequisite: Gross Anatomy.

**HPTH 553 Exercise Physiology & Nutrition 3 q.h.**

Acute and long-term effects of exercise on the function of the major organ systems of the body. Emphasis is placed on the cardiorespiratory, musculoskeletal, and nervous systems. State-of-the-art assessment techniques and the application of the results to the development of prescribed programs for 1) the enhancement of physical fitness in adults and 2) specialized training of athletes. Lecture/lab.

**HPTH 560 Journal Club 1 q.h.**

Current topics of the designated area will be selected from approved journals. Students choose an approved topic, do the necessary library research and arrange a presentation, complete with a lecture outline and references. Alternatively, guest lecturers will speak on special topics. Lecture/discussion format.

**HPTH 561 Advanced Neurological Physical Therapy 3 q.h.**

A didactic and practical course presenting advanced theories of current neurological approaches designed to maximize clinical skills in the treatment of the neurological patient.

**HPTH 562 Pain 3 q.h.**

Comprehensive overview of the multidimensional phenomenon of pain; to include definitions, terminology, ethical considerations, contemporary research, theoretical foundations (philosophical, cultural, psychological, spiritual, anatomical and neurophysiological), assessment, prevention, and holistic and collaborative management of pain with emphasis on the role of the physical therapist.

**HPTH 570 Independent Study (q.h. TBD)**

Independent learning may include, but not be limited to the following:

- Review of literature.
- Clinical study in the student's area of interest.
- Additional anatomical dissection of special emphasis.
- Field experience with clinical mentor.
- Special evaluation and treatment for a particular patient group.

**Education/Administration Electives**

**HPTH 505 Problem-Solving Techniques for the Physical Therapist 3 q.h.**

Techniques to identify and solve problems and develop skills for improved management and group dynamics.

**HPTH 507 Management by Objectives – Independent Study Elective 1 q.h.**

An overview of the planning, controlling and evaluating process for managers. The self-study will concentrate on the use of management objectives in the planning, controlling and evaluation process.

**HPTH 508 Communication Techniques and Group Dynamics 2 q.h.**

Designed for the management-education student in order to provide an overview of communication techniques, counseling skills, interviewing techniques and the psychology of groups and group dynamics.

**HPTH 509 Analyzing and Improving Performance 2 q.h.**

Designed for the manager-educator as an in-depth study of motivation as it relates to students and employees. Theories and techniques for motivating problem students and employees. Discipline and related legal issues are covered.

**HPTH 510 Evaluating Clinical Competence 3 q.h.**

Designed to provide the manager-educator with in-depth skills in evaluation of performance. Written testing, evaluation based on performance objectives and related assessment and evaluation skills.

**HPTH 514 Administration Seminar 2 q.h.**

A discussion group covering selected topics in administration. Journal articles are reviewed and discussed.

**HPTH 515 Education Seminar 1 q.h.**

A discussion group covering current topics in literature related to education of allied health professionals.

**HPTH 575 Teaching Internship (q.h. to be arranged)**

An opportunity to actively participate in a course within the PT Department under the guidance of the course instructor. Experiences may include lecture design and implementation, exam construction, lab assisting, or other appropriate activities based on the course requirements and preferences of the instructor.

**General Electives**

HPTH 511 Financial Management (Formerly Essentials of Business) 3 q.h.

An overview describing major components of an operational budget, factors considered in volume forecasting, defining major capital equipment, factors considered in revenue budgeting and rate setting, and budget development, monitoring and approval.

**HPTH 556 Cardiopulmonary Physical Therapy 3 q.h.**

The course is a graduate-level survey of cardiopulmonary issues in Physical Therapy. The cardiopulmonary literature is reviewed within the concepts of patient care over the life span. Current advances in technology are discussed.

**HCLS 680 Fundamentals of Epidemiology 3 q.h.**

Presentation of concepts and methods of epidemiology as they are applied to a variety of disease problems. Emphasis on the integration of biological and statistical elements of specific diseases.

**HPTH 580 Rasch Analysis 1 q.h.**

An overview of the use of the Rasch Analysis for the development and evaluation of assessment instruments.

**HPTH 585 Research Techniques (q.h. to be arranged)**

A laboratory experience with either an established basic science or clinical science investigator. The student must commit to full participation in the laboratory work as determined by the investigator.

**CLERKSHIP AFFILIATION SITES\***

**DEPARTMENT OF PHYSICAL THERAPY**

Accelerated Rehabilitation (Chicago, IL)  
 A.C.I.C. (Irvine, CA)  
 Adventist Health (Portland, OR)  
 Alexian Brothers Medical Center (Elk Grove Village, IL)  
 Arizona Orthopedic Physical Therapy 9Goodyear, AZ)  
 Athletico Sports Medicine and PT (LaGrange, IL)  
 Barrington Rehabilitation and Sports Physical Therapy (Barrington, IL)  
 Baycliff Health Camp (Marquette, MI)  
 Beloit Memorial Hospital (Beloit, WI)  
 BroMenn Lifecare Center (Bloomington, IL)  
 Buffalo Grove PT and Sports Rehab, P.C. (Buffalo Grove, IL)  
 Carle Foundation Hospital (Champaign, IL)  
 Cary Physical Therapy (Cary, IL)  
 Central DuPage Hospital (Winfield, IL)  
 Central Wisconsin Center for the Developmentally Disabled (Madison, WI)  
 Centre for Neuro Skills (Irving, TX)  
 Chicago Public Schools (Chicago, IL)  
 Children's Hospital of Illinois (Peoria, IL)  
 Children's Hospital Medical Center (Cincinnati, OH)  
 Children's Memorial Hospital (Chicago, IL)  
 Advocate Christ Hospital (Oak Lawn, IL)  
 Cleveland Clinic Foundation (Cleveland, OH)  
 Columbia Hospital (Milwaukee, WI)  
 Community Hospital (Munster, IN)  
 Concentra Occupational Medical Center (Milwaukee, WI)  
 Advocate Condell Memorial Hospital (Libertyville, IL)  
 Coney Island Hospital (Brooklyn, NY)  
 Copley Memorial Hospital (Aurora, IL)  
 Covenant Rehabilitation Services (Milwaukee, WI)  
 Currative Rehabilitation Center (Milwaukee, WI)

Delnor Community Hospital (Geneva, IL)  
 Dwight Orthopedics (Canton, MI)  
 Easter Seal Rehabilitation Center of Will-Grundy Counties (Joliet, IL)  
 Edward Hospital (Naperville, IL)  
 Eisenhower Medical Center (Rancho Mirage, CA)  
 Elmhurst Memorial Hospital (Elmhurst, IL)  
 Evanston Hospital (Evanston, IL) NSUHS  
 Fairfield Medical Center (Lancaster, OH)  
 Genesis Medical Center (Davenport, IA)  
 Gillette Children's Hospital (St. Paul, MN)  
 Glenbrook Hospital (Glenview, IL) NSUHS  
 Advocate Good Samaritan Hospital (Downers Grove, IL)  
 Advocate Good Shepherd Hospital (Barrington, IL)  
 Gottlieb Hospital (Melrose Park, IL)  
 Great Plains Sports Medicine and Rehab (Peoria, IL)  
 Gulf Coast Aquatic & Rehab Center (Crystal River, FL)  
 Highland Park Hospital (Highland Park, IL) NSUHS  
 Hinsdale Hospital (Hinsdale, IL)  
 Holy Cross Hospital (Chicago, IL)  
 Holy Family Health Center (Des Plaines, IL)  
 Howard Head Sports Medicine (Vail, CO)  
 Advocate Illinois Masonic Medical Center (Chicago, IL)  
 Ingalls Memorial Hospital (Harvey, IL)  
 Iowa Veterans Home (Marshalltown, IA)  
 John H. Stroger, Jr., Hospital of Cook County (Chicago, IL)  
 Johnston R. Bowman Center (Chicago, IL)  
 Jupiter Medical Center-Rehab Services (Jupiter, FL) Kamin Physical Therapy, Inc. (Park Ridge, IL)  
 LaGrange Memorial Hospital (LaGrange, IL)  
 Lake Forest Health & Fitness Institute (Lake Forest, IL)  
 Lake Forest Hospital Outpatient Center (Gurnee, IL)  
 La Rabida Children's Hospital (Chicago, IL)

Laremont School (S.E.D.O.L.) (Gages Lake, IL)  
 Little Company of Mary Hospital (Evergreen Park, IL)  
 Loyola University Hospital and Medical Center (Maywood, IL)  
 Advocate Lutheran General Hospital (Park Ridge, IL)  
 Advocate Lutheran General Sports Medicine Center (Maywood, IL)  
 MacNeal Hospital (Berwyn, IL)  
 Marian Franciscan Center (Milwaukee, WI)  
 Marianjoy Rehabilitation Center (Wheaton, IL)  
 Mayo Clinic (Rochester, MN)  
 Medical College of Virginia Hospitals (Richmond, VA)  
 Memorial Health Systems (Springfield, IL)  
 Memorial Hospital of Carbondale (Carbondale, IL)  
 Memorial Medical Center (Woodstock, IL)  
 Mercy Hospital and Medical Center (Chicago, IL)  
 Mercy on Pulaski (Chicago, IL)  
 Methodist Hospital of Gary (Gary, IN)  
 Methodist Hospital of Indiana (Indianapolis, IN)  
 Midwest Physical & Hand Therapy Center (Schaumburg, IL)  
 Mt. Sinai Hospital (Chicago, IL)  
 Naval Hospital (Great Lakes, IL)  
 Neuro-Ortho Rehab Center (Bloomington, IL)  
 New Ulm Medical Center (New Ulm, MN)  
 North Suburban Special Education District (Highland Park, IL)  
 Northern Illinois Medical Center (McHenry, IL)  
 Northwest Community Hospital (Arlington Heights, IL)  
 Northwest Physical Therapy Services (Seattle, WA)  
 Northwest Suburban Special Education District (Palatine, IL)  
 Northwestern Memorial Hospital (Chicago, IL)  
 NovaCare (Alsip, IL)  
 Oak Forest Hospital (Oak Forest, IL)  
 Oak Park Hospital (Oak Park, IL)  
 OSF St. Joseph Medical Center (Bloomington, IL)  
 OSF St. Mary Medical Center (Galesburg, IL)  
 Palos Community Hospital (Palos Heights, IL)  
 Pathways (Glenview, IL)  
 Paulson Rehab Center (Willowbrook, IL)  
 Pediatric Place (Libertyville, IL)  
 Physiotherapy Associates (Fort Wayne, IN)  
 Provena Mercy Center for Health Care Services (Aurora, IL)  
 Providence Alaska Medical Center (Anchorage, AK)  
 Ravenswood Hospital Medical Center (Chicago, IL)  
 Rehabilitation Hospital of Indiana (Indianapolis, IN)  
 Rehabilitation Institute of Chicago (Chicago, IL)  
 Rehabilitation Services Network (Chicago, IL)  
 Resurrection Hospital (Chicago, IL)  
 Rhode Island Rehab Institute (Cranston, RI)  
 Rush-Presbyterian - St. Luke's Medical Center (Chicago, IL)  
 Sacred Heart Rehabilitation Institute (Milwaukee, WI)  
 Schwab Rehabilitation Center (Chicago, IL)  
 Sherman Hospital (Elgin, IL)  
 Shriners Hospital for Crippled Children (Chicago, IL)  
 Skokie Hospital (Skokie, IL) NSUHS  
 Southern Lakes Therapeutics (Burlington, WI)

Southport Rehab Associates, Inc.  
 (Kenosha, WI)  
 Special Education District of McHenry  
 County  
 (Woodstock, IL)  
 Sports PT of Kenosha (Kenosha, WI)  
 St. Alexius Medical Center (Hoffman  
 Estates, IL)  
 St. Catherine's Hospital (Kenosha, WI)  
 St. Francis Hospital (Evanston, IL)  
 St. Francis Hospital (Milwaukee, WI)  
 St. James Hospital (Pontiac, IL)  
 St. John's Medical Center (Springfield, IL)  
 St. Joseph Hospital (Chicago, IL)  
 St. Joseph Hospital (Joliet, IL)  
 St. Joseph Hospital (Milwaukee, WI)  
 St. Joseph Hospital (Phoenix, AZ)  
 St. Joseph Medical Center (Ft. Wayne, IN)  
 St. Joseph Medical Center (Bloomington, IL)  
 St. Joseph Physical Rehab & Sports Injury  
 Center  
 St. Joseph Rehab & Fitness (Chicago, IL)  
 St. Joseph's Hospital-Acute Care  
 (Milwaukee, WI)  
 St. Joseph's Hospital (Denver, CO)  
 St. Vincent's Hospital (Indianapolis, IN)  
 Swedish American Hospital (Rockford, IL)  
 Swedish Covenant Hospital (Chicago, IL)  
 Texas Children's Hospital (Houston, TX)  
 360 Balance (Austin, TX)  
 University of Chicago Hospital (Chicago, IL)  
 University of Illinois Hospital (Chicago, IL)  
 University of Iowa Hospital and Clinic (Iowa  
 City, IA)  
 VA Hospital (Chicago, IL)  
 VA Hospital (Hines, IL)  
 VA Medical Center (North Chicago, IL)

Vista Victory Memorial Hospital (Waukegan,  
 IL)  
 Weiss Memorial Hospital (Chicago, IL)  
 West Allis Memorial Hospital (West Allis,  
 WI)  
 West Seattle Physical Therapy (Seattle,  
 WA)  
 West Suburban Hospital (Oak Park, IL)  
 Westlake Community Hospital (Melrose  
 Park, IL)  
 Wishard Memorial Hospital (Indianapolis,  
 IN)  
 \* sites are subject to change

**Faculty**

Roberta Henderson, PT, PhD,  
 Associate Professor and Chair  
 Wendy Rheault, PT, PhD, Professor  
 Judith Stoecker, PT, PhD, Associate  
 Professor  
 Jeffrey Damaschke, PT, DPT, MS, OCS,  
 Assistant Professor  
 Donna Frownfelter, PT, DPT, MA, CCS,  
 RRT, FCCP, Assistant Professor  
 Heather Henderson, PT, DPT, NCS,  
 Assistant Professor  
 Diana Hunter, PT, PhD, Assistant Professor  
 Matthew Nuciforo, PT, DPT, OCS, CSCS,  
 Assistant Professor  
 Mary Rahlin, PT, DHS, PCS, Assistant  
 Professor  
 Filomena Rauschert, PT, DPT, Instructor  
 Karen Stevens, PT, DPT, OCS, Assistant  
 Professor  
 Rosanne Thomas, PT, PhD, Associate  
 Professor

## PHYSICIAN ASSISTANT DEPARTMENT

### MASTER OF SCIENCE IN PHYSICIAN ASSISTANT PRACTICE (ENTRY-LEVEL PROFESSIONAL PROGRAM)

#### GENERAL INFORMATION

**Degree Offered:**

Master of Science in Physician Assistant Practice

**Program Attendance Options:**

Full-time only

**Program Length:**

24 months

**PA Program Accreditation**

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA),  
12000 Findley Road, Suite 240, Duluth, GA 30097; 770-467-1224.

**Definition of the Physician Assistant Profession**

Physician assistants (PAs) are health professionals licensed to practice medicine with physician supervision. PAs perform a comprehensive range of medical duties, from basic primary care to high-technology specialty procedures. PAs often act as first or second assistants in major surgery and provide pre- and post-operative care. PAs can be found in virtually every medical and surgical specialty. The responsibilities of a PA depend on the type of practice, his or her experience, the working relationship with physicians and other health care providers, and state laws.

**Physician Assistant Program Mission Statement**

The mission of the Physician Assistant Program is to prepare and educate Physician Assistants to provide quality medical care in a competent, compassionate and ethical manner. The department also advances research and academic endeavors, which contribute to the advancement of knowledge and the education of fellow professionals. In addition, the department promotes volunteerism through service to the community and the profession.

**Physician Assistant Program Vision Statement**

The Physician Assistant Program will prepare and educate Physician Assistants to provide comprehensive quality healthcare to all and to serve as academic and professional leaders of the Physician Assistant profession.

### **Curriculum Design**

RFUMS offers a 24-month, entry-level graduate program leading to a Master of Science in Physician Assistant Practice. The first 12 months consist of didactic course work. The second 12 months are comprised of required core clinical rotations in Family Medicine, Internal Medicine, General Surgery, Women's Health, Pediatrics and Emergency Medicine, plus two elective rotations.

Students are also required to develop research competencies throughout the program's two years. The Master's Project consists of one of two research tracks: 1) Primary Research, which is a traditional group research project or 2) Evidence-Based Medicine, which is a review of the scientific literature to answer a clinical question of interest. The research is compiled into a comprehensive paper based on published guidelines. In addition, students are required to present their Master's Project to fellow students, faculty, and interested clinicians in one of two ways: 1) An oral presentation using appropriate multi-media; or 2) Participation in the All School Research Consortium with a poster presentation.

### **ADMISSION INFORMATION**

#### **Prior to Matriculation**

All students must have the following prior to matriculation into the program:

- A Bachelor of Science (BS) or Bachelor of Arts (BA) degree from an accredited college or university.
- The Graduate Record Education (GRE) examination, taken within 5 years of the time of application.
- Graduates of a foreign educational program need to provide an official evaluation of course equivalence report.
- The Test of English as a Foreign Language (TOEFL) exam is required of any applicant from a country in which English is not the native language and who has not attended college or university in the United States for at least two consecutive years or is not a permanent U.S. resident.

#### **Prerequisite Courses**

Each of the following prerequisite courses must be completed at an accredited institution of higher education with a grade of "C" or higher.

- Biochemistry
- Human Anatomy
- Human Physiology
- Introduction to Psychology
- Microbiology (with lab preferred)
- The following courses are strongly recommended, but not required:
- Statistics
- Research Design
- Technical Writing

- Medical Terminology
- Medical Ethics
- Additional higher-level Psychology course (e.g. Child Psychology, Developmental Psychology, Abnormal Psychology, etc.)
- Spanish or other foreign language
- No advanced standing or transfer credits will be awarded regardless of previous experience.

### **Admissions Process**

- The PA Program is a member of the Centralized Application Service for Physician Assistants (CASPA). All applications must be submitted online directly to CASPA. Prospective applicants should visit the CASPA Web site at [www.caspaonline.org](http://www.caspaonline.org) to apply. The CASPA admissions cycle begins each year around April 15 and ends December 1.
- The Office of Admissions and Recruitment forwards completed application files for review by the Physician Assistant Department only after receipt of all application paperwork, which includes receipt of a completed University Supplemental Application and a \$35 processing fee, and the applicant's GRE scores.
- The PA Faculty Admissions Committee reviews each completed application for interview consideration. Applications are evaluated based on the strength of the applicant's knowledge of the PA profession, personal motivation in becoming a PA, academic performance, research and scholarly activities, length and quality of healthcare experience, leadership and community service activities, and letters of recommendation.
- Qualified applicants are offered an on-campus interview to assess interpersonal and communication skills, maturity, and commitment to a career as a PA. The interview session also offers the applicant an opportunity to tour the University facilities, meet the faculty and staff, and talk with current students in the Program.
- Upon receipt of an offer of acceptance, the applicant will have a specified time in which to accept or decline the offer. A non-refundable \$500 tuition deposit is required to confirm acceptance and hold the applicant's place in the class.
- All candidates accepted into the PA program will undergo a criminal record background check upon matriculation into the program. The student is responsible for the cost of the background check, which can range in cost from approximately \$40 to \$100.

### **Rolling Admissions**

At each interview session, offers of acceptance into the program are extended to selected candidates. Candidate selection at each interview session continues until all seats in the class are filled. After that, applicants may interview for a place on a waiting list. Offers of acceptance are extended to candidates on the waiting list if a candidate from the accepted class list withdraws from the program. It is to an applicant's advantage to apply as early as possible in the admissions cycle.

**REQUIRED COURSE OF STUDY**

**DIDACTIC YEAR**

**Summer Quarter**

<b>Course #</b>	<b>Course Name</b>	<b>Credit Hours</b>
MCBA 501	Clinical Anatomy,	10
HPAS 500	Physician Assistant Professional Issues and Ethics ,	2
HPAS 537	Population Medicine,	1
HPAS 508	Interviewing and Medical Documentation,	2
HPAS 538	Introduction to Clinical Medicine for the Physician Assistant,	2

**Fall Quarter**

<b>Course #</b>	<b>Course Name</b>	<b>Credit Hours</b>
HPAS 501	General Medicine and Infectious Diseases I,	10
HPAS 502	Introduction to EKG,	1
HPAS 515	Psychosocial Aspects of Patient Care,	2
HPAS 528	Research and Statistics,	3
HPAS 536	Clinical Laboratory for the Health Professional,	2
HPAS 650	Complementary Medicine,	1
HPAS 601	Pharmacotherapy I,	2
HMTD 515A	Interprofessional Teams and Culture in Health Care,	1

**Winter Quarter**

<b>Course #</b>	<b>Course Name</b>	<b>Credit Hours</b>
HPAS 510	General Medicine and Infectious Diseases II,	10
HPAS 512	Clinical Decision Making I,	2
HPAS 513	Physical Examination ,	4
HPAS 525	Geriatrics,	2
HPAS 540	Pediatrics,	2
HPAS 610	Pharmacotherapy II,	2
HMTD 515B	Interprofessional Teams and Culture in Health Care,	1

**Spring Quarter**

<b>Course #</b>	<b>Course Name</b>	<b>Credit Hours</b>
HPAS 518	Emergency Medicine,	2
HPAS 519	Obstetrics and Gynecology,	2
HPAS 520	General Medicine and Infectious Disease III,	10
HPAS 522	Clinical Decision Making II,	2
HPAS 523	Clinical Procedures,	3
HNTU561	Clinical Nutrition for Health Professions I,	1
HPAS 620	Pharmacotherapy III,	2
HPAS 646	Advanced Physical Examination,	3
HMTD551	Leadership Skills in Healthcare Environment,	3

## COURSE DESCRIPTIONS STUDY FOR THE DIDACTIC YEAR

### **HPAS 500 Physician Assistant Professional Issues and Ethics 2 q.h.**

This course is designed to familiarize the student with the history and traditions of the Physician Assistant profession. The student will also appreciate how PAs function in various healthcare settings. This is complemented by a focused review of current philosophies, policies, and ethical issues in contemporary health care targeted at healthcare professionals.

### **HPAS 501 General Medicine and Infectious Disease I 10 q.h.**

This course is the first in the series of three courses studying principles of patient clinical care. Using an organ-system based approach; lectures discuss the etiology, pathophysiology, diagnosis, and treatment of various disease syndromes in the areas of dermatology, neurology, psychiatry, and cardiology. The course incorporates principles of diagnostic imaging study interpretation and surgical principles into the discussion of diseases. Infectious disease topics relevant to each system are also discussed. *Pre-requisite: HPAS 538.*

### **HPAS 502 Introduction to EKG 1 q.h.**

This course provides students with a systematic method of interpreting a 12-lead EKG with respect to rate, rhythm and blocks, electrical axis determination, hypertrophy, ischemia, injury, infarction, and miscellaneous drug, electrolyte, disease, and pacemaker effects.

### **HPAS 508 Interviewing and Medical Documentation 2 q.h.**

This course is designed to furnish beginning PA students with the proper techniques for obtaining a medical interview and for documenting the medical record. Documents to be covered include the complete medical history, admission notes, SOAP notes, progress notes, procedural notes, discharge summaries, hospital orders, etc. Also, accurate and efficient data collection, proper responses to patients' emotions, and skills to educate and influence patients' behaviors are covered.

### **HPAS 510 General Medicine & Infectious Disease II 10 q.h.**

This course is the second in the series of *General Medicine and Infectious Disease* courses as described above. Topic areas are: endocrinology, hematology/oncology, immunology and HIV disorders, urology/nephrology, pulmonology, as well as clinical aspects of fluids and electrolytes and acid-base disorders. *Pre-requisite: HPAS 501.*

### **HPAS 512 Clinical Decision Making I 2 q.h.**

This course presents students with case studies as a means of teaching how to systematically approach the problem, order appropriate diagnostic studies, develop a differential diagnosis, write a treatment plan, and describe the prognosis. Whenever possible, this course is integrated with the lecture content of the *General Medicine and Infectious Disease and Pharmacotherapy I and II* courses.

**HPAS 520 General Medicine & Infectious Disease III 10 q.h.**

This course is the third in the series of *General Medicine and Infectious Disease* courses as described above. This final quarter focuses on disorders in commonly seen in specialty practice. Topic areas are: gastroenterology, biliary disease, breast disorders, principles of surgery, otolaryngology, ophthalmology, and rheumatology. This course also includes a series of lectures and activities that provide an introduction to the clinical year. *Pre-requisite: HPAS 510.*

**HPAS 522 Clinical Decision Making II 2 q.h.**

This is the second of two clinical problem solving courses as described above. This course presents students with case studies as a means of teaching how to systematically approach the problem, order appropriate diagnostic studies, develop a differential diagnosis, write a treatment plan, and describe the prognosis. Whenever possible, this course is integrated with the lecture content of the General Medicine courses. *Pre-requisite: HPAS 512.*

**HPAS 513 Physical Examination, Lecture/Lab 4 q.h.**

This course teaches the student how to perform a comprehensive head-to-toe physical examination of an adult, as well as how to properly document physical findings in the medical record.

**HPAS 515 Psychosocial Aspects of Patient Care 2 q.h.**

This course aims to pique the student's awareness of psychological and sociological aspects that operate in the relationship of patient and physician assistant. The student investigates the contextual setting of medical practice, the patient as a person, and the professional physician assistant's psychosocial considerations during patient assessment and treatment.

**HPAS 518 Emergency Medicine 2 q.h.**

This course introduces the PA student to the principles of Emergency Medicine, including the PAs role in triage, assessment, and emergency management. A range of neonatal, pediatric and adult emergencies will be covered including etiology, pathophysiology, diagnosis, and treatment. .

**HPAS 519 Obstetrics and Gynecology 2 q.h.**

This course is designed to introduce and familiarize the student with the principles of women's health. The student will understand the etiology, pathophysiology, diagnosis, and treatment of gynecological and obstetric conditions.

**HPAS 523 Clinical Procedures, Lecture/Lab 3 q.h.**

This course covers the indications, contraindications, step-by-step procedures, and potential complications of multiple hands-on skills that are commonly performed by Physician Assistants in clinical practice. Examples include: phlebotomy, injections (ID, IM, SQ), IV therapy, urethral and nasogastric catheterization, pulmonary function testing, suturing, casting and splinting, various ENT procedures, electrical cardioversion, and use of various types of monitoring

devices and restraints. Students will have an opportunity to scrub, gown and glove in an operating room environment, observe endoscopic procedures, and perform phlebotomy on patients at a nearby medical center. In addition, students will be required to successfully complete an Advanced Cardiac Life Support (ACLS) training course.

**HPAS 525 Geriatrics 2 q.h.**

This course introduces the student to the principles of Geriatric Medicine with an emphasis on the normal changes of aging, clinical implications of the aging process, and recognizing, assessing and treating medical problems common to the geriatric population.

**HPAS 528 Research and Statistics 2 q.h.**

This interprofessional course introduces students to research and statistics in medicine. Topics include principles of research, ethics, information retrieval, the literature review and critical examination of articles. Students begin their work on group research projects and research competencies. In the statistics portion, descriptive and inferential statistics are taught with relevance to research in medicine. Use of computers for statistical analysis is included, and students will have the opportunity to analyze data for their Master's project.

**HPAS 536 Clinical Laboratory for the Health Professional 2 q.h.**

This course introduces the basic concepts of laboratory medicine as applied to diagnostic and therapeutic problems of clinical medicine. The student will receive instruction on how to order lab tests in a timely, appropriate, and cost-effective manner for the purpose of improved patient monitoring and enhanced diagnostic accuracy. The uses of laboratory tests and the information gained from various laboratory test results will be discussed.

**HPAS 537 Population Medicine 1 q.h.**

This course introduces the concepts of population medicine such as public health, epidemiology, health education, community oriented primary care, prevention, advocacy and disparities in health care. The student will explore the connections between clinical and population medicine with emphasis on disease prevention and health promotion.

**HPAS 538 Introduction to Clinical Medicine for the Physician Assistant 2 q.h.**

This course will provide basic concepts of general medicine, surgery, infectious disease and pharmacy that will provide the foundational knowledge necessary to understand the physician assistant clinical medicine curriculum. The course will cover the basics of microbiology as applied to antibiotic therapy, pharmacological principles, and history of medicine as applied to current practice, the nature of disease and illness, clinical decision-making, and the application of genetics to clinical medicine.

**HPAS 540 Pediatrics 2 q.h.**

This course will introduce the student to the fundamentals of pediatric medicine, covering the age span from neonate through adolescence. The student will learn basic principles of pediatric clinical care including etiology, pathophysiology, diagnosis, and treatment of various disease syndromes, as well as care of the well child taking account of growth and development.

**HPAS 601 Pharmacotherapy I 2 q.h.**

This course is a study of the principles of drug therapy essential to the practice of primary care medicine. The course is structured using a systems-based educational approach correlating with topics in the General Medicine & Infectious Disease course series. Essential pharmacology concepts are incorporated within each drug class unit to integrate clinical and basic science education. *Pre-requisite: HPAS 538.*

**HPAS 610 Pharmacotherapy II 2 q.h.**

This course is a study of the principles of drug therapy essential to the practice of primary care medicine. The course is structured using a systems-based educational approach correlating with topics in the General Medicine & Infectious Disease course series. Essential pharmacology concepts are incorporated within each drug class unit to integrate clinical and basic science education. *Pre-requisite: HPAS 601.*

**HPAS 620 Pharmacotherapy III 2 q.h.**

This course is a study of the principles of drug therapy essential to the practice of primary care medicine. The course is structured using a systems-based educational approach correlating with topics in the General Medicine & Infectious Disease course series. Essential pharmacology concepts are incorporated within each drug class unit to integrate clinical and basic science education. *Pre-requisite: HPAS 610.*

**HPAS 646 Advanced Physical Examination Lecture/Lab 3 q.h.**

This course expands upon the HPAS 513 Physical Examination course. The student will learn to perform focused physical examinations, as well as specialty exams, that are typically performed by Physician Assistants in clinical practice. Students will also have an opportunity to perform female breast and pelvic examinations, as well as male genital and rectal examinations, on professional instructor patients.

**HPAS 650 Complementary Medicine 1 q.h.**

This course will covers the fundamentals of numerous complementary and alternative health modalities by highlighting how the physician assistant can make appropriate referrals and educate their patients on the cultural and historical background of these therapies. The student will be given the opportunity to interact with specialists in various fields of complementary medicine.

**MCBA 501 Clinical Anatomy 10 q.h.**

This course utilizes formal lecture and cadaver dissection to perform an in-depth study of the structure of the entire human body. This format is supplemented with several lectures specifically designed to correlate the anatomical findings with clinical applications for the medical practitioner.

**HMTD 515A&B, Interprofessional Teams and Culture in Health Care 2 q.h.**

Interprofessional Teams and Culture in Health Care is an experiential learning opportunity for students to interact in interprofessional health care teams which extends through the fall and winter of the first year. This interactive course is intended to help prepare the health care professional student to provide effective patient-centered health care through small group discussion and problem solving activities. Topics include: team interaction, communication, service learning, information literacy, quality improvement, healthcare professions, diversity in society, the impact of culture, ethnicity and religion on communication and the provision of services, disparities in the healthcare delivery system, and awareness of the impact of a provider’s own wellness and illness beliefs on the decisions he/she makes for patients. Interprofessional teams of students develop and participate in significant community based service learning projects.

**HMTD 551 Leadership in the Health Care Environment 3 q.h.**

This interprofessional course will enable students to develop an understanding of the complex nature of health care facility problems and learn a systematic approach to problem resolution through the group problem solving process. This is an interdisciplinary course, taught in conjunction with the other programs of the College of Health Professions.

**HNUT 561 Clinical Nutrition for Health Professionals I 1 q.h.**

This is an online course that focuses on the area of nutrition for health maintenance and nutritional support for specific clinical situations. Topics include: health promotion and disease prevention; metabolism requirements, and sources of nutrients; nutritional needs during the life cycle, including pregnancy and lactation, infancy, childhood, adolescence and aging and enteral and parenteral nutrition and drug-nutrient interactions in critical illness.

**CLINICAL YEAR**

<b>Course #</b>	<b>Course Name</b>	<b>Credit Hours</b>
HPAS 550	Internal Medicine	6
HPAS 560	General Surgery	6
HPAS 565	Family Medicine	6
HPAS 570	Women’s Health	6
HPAS 575	Pediatrics	6
HPAS 580	Emergency Medicine	6
HPAS 591	Elective I Rotation	6
HPAS 592	Elective II Rotation	6
HPAS 690	Master’s Project	8
HNUT 562	Clinical Nutrition for Health Professions II	1

## COURSE DESCRIPTIONS

The clerkships are designed to provide a wide range of clinical- and hospital-based experiences with emphasis on history taking, performing the physical examination, ordering diagnostic studies, developing a diagnosis, and elaborating a management plan, as well as performing clinical and medical procedures and assisting in surgeries. These clerkships can be located in the greater Chicago area, adjacent states, more distant states and in other countries depending on availability, appropriateness, and student preference. Students should expect to travel to one or more clerkships at locations distant from RFUMS. Students are responsible for arranging their own housing during their clerkships, although some clinical sites have housing available.

**HPAS 550 Internal Medicine            6 q.h.**

Six-week clerkship in an Internal Medicine setting.

**HPAS 560 General Surgery            6 q.h.**

Six-week clerkship in a General Surgery setting.

**HPAS 565 Family Medicine            6 q.h.**

Six-week clerkship in a Family Medicine setting.

**HPAS 570 Women's Health            6 q.h.**

Six-week clerkship in an Obstetrics/Gynecology setting.

**HPAS 575 Pediatrics            6 q.h.**

Six-week clerkship in a Pediatric setting.

**HPAS 580 Emergency Medicine    6 q.h.**

Six-week clerkship in an Emergency Medicine setting.

**HPAS 591 Elective Rotation            6 q.h.**

Six-week clerkship in a medical or surgical specialty or subspecialty of the student's choice with PA Department approval. Examples of electives: Cardiology, Cardiothoracic Surgery, General Surgery, Neurology, Neurosurgery, Orthopedics, Oncology, Neonatology, Trauma Surgery, International Medicine, and Infectious Disease.

**HPAS 592 Elective Rotations            6 q.h.**

Six-week clerkship in a medical or surgical specialty or subspecialty of the student's choice with PA Department approval. Examples of electives: Cardiology, Cardiothoracic Surgery, General Surgery, Neurology, Neurosurgery, Orthopedics, Oncology, Neonatology, Trauma Surgery, International Medicine, and Infectious Disease.

**HNUT 562 Clinical Nutrition for Health Professionals II 1 q.h.**

This online course is a continuation of HPAS 561 Clinical Nutrition for Health Professionals I, completed during the second year of the PA program. The student will complete clinical scenarios and problems using examples from their clinical year rotation experiences. *Prerequisite: HNUT 561.*

**HPAS 690 Master’s Project I 8 q.h.**

Master’s Project consists of one of two research tracks: 1) Primary Research, which is a traditional group research project, or 2) Evidence-based Medicine, which is a review of the scientific literature to answer a clinical question of interest. The research is compiled into a comprehensive paper based on published guidelines. In addition, the students are required to present their Master’s Project to fellow students, faculty, and interested clinicians in one of two ways: 1) An oral presentation using appropriate multimedia; or 2) Participation in the All School Research Consortium with a poster presentation. Each student will be assigned a faculty research advisor who will assist in the research process, and evaluate the final Master’s Project based on published criteria.

**DEGREE REQUIREMENTS FOR GRADUATION**

- In order to receive the Master of Science in Physician Assistant Practice, students are required to complete all course work with a grade of “C” or better.
- Students must complete all course and curriculum work in its entirety. No advanced standing or transfer credits will be awarded regardless of previous experience.

**DIDACTIC AND CLINICAL FACULTY AND STAFF**

**Core Faculty**

Mariclare Barrett, MS, PA-C, Assistant Professor and Assistant Department Chair

James Carlson, MS, PA-C, Assistant Professor and Director of EEC

P. Rea Katz, PhD, PA-C, Assistant Professor and Academic Coordinator

Walid Khayr, MD, Professor and Medical Director

Patrick Knott, PhD, PA-C, Professor and Department Chair

Ziemowit Mazur, M.Ed, MS, PA-C, Instructor

Elana Min, MMS, PA-C, Assistant Professor and Clinical Coordinator

Mayra Quintana, MD, Instructor

Myriam Riboh, MS, PA-C, Instructor

Greg Skladzien, MD, Assistant Professor

**Administrative Staff**

Allison Schlarbaum, Administrative Assistant

Victoria Szekeres, Administrative Secretary

**Adjunct Didactic and Clinical Faculty**

*The PA Program relies on a large number of physicians, PAs and other health professionals who act as adjunct didactic and clinical faculty. These include community based clinicians, as well as RFUMS faculty from other colleges and departments. Listed below are the adjunct didactic and clinical faculty members who have RFUMS appointments in the Physician Assistant Department. The complete list is available in the PA Program Office.*

- Alison Atwater, MS, PA-C, Clinical Instructor
- Alan Auerbach, MD, Clinical Instructor
- Paul Batty, MD, Clinical Assistant Professor
- Craig Baumgartner, MBA, MPAS, PA-C, Clinical Assistant Professor
- Heather Gillis, MS, PA-C, Lecturer
- Wayne Goldstein, MD, Clinical Professor
- Regina Gomez, MD, Clinical Instructor
- Michael Howard, MD, Clinical Assistant Professor
- Matthew Jimenez, MD, Clinical Associate Professor
- Eric Joseph, MS, PA-C, Lecturer
- Andrew Kramer, MD, Clinical Assistant Professor
- Ernest Nora III, MD, Clinical Associate Professor
- Pedro Palu-ay, MD, Clinical Assistant Professor
- Preston Reilly, MD, Clinical Assistant Professor
- Dean Shoener, MD, Clinical Assistant Professor
- Duane Stich, MD, Clinical Assistant Professor
- James Unti, MD, Clinical Assistant Professor
- Myron Yench, MD, Clinical Assistant Professor

**Clinical and Education Center Affiliations**

- Advocate Health Care (Park Ridge, IL)
- Advocate Condell Hospital (Libertyville, IL)
- Advocate Lutheran General Hospital (Park Ridge, IL)
- Advocate Trinity Hospital (Chicago, IL)
- Affinity Health Systems (Appleton, WI)
- Alexian Brothers Medical Center (Elk Grove Village, IL)
- Allina Health System (Minneapolis, MN)
- Aurora BayCare Medical Center (Green Bay, WI)
- Aurora Health Care SE Wisconsin (Burlington, WI)
- Aurora Sheboygan Health System (Sheboygan, WI)
- Aurora St. Luke’s Medical Center (Milwaukee, WI)
- Central Dupage Hospital (Winfield, IL)
- Central Utah Clinic (Provo, UT)
- CGH Medical Center (Sterling, IL)
- Childrens Hospital of Wisconsin (Milwaukee, WI)

Community Hospital (Munster, IN)  
 Delnor Community Hospital (Geneva, IL)  
 Fox Valley Orthopedic Institute (Geneva, IL)  
 Glenbrook Hospital (Northshore University Health System - Glenview, IL)  
 Hawthorn Surgery Center (Libertyville, IL)  
 HealthReach Clinic (Waukegan, IL)  
 Holy Cross Hospital (Chicago, IL)  
 Hurley Medical Center (Flint, MI)  
 Illinois Bone & Joint Institute  
 James Lovell Federal Health Care Center (North Chicago, IL)  
 John H. Stroger, Jr., Hospital of Cook County (Chicago, IL)  
 KSB Center for Health Services (Dixon, IL)  
 Marshfield Clinic (Marshfield, WI)  
 Mayo Hospital & Clinics (Rochester, MN)  
 MD Anderson Cancer Center (Houston, TX)  
 Medical College of WI (Milwaukee, WI)  
 Memorial Medical Center (Neillsville, WI)  
 Mt. Sinai Hospital & Medical Center (Chicago, IL)  
 NorthShore University Health System (Illinois)  
 Northwest Community Hospital (Arlington Heights, IL)  
 Northwestern University Hospital (Chicago, IL)  
 Park Nicolett Health Services (St. Louis Park, MN)  
 Resurrection Hospital (Chicago, IL)  
 Roseland Hospital (Chicago, IL)

Sherman Hospital (Elgin, IL)  
 St. Alexius Medical Center (Hoffman Estates, IL)  
 St. Bernard Hospital & Healthcare Center (Chicago, IL)  
 St. Catherine Hospital (E. Chicago, IN)  
 St. Francis Hospital (Evanston, IL)  
 St. Mary's Medical Center (Hobart, IN)  
 United Healthcare (St. Paul, MN)  
 Wheaton Franciscan Healthcare S.E. Wisconsin (Milwaukee-Racine, WI)

## DEPARTMENT OF PSYCHOLOGY

The Department of Psychology offers the MS degree in clinical counseling and the Ph.D. degree in clinical psychology. The programs integrate academic, scientific, and professional training. Our program is defined by the scientist-practitioner model. The scientist-practitioner model produces professionals who are uniquely educated and trained to integrate scientific and professional knowledge, attitudes, and skills so as to further psychological science, the professional practice of psychology, and human welfare. The scientist-practitioner model is ideal for professionals who utilize scientific methods in the conduct of professional practice (Belar & Perry, 1992).

### MASTER OF SCIENCE IN PSYCHOLOGY: CLINICAL COUNSELING

The Clinical Counseling training program offers the Master of Science degree through integrated academic, scientific, and professional training. The program provides students with intensive instruction in the theoretical framework of psychology and clinical counseling and broad experience in empirically supported methods of practice in clinical counseling.

The Clinical Counseling core curriculum is constructed to cover a broad range of topics and prepares the graduate to enter the field of clinical counseling as a practitioner. Through the selection of electives, students can focus a portion of their training on specific areas of interest (e.g., assessment, nutrition, alternative medicine, psychopathology, etc). In addition, students can apply to the research track of the Clinical Counseling program if they are interested in developing their research skills beyond what is covered in the Department's standard Clinical Counseling curriculum. This option is best suited for students considering doctoral level studies after they complete their training at the Master's level. The overall training emphasis of the program involves both a biological and a cognitive-behavioral approach to the understanding and treatment of abnormal behavior and its relationship to normal behavior. Our training program is designed to prepare the graduate to enter the field of Clinical Counseling. Students who complete our training program will have the necessary educational credentials to apply for licensure as a Professional Counselor/Clinical Professional Counselor in Illinois. Although licensure requirements vary from state to state, it is anticipated that our program's curriculum will meet the educational criteria for other states that license counselors. Prospective students should confirm the licensing requirements of other states prior to enrolling.

The Clinical Counseling curriculum is designed to prepare the student for clinical service. Students receive training in the identification and treatment of a broad range of mental and nervous disorders. A variety of assessment and intervention approaches are covered with an emphasis on empirically supported techniques. Our graduates are well-prepared clinicians and consumers of the research literature. The training ensures the development of broad-based clinical skills and encourages close, cooperative work with other healthcare specialists, such as physicians, other mental health professionals and allied health professionals.

**Curriculum Description**

The MS in Psychology: Clinical Counseling curriculum is designed to produce graduates who are proficient consumers of the research literature as well as clinicians who employ empirically based assessment and intervention techniques. Cognitive-Behavioral therapeutic interventions are emphasized in our curriculum. Our curriculum is designed to be completed with two-years of full-time study. Subject to approval granted on a case-by-case basis, the program can be completed on a part-time basis of study. The curriculum combines classroom and clinical experiences with service learning opportunities in order to produce well-rounded graduates who are ready to enter the field of Clinical Counseling as a practitioner. Core courses, as required by licensing authorities to meet the educational requirements for licensure, courses required by the department and electives within and outside of the Department of Psychology comprise the curriculum. All students must also complete a 700-hour Internship/Practicum during their second year of full time studies (or the equivalent in the case of part-time studies).

**Research Track**

Students interested in strengthening their research skills while pursuing the Master of Science in Psychology: Clinical Counseling can apply to the Research Track of the Clinical Counseling program. Students applying to this track are most often interested in pursuing doctoral studies at a program emphasizing the scientist-practitioner model after completion of their studies at the Master's level. Students interested in the Research Track are first considered for admission to the Clinical Counseling program and, if admitted, are then considered for admission to the Research Track within the Clinical Counseling program.

Additional pre-requisites for application to the Clinical Counseling Research Track are:

- Successful completion of an undergraduate course in Statistics
- Successful completion of an undergraduate course in Research Methods
- Graduate Record Examination (general test – Specialty test not required)

Students applying to the Research Track must identify a preferred mentor from the faculty of the RFUMS Department of Psychology and must be accepted into the mentorship of that faculty member as part of the admission process for the Research Track. This is NOT required of students who are not applying to the Research Track.

Students accepted into the Research Track will complete the usual curriculum of the Master of Science in Psychology: Clinical Counseling (see sample schedule) with the following modifications:

- HPCC 500 Research Methods for Counselors is deleted
- HPSC510 Psychological Statistics I is added
- HPSC 515 Experimental Design and Program Evaluation I is added
- HPSC 850 Research Practicum (2 hrs) is added each quarter

Students completing the Research Track must still complete a 700 hour clinical internship and practicum in their second year and must also complete a minimum of six hours of elective studies. Students completing the Research Track of the Master of Science in Psychology: Clinical Counseling will satisfy the educational requirements of the State of Illinois for licensure as a Professional Counselor.

### **Admission Information**

Applications to the Clinical Counseling program are initially received and processed by the CHP Admissions Office. You should receive notification from the Admissions Office once your application has been received informing you of any missing application materials. If you have any questions about the status of your application in terms of its completeness, please feel free to contact the CHP Admissions Office, 847-578-3209; or via e-mail at [grad.admissions@rosalindfranklin.edu](mailto:grad.admissions@rosalindfranklin.edu). When the application is complete (i.e., all required application materials are on file), it is sent to the Psychology Department for review. After review of prospective applicants, the department will invite some applicants for an interview. Each prospective student must complete an interview prior to the extension of any offers of admission.

Our Department recognizes the importance of cultural and individual differences and is receptive to, and supportive of, diversity at a variety of levels in the program including recruitment, curriculum, and the overall climate of learning. We are committed to addressing issues of multiculturalism and enhancing diversity training within the program to meet the needs of our students.

### **Requirements for Admission**

The following are the basic requirements each applicant must fulfill to be considered for admission:

1. BA or BS degree from an accredited college or university.
2. Three letters of reference from former professors or employers familiar with the applicant's professional or educational capabilities. Preferably, two letters should be from former professors.
3. A completed application form with supporting statements and documentation.

The following are the preferred test scores, grades, and academic preparation.

1. A minimum grade point of 3.0 (on a 4-point scale) during undergraduate studies.
2. Adequate undergraduate preparation in the behavioral sciences as demonstrated through major studies in
3. areas such as psychology, sociology, criminal justice, etc.
4. Graduate Record Examination (OPTIONAL) - Verbal, Quantitative, and Analytical Writing and/or Advanced Psychology GRE

It should be noted that each application is reviewed in terms of strengths and compatibility with the program. The final decision is based on the overall profile rather than any particular piece of information. Official notice of acceptance is issued from the Office of the Dean of the College of Health Professions.

Based on an initial review and screening of the application, a designated group of applicants will be invited to visit the Department and meet faculty and students as well as learn more about the program and University. Interview days will typically be held in March and late April/early May. For those applicants who are unable to attend on this day, arrangements can be made either to visit the University at an alternative time or to have a phone interview with a faculty member. All students to be accepted into the program are expected to either have visited the Department or have a phone-call interview with a member of the faculty.

**Foreign Applicants** - Foreign applicants from a country in which English is not the native language and have not attended an American college or university full-time for 2 consecutive years, must provide an official report of TOEFL (Test of English as a Foreign Language) and TWE (Test of Written English) or The Computer Based TOEFL. Results of the TSE (Test of Spoken English) are also a requirement. These scores must be from examinations taken within the past two years. Test scores must be sent directly from the Educational Testing Service, Princeton, New Jersey 08540. If coursework has been taken abroad, you must provide an official credential evaluation of that coursework by World Education Services (WES). The official WES must be sent directly from the World Education Office to the Office of Admissions. The main telephone number for WES is 212/966-6311, or toll free at 1-800-937-3895, fax number is 212/739-6139 and their web site is <http://info@wes.org>. You must also submit a completed Financial Statement for International Students accompanied by supporting official documentation. If not enclosed, this form can be obtained from the Office of Admissions.

Clinical Counseling Program application deadlines for the academic year starting in August are February 15 (early consideration) and April 1 (routine consideration) of the same calendar year. Applications are accepted after the application deadlines on a space available basis. It is the applicant's responsibility to ensure that all application materials have been postmarked by the deadline date. Inquires about the completeness of an application can be directed to Office of CHP at (847) 578-3209 or email to [grad.admissions@rosalindfranklin.edu](mailto:grad.admissions@rosalindfranklin.edu). Completed applications and other application materials should be sent to:

The CHP Admissions Office  
 Rosalind Franklin University of Medicine and Science  
 3333 Green Bay Road North Chicago, IL 60064  
 (847) 578-3209

**DEPARTMENT OF PSYCHOLOGY**

**YEAR 1**

Theories of Personality, Psychotherapy & Counseling  
 Descriptive Psychopathology  
 Research Methods for Counselors  
 Interprofessional Teams and Culture in Health Care  
 Cognitive & Behavioral Interventions  
 Cognitive & Behavioral Therapy - Child & Adolescent  
 Diagnostic Interviewing & Report Writing  
 Minority Issues in Mental Health  
 Personality Assessment in Counseling  
 Ethical Issues and Standards for Professional Counselors  
 Group Dynamics and Counseling  
 Electives

**YEAR 2**

Practicum/Internship and Seminar I  
 Practicum/Internship and Seminar II  
 Lifespan Developmental Psychology  
 Social Psychology  
 Substance Abuse Assessment and Treatment  
 Family Systems and Therapy  
 Career Counseling and Development  
 Electives

The curriculum consists of 78.5 quarter hours of required courses, a required minimum of 11.5 hours of elective credit for a total minimum of 90 quarter hours required for graduation.

**COURSE DESCRIPTIONS**

Content areas, as required by the Illinois Department of Financial and Professional Regulations appear in parentheses after the course title.

**HPCC-500 Research Methods for Counselors** (IDFPR Research and Evaluation)

This course provides an overview of research design issues for the counselor. A particular emphasis will be placed on the evaluation of research and applying findings to the field of professional counseling. Specific topics will include: the scientific process, reliability, validity, test construction as well as experimental, quasi-experimental and non-experimental designs. Case studies will be used to assist the student in learning how to apply theoretical concepts to real-world research publications including research articles and test manuals. (4.5 units)

**HPCC-501 Ethical Issues and Standards for Professional Counselors** (IDFPR Professional, Legal and Ethical Responsibilities)

This course reviews practice standards and ethics codes as well as state and federal laws applicable to counselors. Ways to identify and resolve ethical and legal dilemmas the counselor might encounter are explored. The American Counseling Association Code of Ethics is emphasized as are the State of Illinois Counselor Licensing Act and Rules. The concept of risk management is introduced. (4.5 units)

**HPCC-502 Diagnostic Interviewing and Report Writing**

This course reviews clinically relevant techniques for information gathering, effective listening, rapport building, and the formal assessment of mental status and behavior observed during the interview process. Students will learn clinically appropriate methods of documenting information gained from the interview process. Students will learn to prepare written reports appropriate for clinical and forensic purposes. (3 units)

**HPCC-503 Cognitive & Behavioral Therapy – Child and Adolescent** (IDFPR Counseling Techniques)

This course will emphasize the use of empirically supported therapeutic methodologies to facilitate behavior change for a variety of clinical problems in children and adolescents. The application of different learning principles and specific techniques of therapeutic change will be covered including parent-training interventions. The student will learn to solve problems encountered in practical application of cognitive and behavioral techniques. Emphasis will be placed on methods and procedures effective in the elimination of inappropriate behaviors and the acquisition and maintenance of appropriate behaviors. (4.5 units)

**HPCC-505 Personality Assessment for Counselors** (IDFPR Appraisal of Individuals)

This course provides an overview of testing theory and the application of objective psychological tests for the assessment of personality and personality development. Students will learn to administer and interpret common personality inventories. Test selection and interpretation in varied clinical situations and with diverse clinical populations will be reviewed. (4.5 units)

**HPSC-520 Descriptive Psychopathology** (IDFPR Psychopathology and Maladaptive Behavior)

This course presents an in-depth analysis of the DSM-IV diagnostic criteria for major categories of psychopathology. The concepts of mental illness in general, as well as specific categories of mental illness such as schizophrenia, affective disorders, anxiety disorders, organic brain disease and personality disorders are covered. This course also introduces the concept of the role of mental status and behavioral observations as part of the diagnostic formulation. (4.5 units)

**HPSC-575 Social Psychology** (IDFPR Social and Cultural Foundations)

This course presents an in-depth review of the theory and research contributions to social functioning, development, and organizational issues. The impact of culture and social class on the client and counseling relationship will be explored. The utilization of social psychological principles in applied settings will be examined. (4.5 units)

**HPCC-600 Substance Abuse Assessment and Treatment (IDFPR Substance Abuse)**

This course examines substance use and abuse as clinical problems. The psychological and physical effects of drug use and abuse will be examined and the process of addiction development will be explored. The role of socio-cultural factors in substance abuse and addiction will be discussed. Diagnostic criteria and empirically based treatment approaches will be reviewed. (4.5 units)

**HPCC-601 Group Dynamics and Counseling (IDFPR Group Dynamics, Processing and Counseling)**

This course reviews the primary theoretical approaches to group therapy/counseling. Students will learn when to apply different group therapy techniques and how to address individual differences within the group therapy context. (4.5 units)

**HPCC-602 Career Counseling and Development (IDFPR Lifestyle and Career Development)**

This course reviews career development theories and decision-making models across the lifespan. Assessment instruments and techniques will be reviewed. Emphasis will be placed on client engagement, exploration of potential, decision strategies, preparation, and implementation strategies. Sources of occupational information and career guidance programs will be evaluated. (4.5 units)

**HPCC-603A & HPCC-603B Practicum/Internship and Seminar I & II (IDFPR Practicum/Internship)**

The practicum/internship is an applied professional experience in clinical counseling. The student will have the opportunity to engage in a wide variety of clinical counseling activities at approved training sites in the community. Students will engage in clinical activities that may include, but not be limited to, performing intake assessment, conducting diagnostic interviews, providing psychotherapy or group counseling services, conducting objective cognitive, personality or career assessments. The student will work at their practicum/internship site for a minimum of 700 hours and all clinical work will be supervised on-site by a licensed mental health professional. Each semester the student is enrolled in this course, he/she must attend a one-hour seminar held on-campus. During the seminar, students will present case material from their practicum/internship experience using a clinical case presentation model. This experience will allow the students to participate in the process of giving and receiving feedback in a collegial fashion. This experience will also prepare the student to successfully complete their capstone experience that will occur in the last quarter of study before graduation. (5 units each quarter for 2 successive quarters for a total of 10 units credit)

**HPSC-666 Theories of Personality, Psychotherapy and Counseling (IDFPR Counseling Theory)**

This course will survey the major theories of counseling and psychotherapy from both clinical and research viewpoints. The key concepts and techniques of each theory will be explored. The application of each theoretical orientation in different settings and with diverse populations will be addressed. (6.0 units)

**HPSC-690 Cognitive and Behavior Interventions** (IDFPR Counseling Techniques)

This course will emphasize the use of empirically supported therapeutic methodologies to facilitate behavior change for a variety of clinical problems in adults. The application of different learning principles and specific techniques of therapeutic change will be covered. The student will learn to solve problems encountered in practical application of cognitive and behavioral techniques. Emphasis will be placed on methods and procedures effective in the elimination of inappropriate behaviors and the acquisition and maintenance of appropriate behaviors. (5 units)

**HPSC-754 Life Span Developmental Psychology** (IDFPR Human Growth and Development)

The course is a basic developmental course covering the entire life span from biological, social, and cognitive perspectives. Special emphasis will be placed on the unique methodological features of developmental research and the application of developmental research in the clinical setting. (4.5 units)

**HPSC-759 Minority Issues in Mental Health**

This course will cover the assessment and therapeutic treatment of diverse populations with special emphasis on American ethnic/racial groups. Emphasis will be placed on specific problems associated with age, race, disability, religious preferences, etc., and how these affect the counseling relationship. (3 units)

**HPSC-783 Family Systems and Therapy** (IDFPR Family Dynamics)

In this course students are introduced to the major models of family therapy. Primary theorists and techniques of each model will be considered. Students will explore a variety of family systems with an emphasis on understanding cultural, gender, and sexual orientation differences as they relate to family therapy. Students will understand and complete assessment procedures with a particular emphasis on genogram construction and interpretation. (4.5 units)

**HMTD 515A&B, Interprofessional Teams and Culture in Health Care**

Interprofessional Teams and Culture in Health Care is an experiential learning opportunity for students to interact in interprofessional health care teams which extends through the fall and winter of the first year. This interactive course is intended to help prepare the health care professional student to provide effective patient-centered health care through small group discussion and problem solving activities. Topics include: team interaction, communication, service learning, information literacy, quality improvement, healthcare professions, diversity in society, the impact of culture, ethnicity and religion on communication and the provision of services, disparities in the healthcare delivery system, and awareness of the impact of a provider's own wellness and illness beliefs on the decisions he/she makes for patients. Interprofessional teams of students develop and participate in significant community based service learning projects. (2 units)

**Electives**

**HPSC-540 Learning Theory**

Theoretical overview of various learning theories and models as they apply to human behavior change in clinical intervention. Behavioral, cognitive, social, vicarious learning and conditioning paradigms and their applications to diagnoses and therapy are covered. (2 units)

**HPSC-560 Tests and Measurement and Cognitive Assessment**

Theoretical and practical issues of test construction and measurement are considered in depth along with issues of development, standardization and validation of psychological tests. Theory of assessment of adult intellectual functioning and practical application of the Wechsler Scales are included. (4 units)

**HPSC-567 Neuropsychological Assessment**

Use of psychological tests in the evaluation of the relationship between brain and behavior. The goal of this course is to acquaint students with modern neuropsychological approaches to normal and abnormal behavior along with methods of assessing the neurological basis of behavioral problems. (4 units)

**HPSC-572 Essentials of Physiology, Psychology and Neuropsychology**

This course will cover fundamental issues of neuroanatomy, neurophysiology and neurochemistry of brain systems and an overview of basic brain-behavior principles as they apply to current models of cognitive processes. (6 units)

**HPSC-665 Personality Theory**

Introduction to personality theory and research. Major personality theories are covered with an emphasis on current approaches, empirical bases and clinical applications. The focus is on normal personality, but the relationship between normal and abnormal personality are discussed. (3 units)

**HPSC-750 Advanced Physiological Research Seminar – HPSC570 Lab**

This introduction to human neuroanatomy involves examination of the gross brain, sections, and slides. Students will learn to identify structures and their function, especially those pertaining to the course content of Physiological Psychology 1070. (1 credit)

**HPSC-751 Health Psychology: Cognitive, Affective & Physiological Bases for Behavior**

An overview of representative content areas and conceptual approaches to health psychology/behavioral medicine. Considers the concepts of stress and coping; autonomic and immune function; endocrine parameters and epidemiological approaches to outcomes in cardiovascular disease, cancer, diabetes, obesity and the addictions. (4 units)

**HPSC-765 Clinical Psychopharmacology**

This didactic course will cover the principles and practice of psychopharmacotherapy of the major psychiatric disorders. Topics covered include pharmacokinetics, pharmacodynamics, and mechanisms of action of the commonly used drugs in neuropsychiatry. This psychopharmacologic treatments of mood disorders, psychotic disorders, anxiety disorders,

substance-related disorders, neurodevelopmental disorders and personality disorders will be emphasized. Also covered are drug treatments in the elderly, during pregnancy, and in the medically ill. Electroconvulsive therapy will also be discussed. (1 unit)

**HPSC-788 Forensic Psychology**

This course will offer a survey of the history of forensic psychology, landmark cases, relevant American law, frequently used statutes and guidelines in criminal cases (e.g., sanity, competency and diminished capacity), civil cases (e.g., competency, commitment, disability, and child custody) and hybrid criminal/civil matters (e.g., sex offender commitment), ethical guidelines and professional issues. (2 credits)

**HPSC-789 Developmental Psychopathology**

This course will present an empirically-based developmental psychopathology perspective, with an emphasis on scientific issues and methods. It will explore advanced conceptual models of developmental psychopathology for a range of syndromes, focusing on those that develop in childhood and may continue through the lifespan. With each syndrome, biological, genetic, familial, and social-cultural risk and protective factors will be considered. (4 credits)

Other electives are possible in other programs within University, in particular within the College of Health professions. e.g., nutrition, women’s issues, healthcare leadership, pharmacology, alternative medicine. When these offerings have been formalized, course descriptions will be posted herein. Extra-departmental electives may have space limitations.

## PHD IN CLINICAL PSYCHOLOGY

The clinical psychology training program integrates academic, scientific and professional training and offers the Doctor of Philosophy degree and is defined by the scientist-practitioner model. In keeping with the scientist-practitioner mode, we believe that clinical psychologists should be both scientists — knowledgeable in formulating and solving scientific problems; and practitioners — experienced in the use of empirically supported clinical techniques. The program provides students with intensive instruction in the theoretical framework of psychology and broad experience in methods of practice of clinical psychology. The graduates of this program are capable of functioning as an investigator and as a practitioner. Students are accepted into the PhD program. During the course of the PhD program, students also earn a Master of Science degree in Psychology (Note: this is separate from the Master of Science in Psychology — Clinical Counseling which is a terminal masters program, see above).

Within the context of a general clinical psychology training program, our program offers focused training in Neuropsychology, Health Psychology and Psychopathology. The training emphasis of the program involves a combined biological and cognitive-behavioral-approach to the understanding and treatment of abnormal behavior and its relationship to normal behavior. The training tracks prepare students for clinical service, teaching and research in medical, mental health, and academic settings. Students receive training in a broad range of assessment procedures and intervention approaches with an emphasis on empirically supported interventions. Students gain experience with a range of medical, neurological, psychiatric, and neuropsychiatric populations through clinical and research activities. Our graduates are well-prepared clinicians and researchers because of their solid grounding in theory, practice, and research. The training assures the development of broad based clinical skills and encourages close cooperative work with other health care specialists such as pediatricians, internists, neurologists, neurosurgeons, geriatricians and psychiatrists.

The clinical psychology program enjoys full accreditation status by the American Psychological Association (APA). Our program strives to maintain a balance between academic course work, research training, and supervised clinical practica. In designing its core curriculum, the department follows the recommendations of the Committee on Accreditation. The course curriculum includes a sequence of required courses that exposes students to the current body of knowledge in the following areas: biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior, history and systems of psychology, psychological measurement, research methodology, techniques of data analysis and evidence-based assessment and intervention for clinical problems. Additionally, students in the areas of Health Psychology, Neuropsychology and Psychopathology are required to take additional courses and electives. A sequence of clinical practica and participation in research round out the pre-internship years.

For more information about the program, please contact Pat Rigwood at 847-578-3305 or [patricia.rigwood@rosalindfranklin.edu](mailto:patricia.rigwood@rosalindfranklin.edu).

**Program Description**

The program requires a minimum of four full-time pre-internship years. In addition, students must complete a one-year internship. While the PhD degree can be completed within five years, typically, six to seven years is the average length of study. Students pay tuition for the first four years. There are four quarters in the academic year; all quarters are approximately eleven weeks in duration. The minimum academic load for full-time students is twelve credit hours per quarter. Students are eligible to apply for internship after passage of a Preliminary Qualifying Comprehensive Exam and approval of a dissertation proposal. Once the dissertation proposal is approved, up to three additional years are allowed for the completion of all requirements for the PhD degree (i.e., completion of the dissertation and its defense, and the internship year).

**Year 1**

A sequence of required courses is taken during the first year. Clinical practica also begin during the first year. It is anticipated that students will begin active participation in a research program with their advisor. The fourth quarter (Summer) is typically devoted to research and practicum experiences. Students take an applied course designed to prepare them for practicums in the winter quarter.

**Year 2**

A series of required general courses are offered during the second year. Students may begin to take electives as part of their schedule. Continuation of clinical practica and research participation occur during this year. Completion of a thesis, along with satisfactory course grades, qualifies the student for the M.S. degree.

**Year 3 and Year 4**

Track specific courses, electives, required courses, clinical practica, and research activities continue during these years. Comprehensive exams are taken in January of year 3. Students also complete their masters' thesis and begin work on their dissertation project. The dissertation proposal must be approved by September 30, if the student is to be eligible to apply for internship the following year.

Additional didactic activities in which students may participate include: Department sponsored colloquia; Neuroimaging Seminars; a Visiting Speaker Series and individual case conferences sponsored by the Department of Psychiatry; training conferences, special lectures and grand rounds sponsored by basic science and/or clinical departments, as well as the Psychology and Psychiatry Service of the Lovell Federal Healthcare Center (formerly known as the North Chicago VA Medical Center)

**TYPICAL SEQUENCE OF REQUIRED COURSES**

**First Year**

- Descriptive Psychopathology, 4.5 c.h.
- Cognitive & Behavioral Interventions, 5 c.h.
- Professional Issues 1, 1 c.h.

Cognitive Assessment, 4 c.h.  
 Psychological Statistics I, 5 c.h.  
 Psychological Statistics II, 4 c.h.  
 Experimental Design & Program Evaluation, 4 c.h.  
 Theories of Personality, Psychotherapy & Counseling, 6 c.h.  
 Professional Seminar in Clinical Fundamentals, 3 c.h.  
 Interprofessional Teams and Culture in Health Care, 2 c.h.  
 Clinical Practicum  
 Clinical practicum Supervision, 1 c.h  
 Research Practicum (Masters)

**Second Year**

Essentials of Physiological Psychology & Neuropsychology, 6 c.h.  
 Neuropsychological Assessment, 4 c.h  
 Theoretical Psychopathology, 3 c.h.  
 Personality Assessment, 4 c.h  
 Lifespan Developmental, 4.5 c.h  
 Health Psychology: Cognitive, Affective & Physiological Bases for Behavior, 4 c.h.  
 Social Psychology, 4.5 c.h  
 Clinical Practicum  
 Clinical Practicum Supervision, 1 c.h  
 Research Practicum (Masters)

**Third Year**

History & Systems, 2 c.h  
 Professional Issues II, 3 c.h.  
 Minority Issues in Mental Health, 3 c.h.  
 Clinical Practicum, 3 c.h  
 Clinical Practicum Supervision, 1 c.h.  
 Research Practicum (Dissertation)  
 Electives

**Fourth Year**

Clinical Practicum  
 Clinical practicum Supervision  
 Research Practicum (Dissertation)  
 Electives

**Fifth Year**

Internship

## Clinical Practicum

Clinical training is considered an integral part of the doctoral program in clinical psychology. Clinical practica are organized to ensure a progression of clinical training experiences that correspond with the sequence of the course curriculum. Clinical practicum training plays an important role in the integration of theory, research and practice. Clinical practice provides opportunities for students to integrate critical thinking and hypotheses testing into their clinical activities and to assimilate an empirical, scientifically informed approach to clinical practice. The department works collaboratively with a number of off-site practicum training sites in the Illinois and Wisconsin areas. These settings include, but are not limited to, hospitals, medical centers, community mental health centers, school districts, and private practices. Students gain experience in general therapy and assessment skills, as well as training specifically in the training tracks offered in the department, neuropsychology, health psychology and psychopathology. Although the department primarily has a cognitive-behavioral orientation, the practicum training at the different sites exposes students to multiple theoretical orientations and intervention techniques. All practica will be supervised on site. In addition all students will participate in a clinical practicum supervision seminar led by the Director of Clinical Training for the first four years. In their fourth year, students will receive training in supervision and consultation as part of the Clinical practicum supervision class. This will involve a combination of didactic and actual supervisory experiences.

Beginning in the first year, each student begins a series of practicum experiences that will total a minimum of 1,000 hours (34 credit hours). Typically, students have an average of 2,000 hours of clinical training by the time they apply for internships. Ideally, a student obtains a breadth of clinical experiences including diagnostic interviewing skills, assessment and intervention skills. Clinical practica in year 1 and year 2 are designed to provide students with clinical training in fundamental intervention and assessment skills. Training in the first two years is expected to prepare students for more advanced clinical training in years 3, 4, and 5 in track-specific areas.

First-year students are typically assigned to a practicum placement. The objective of first-year practicum training is to introduce students to a setting that provides clinical services, so that a student is able to understand the roles and functions of clinical psychologists. First-year students are typically expected to spend 4 to 6 hours per week in clinical practicum training. This year first year students are completing clinical practica at the following sites: DuPage County Psychological Services, 18th Judicial Circuit Court (Treatment of Male Perpetrators of Partner Violence); Head Start of Lake County; Healthy Families Program, the Lovell Federal Healthcare Center (formerly known as the North Chicago VA Medical Center) and Vista Medical Center.

From the beginning of the second year until the approval of the Master's Thesis proposal, students spend an average of nine hours per week in clinical practicum training. The second-year practicum can consist of clinical service in a community-based setting. Students first meet with the Director of Clinical Training (DCT) and their respective advisor to discuss training and career goals in order to determine the appropriate placement for the second year practicum.

Placements include psychological assessments for schools and adult centers as well as psychotherapy at the VA and other community mental health sites. Primary supervision will be provided on-site; however, a secondary supervisor will be assigned from the faculty to assist if necessary. To balance training, all students will have the opportunity to do both assessment and psychotherapy in their second year.

After approval of the Master's Thesis proposal, students may spend a maximum of 12 hours per week in practicum training. Students at this level typically choose practicum placements that are more intensive and closely match their area of interest (e.g., health psychology, neuropsychology, and psychopathology). A listing of the different practicum sites is available on the department's Web site at [www.rosalindfranklin.edu/chp/CHP/Psychology/tabid/1456/Default.aspx](http://www.rosalindfranklin.edu/chp/CHP/Psychology/tabid/1456/Default.aspx). The DCT works closely with students to facilitate specific placements. The DCT also works with the different sites to ensure that practicum experiences are supervised and structured to meet the training needs of students.

### **Tracking Practicum Hours**

Students applying for internship are required to report details about their practicum hours. Students are encouraged to maintain an ongoing record of practicum hours and other details regarding their practicum experiences. This increases the accuracy of reporting at the time of internship application and also assists in the practicum selection process. There are several sources whereby a student can access sample forms. A program that students have found to be particularly helpful in tracking their clinical training hours is [www.time2track.com](http://www.time2track.com). There is an annual subscription cost of about \$32. The Director of Clinical Training is available to answer any questions regarding tracking of practicum experiences.

### **Research**

Student research is a fundamental part of the training program. Students begin participating in faculty research early in the first year, and quickly become integral members of a research team. The faculty has broad research interests within the areas of neuropsychology, health psychology, and psychopathology (see faculty research interests). Under faculty supervision, students complete a master's thesis, and ultimately develop their own research culminating in the doctoral dissertation.

### **Advisors**

Upon entering the program, students are assigned a faculty advisor that matches their clinical-research interests. This faculty member serves as both the academic advisor and research mentor. Advisors guide students through the selection of courses, independent study and practicum experiences necessary to complete the program. They provide information, direction, feedback and long-term guidance. Advisors meet with students regularly to review academic performance and to discuss future plans. In addition, an annual meeting of student-advisor-DCT is held to review a student's progress and recommendations made for further training

In addition to faculty advisors, all incoming students are also matched to student mentors who also assist students in their transition to graduate school and adjustment to the program.

### **Internships**

Students are required to complete a one-year, full-time, clinical internship, after having completed formal course work and a dissertation proposal. The internship is completed at a site chosen to meet student's individual career goals. During internship, students function under supervision as clinical psychologists. The internship facility must comply with the American Psychological Association accreditation standards and must be approved by the Department of Psychology. Our students are typically accepted into APA-approved, high quality internship programs all across the country.

### **Requirements for PhD Degree**

1. Successful completion of all required courses in the program curriculum and an approved group of elective courses.
  - a. It is expected that core courses will be completed through departmental offerings. Electives are typically taken in the department or in related programs within the University. In some instances, electives may be fulfilled through courses taken in another institution. A course syllabus must accompany your request for approval and an official transcript must be provided so that credit can be received. All of this must be approved by the advisor and the faculty.
  - b. Students who have formally registered for and successfully completed one or more graduate courses in accredited universities, prior to entry into our program, may transfer up to 10 credits toward electives. The courses to be transferred must not be redundant with current core course offerings. The faculty will recommend such action to the Dean for approval. All students must enroll at Rosalind Franklin University of Medicine and Science for all required courses and specified electives for their chosen area of clinical emphasis.
2. A minimum of 1,000 clinical practicum pre-internship hours.
3. Completion of a Master's Thesis research project.
4. Passing the comprehensive examinations.
5. Completion of a dissertation proposal and satisfactory oral defense of the dissertation.
6. Demonstrated proficiency in the internship year.
7. Good academic standing defined by an overall average of B or better.

It is important to note that these are minimum requirements and final determination of the adequacy and completion of students' course work and training rests with the department. At the discretion of the department, a student may be required to take additional courses and/or training.

### Requirements for Admission

The following are the basic requirements each applicant must fulfill to be considered for admission:

1. BA or BS degree from an accredited college or university.
2. Three letters of reference from former professors or employers familiar with the applicant's professional or educational capabilities. Preferably, two letters should be from former professors.
3. Graduate Record Examination – Verbal, Quantitative, and Analytical Writing. The Advanced Psychology GRE is required for those students who are not undergraduate Psychology majors or have a master's degree in a non-psychology discipline.

The following are the **preferred** test scores, grades, and academic preparation.

- A minimum grade point of 3.2 (on a 4-point scale) for the last two years of undergraduate study.
- Adequate preparation in psychology: at least 15 credit hours of psychology, including a course in statistics and biological psychology.
- A score of 600 in each area of the GRE: Verbal, Quantitative, Analytical and Advanced Psychology. For the Analytical Writing, at least 4.5/5 minimum.

### Foreign Applicants

Foreign applicants from a country in which English is not the native language and have not attended an American college or university full-time for 2 consecutive years must provide an official report of TOEFL (Test of English as a Foreign Language) and TWE (Test of Written English) or the computer-based TOEFL. Results of the TSE (Test of Spoken English) are also a requirement. These scores must be from examinations taken within the past two years. Test scores must be sent directly from the Educational Testing Service, Princeton, New Jersey, 08540. If coursework has been taken abroad, an official credential evaluation of that coursework by World Education Services (WES) must be provided. The official WES must be sent directly from the World Education Office to the Office of Admissions. The main telephone number for WES is 212-966-6311, or toll-free at 800-937-3895; fax number is 212-739-6139, and the Web site is [www.wes.org](http://www.wes.org).

A completed Financial Statement for International Students accompanied by supporting official documentation must also be submitted. If not enclosed, this form can be obtained from the Office of Admissions.

It should be noted that each application is reviewed in terms of strengths and compatibility with the program. The final decision is based on the overall profile rather than any particular piece of information. Official notice of acceptance is issued from the Office of the Dean of the College of Health Professions.

Applications to the Clinical Psychology program are initially received and processed by the CHP Admissions Office.

When the application is complete it is then forwarded to the Psychology Department for further consideration. You should receive notification from the Admissions Office once your application has been received informing you of any missing application materials. If you have any questions about the status of your application in terms of its completeness, please feel free to contact the CHP Admissions at 847-578-3209 or [grad.admissions@rosalindfranklin.edu](mailto:grad.admissions@rosalindfranklin.edu). After review of prospective applicants, the department will invite some applicants for an interview. The interview day usually takes place on the first Friday in March.

For those applicants who are unable to attend on this day, arrangements can be made to either visit the University at an alternative time or to have a phone interview with a faculty member. These arrangements should be coordinated through the Department of Psychology's Administrative Assistant, Ms. Pat Rigwood, at 847-578-3305. All students to be accepted into the program are required to either visit the department or have a phone interview with a member of the faculty.

### **Application deadline for the academic year starting in August is December 1.**

It is the applicant's responsibility to ensure that all application materials have been received by the deadline date. Inquires about the completeness of an application can be directed to Office of CHP Admissions at 847-578-3209 or [grad.admissions@rosalindfranklin.edu](mailto:grad.admissions@rosalindfranklin.edu). Completed applications and other application materials should be sent to:

CHP Admissions Office  
Rosalind Franklin University of Medicine and Science  
3333 Green Bay Road North Chicago, IL 60064

Our department recognizes the importance of cultural and individual differences and is receptive to, and supportive of diversity at a variety of levels in the program including recruitment, curriculum, and the overall climate of learning. We are committed to addressing issues of multiculturalism and enhancing diversity training within the program to meet the needs of our students.

## **COURSE DESCRIPTIONS**

### **CORE COURSES**

#### **HPSC 510 Psychological Statistics I 5 c.h.**

Introduction to the methods of modern statistical analysis and their use in drawing conclusions from data collected in surveys and in the laboratory. Topics covered include descriptive statistics, probabilities, confidence interval estimation of population parameters, tests of significance, correlation and regression, and analysis of variance.

**HPSC 511 Psychological Statistics II 4 c.h.**

Correlational techniques, partial correlation, regression analysis, analysis of variance, simple and complex experimental design, analysis of covariance, multivariate analysis.

**HPSC 515 Experimental Design and Program Evaluation 4 c.h.**

This course provides an overview of research design in psychology with emphasis both on the implementation and the evaluation of psychological research studies. Specific topics include: the scientific process, external validity, construct validity, internal validity, experimental, quasi-experimental and non-experimental designs and conclusion validity. The goal is to establish a firm foundation in the fundamentals of research design that will allow students to both design their own research projects as well as critically evaluate studies in the psychological literature.

**HPSC 520 Descriptive Psychopathology 4.5 c.h.**

In depth analysis of diagnostic criteria for major categories of psychopathology, which covers the concept of illness, schizophrenia, affective disorders, anxiety disorders, organic brain disease and personality disorders. This course also introduces neurological evaluations.

**HPSC 521 Theoretical Psychopathology 3 c.h.**

In-depth analysis of contemporary, psychosocial, cognitive and biological theories concerning the major forms of psychopathology. Emphasis is placed on recent empirical findings regarding the etiology of mental disorders.

**HPSC 541 History and Philosophy of Science 2 c.h.**

Historical antecedents through contemporary positions involving philosophy and clinical developments are analyzed and critiqued in the framework of current knowledge, problems and future directions.

**HPSC 560 Tests and Measurement and Cognitive Assessment 4 c.h.**

Theoretical and practical issues of test construction and measurement are considered in depth along with issues of development, standardization and validation of psychological tests. Theory of assessment of adult intellectual functioning and practical application of the WAIS-R are included.

**HPSC 567 Neuropsychological Assessment 4 c.h.**

Use of psychological tests in the evaluation of the relationship between brain and behavior. The goal of this course is to acquaint students with modern neuropsychological approaches to normal and abnormal behavior along with methods of assessing the neurological basis of behavioral problems.

**HPSC 572 Essentials of Physiological Psychology and Neuropsychology 6 c.h.**

This course will cover fundamental issues of neuroanatomy, neurophysiology and neurochemistry of brain systems and an overview of basic brain-behavior principles as they apply to current models of cognitive processes.

**HPSC 571 Independent Study 1-3 c.h.**

Independent study course, which would involve students to typically work one on one with instructor. This course would typically involve the reading of articles, meeting with the instructor to gain more knowledge in a certain area, and possibly mini quizzes, etc.

**HPSC 575 Social Psychology 4.5 c.h.**

In-depth discussion of theory and research contribution to social functioning, development, and organizational issues. The utilization of social psychological principles in applied settings will be examined.

**HPSC 664 Personality Assessment 4 c.h.**

Theory and application of objective psychological tests for the assessment of personality and personality development.

**HPSC 666 Theories of Personality, Psychotherapy, and Counseling 6 c.h.**

Introduction to the major theories of personality and the major systems of psychotherapy and counseling. Current research on the impact of personality traits on behavior and relationships between normal and abnormal personality traits are reviewed. The implications of psychotherapy systems for case formulation and the similarities and differences between different psychotherapy systems are reviewed. Research bearing on and based on these systems is considered.

**HPSC 690 Cognitive and Behavioral Intervention 5 c.h.**

The course is structured to provide the student with a comprehensive overview of contemporary cognitive-behavioral clinical psychology, intervention models strongly connected to the empirically supported treatments for specific disorders. Learning theories as they apply to interventions promoting behavior change are studied. Behavioral principles, social learning models, and cognition and learning are overviewed as foundations for contemporary cognitive-behavioral models and newer integrative treatments ("third wave" interventions). The core phenomenology of specific disorders is reviewed, and the mechanisms posited to play a role in the etiology or maintenance of disorders discussed. The focus in the course is how multi-component interventions address etiologic processes and maintaining factors, and the effectiveness of current treatments. Emphasis in the course is placed on learning clinical intervention procedures with the best empirical support for treatment of specific disorders.

**HPSC 751 Health Psychology: Cognitive, Affective, and Physiological Bases for Behavior I 4 c.h.**

An overview of representative content areas and conceptual approaches to behavioral genetics with reference to temperament and psychopathology; basic emotion theories and neural substrates of emotion regulation; psychophysiology of stress; impact of social support, appraisal and coping on incidence of cardiovascular disease, cancer, and obesity; concepts of pain from nervous system, immune and endocrine perspectives.

**HPSC 754 Life Span Developmental 4.5 c.h.**

The course is a basic developmental course covering the entire life span from biological, social, and cognitive perspectives. Special emphasis will be placed on the unique methodological features of developmental research. The course will complement training in all three aspects of the program, namely clinical, health, and neuropsychology.

**HPSC 755 Ethical Issues and Professional Standards in Clinical Psychology I 1 c.h.**

The course is designed to introduce the doctoral student to professional training in clinical psychology. A broad range of topics is reviewed including professional training, specialization within clinical psychology, professional ethics, and career development. Emphasis is placed on the student's development of a comprehensive understanding of ethical principles and issues affecting the practice of contemporary clinical psychology.

**HPSC 756 Ethical Issues and Professional Standards in Clinical Psychology II 3 c.h.**

The course examines practice guidelines including the Clinical Psychologist Licensing Act. It also examines ethical and legal guidelines for advertising, confidentiality, custody, malpractice and other forensic issues.

**HPSC 759 Minority Issues in Mental Health 3 c.h.**

Assessment and therapeutic treatment of diverse populations with special emphasis on American ethnic/racial groups. Emphasis on specific problems associated with age, race, disability, religious preferences, etc., and how these affect the counseling relationship.

**HPSC 784 Professional Seminar in Clinical Fundamentals 3c.h.**

Students will be cross-trained in assessment and therapy skills regardless of their specific practicum placements. Initial sessions will include micro skills and clinical interviewing training. Later sessions will include review of psychological tests to be used at respective practicum sites and didactics on topics such as multidisciplinary committee meetings, individual education plans, specific therapeutic interventions and special populations. During the academic year, hour-long meetings will be held twice a month and will essentially serve as support to the individual supervision received at respective sites. The meetings will primarily focus on case conceptualization skills and remediating skills necessary for particular practicum sites.

**HPSC 789 Developmental Psychopathology 4 c.h.**

This course will present an empirically based developmental psychopathology perspective, with an emphasis on scientific issues and methods. It will explore advanced conceptual models of developmental psychopathology for a range of syndromes, focusing on those that develop in childhood and may continue through the lifespan. With each syndrome, biological, genetic, familial, and social-cultural risk and protective factors will be considered.

**HPSC 800 Clinical Practicum (c.h. to be arranged)**

Clerkship in clinical inpatient and outpatient psychiatric, psychological and medical settings. Under direct supervision of psychologists (or in selected instances psychiatrists), this typically takes place throughout the student curriculum.

**HPSC 850 Research Practicum (c.h. to be arranged)**

Individual research practicum with faculty members of the department of psychology along with research experiences with clinical faculty and affiliated institutions. The duration of these experiences typically encompass the entire year.

**HPSC 500 Clinical Practicum Supervision 1 c.h.**

Students from each of the first four years in the doctoral program in the psychology department at Rosalind Franklin University will meet twice a month with their same year peers and the Director of Clinical Training. Meetings will be held twice a month for two-hour periods. During these meetings students will discuss their clinical practicum experiences and share their experiences via group case presentations. Particular attention will be paid to helping students develop conceptualization, case formulation and treatment skills. Students will develop a greater breadth of knowledge through vicarious experiences since they will be exposed to different types of cases. Students will also be able to present any issues they need clarification with or any difficulties they are experiencing in their clinical practicums. Students will receive help with any difficulties they are encountering in their practicum placement.

**HMTD 515A&B, Interprofessional Teams and Culture in Health Care 2 c.h.**

Interprofessional Teams and Culture in Health Care is an experiential learning opportunity for students to interact in interprofessional health care teams which extends through the fall and winter of the first year. This interactive course is intended to help prepare the health care professional student to provide effective patient-centered health care through small group discussion and problem solving activities. Topics include: team interaction, communication, service learning, information literacy, quality improvement, healthcare professions, diversity in society, the impact of culture, ethnicity and religion on communication and the provision of services, disparities in the healthcare delivery system, and awareness of the impact of a provider's own wellness and illness beliefs on the decisions he/she makes for patients. Interprofessional teams of students develop and participate in significant community based service learning projects.

**Elective Courses**

**HPSC 571 Independent Study 1-3 c.h.**

Independent study course, which would involve students to typically work one on one with instructor. This course would typically involve the reading of articles, meeting with the instructor to gain more knowledge in a certain area, and possibly mini quizzes, etc.

**HPSC 765 Clinical Psychopharmacology 1 c.h.**

This didactic course will cover the principles and practice of psychopharmacotherapy of the major psychiatric disorders. Topics covered include pharmacokinetics, pharmacodynamics, and mechanisms of action of the commonly used drugs in neuropsychiatry. This psychopharmacologic treatments of mood disorders, psychotic disorders, anxiety disorders, substance-related disorders, neurodevelopmental disorders and personality disorders will be emphasized. Also covered are drug treatments in the elderly, during pregnancy, and in the medically ill. Electroconvulsive therapy will also be discussed. Readings will be assigned.

**HPSC 770 Pediatric Psychology Seminar 2 c.h.**

The Pediatric Psychology Seminar is an upper level course designed to help students apply their clinical skills to a pediatric setting. The course has an extensive reading list that includes both book chapters and articles from peer-reviewed journals. The first half of the course focuses on general issues in pediatric psychology that are relevant to clinicians, regardless of the child's specific medical diagnosis. Among the topics covered in this section are: developmental issues, family issues, cultural and ethnic issues, adaptation and coping to illness, and adherence to medical regimens. The second half of the course focuses on specific medical diagnoses and addresses the specific emotional and behavioral issues associated with that disease. Among the diagnoses discussed are asthma, diabetes, HIV, cystic fibrosis, and solid organ transplant.

**HPSC 771 Cardiac Psychology Graduate Seminar 1 c.h.**

This course will offer an overview of psychological issues and theories of history relevant to heart disease. It will give background information on heart disease, clinical issues and research, risk factors managements and research, and other issues of heart disease.

**HPSC 773 Topics in Medical Neuropsychology 2 c.h.**

Neuropsychology has traditionally focused attention on diseases of the central nervous system with little consideration to diseases of other organs and systems that could compromise cerebral integrity and disrupt cognition and behavior. Each organ system contributes in unique and specialized fashion to maintaining the integrity of brain functioning. This elective will address the consequences of disturbed functioning of organs and organ systems such as the pulmonary system, cardiovascular system, renal system, hepatic system, pancreas, and thyroid. Discussion will also focus on the various factors that can influence the cognitive performance of medically ill patients (such as stage of illness, age of disease onset, treatment effects) and the impact cognitive/behavioral deficits can have on the patient's independent functioning/quality of life and on their medical management. In addition to lecture and readings, students will be responsible for a short paper and a class presentation based on this paper. A take-home exam final is anticipated.

**HPSC 774 Introduction to Pediatric Psychiatry 2 c.h.**

The first part of the course focuses on child development. Direct observation of children is provided by visits to schools, child-centered agencies in the community, videotapes and films. The second part of the course introduces diagnostic procedures. Videotapes of diagnostic

interviews with children, adolescents, and parents are combined with lectures reviewing the common syndromes in child psychiatry. Readings focus on diagnosis and treatment, including play therapy.

**MNSC 501 Medical Neuroscience 8 c.h.**

A multidisciplinary approach to the structure and function of the nervous system is presented by faculty from the Departments of Biological Chemistry and Structure, Cell Biology and Anatomy, Neurology, Pharmacology and Molecular Biology and Physiology and Biophysics. This course provides a broad introduction to modern neurobiology by lecture, laboratory demonstration and conference sessions. The goal of the course is to correlate the structure with the function of the nervous system in man and other animals under normal, as well as drug- or disease-modified conditions.

**HPSC 781 Effective Behavioral Risk Interventions 1 c.h.**

This class will review several programs in smoking cessation, weight loss, exercise, dietary change, and medication/treatment adherence, but the main focus will be on the psychological, social and environmental factors and processes involved in creating sustainable, long-term change in these areas to reduce health risks.

**HPSC 782 Neuropsychology of Emotion 2 c.h.**

This class will provide an overview of the neuroanatomy, neurophysiology, and neuropsychology of emotion, as well as major biologic theories/models of emotional processing. Additionally, several classes of psychiatric illnesses (including affective disorders, anxiety disorders, and schizophrenia) will be explored from the standpoint of biologic etiology, and their respective presentations will be examined in terms of underlying cognitive and emotional deficits.

**HPSC 783 Family Systems and Therapy 3 c.h.**

In this course students are introduced to major models of family therapy. Primary theorists and techniques of each model will be considered. Lectures, class discussion and small group interactions are included. Students will gain a working knowledge of some of the major family systems models; they will also explore and understand the theories and techniques applicable to each model; explore a variety of family systems with an emphasis on understanding cultural, gender, and sexual orientation differences as they relate to family therapy; understand and complete assessment procedures with particular emphasis on genogram construction and interpretations and finally examine ethical issues as they relate to the practice of family therapy.

**HPSC 785 Professional Issues Seminar 3 c.h.**

This 2-credit elective is open to all students. Department of Psychology alumni will lead most of the seminars. A variety of topics will be discussed: Professionalism in the Medical Setting; Lever of Care/Emergency Room Assessments; Substance Abuse Evaluations; Working with the Developmentally Handicapped & the DCFS System; Working with the School System to advocate for special education services; Alternative Career Paths; Developing a Fee for Service Clinic/Practice; Integrating Research into one's Clinical Practice; and Organizing and Managing Clinical Drug Trials. Speakers may have handouts/articles for your reference.

**HPSC 786 Clinical Medicine for Psychologists 2 c.h.**

This is a didactic course covering the major medical disorders and their behavioral/cognitive implications. The major illnesses within the following disciplines will be discussed: endocrine disorders, cardiology, gastroenterology, infectious disease, hematology/oncology, nephrology, neurology, pulmonary medicine and rheumatology. The epidemiology diagnosis, differential diagnosis, clinical manifestations, basic pathophysiology, laboratory findings, course of illness, and treatment will be covered in detail from a medial perspective. Readings will be assigned. Prerequisite: Graduate-level physiological psychology.

**HPSC 788 Forensic Psychology 2 c.h.**

This course will offer a survey of the history of forensic psychology, landmark cases, relevant American law, frequently used statutes and guidelines in criminal cases (e.g., sanity, competency and diminished capacity) and hybrid criminal/civil matters (e.g., sex offender commitment), ethical guidelines and professional issues.

**Faculty**

John E. Calamari, PhD, Chairman and Professor

Arthur Cantos, Ph.D., Associate Professor and Director of Clinical Training

Rachel Greenley, Ph.D., Assistant Professor

Scot Hill, Ph.D., Associate Professor

Kenneth H. Kessler, PhD, Associate Professor and Director, Clinical Counseling Program

David S. Kosson, PhD, Associate Professor

Lawrence C. Perlmutter, PhD, Professor

Michael Seidenberg, PhD, Professor

Helen W. Wilson, PhD, Assistant Professor