

College of Health Professions

2013-2014 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, flowing style.

Wendy Rheault, PT, PhD,
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 over 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, Health Services Administration, Interprofessional Healthcare Studies, 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.

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.

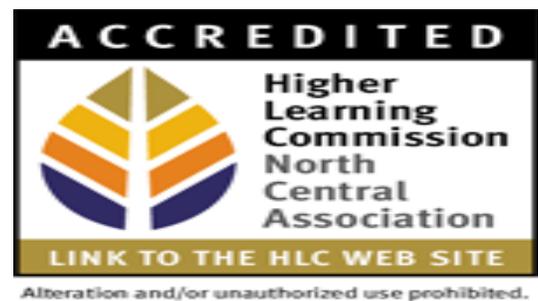
EQUAL OPPORTUNITY

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:

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. Online courses are ten to eleven weeks.

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 trustworthy, 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 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 HEALTH SERVICES ADMINISTRATION

Mission Statement

The mission of the Department of Health Services Administration is to support the mission of the University and the College of Health Professions by preparing healthcare professional students to develop competencies to assume leadership roles in healthcare to improve the health of the nation.

Vision

To graduate fully skilled and competent future leaders in healthcare by providing academic excellence, serving with integrity and respecting diversity.

Goals

The goals of the Department of Health Services Administration are:

- To prepare graduates to assume leadership roles within and among interprofessional healthcare teams.
- To prepare graduates to improve the quality of care through patient centered, interprofessional, evidence-based healthcare teachings.
- To prepare graduates to critically assess current interprofessional research and scholarship to enhance healthcare for all.
- To provide an interprofessional environment for faculty, staff and students to excel in areas of leadership, teaching, scholarship and service to all.

Degree/Certificate Programs within the Department of Health Services Administration

Health Administration (HA) program-The Health Administration 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 practices to meet the challenges of a complex healthcare delivery system.

Three educational options are:

- *The Master of Science in Health Administration* is an online program designed to augment students' education and professionals' experiences with business acumen to better plan for and respond to changes in the healthcare industry.
- *The Certificate in Health Administration* is geared toward those seeking to advance their knowledge of health administration on select topics that meet their professional career goals.

- *The Certificate in Health Administration – Public Health Emphasis* is a defined series of four courses designed to advance the student’s knowledge in health administration with an emphasis in public health.

HA Program Goals

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

- Enhance interprofessional administration 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 Features of the Health Administration Program

The program offers students an individualized plan of studies that reflects their specific educational needs and culminates in a graduate degree or certificate.

- Distance education format accommodates students’ schedules.
- No real-time or on-campus requirements; virtual classroom discussions occur asynchronously—that is, students participate in ongoing interactions with faculty and classmates anytime, anyplace.
- Student orientation and training to the program and online learning.
- Innovative teaching strategies that assist students with their development as leaders in healthcare.
- 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.
- Graduate degree can be completed in two years at part-time enrollment, four quarters at full-time enrollment.
- Final portfolio to synthesize and apply the educational experience.

Application Information

Applications are processed through the College of Health Professions Admissions Office at 847-578-3209. Applications are completed online at:

<http://www.rosalindfranklin.edu/Degreeprograms/HealthAdministration/Application.aspx>

The Health Administration Program uses a “rolling admissions” process where applications are reviewed, decisions are made, and students are enrolled every quarter. For maximum consideration, applicants should submit all application materials at least a month before the start of the quarter they wish to enter. To initiate the application process, you must submit all required application items to the Office of CHP Admissions.

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

- August 4 for fall quarter
- October 24th for winter quarter
- February 3 for spring quarter
- May 5 for summer quarter

Transfer Credit

A maximum of 9 quarter hours of graduate credit may be accepted from other accredited institutions. Students requesting transfer credit must complete a transfer credit request form and submit this to the department chair. Transfer credit may be considered 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.

Admission Requirements

The following are required for admission into the Master of Science and Certificate in Health Administration:

- 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 concurrent 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.

Requirements for Health Administration Certificate Completion

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

Requirement for Health Administration-Public Health Emphasis Certificate Completion:

- Successful completion of four identified courses.
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all certificate requirements within 2 years from the date of enrollment

HEALTH ADMINISTRATION COURSES

Core Courses

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

Electives Courses

HHCM 510 Global Health (3 QH)
 HHCM 511 Healthcare Management in Non Hospital Settings (3 QH)
 HHCM 518 Insurance Dimensions (3 QH)
 HHCM 519 Practice Management (3 QH)
 HHCM 520 Cultural Diversity and the Management of Healthcare Services (3 QH)
 HHCM 523 Current Topics in Healthcare Administration and Management (3 QH)
 HHCM 552 Independent Study (1-6 QH)
 HHCM 560 Health Literacy (3 QH)

Other elective courses may be offered each quarter.

Public Health Emphasis Certificate Courses

HHCM 530 Introduction to Public Health (3 QH)
 HHCM 509 Statistics for Health Administrators (3 QH)
 HHCM 522 Healthcare Policy and Delivery Systems (3 QH)
 HHCM 630 Public Health Epidemiology (3 QH)

Capstone Experience

HHCM 590 Final Portfolio (3 QH)

Course Descriptions

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 Health Administrators

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 healthcare. 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 Policy and Delivery Systems

In keeping with contemporary issues in healthcare reform and policy implications, the focus of course assignments and content for HHCM522 now places more emphasis on policy and policy analysis. An entire unit of the course now relates to the study of health policy and in-depth analysis of health policy including local, state, and federal perspectives. A final course paper requires research and in-depth study of recent health reform legislation. In addition, discussion questions include more emphasis on health policy and the impact on cost, quality, and access to care.

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 530 Introduction to Public Health

This course provides an overview of the history, scope, and processes of public health since its 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 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 provides a 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 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.

Electives

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. Students 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 economic, and policies 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 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

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 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.

HHCM 560 Health Literacy

Health Literacy has become a public health priority. Many factors impact communication with patients and their families. This course explores how age, culture, language proficiency and socioeconomic conditions significantly impact patient-provider communication. Readings and course projects introduce the connection between effective communication and health outcomes. Using conceptual foundations and applied solutions students will use *course readings and team discussions* to prepare to conduct *field research* and *analyze case studies* designed to improve the ability to communicate with patients and overcome barriers related to patient compliance with treatment plans and appropriate use of healthcare resources. Traditional, social and electronic media will be addressed.

Capstone

HHCM 590 Final Portfolio

The purpose of the final portfolio is for the Health Administration 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.

Course descriptions are subject to change without prior notice.

Program Completion

- Full-time schedule required - Completion in 4 quarters
- Part-time schedule-Completion in two years taking two classes each quarter.

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 Policy and 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 Policy and 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 *

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

** Two electives are required for degree completion.

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

Instructional Format

Coursework for the MS and Certificates in the Health Administration program is completed online with no on-campus requirement. 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.

Minimum Computer System, Software and Internet Access Requirements

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

Computer System:

	Minimum System Configuration	Recommended Laptop Configuration	Recommended Desktop Configuration
Operating System	Windows XP SP3	Windows XP or Later	Windows XP or Later
Computer	Pentium IV	2.2 GHz Duo Core Processor	1.8 GHz Intel Duo Core Processor
RAM	512 MB	2 GB	2 GB
Hard drive	80 GB	160 GB	160 GB
CD-ROM drive	CD-R/RW DVD-R/RW	DVD+/-RW	DVD+/-R/RW
Modem	Cable or DSL	10/100 Gigabet Ethernet Card/Wireless	10/100 Gigabet Ethernet Card
Sound card	Built In	Built In	Built In
Speakers	Yes	Yes, built-in	Yes
Mouse	Yes	Yes, or touch pad	Yes

Monitor	14" or larger	Yes	20" Flat Panel
Backup	External USB backup drive	External USB backup drive	External USB backup drive

Required Computer Software:

Required Software	Software Developer	Purpose
Microsoft Office XP or later	Microsoft Corporation	Word (word processing software) PowerPoint (presentation software) Excel (spreadsheet and statistical analysis software)
Norton Antivirus	Symantec Corporation	Protection against computer viruses, worms, etc.
Adobe Acrobat Reader 9 or later	Adobe Systems	For reading PDF documents on- and offline. This is a free download
Web Browser and e-mail software		Browser: Access the Internet, course management software, and university e-mail. E-mail software: access personal e-mail account.

Due to the rapid advances occurring in technology and the needs of particular courses, students may be required to upgrade or buy additional software during the course of the program.

Required Internet Access:

- An Internet Service Provider (ISP); please be aware that many companies and military installations have firewalls in place that prevent access to D2L.

	Recommended
Web browser	Internet Explorer 8.0 Firefox 13.0.1
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 University e-mail address that must be used for all school-related communication outside of the course environment.

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

Contact Information

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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 Health Professions Education and Interprofessional Healthcare Studies offer healthcare professionals and students the opportunity to study in an interprofessional environment to enhance their communication skills and professionalism necessary to participate as part of an interprofessional healthcare team.

Degree/Certificate Programs

Master of Science or Certificate in Health Professions Education (HPE), Certificate in Women's Health (WH), 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 **PhD or DSC in Interprofessional Studies** and Certificate in Women's Health 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.**

Completed 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 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 Master of Science and Certificate in Health Professions Education and the certificate in Women's Health are completed online with no on-campus requirement. 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 and Certificate programs and a flexible on-campus requirement for the PhD/DSc in Interprofessional Studies programs. 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 4.0 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

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HEALTH PROFESSIONS EDUCATION PROGRAMS

MASTER OF SCIENCE OR CERTIFICATE IN HEALTH PROFESSIONS EDUCATION

Description of Program

The Health Professions Education Certificate is an online distance learning program that provides practitioners or students in the healthcare professions with an opportunity to begin developing skills necessary for educating the next generation of healthcare practitioners. The overall goal is to prepare healthcare professionals and students to transition from clinician to educator. The Certificate is offered as a defined series of four courses utilizing an interprofessional approach that includes content in learning theories, instructional design, course development and assessment, and presentation skills.

The Master of Science in Health Professions Education program provides healthcare professionals with the practical skills necessary for educating the next generation of healthcare practitioners. This online program is designed for self-motivated professionals and 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. Students will obtain skills in the areas of educational leadership, curriculum design, course design and assessment and program evaluation.

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. Preference is given to applicants who are 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 2.50 in a professional program at a regionally accredited college or university or be interested in teaching in a Health Professions program.
- 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:* HHPE510, HHPE535, HHPE540

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:* HHPE510, HHPE535, HHPE540

***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:* HHPE510, HHPE535, HHPE540

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:* HHPE510, HHPE535, HHPE540

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:* HHPE510, HHPE535, HHPE540

*** ^ 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:* HHPE510, HHPE535, HHPE540

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:* HHPE510, HHPE535, HHPE540

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:* HHPE510

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, HHPE535, HHPE540, HHPE516

*** 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:* HHPE510, HHPE535, HHPE540, HHPE530 or concurrent

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:* HHPE510

*** 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 HHPE510

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:* HHPE510

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 PROGRAM

CERTIFICATE IN WOMEN'S HEALTH

Description of the Program

The certificate program in Women's Health is an online distance learning program offered as a defined series of four courses designed for self-motivated health professionals and health professions students. The overall goal of the Certificate in Women's Health is to prepare healthcare professionals and students to practice women's health in a collaborative environment with the understanding that women's health is much more than reproductive health and includes all of the systems of the human body. Content includes topics such as collaborative care through a focus on an interprofessional approach to healthcare delivery, evidence based practice, the nature and function of women's relationships, and the impact of cancer on women's lives including psychological issues and treatment.

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. Or:
- Students in good standing in a biomedical, 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 women’s health. It emphasizes the Rosalind Franklin University of Medicine and Science Model of Collaborative Care through a focus on an interprofessional approach to health care delivery. Prerequisite: Enrollment in the certificate 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 and courses offered are subject to change without prior notice.

Contact Information

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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, clinical laboratory sciences and other health related professions to advance their knowledge and skills in collaborative interprofessional education and 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 may be from any health related profession . Students from other professions who have focused on the healthcare environment may be considered. Licensed, registered or certified practitioners in medicine, podiatry, physical therapy, occupational therapy, physician assistant studies, nursing, or other healthcare professions are preferred.

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
- From a health related profession. Licensed, registered, certified or otherwise credentialed healthcare professional in the United States are preferred
- 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

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DEPARTMENT OF NURSE ANESTHESIA

Professional Definition

A certified registered nurse anesthetist (CRNA) is an advanced practice nurse with a masters or doctoral degree, and board certification in the specialty of nurse anesthesia. CRNAs provide safe, high-quality, perioperative anesthesia care, significantly improve access to care, and are critical to the delivery of cost-effective care in the United States. As of 2013, there are over 45,000 CRNAs nationwide administering approximately 65 percent of all anesthetics annually. 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.

CRNAs are educated to practice autonomously, and work independently, or in collaboration with an anesthesiologist as part of an anesthesia care team. When a nurse anesthetist administers anesthesia, it is recognized as the practice of nursing; when administered by an anesthesiologist, it is considered the practice of medicine. In many rural areas of the U.S. and in combat zones CRNAs are the primary anesthesia providers. And, in two thirds of all U.S. rural hospitals, CRNAs are the sole anesthesia providers. As advanced practice nurses, CRNAs practice with a high degree of autonomy, carry a heavy load of responsibility and are compensated accordingly.

Description of the Program

Nurse anesthesia students enter our program with a distinguished record of undergraduate scholarship, and on average, three years of critical care nursing experience. These qualities are requisite to the successful completion of the rigorous nurse anesthesia didactic and clinical curriculum. 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. Upon completion of the program, graduates are eligible to take the national board certification board exam for nurse anesthetists.

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 possesses 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. Our program realizes its mission within a value driven culture. This culture emphasizes critical thinking and analysis of ideas; commitment to life in discovery; confidence grounded in humility; and personal responsibility for developing excellence.

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 a diverse population of 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 if they have a minimum overall GPA of 3.0 for the last two years of undergraduate study.
- A Baccalaureate degree from an accredited institution of higher education prior to matriculation into the program.
- Current unencumbered 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 in 2012 and was awarded the maximum reaccreditation of ten years without any requirements for progress reports. The next accreditation review is scheduled for May 2022.

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

Application Deadline

The deadline for complete application files is August 1st. Interviews will be held in the summer and selection decisions will be communicated to applicants in September of each year. Applications are accepted for review between March through July.

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 725 Advanced Physical Assessment (3)
MCBA 501 Clinical Anatomy (10)

13 credits

Term 3 – Fall

HNAS 702 Principles of Anesthesia II (4)
HNAS 712 Clinical Correlations II (1)
HMTD 515A Interprofessional Teams and Culture in Health Care (1)
HPAS 528 Research & Statistics (2)
PBBS 601A Pharmacology I (4)
HNAS 706 Regional Anesthesia & Advanced Airway Management (3)

16 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 714 Clinical Seminar I (1)
HNAS 810 Clinical Practicum I (12)
HNAS 700 Professional Issues & Ethics (2)

15 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: BASIC SCIENCES (22 QUARTER HOURS TOTAL)

MCBA 501 Clinical Anatomy (10 Quarter Hours)

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 Quarter Hours)

In this course, nurse anesthesia students receive the foundational requisites in physiology and its corresponding pathophysiology. Course instruction begins at the cellular level and advances to include a review of each organ system's function and disease processes.

HNAS 710 Chemistry and Physics of Anesthesia (3 Quarter Hours)

In this course, nurse anesthesia students receive foundational requisites in chemistry and physics that enable them to apply concepts, laws, and theory to anesthesia practice. Each topic is brought to life through examples of how it is applied in anesthesia practice.

HNAS 725 Advanced Physical Assessment (3 Quarter Hours)

Advanced physical assessment builds upon the basic assessment techniques learned at the undergraduate level in order to prepare the nurse anesthesia student to perform a comprehensive history and physical exam as well as a routine preoperative anesthesia assessment. Instruction is also provided in critical thinking and differential diagnosis. This course utilizes weekly classroom instruction, classroom case study application, and physical exam lab practicum. Students are required to satisfactorily complete a comprehensive, standardized pre-operative history and physical exam demonstration at the culmination of the course.

CONTENT AREA: RESEARCH (6 QUARTER HOURS TOTAL)

HPAS 528 Research & Statistics (2 Quarter Hours)

This course introduces 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.

HNAS 806 Master's Project (4 Quarter Hours)

This course requires the student to systematically apply principles learned in HPAS 528 to the analysis of research studies. This analysis culminates in the development of research abstracts, which demonstrate the student's ability to critically analyze research, enhance his/her scholarly writing, and opine on the significance of research findings to clinical practice. This course also includes a writing workshop, along with requirements for revisions to faculty edited research abstracts. *Prerequisite:* Satisfactory completion of HPAS 528 and all other previous courses in the Nurse Anesthesia program or faculty approval.

CONTENT AREA: PHARMACOLOGY OF ANESTHETIC AGENTS & ADJUVANT DRUGS (12 QUARTER HOURS TOTAL)

PBBS601 A and B Pharmacology (9 Quarter Hours)

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 Quarter Hours)

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 QUARTER HOURS TOTAL)

HNAS 701 Principles of Anesthesia I (4 Quarter Hours)

Basic principles of nurse anesthesia will be discussed, including: preoperative assessment; the anesthesia machine and breathing circuits; airway management; safety in anesthesia practice, and legal and historical aspects of nurse anesthesia practice. An overview of basic anesthesia pharmacology is 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 (4 Quarter Hours)

Building on content presented in HNAS 701, this course provides more advanced principles of anesthesia care. Anesthetic considerations for cardiac patients having non-cardiac surgery, advanced monitoring, as well as anesthesia management of specialty surgical areas such as peripheral vascular, neurological, thoracic, orthopedic, trauma and burns are 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 Quarter Hours)

In this course, anesthetic considerations for cardiac, obstetric and pediatric patients are 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 & Pain Pathways(3 Quarter Hours)

This course reviews the anatomy and physiology of the peripheral nerves, spinal cord, upper and pain pathways, and teaches the student the administration and management of regional anesthetic techniques. The pharmacology of local anesthetics and administration and management of regional anesthesia (peripheral, neuraxial, inhaled, topical, local infiltration) is also emphasized. Acute and chronic pain management will be discussed. Weekly quizzes are part of the course. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

HNAS 700 Professional Issues and Ethics (2 Quarter Hours)

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: CLINICAL CORRELATIONS/SIMULATION (8 QUARTER HOURS)

HNAS 711 Clinical Correlations I (1 Quarter Hour)

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 Quarter Hour)

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 Quarter Hour)

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 Quarter Hour)

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 Quarter Hour)

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 Quarter Hour)

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 Quarter Hour)

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 Quarter Hour)

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 Quarter Hours Total)

HNAS 810 Clinical Practicum I (12 Quarter Hours)

The first clinical rotation occurs during Term 5. Students are 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 Quarter Hours)

During this quarter, students continue rotations contingent on documented progress in daily clinical evaluations. Students are in the clinical area five days per week, as negotiated with the clinical coordinators. Students are supervised by CRNAs and anesthesiologists 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 is 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 Quarter Hours)

Students continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. Students are 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 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 Quarter Hours)

Students continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. Students are 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 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 Quarter Hours)

Students 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 are 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.

CONTENT: INTERPROFESSIONAL PRACTICE (2 Quarter Hours)

HMTD 515A&B, Interprofessional Teams and Culture in Health Care (2 Quarter Hours)

Interprofessional Teams and Culture in Health Care is an experiential learning opportunity for students to interact in interprofessional health care teams. The course straddles 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, interprofession 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 MASTER OF SCIENCE PROGRAMS IN:
 CLINICAL NUTRITION
 NUTRITION EDUCATION

PART-TIME, FULLY ONLINE CERTIFICATE PROGRAM:
 CERTIFICATE IN NUTRITION FOR HEALTHCARE PROFESSIONALS

About the Master of Science Degree Programs

The Master of Science in Clinical Nutrition and Nutrition Education programs are designed to enhance the skills of the nutrition professional. The two non-thesis degree programs focus on competency in five core areas: application of nutrition, health promotion and wellness knowledge, teaching nutrition information, demonstration of the processes of critical inquiry and research, and demonstration of effective professional communication strategies, methods and techniques. Courses that apply technology and information and health literacy skills 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 health promotion/ wellness and food industries, and research.

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. If the student is enrolled in two courses per quarter and takes no leaves of absence, the degree can be completed in 2 academic years. Students must follow the standard admissions 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, lifecycle nutrition, and clinical nutrition. The equivalent of these courses can be taken from a traditional nutrition and/or dietetics degree program at an accredited college or university of your choice. The course requirements stated here are designed to provide students 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.
- 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.
- Submission of all required application materials to the College of Health Professions Admissions office, including the following:
 - An online application form (applications are available on our Web site at www.rosalindfranklin.edu) including a nonrefundable application fee.
 - Two recommendation forms including letters of recommendation from persons involved in previous or current educational and/or work experience, whichever is more extensive and recent.
 - Official transcripts signed and sealed by the registrar submitted from each college, university and community college previously attended.
 - Send all recommendation forms and official transcripts to:
 CHP Admissions
 3333 Green Bay Rd.
 North Chicago, IL 60064

REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

DEGREE TRACKS:

CLINICAL NUTRITION PROGRAM TRACK

- A minimum of 42 quarter hours (q.h.) of graduate credit is require for the degree
- 10 q.h. Nutrition, Health Promotion and Wellness Core
- 10 q.h. Research Core
- 4 q.h. Education Core
- 9 q.h. Advanced Professional Skills 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) and presentation of an approved portfolio with a clinical nutrition concentration.
- Demonstration of computer proficiency
- Completion of all program requirements within five (5) years from the time of acceptance into the program

CURRICULUM

Nutrition, Health Promotion and Wellness Core:

HNUT 511 Nutrition in Chronic Disease
 HNUT 541 Prevention, Health Promotion and Wellness
 HNUT 554 Nutrition in Critical Care

Research Core:

HNUT 504 Information and Health Literacy
 HPTH 501 Practical Statistics
 HNUT 526 Evaluating Research and Health Recommendations

Educational Core:

HNUT 532 Introduction to Health Education
 HNUT 506 Health Education Teaching Experience

Advanced Professional Skills Core:

HNUT 512 Leadership
 HNUT 505 Communication Strategies, Methods and Techniques
 HNUT 513 Health and Wellness Coaching

Electives

Completion of 6 quarter hours of elective coursework*

Final Portfolio Evaluation

HNUT 596 Portfolio Evaluation

NUTRITION EDUCATION PROGRAM TRACK A minimum of 42 quarter hours (q.h.) of graduate credit is required for the degree

- 7 q.h. Nutrition, Health Promotion and Wellness Core
- 10 q.h. Research Core
- 7 q.h. Education Core
- 9 q.h. Advanced Professional Skills 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) and presentation of an approved portfolio with a nutrition education concentration.
- Demonstration of computer proficiency
- Completion of all program requirements within five (5) years from the time of acceptance into the program.

CURRICULUM

Nutrition, Health Promotion and Wellness Core:

HNUT 511 Nutrition in Chronic Disease

HNUT 541 Prevention, Health Promotion and Wellness

Research Core:

HNUT 504 Information and Health Literacy

HPTH 501 Practical Statistics

HNUT 526 Evaluating Research and Health Recommendations

Education Core:

HNUT 532 Introduction to Health Education

HNUT 506 Health Education Teaching Experience

HNUT 525 Assessment and Evaluation in Education

Advanced Professional Skills Core:

HNUT 512 Leadership

HNUT 505 Communication Strategies, Methods and Techniques

HNUT 513 Health and Wellness Coaching

Electives

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

Final Portfolio Evaluation

HNUT 596 Portfolio Evaluation

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 542 Complementary Medicine and Dietary Supplements
- HNUT 554 Nutrition in Critical Care++
- HNUT 576 Nutrition in Human Physical Performance
- HNUT 525 Assessment and Evaluation in Education +
- HNUT 507 Nutrition in Healthy Aging
- HNUT 508 Cultural Dimensions of Healthcare
- HNUT 582 Independent Study
- +Elective for Clinical Nutrition track only.
- ++Elective for Nutrition Education track only.

About the Certificate in Nutrition for Healthcare Professionals program

Department of Nutrition offers a Certificate in Nutrition to students in other degree programs at the university. The purpose of the certificate will be to provide future healthcare professionals with a background in nutrition that will allow them to discuss nutrition with their patients in relationship to prevention, health promotion and wellness. Upon completion of the Certificate in Nutrition, students will be prepared to apply evidence-based nutrition information to prevent disease and promote health and wellness in their patients. Students will complete four-3 qtr hour online courses for total of 12 qtr hours of credit to complete the certificate. Students can take the 4 courses in any order and will have up to 5 years to complete the certificate.

Admission Eligibility, Requirements and Guidelines

- Students must be concurrently enrolled in a degree program at the University and in good standing
- Students must complete an online application: the College of Health Professions Application for Concurrent RFUMS enrollment and submit the following to CHP Admissions:
 - A personal essay indicating your reasons for pursuing the certificate
 - A Dean's letter of support for students in CMS or SCPM or your department Chairperson for CHP, verifying your academic performance will not be jeopardized by the concurrent enrollment

REQUIREMENTS FOR THE CERTIFICATE

Students will complete the following 4 courses:

- Modern Nutrition
- Nutrition in the Lifecycle
- Nutrition in Human Physical Performance
- Complementary Medicine and Dietary Supplements

Substitutes will be permitted only by permission of the Chair of the Department of Nutrition or Certificate in Nutrition Program Director

COURSE SCHEDULE

Fall Quarter

HNUT 504 Information and Health Literacy

HNUT 510 Modern Nutrition

HHCM 511 Healthcare Management in Non Hospital Settings

HHCM 519 Practice Management

HNUT 532 Introduction to Health Education

HNUT 526 Evaluating Research and Health Recommendations

HHCM 512 Leadership

HNUT 542 Complementary Medicine and Dietary Supplements

HNUT 596 Portfolio Evaluation

Winter Quarter

HPTH 501 Practical Statistics

HHCM 510 Global Health

HNUT 505 Communication Strategies, Methods and Techniques

HHCM 517 Management Ethics

HHCM 522 Healthcare Delivery Systems

HNUT 541 Prevention, Health Promotion and Wellness

HNUT 507 Nutrition in Healthy Aging

HNUT 506 Health Education Teaching Experience

HNUT 555 Nutrition in the Lifecycle

HNUT 596 Portfolio Evaluation

Spring Quarter

HHCM 520 Cultural Diversity and the Management of Healthcare Services

HHCM 524 Organizational Behavior and Human Resources

HNUT 512 Leadership

HNUT 542 Complementary Medicine and Dietary Supplements

HNUT 576 Nutrition in Human Physical Performance

HNUT 511 Nutrition in Chronic Disease

HNUT 513 Health and Wellness Coaching

HNUT 554 Nutrition in Critical Care

HNUT 596 Portfolio Evaluation

Summer Quarter

HNUT 525 Assessment and Evaluation in Education

HNUT 508 Cultural Dimensions of Healthcare

HNUT 596 Portfolio Evaluation

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 Communication Strategies, Methods and Techniques 3 q.h.

This course targets strategies, methods and techniques to enhance the effectiveness of professional and client-centered communications. Translation of evidence-based science into layman's terms will be emphasized. Use of social media, media training, and how to promote oneself as a nutrition professional will be included.

HNUT 506 Health Education Teaching Experience 1 q.h.

The purpose of this course is to give the student the opportunity to experience a teaching role within an existing institution, agency or business. Students will implement a learning module in a prevention, health and/or wellness area of their choice. *Prerequisites:* Introduction to Health Education or permission of instructor. Approval of a topic and teaching outline is required prior to registration for this course.

HNUT 507 Nutrition in Healthy Aging 3 q.h.

This course introduces students to the importance of providing individualized nutrition care along the continuum of functionality to the growing number of older adults with diverse health status, ranging from healthy and active to chronically ill and/or disabled. The basic fundamentals of health and wellness promotion and considerations of disease pathophysiology and nutrition therapy as they apply to older adults will be reviewed. The unique nutritional requirements of

community dwelling and institutionalized older adults and factors influencing food intake and nutrition requirements will be explored. Development of skills needed to work with this diverse population with various health conditions, social and economic resources, and diverse cultures will be stressed.

HNUT 508 Cultural Dimensions of Health 3 q.h.

The Academy of Nutrition and Dietetics recommends that nutrition professionals be prepared to address the issues of culture and health disparities in their practice. This course will explore the various food, nutrition and health habits of different cultural and ethnic groups. It will cover the effect that culture and religion play in health and health disparities. The changing demographics of the U.S. population will be reviewed with a goal of meeting healthcare and nutritional needs for all.

HNUT 510 Modern Nutrition 3 q.h.

This course provides an in-depth overview of human nutrition including the processes of digestion, absorption, transportation, and excretion of food and nutrients; the structure, function, metabolism, requirements, deficiencies, and toxicities of protein, carbohydrate, fat, vitamins, minerals, trace minerals, and ultra-trace minerals; and the fundamental principles of energy metabolism and fluid, electrolyte, and acid-base balance. **Prerequisite:** Enrollment in Nutrition Certificate for Healthcare Professionals program

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.

HNUT 511 Nutrition in Chronic Disease 4 q.h.

A clinical analysis of the pathophysiological and metabolic basis for nutritional management in the prevention and treatment of chronic diseases impacting the population, including diabetes, heart disease, obesity, cancer and osteoporosis.

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.

HNUT 513 Health and Wellness Coaching 3 q.h. This course builds on basic counseling skills to include health coaching techniques. The student will learn how to take a guiding role in empowering clients to choose a healthy lifestyle. Acting as a client-centered health coach and empowering the clients to become the expert in determining their own wellness goals and plans, the student will practice motivational interviewing and other techniques to reach these ends.

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 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.

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 Introduction to Health Education or permission of Instructor.

HNUT 526 Evaluating Research and Health Recommendations 4 q.h.

This course introduces the fundamentals of the research process through the evaluation of published clinical research studies with the desired end result being the ability to critically analyze and interpret research findings and health recommendations. From an evidence based perspective, students will select, interpret, analyze, synthesize and then summarize relevant research studies using peer-reviewed articles, write a brief literature review, and develop a hypothesis for future investigation. A process for evidence-based review and analysis of current recommendations for management, treatment, and prevention of disease will be introduced. 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 512 Leadership 3 q.h.

This course offers the essential elements and support for a successful wellness program or practice concentrating on leadership, facility management and organizational skills. Topics will include the organizational management landscape and management functions such as strategic 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 course establishes a foundation for growth and professional opportunity for the health professional.

HNUT 532 Introduction to Health Education 3 q.h.

Designed to provide the healthcare professional with educational skills and techniques for the classroom, the individual client and for continuing education programs. The skills and techniques addressed are: developing teaching materials to include learner assessment, creating behavioral objectives and interactive teaching techniques, communication and motivational techniques and assessing educational outcomes. This course will primarily focus on learning theories focused on the adult learner. A subsequent practicum experience will allow students to carry out the planned teaching experience.

HNUT 541 P Prevention, Health Promotion and Wellness 3 q.h.

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 2020, students will develop health promotion activities for community health problems of their choice based on an assessment of need. Students will develop track and analyze an individual health promotion plan for themselves.

HNUT 542 Complementary Medicine and Dietary Supplements 3 q.h.

This course is an overview of complementary and alternative medicine (CAM) that includes alternative medical systems, holistic, integrative, mind-body interventions and biologically based therapies including a variety of herbs and dietary supplements such as botanicals, vitamins, minerals. The regulatory policies relating to safety of the therapies will be discussed. An evidence-based process will be used to analyze associated benefits and regulatory concerns.

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 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 555 Nutrition in the Lifecycle 3 q.h.

This course is an in-depth overview of the nutritional requirements and concerns specific to the different stages of the lifecycle. Both supporting science and application to clinical situations will be included. **Prerequisite:** Enrollment in Nutrition Certificate for Healthcare Professionals program.

HNUT 576 Nutrition in Human Physical Performance 3 q.h.

This course focuses on the role of nutrition in the physiological & metabolic responses of the body to a wide range of physical activity. Macronutrient, micronutrient and fluid needs associated with physical activity and the nutritional needs of special athletic populations will be addressed. Topics such as the role of physical activity in the prevention of disease and the promotion of health and wellness, the use of supplements in athletes, and exercise prescription for health conditions will also be discussed.

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.

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, DNP, MS, 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 the last Friday in February 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, 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 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, Assistant Professor, Program Director and Acting Chair
Mary L. Dydo, MS, PA (ASCP)cm, Instructor, Assistant Chair and Assistant Program Director
Oswaldo Rubinstein, MD, Associate Professor and Medical Director
Steven W. Springer, MSHA, MS, PA (ASCP) , Instructor and Director of Clinical Education
Roseann M. Vitale, MS, Instructor and Director of Experiential Learning
Christina R. Overstreet, MBA, Instructor and Co-Director of Clinical Education
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 mission of the Department of Physical Therapy at Rosalind Franklin University of Medicine and Science is to prepare entry-level and graduate autonomous physical therapy practitioners and leaders that promote health and wellness in society, and excel in evidence-based, interprofessional, culturally competent, patient centered practice. The Department of Physical Therapy is committed to excellence in education for the provision of quality care, scientific inquiry, service, and professional and societal leadership.

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 (CAPTE).

Department of Accreditation
 American Physical Therapy Association
 111 North Fairfax Street
 Alexandria, VA 22314-1488

Phone: (703) 706-3245
 E-mail: accreditation@apta.org

Curricular Objectives

Graduates of the Program will be able to practice effectively, safely and ethically in any type of healthcare delivery environment, have a life-long commitment to professional growth and the foundation to develop into a master clinician. The expected student outcomes upon completion of the Program are:

1. Conduct the practice of physical therapy in a professional and ethical manner.
2. Adapt and practice physical therapy effectively within the framework of a 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 interprofessionally with other healthcare professionals, patients and families.

7. Critically evaluate the art, science, and practice of physical therapy.
8. Make clinical decisions based on sound theoretical, practical, and empirical evidence as an evidence-based practitioner.
9. Interact with each client with empathy and understanding of the whole person.
10. Demonstrate potential leadership abilities in all aspects of professional life.
11. Ongoing contribution to and promotion of 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.

Required Prerequisite Coursework:

- General Biology with Laboratory, 4 semester hours
- General Chemistry with Laboratory, 8 semester hours
- General Physics with Laboratory, 8 semester hours
- Anatomy and Physiology with Laboratory, 8 semester hours
- Humanities/Social Sciences (must include Psychology), 9 semester hours
- English Composition, 3 semester hours
- Statistics, 3 semester hours

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 in the sciences must have been completed 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 a supplemental fee 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 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 DPT Program.

HPTH 618 Orientation to Physical Therapy 3 q.h.

This course will explore the health care delivery system in general as well as the history of physical therapy; professional, ethical and legal aspects of practice; the current practice of physical therapy, and the physical therapist's roles as a practitioner, leader, educator, researcher, and critical thinker in a variety of settings and in wellness and prevention. Medical terminology will be also introduced. Prerequisite: Enrollment in DPT 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 DPT 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 and verbal communication, referral services, emergency care, infection control; physical therapy evaluation, physical assessment, and screening; positioning, bed mobility, transfers, gait training, selected CV & P topics, bandaging, thermotherapy, and cryotherapy. 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 initiated. Prerequisite: Satisfactory completion of all previous courses in DPT program and/or approval of faculty.

HPTH 646 Fundamentals of Physiology 4 q.h.

The fundamentals of human physiology relating to basic cellular function, embryology, the cardiovascular system, respiration, the endocrine system (including reproduction), the gastrointestinal system, the renal system and hematology (including the function of white blood cells) will be presented. Physiological concepts and mechanisms will be organized according to five themes: homeostasis & control systems; biological energy use; structure/function relationships; communication. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

HPTH 645 Clinical Physiology 6 q.h.

This course will examine theory and application of physiological concepts as related to physical therapy and rehabilitation. Areas of study include physiology of the integumentary, lymphatic, and nervous systems, skeletal muscle and connective tissue, bioenergetics, substrate metabolism, cardiovascular and respiratory physiology, and principles of exercise training. Emphasis will be on human performance and exercise physiology through the lifespan in health, disease, and sedentary lifestyle. 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. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

Winter Quarter

HPTH 630 Clinical Skills II 3 q.h.

This course introduces basic physical therapy examination, evaluation, and intervention 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, massage, 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 electromagnetic radiation, lasers, hydrotherapy, ultrasound, and pathological gait. This course emphasizes comprehensive physical therapy case management including integration of previous Clinical Skills courses. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

HPTH 634 Orthopedic Clinical Medicine 3 q.h.

This course is a study of musculoskeletal and orthopedic conditions commonly treated by physical therapists. Course material 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 development, 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 inter-professional 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 others, managing

finances, managing risk, marketing of healthcare, and healthcare policy. As an outcome of this interdisciplinary course, it is intended that students will discuss the similarities and differences of leadership within each of their professional fields, and learn that each person will have the potential to be in a leadership role of some type after graduation. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

HPTH 640 Clinical Skills IV 5 q.h.

This course covers the physical therapy examination, evaluation and intervention of persons with neurological disorders. Emphasis is on the development of clinical decision making and reasoning for the treatment of persons with neurological disorders. 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 and clinical 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 initiated. Prerequisite: Satisfactory completion of all previous courses in DPT program and/or approval of faculty.

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

This course is a problem-based introduction to the medical and pharmacological treatment of neurological conditions commonly treated by physical therapists. This course is coordinated with neuroscience and clinical skills 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 syndrome and cerebral vascular accident. Topics include etiology, pathology, clinical manifestations, and prognosis, as well as medical, surgical and pharmacological treatments with application to physical therapy. 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. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**Second Year
Summer Quarter**

HPTH 717 Clerkship I 6 q.h.

This is a 6-week full-time (240) clinical experience in which the student will participate in a clinical setting. It is a supervised experience 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 and case documentation. Prerequisite: Satisfactory completion of all previous courses in DPT program and approval of faculty.

Fall Quarter

HPTH 720 Clinical Skills V 3 q.h.

In this course, students integrate and apply various evaluation and treatment approaches for the patient who exhibits neuromusculoskeletal dysfunction. Students will evaluate evidence for evaluation and treatment approaches for this population of patients. Advanced exercise and manual therapy evaluation and intervention techniques are presented. Students also study electrotherapeutic principals and application for pain, wounds, edema, and iontophoresis. 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. 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 and augment knowledge and applications of concepts of research design and statistical analyses. Measurement principles and advanced topics in research and statistics will be introduced. This course prepares students for writing and presenting case report research. In addition, students will have the opportunity to present their group research project in both written and platform forms. 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 are integrated with neuromusculoskeletal treatment. The student learns to differentiate between those conditions appropriate for physical therapy intervention and those that require referral to other medical specialists. Pharmacological interventions begun in QM 4

are continued. 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 views of pathology via plain film radiographs, MRI and CT scan 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. Clinical problems and solutions will be discussed. Ethical situations and dilemmas are addressed. Students will practice effective verbal and nonverbal communication skills. Investigation, design, and selection of Winter Quarter Module 7 clinical experience Clerkship II are completed. Prerequisite: Satisfactory completion of all previous courses in DPT program and/or approval of faculty.

Winter Quarter

HPTH 737 Clerkship II 12 q.h.

This is a 10-week, full-time (400 hour) clinical experience 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 8. 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 and approval of faculty.

Spring Quarter

HPTH 740 Clinical Skills VII 3 q.h.

The student will further synthesize and analyze the rehabilitation of clients with complex disorders integrating divergent practice areas into clinical decision making processes. Topics include geriatrics, pelvic health, lymphedema, oncology, abuse, preventive behaviors, and aquatic therapy. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

HPTH 741 Pediatric Physical Therapy 4 q.h.

This course builds on the knowledge of typical and atypical development from birth through adolescence received in other courses to explore the effects of atypical development on movement acquisition. Physical therapy examination, evaluation, and intervention planning and implementation are discussed in reference to infants, children and adolescents across different settings. 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.

This course presents a focus on patients with illnesses requiring critical care, who often have multi-system impairments. It will cover the examination, evaluation, interventions and outcome strategies in different environments throughout the continuum of care for this population of patients. Topics covered included: OSHA's Bloodborne Pathogens & Hazardous Communication Standards, Clinical Emergencies, Patient Care in the ICU, Organ Transplantation, Lab Values, Burn and Wound Care, Grieving and Loss as well as Hospice care. 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 interprofessional collaboration and 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 examination, evaluation, prognosis, interventions and self care for patients with cardiac and pulmonary impairments. Treatment interventions taught in this course include mobilization, breathing control, ventilatory strategies, coughing and airway clearance as well as exercise testing and prescription focused on strength and endurance components. Patient education and self management of chronic disease as well as acute care conditions will be covered. 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 in rehabilitation. Physical therapy issues related to contemporary topics of interest to the physical therapist will be addressed. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

HPTH 823 Practice Issues IV 2 q.h.

This course analyzes clinical experiences in Clerkship II. Clinical problems and solutions will be discussed. Students will practice effective verbal and non-verbal communication skills. Investigation, design, and selection of Fall Quarter Module 10 clinical experience Clerkship III are completed. Planning, design and selection of winter or Spring Quarter Modules 11 or 12

clinical experience Clerkship IV is initiated. 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 full-time, 10-week (400 hour) 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 and approval of faculty.

HPTH 837 Clerkship IV 12 q.h.

This is a 12-week, full-time (480 hour) 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 and/or monitored by an experienced physical therapy 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 and approval of faculty.

HPTH 843 Practice Issues V 1 q.h.

This two week on-campus 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 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 and/or approval of faculty.

HPTH 848 Professional Practicum 12 q.h.

The Professional Practicum is a twelve credit, independent study that the student completes in the final year of the Doctor of Physical Therapy program. The purpose of the Practicum is for the student to pursue an individual interest within the areas of administration, critical inquiry, education or health care policy. Although the focus is in one area, the student must integrate objectives from the other areas. The student, with input from his/her advisor, designs the project, develops the objectives to guide the experience, and is responsible for timely completion of the practicum project. At the end of the 12th quarter, each student will be responsible for an oral and written summary of his/her project. 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 United States, desiring 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. Attendance at one weekend on campus session is required in conjunction with HPPT 722: Advanced Clinical Practice.

Student Outcomes

Graduate of the program will be able to:

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. Serve 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

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.)
- Comprehensive Project
- 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 the Departments of Physical Therapy, Nutrition, Healthcare Administration and Management and 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.

CLERKSHIP AFFILIATION SITES*

DEPARTMENT OF PHYSICAL THERAPY

Accelerated Rehabilitation Centers (Chicago, IL)
 A.C.I.C. (Irvine, CA)
 Adventist Health (Portland, OR)
 Advocate Lutheran General Hospital (Park Ridge, IL)
 Advocate Lutheran General Sports Medicine Center (Park Ridge, IL)
 Alexian Brothers Medical Center (Elk Grove Village, IL)
 Arizona Orthopedic Physical Therapy (Goodyear, 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)
 Curative 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
 Hines VA (Maywood, IL)
 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)
 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
 Matthew Nuciforo, PT, DPT, OCS, FAAOMPT, CSCS, Assistant Professor
 Mary Rahlin, PT, DHS, PCS, Associate Professor
 Filomena Rauschert, PT, DPT, Instructor
 Wilton Remigio, PT, DSc, Assistant Professor
 Karen Stevens, PT, DPT, OCS, Assistant 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 educate and prepare competent, compassionate, and ethical physician assistant leaders who, as integral members of the interprofessional healthcare team, will provide quality medical care.

Physician Assistant Program Vision Statement

The vision of the Physician Assistant Program is to be recognized nationally as a leader in the Physician Assistant profession through our outstanding graduates, curricular innovations, scholarly activities, and service to the community.

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 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

Course #	Course Name	Credit Hours
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

Course #	Course Name	Credit Hours
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,	2
HPAS 536	Clinical Laboratory for Health Professional,	1
HPAS 650	Complementary Medicine,	1
HPAS 601	Pharmacotherapy I,	3
HMTD 515A	Interprofessional Teams and Culture in Health Care,	1

Winter Quarter

Course #	Course Name	Credit Hours
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

Course #	Course Name	Credit Hours
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
HNUT561	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 1 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 3 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

Course #	Course Name	Credit Hours
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 a 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, PhD, PA-C, Assistant Professor and Director of EEC
 P. Rea Katz, PhD, PA-C, Assistant Professor
 Walid Khayr, MD, Professor and Medical Director
 Patrick Knott, PhD, PA-C, Professor
 Ziemowit Mazur, M.Ed, MS, PA-C, Instructor and Academic Coordinator
 Kristin Mahr, MS, PA-C, Clinical Coordinator
 Mayra Quintana, MD, Instructor and Admissions Coordinator
 Myriam Riboh, MS, PA-C, Assistant Professor
 Greg Skladzien, MD, Assistant Professor
 Mary Ellen Smajo, Ph.D., DABR, Clinical Coordinator
 Michel Statler, MLA, PA-C, Acting Chair/Program Director

Administrative Staff

Allison Schlarbaum, Administrative Assistant

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 PRE-PROFESSIONAL HEALTH SCIENCES

The mission of the Pre-Professional Health Sciences Department is to provide students with opportunities that will prepare them for further graduate level education in the healthcare professions and research by providing rigorous coursework that will academically enhance applications for healthcare professional schools.

Two programs currently exist in the department to assist students in achieving their goals.

Degree Program

Master of Science in Biomedical Sciences (BMS)

Non-Degree Program

Pre-Matriculation Program (PMP)

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** and **Pre-Matriculation Program** are due June 1st. The programs begin in the fall quarter.

Transfer Credit

No transfer credit is awarded for the MS in Biomedical Sciences or Pre-Matriculation Program. 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 Pre-Matriculation Program is completed on-campus only. 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.

Minimum Computer System, Software and Internet Access Requirements for Online Courses

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

Acting Chair

Catherine Gierman-Riblon MEd RN
(847) 578.8789 / catherine.riblon@rosalindfranklin.edu

Administrative Assistant

Tamera Kavouras
(847) 578-8604 / tamera.kavouras@rosalindfranklin.edu

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES (BMS)

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, osteopathic and podiatric medicine, dentistry, optometry, physician assistant studies, and others as well as in research, 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: health administration, 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 taken alongside the first year medical students, 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.

- Health Administration: Business Emphasis
- Health Administration: Leadership Emphasis
- Health Administration: Public Health Emphasis
- Health Professions Education
- Nutrition

An effort will be made to place students in the track of their choice. The Departments reserve 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.

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, C- does not qualify) 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 department faculty.

Requirements for Degree Completion

Successful completion of 51.5 credit hours of core and track coursework

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.

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.

Applications and supporting documents 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
Fall			
	*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 IP Healthcare	1	On Campus
Certificate Track	**Per certificate chosen	3	On-Line
		Total Credits	15
Winter			
	*Medical Physiology	9	On Campus
	*Medical Biochemistry	2	On Campus
	*Introduction to IP Healthcare	0.5	On-Campus
	*Topics in Physiology	2	On Campus
Certificate Track	**Per certificate chosen	6	On Line
		Total Credits	19.5

BMS Program of Study

Quarter Track	Course	Credits	Location
Spring			
	*Medical Neuroscience	7.5	On Campus
	*Introduction to IP Healthcare	0.5	On Campus
	*Medical Physiology	4	On Campus
	*Topics in Physiology	2	On Campus
Certificate Track	**Per certificate chosen	3	On Line
Total Credits		17	

*Courses offered by Chicago Medical School

** Course is determined by program requirements for each certificate

CERTIFICATE TRACKS

Health Administration & Management: Business Emphasis

The Certificate in Health Administration – Business Emphasis is an online distance learning program offered as a defined series of four courses designed to advance the student’s knowledge in health administration with an emphasis in business acumen to develop skills to plan and respond to changes in the healthcare industry. Examples of course topics include accounting and financial management in healthcare, marketing healthcare, statistics in healthcare and risk and quality assessment in healthcare.

Health Administration & Management: Leadership Emphasis:

The Certificate in Health Administration – Leadership Emphasis is an online distance learning program offered as a series of four courses designed to advance the student’s knowledge in health administration with an emphasis on the roles and responsibilities of health care leaders. Examples of course topics include strategic planning and leadership in healthcare, cultural diversity, healthcare policy and delivery systems and organizational behavior and human resources in healthcare.

Health Administration & Management: Public Health Emphasis

The Certificate in Health Administration and Management: Public Health Emphasis is a online distance learning program offered as a defined series of four courses designed to advance the student’s knowledge in health administration with an emphasis in public health. Courses include an introduction to the processes of public health, an overview of the evolution of the delivery of

healthcare in the United States, statistical analysis and application of data to healthcare environments, and the impact of diseases on various populations.

Health Professions Education

The Health Professions Education Certificate is an online distance learning program offered as a defined series of four courses designed for health professionals and students who are now, or in the future wish to be, involved in pre-service, in-service or continuing education for healthcare fields. The overall goal of the Certificate in Health Professions Education is to prepare healthcare professions and students to transition from clinician to educator. The Certificate is offered as a defined series of four courses utilizing an interprofessional approach that includes content in learning theories, instructional design, course development and assessment, an presentation skills.

Nutrition

The Certificate in Nutrition is an online distance learning program offered as a defined series of four courses geared toward those seeking to advance their knowledge of human nutrition. The overall goal is to provide students with knowledge of contemporary human nutrition issues so that they can partner with the Registered Dietitian and other healthcare professions to integrate nutrition related concerns with the ultimate goals of prevention, health and wellness for patients. Some examples of course topics include human nutrition, nutrition and human performance, and dietary and sports supplements.

PRE-MATRICULATION PROGRAM (PMP)

Post-baccalaureate students are recommended for this program by the Chicago Area Health and Medical Careers Program (CAHMCP) based upon a long and close relationship that exists between CAHMCP staff and students, with only minimal reference to past academic records. Such a relationship allows evaluation and counseling beyond the usual application process. Students selected for the Pre-Matriculation program are enrolled in selected courses with BMS and first year medical students and given access to all of the support services of the University with no tuition cost. The CAHMCP staff works together with the PMP Program faculty and staff to provide continuing guidance and counseling.

Curriculum

This part-time non-degree seeking program of study includes two graduate-level courses in the basic medical sciences taken with the BMS and first year medical students during the fall and winter quarters.

Admission Requirements

Students seeking admission to the Pre-Matriculation 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, C- does not qualify) 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 22 is required, equivalent to 22% in other standardized tests) recommendations from persons involved in the students' previous educational experience, and other factors as determined by the Admissions Committee and department faculty.

Application Information

Applications are available by contacting Tamera Kavouras, Administrative Assistant at Tamera.Kavouras@RosalindFranklin.edu or by calling (847) 578.8604.

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

Financial Aid Information

Financial Aid is not available for this program due to the part-time non-degree seeing classification, however, there is no cost for tuition.

COURSE DESCRIPTIONS

PMP Program of Study

Quarter Track	Course	Credits	Location
Fall			
	*Clinical Molecular Cell Biology	5	On Campus
	*Medical Biochemistry	4	On Campus
	Total Credits	9	
Winter			
	*Medical Biochemistry	2	On Campus
	Total Credits	2	

REQUIRED CORE COURSES

HIPS 502 A, B 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 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.

CERTIFICATE TRACK COURSES

Please see information located in the Health Administration and Nutrition sections of this catalog for courses required in these certificates. Please see information located in the Interprofessional Healthcare Studies section of this catalog for courses required in the Health Professions Education and Women's Health certificates.

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. 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. 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 Counseling & Psychotherapy
 Theories of Personality & Emotion
 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
 Substance Abuse Assessment and Treatment
 Family Systems and Therapy
 Career Counseling and Development
 Electives

The curriculum consists of 79 quarter hours of required courses, a required minimum of 11 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)

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)

HPSC668 Theories of Personality & Emotion

Major personality theories are covered, with an emphasis on current approaches and empirical bases. In addition, this course will review different approaches to the study of emotion. The course will cover research methodology, current controversies, and implications for clinical practice. Current research on the impact of personality traits and emotional responses on behavior and relationships between normal and abnormal personality traits are reviewed. (3 credits)

HPSC669 Theories of Counseling & Psychotherapy

Introduction to the major systems of psychotherapy and counseling. The implications of psychotherapy systems for case formulation and the similarities and differences between different psychotherapy systems are reviewed. The course places special emphasis on the key assumptions of various applied theories, the role and basic methods of clinical assessment, the stages of therapy, the role of the therapeutic relationship, and the goals and strategies to effect change. Units on gender-sensitive psychotherapy and culture-sensitive psychotherapy are included. Research bearing on and based on these systems is considered. (4.5 credits)

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. (4.5 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-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-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 model, 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.

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. Students will take the research and design part of the comprehensive exams at the end of the Spring Quarter of their second year (in June).

Year 3 and Year 4

Track specific courses, electives, required courses, clinical practica, and research activities continue during these years. The clinical comprehensive exam will be 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 Counseling & Psychotherapy, 4.5 c.h.
 Theories of Personality & Emotion, 3 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, 3 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, 4.5 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. The department also has a university based free mental health training clinic where advanced students provide therapy to people with no health insurance under close individual and group supervision. 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 two years. In their third year, students will participate in an advanced clinical practicum which is specific to their specialty area: Neuropsychology, Health or Psychopathology. 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 (a university based clinic providing free mental health services to the underserved and uninsured in Northern Lake County, Illinois),, the James E. 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 ten to twelve hours per week in clinical practicum training. The second-year practicum can consists 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. 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. 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.

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. 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. 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 3 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.

HPSC668 Theories of Personality & Emotion

Major personality theories are covered, with an emphasis on current approaches and empirical bases. In addition, this course will review different approaches to the study of emotion. The course will cover research methodology, current controversies, and implications for clinical practice. Current research on the impact of personality traits and emotional responses on behavior and relationships between normal and abnormal personality traits are reviewed. (3 credits)

HPSC669 Theories of Counseling & Psychotherapy

Introduction to the major systems of psychotherapy and counseling. The implications of psychotherapy systems for case formulation and the similarities and differences between different psychotherapy systems are reviewed. The course places special emphasis on the key assumptions of various applied theories, the role and basic methods of clinical assessment, the stages of therapy, the role of the therapeutic relationship, and the goals and strategies to effect change. Units on gender-sensitive psychotherapy and culture-sensitive psychotherapy are included. Research bearing on and based on these systems is considered. (4.5 credits)

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 4.5 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 evaluation procedures 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. In year three, students participate in an advanced specialty track clinical practicum supervision seminar. In year four they participate in a consultation and supervision course where they are exposed to didactic sessions on this topic and the practice of supervision.

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
 Kristin Schneider, Ph.D., Assistant Professor