

# College of Health Professions

2015-2016 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.

*v. September 8, 2015*

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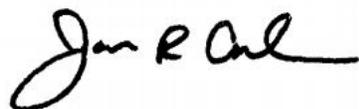
*Dear Enrolled Student,*

*Welcome to the College of Health Professions at Rosalind Franklin University of Medicine and Science. We are delighted you are here! 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 highly 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 and research options that fit many ambitions and lifestyles. Several programs are offered fully online to provide busy adults with greater flexibility and convenience. In addition, I know that you will find our focus on interprofessionalism invaluable as you learn with and from individuals from a variety of disciplines all working to bring excellence in practice and leadership to health care.*

*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 and we look forward to working together with you to help you achieve your goals.*

*Sincerely,*



James Carlson, PhD, MS, PA-C  
Dean

## HISTORY

For over 100 years Rosalind Franklin University of Medicine and Science has been educating physicians and furthering biomedical research. Beginning in 1912 the Chicago Medical School was created as a medical school and hospital where employed men and women could study medicine at night. Under the direction of John J. Sheinin, MD, PhD, DSc, who served as Dean and President from 1932 to 1966, CMS successfully met the challenges arising from the restructuring of American medical education.

In 1967, the University of Health Sciences was established. It was comprised of the Chicago Medical School, the School of Graduate and Postdoctoral Studies, and the School of Related Health Sciences later renamed the College of Health Professions. In 1970 baccalaureate programs were offered in Physical Therapy and Medical Technology. Since that time, the College of Health Professions has expanded to include masters- or doctoral-level programs in the following areas: Biomedical Sciences, Clinical Psychology, Health Administration, Health Professions Education, Interprofessional Healthcare Studies, Nurse Anesthesia, Nutrition, Pathologists' Assistant, Physician Assistant, and Physical Therapy.

In 1980, the University relocated to its current campus in North Chicago, Illinois adjacent to the Captain James A. Lovell Federal Health Center and Naval Station Great Lakes. That same year, the University was granted full accreditation by the North Central Association of Colleges and Schools. The University was one of the first educational institutions in the country devoted 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, founded in 1912, became part of the University. In 2002, in order to accommodate its growth, the University opened the Health Sciences Building. This state-of-the-art, 140,000 square-foot facility houses the Feet First Museum, laboratories, auditoriums, classrooms, and departmental offices. The University became a residential campus for the first time in its history when three student housing facilities opened in 2003.

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 addition to the name change and the announcement of several new strategic initiatives, the University has been in the midst of profound physical growth.

A University-wide interprofessional committee was established in 2004 and charged with developing the "Interprofessional Model of Care" for the University as well as model educational experiences. The concept for the Interprofessional Healthcare Experience began as an outcome of the University's strategic plan, which emphasized the importance of interprofessional

collaborations. As a requirement for graduation, Rosalind Franklin University of Medicine and Science now requires all first year clinical students to complete the Foundations for Interprofessional Practice course in order to foster interprofessional collaborations between all programs.

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. In 2006 the University opened a two-story, \$10 million research expansion to the Basic Science Building to further its mission of scientific discovery.

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

In 2013, the Rothstein Warden Centennial Learning Center was completed. This 73,000-square-foot, three-level addition to the University's campus facility features state-of-the-art learning spaces that foster collaboration and enhance interaction between students and faculty. These rooms and their configurations further the University's commitment to interprofessional education.

In 2014, the DeWitt C. Baldwin Institute for Interprofessional Education was added as well as the Student Welcome Center. Aligned with the University's central Mission and Vision, the DeWitt C. Baldwin Institute for Interprofessional Education is dedicated to advancing interprofessional education and practices in medical and health professions.

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

After more than 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.

## **ABOUT THE COLLEGE OF HEALTH PROFESSIONS**

In the fall of 1970, the College of Health Professions was established as the School of Related Health Sciences and offered its first program in Physical Therapy. This Bachelor of Science degree was an upper division (Junior/Senior level) two-year program. In 1972, a baccalaureate degree in Medical Technology was offered. In the 1980's, the College added Master of Science degrees in Physical Therapy and Medical Technology, as well as a Bachelor of Science in Nursing. In the 1990's Master of Science Programs in Physician Assistant Practice, Nutrition, Pathologists' Assistant, an entry-level Doctorate in Physical Therapy (DPT) and a transition Doctor of Physical Therapy (tDPT) were added. Our most recent new programs are in Health Services Administration, Interprofessional Healthcare Studies, Pre-professional Health Sciences/Biomedical Science, Health Profession Education, Nurse Anesthesia and Psychology.

The College of Health Professions bases its degree programs on two underlying objectives – the education of highly skilled allied health practitioners and the development of their capacity for leadership roles in their fields. The needs of professionals looking for advancement within their disciplines are met by the College's emphasis on academic and clinical experience related to education and management.

Recognizing that its students have differing needs based on education and experience, each department has designed a curriculum and philosophy to accommodate students on an individual basis. The College's small class enrollment allows this flexibility. Most of the College's coursework is offered on the campus of Rosalind Franklin University of Medicine and Science, although our distance education programs offer academic degrees in Physical Therapy, Health Administration, Nutrition, Health Promotion and Wellness, Health Professions Education, and Interprofessional Studies as well as continuing education online for health professionals. The distance education programs extend the institution's role and mission, each being graduate or doctoral level programs devoted to advancing competencies of health professionals.

### **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 by the Higher Learning Commission.

Higher Learning Commission  
 230 South LaSalle Street, Suite 7-500  
 Chicago, IL 60604  
 800.621.7440



## 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 Strategic 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.

Rosalind Franklin University does not and will not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollment or financial aid to any persons or entities engaged in any student recruiting or admissions activities or in making decisions regarding the award of student financial assistance.

**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 Inclusion.

**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 Inclusion.

## 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 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. The department will notify students not meeting such standards. 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.

### **RETAKE 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**

### **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.

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 posted on the Division of Student Affairs and Inclusion's website as well as information in the College of Health Professions Student Handbook which can be found on the College website.

### **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 department Chair or 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 Office of Student Financial Services website for more information regarding financial resources.

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

## **TUITION AND FEES**

The deposit fee to hold a place in class is applied to the first quarter tuition at registration. Tuition and fee due dates are published online by Student Financial Services. Students who fail to pay tuition and fees as required by the dates noted online each term may be assessed a penalty fee and an interest fee calculated on a daily basis. For complete policy, please consult The Office of 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 RFMUS 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. Healthcare and educational center placements are program specific. Further information regarding sites can be found either in this catalog or by contacting the Department directly.

## **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 Handbook. Please consult these documents for additional information. The RFUMS Student Handbook also details other resources available to all students including Boxer Library, Educational Technology, Executive Student Council, etc.

## **DEPARTMENT OF HEALTH SERVICES ADMINISTRATION**

### **MISSION**

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, and evidence-based healthcare teachings
- To prepare graduates to critically assess current interprofessional research and scholarship to enhance health care for all
- To provide an interprofessional environment for faculty, staff and students to excel in areas of leadership, teaching, scholarship, and service to all

## DEPARTMENT OF HEALTH SERVICES ADMINISTRATION DEGREE/CERTIFICATE PROGRAMS

### 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.

Two 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.

### HEALTH ADMINISTRATION 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

#### Program Competencies

- Health Administration Knowledge
- Leadership and Communication in Health Administration
- Critical Inquiry and Research in Health Administration
- Business Knowledge in the Healthcare Environment
- Knowledge of the Healthcare Environment

### 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.

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

### **APPLICATION INFORMATION**

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 prior to the deadline of the start of the quarter they wish to enter. To initiate the application process, you must submit all required application items through [RFUCAS](#). Questions concerning the application should be directed to the Office of CHP Admissions.

### **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 is recommended, but not required
- Students currently or recently enrolled in other programs at Rosalind Franklin University of Medicine and Science and Alumni should contact the CHP admissions office for an alternative concurrent/short application form and requirements.

### **TRANSFER CREDIT**

A maximum of 9 quarter hours of graduate credit may be accepted from other accredited institutions into the Master of Science program. Students must have earned a B or better in any course considered for transfer. No transfer credit will be awarded for the certificate programs. Students requesting transfer credit must complete a transfer credit request form and submit this to the Program Director. No credit will be given for life experience or through proficiency examinations.

### **GRADUATE REQUIREMENTS FOR MASTER OF SCIENCE DEGREE**

- Successful completion of 45 quarter hours
- 36 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
- Be in good standing with regard to financial commitment and professional integrity

### **REQUIREMENTS FOR HEALTH ADMINISTRATION CERTIFICATE COMPLETION**

- Development of a four-course individualized plan of study in conjunction with the program advisor or a series of four defined courses
- 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

## HEALTH ADMINISTRATION COURSES

### CORE COURSES

HHCM 507 Healthcare Informatics (3 QH)  
 HHCM 508 Marketing Healthcare (4 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 (4 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 (4 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 Healthcare Literacy (3 QH)  
 HHCM 570 Health and Family Communication (3 QH)  
 HHCM 571 Introduction to Health Communication (3 QH)  
 HNUT 504 Information and Health Literacy (3 QH)

### CAPSTONE EXPERIENCE

HHCM 590 Final Portfolio (3 QH)

### COURSE DESCRIPTIONS

#### **HHCM 507 – Healthcare Informatics (3 QH)**

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.

*MS core course offered during spring and summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

#### **HHCM 508 – Marketing Healthcare (4 QH)**

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.

*MS core course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHCM 509 – Statistics for Health Administrators (3 QH)**

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.

*MS core course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHCM 510 – Global Health (3 QH)**

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.

*MS elective course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHCM 511 – Healthcare Management in Non-Hospital Settings (3 QH)**

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.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHCM 515 – Healthcare Law (3 QH)**

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.

*MS core course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHCM 516 – Risk and Quality Management in Healthcare (3 QH)**

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.

*MS core course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 517 – Management Ethics (3 QH)**

The course 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.

*MS core course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 518 – Insurance Dimensions (3 QH)**

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.

*MS elective course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 519 – Practice Management (3 QH)**

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.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 520 – Cultural Diversity and the Management of Healthcare (3 QH)**

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.

*MS elective course offered during winter and spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 521 – Evidence Based Management (3 QH)**

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.

*MS core course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 522 – Healthcare Policy and Delivery Systems (4 QH)**

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 introduced with a particular focus on contrasting competitive and regulatory approaches to the resolution of health policy problems.

*MS core course offered during winter and spring quarters.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 523 – Current Topics in Healthcare Administration and Management (3 QH)**

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.

*MS elective course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 524 – Organizational Behavior and Human Resources (3 QH)**

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 Organizational Behavior 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 Human Resources 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.

*MS core course offered during fall quarters.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 525 – Strategic Planning and Leadership in Healthcare (3 QH)**

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.

*MS core course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 530 – Introduction to Public Health (4 QH)**

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.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 551 – Accounting and Financial Management in Healthcare (4 QH)**

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.

*MS core course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 552 – Independent Study (1 – 6 QH)**

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

*MS elective course offered all quarters.*

**Prerequisite:** Approval from department chair

**HHCM 560 – Health Literacy (3 QH)**

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 project 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.

*MS elective course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 570 Health and Family Communication (3 QH)**

The course, Health and Family Communication, addresses health-issues that families may experience, while situating them with a theoretical context. Using theories such as Family Systems Theory and Communication Privacy Management Theory, this course will take a Lifespan Approach to better understand family health issues. Some of the topics that will be covered in this course may include caregiving responsibilities, long-term disease, disability, addiction, psychological disruption, sexual health, and end of life issues as they affect the family system. Cultural and social norms, in addition to public and health policies, are also addressed as they provide insight into the larger scope of understanding family and health communication. Ultimately, the health of family members impacts the functioning of the family system.

*MS elective course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 571 Introduction to Health Communication (3 QH)**

Because of the increasing degree of health consciousness in our society, individuals not only interact more frequently with health care providers, but health care organizations play more active roles in their surrounding communities. In addition, health care cultures are changing. Health care organizations play active social and political roles when responding to national health issues or crises. Hence, it is important that we, as consumers of health care, understand the communication challenges that are inherent within health care organizations as well as within the wider national and global socio-political contexts, and how those can impact the effectiveness of our communication as participants in health care systems.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 572 Health (Care) on the Big Screen: Issues, Images, Messages, and Portrayal (3 QH)**

This course explores and examines selected 20<sup>th</sup> and 21<sup>st</sup> century films that have played a substantial role in engaging society-at-large regarding a range of health issues, particularly in the context of media, health literacy, and health disparities. Grounded in framing theory from a social construction perspective, students critique and analyze the manner in which these films' content aid audiences' *understanding of* and or feed *misconceptions about* health issues, and how healthcare professionals can use this medium in their communication toolkit.

*MS elective course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 590 – Final Portfolio (3 QH)**

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.

*Capstone course offered all quarters.*

**Prerequisite:** Successful completion of Health Administration courses or concurrent enrollment in course with final courses. *ALL REFLECTION PAPERS MUST BE COMPLETED PRIOR TO REGISTRATION FOR THE COURSE.*

**HHCM 630 – Public Health Epidemiology (4 QH)**

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.

*MS elective course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HNUT 504 – Information and Health Literacy (3 QH)**

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.

*MS elective course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

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

**PROGRAM COMPLETION**

- Full-time schedule – Completion in 4 quarters
- Part-time schedule – Completion in two years enrolling in two classes each quarter

<b>Part-Time</b>	<b>Full-Time</b>
<b>Fall Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HHCM 515 Healthcare Law (3 QH)	HHCM 515 Healthcare Law (3 QH)
HHCM 525 Strategic Planning and Leadership in Healthcare (3 QH)	HHCM 525 Strategic Planning and Leadership in Healthcare (3 QH)
<b>Year 2</b>	HHCM 551 Accounting and Financial Management in Healthcare (4 QH)
HHCM 551 Accounting and Financial Management in Healthcare (4 QH)	
Elective (3 QH)**	Elective (3 QH)**
<b>Winter Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HHCM 509 Statistics for Healthcare Administrators and Managers (3 QH)	HHCM 508 Marketing Healthcare (4 QH)
HHCM 522 Healthcare Policy and Delivery Systems (4 QH)	HHCM 509 Statistics for Healthcare Administrators and Managers (3 QH)
<b>Year 2</b>	HHCM 517 Management Ethics (3 QH)
HHCM 508 Marketing Healthcare (4 QH)	HHCM 522 Healthcare Policy and Delivery Systems (4 QH)
HHCM 517 Management Ethics (3 QH)	
<b>Spring Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HHCM 507 Healthcare Informatics (3 QH)	HHCM 507 Healthcare Informatics (3 QH)
HHCM 524 Organizational Behavior and Human Resources (3 QH)	HHCM 516 Risk and Quality Management in Healthcare (3 QH)
<b>Year 2</b>	HHCM 524 Organizational Behavior and Human Resources (3 QH)
HHCM 516 Risk and Quality Management in Healthcare (3 QH)	
Elective (3 QH)**	Elective (3 QH)**
<b>Summer Quarter</b>	
<b>Year 1</b>	<b>Year 1</b>
HHCM 521 Evidence Based Management (3 QH)	HHCM 521 Evidence Based Management (3 QH)
Elective (3 QH)**	
<b>Year 2</b>	HHCM 590 Final Portfolio (3 QH)
HHCM 590 Final Portfolio (3 QH)	Elective (3 QH)**
Elective (3 QH)**	

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

## 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 Studies 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.

### INTERPROFESSIONAL COURSEWORK

HMTD515 Foundations of Interprofessional Practice

The Foundations for Interprofessional Practice course is an experiential learning opportunity for students to interact in interprofessional 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 interprofessional patient-centered health care through small group discussion and problem solving activities.

### DEGREE/CERTIFICATE PROGRAMS

The Interprofessional Healthcare Studies Department offers a Master of Science or Certificate in Health Professions Education (HPE), Certificate in Online Instruction and Doctor of Philosophy or Doctor of Science in Interprofessional Healthcare Studies (PhD/DSC) with an option to concentrate in Health Professions Education.

### APPLICATION INFORMATION

For maximum consideration, applicants should submit all application materials prior to the deadline of 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.

Applications for the **PHD OR DSC IN INTERPROFESSIONAL HEALTHCARE STUDIES** are only accepted for fall admission.

The **MS OR CERTIFICATE IN HEALTH PROFESSIONS EDUCATION AND CERTIFICATE IN ONLINE INSTRUCTION** uses a “rolling admissions” process where applications are reviewed, decisions are made, and students are enrolled every quarter.

### TRANSFER CREDIT

For the degree programs a maximum of 9 quarter hours of graduate credit may be accepted from other accredited institutions. No transfer credit will be awarded for the certificate programs. Students requesting transfer credit must complete a transfer credit request form and submit this to the Program Director. No credit will be given for life experience or through proficiency examinations.

## **HEALTH PROFESSIONS EDUCATION PROGRAMS**

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

#### **DESCRIPTION OF PROGRAM**

*THE HEALTH PROFESSIONS EDUCATION CERTIFICATE (12 QH)* 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. Students may deviate from the suggested track to meet individual needs.

*THE MASTER OF SCIENCE IN HEALTH PROFESSIONS EDUCATION (45 QH)* 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.

*THE ONLINE INSTRUCTION CERTIFICATE (12 QH)* is an online distance learning program that provides new or experienced classroom teachers with the skills needed to be effective online instructors. The certificate prepares instructors to build online learning communities, to design and develop online courses, and to create meaningful assessments. The certificate is offered as a required series of four courses.

#### **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 to:

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

#### **OBJECTIVE OF HEALTH PROFESSIONS EDUCATION CERTIFICATE PROGRAM**

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

### **STUDENT LEARNING OBJECTIVES**

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

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

### **OBJECTIVE OF ONLINE INSTRUCTION CERTIFICATE PROGRAM**

The overall objective of the Online Instruction Certificate program is to ensure faculty and staff who are moving toward online instruction and online course design have the skills needed to be effective so they can avoid common pitfalls associated with online learning such as student isolation and confusion as well as faculty workload.

### **STUDENT LEARNING OBJECTIVES**

Following the completion of the Online Instruction Certificate the graduate should be able to:

- Design and develop instruction to meet the unique needs of adult online students
- Suggest instructional design techniques that optimize learning in the online environment
- Assess student performance in the online classroom
- Create an online learning community

### **ADMISSION REQUIREMENTS**

The following are required for admission into the Master of Science and Certificate in Health Professions Education and Online Instruction:

- Baccalaureate degree or professional degree (ex. PharmD, JD) from a regionally accredited college or university
- Be a student in good standing in a professional program at a regionally accredited college or university or be interested in teaching in a Health Professions program
- A minimum grade point average (GPA) of 2.50

### **GRADUATION REQUIREMENTS MASTER OF SCIENCE DEGREE**

- Successful completion of 45 quarter hours of required coursework (Courses must fulfill all four competencies)
- Successful completion of a Masters Portfolio and Teaching Practicum
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all course requirements within 5 years from the date of enrollment
- Be in good standing with regard to financial commitment and professional integrity

### **REQUIREMENTS FOR HEALTH PROFESSIONS EDUCATION CERTIFICATES**

- Successful completion of 12 quarter hours of coursework that meet a minimum of two program objectives
- 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 PROFESSIONS EDUCATION COURSE DESCRIPTIONS**

#### ***OBJECTIVE 1 – INTEGRATE LEARNING STYLE INFORMATION AND MATERIAL PRESENTATION METHODS TO FACILITATE STUDENT LEARNING OF HEALTH PROFESSION SUBJECT MATTER***

HHPE 510 Learning Theories (3 QH)

HHPE 512 Instructional Presentation Skills (3 QH)

HHPE 516 Clinical Instruction and Mentoring (3 QH)  
 HHPE 520 Educational Trends and Issues (3 QH)  
 HHPE 610 Teaching in the Virtual Classroom (3 QH)  
 HHPE 611 Online Instructional Design and Technology (3 QH)  
 HHPE 612 Teaching in the Multi-cultural Classroom (3 QH)

**OBJECTIVE 2 – DESIGN CURRICULA BASED ON ASSESSMENT OF STUDENT LEARNING NEEDS AND PROFESSIONAL ACCREDITATION REQUIREMENTS**

HHPE 530 Curriculum Design (3 QH)  
 HHPE 535 Course Development (3 QH)  
 HHPE 601 Creating Self-Instructional Units (3 QH)  
 HHPE 602 Designing Simulated Learning Activities (3 QH)  
 HHPE 613 Building an Online Learning Community (3 QH)

**OBJECTIVE 3 – EVALUATE INFORMATION REGARDING STUDENT PERFORMANCE AND PROGRAM OUTCOMES ASSESSMENT**

HHPE 540 Classroom Assessment (3 QH)  
 HHPE 545 Evaluating Clinical Competence (3 QH)  
 HHPE 614 Assessment & Evaluation in Online Education (3 QH)  
 HHPE 620 Program Evaluation and Accreditation (3 QH)

**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 QH)  
 HHPE 580 Research in Education (3 QH)  
 HHPE 640 Funding Education (3 QH)  
 HHPE 645 Ethical Concerns in Education (3 QH)  
 HHPE 648 Legal Concerns in Education (3 QH)  
 HHPE 680 Teaching Practicum (3 QH)  
 HHPE 685 Portfolio Presentation (3 QH)

**ONLINE INSTRUCTION CERTIFICATE COURSES**

HHPE 610 Teaching in the Virtual Classroom (3 QH)  
 HHPE 611 Online Instructional Design and Technology (3 QH)  
 HHPE 613 Building an Online Learning Community (3 QH)  
 HHPE 614 Assessment & Evaluation in Online Education (3 QH)

**HEALTH PROFESSIONS EDUCATION CERTIFICATE COURSES**

HHPE 510 Learning Theories (3 QH)  
 HHPE 512 Instructional Presentation Skills (3 QH)  
 HHPE 535 Course Development (3 QH)  
 HHPE 540 Classroom Assessment (3 QH)

**COURSE DESCRIPTIONS**

**HHPE 510 – Learning Theories (3 QH)**

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.

*Objective 1 Core course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHPE 512 – Instructional Presentation Skills (3 QH)**

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.

*Objective 1 Core course offered during spring quarter.*

**Prerequisite:** HHPE510, HHPE535, HHPE540 or Department Approval

**HHPE 516 – Clinical Instruction and Mentoring (3 QH)**

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.

*Objective 1 Elective course offered during winter quarter.*

**Prerequisite:** HHPE510, HHPE535, HHPE540 or Department Approval

**HHPE 520 – Educational Trends and Issues (3 QH)**

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.

*Objective 1 Core course offered during fall quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHPE 530 – Curriculum Design (3 QH)**

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.

*Objective 2 Core course offered during fall quarter.*

**Prerequisite:** HHPE510, HHPE535, HHPE540

**HHPE 535 – Course Development (3 QH)**

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.

*Objective 2 Core course offered during winter quarter.*

**Prerequisite:** HHPE 510, or Department Approval

**HHPE 540 – Classroom Assessment (3 QH)**

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.

*Objective 3 Core course offered during winter quarter.*

**Prerequisite:** HHPE510, or Department Approval

**HHPE 545 – Evaluating Clinical Competence (3 QH)**

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.

*Objective 3 Elective course offered during spring quarter.*

**Prerequisite:** HHPE 510, HHPE516, HHPE535, HHPE540

**HHPE 560 – Managing Change in Educational Organizations (3 QH)**

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.

*Objective 4 Core course offered during winter quarter.*

**Prerequisite:** HHPE510 or Department Approval

**HHPE 580 – Research in Education (3 QH)**

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.

*Objective 4 Core course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHPE 601 – Creating Self-Instructional Units (3 QH)**

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.

*Objective 2 Elective course offered during spring quarter.*

**Prerequisite:** HHPE510, HHPE535, HHPE540

**HHPE 602 – Designing Simulated Learning Activities (3 QH)**

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.

*Objective 2 Elective course offered during winter quarter.*

**Prerequisite:** HHPE510, HHPE535, HHPE540

**HHPE 610 – Teaching in the Virtual Classroom (3 QH)**

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.

*Objective 1 Elective course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHPE 611 – Online Instructional Design and Technology (3 QH)**

Students will develop basic skills in the technologies commonly used in online instructional design including HTML, Cascading Style Sheets, PowerPoint with voice over, audio files, video files, and images. Mobile technology, standard formats and quality will also be discussed. Students will learn how to efficiently develop transcripts and captions so instructional media

meets ADA compliance guidelines. Design principles such as color, consistency, layout and contrast will be explored.

*Objective 1 Elective course offered during winter quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHPE 612 – Teaching in the Multi-cultural Classroom (3 QH)**

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.

*Objective 1 Elective course offered during spring quarter.*

**Prerequisites:** HHPE510, HHPE535, HHPE540

### **HHPE 613 – Building an Online Learning Community (3 QH)**

Students will examine the unique world of online communication. Topics include the instructor's role, the learner's role, and challenges of communication in the online environment. Students will also discuss how learning activities can be constructed to foster communication and collaboration and how feedback can be used to help build student confidence and the relationship with their instructor. Developing an online community that fosters interprofessional collaboration will also be reviewed.

*Objective 2 Elective course offered during spring quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHPE 614 – Assessment & Evaluation in Online Education (3 QH)**

Assessment and evaluation play a major role in determining the quality of learning in an online course. Students will explore various formative and summative assessment techniques and discuss how they can be combined to provide a greater overall representation of student performance. They will also discuss how assessment can be utilized to maximize student potential and identify 'at-risk' students for early intervention. Course evaluations will be developed and reviewed to determine their ability to drive course improvement.

*Objective 3 Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

### **HHPE 620 – Program Evaluation and Accreditation (3 QH)**

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.

*Objective 3 Core course offered during fall quarter.*

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

### **HHPE 640 – Funding Education (3 QH)**

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.

*Objective 4 Elective course offered during summer quarter.*

**Prerequisite:** HHPE 510 or Department Approval

### **HHPE 645 – Ethical Concerns in Education (3 QH)**

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.

*Objective 4 Elective course offered during spring quarter.*

**Prerequisite:** HHPE510 or Department Approval

**HHPE 648 – Legal Concerns in Education (3 QH)**

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.

*Objective 4 Elective course offered during spring quarter.*

**Prerequisite:** HHPE510

**HHPE 680 – Teaching Practicum (3 QH)**

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.

*Objective 4 Core course offered during all quarters.*

**Prerequisite:** HHPE 510, 512, 530, 535, 560, 580, electives

**HHPE 685 – Portfolio Presentation (3 QH)**

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.

*Objective 4 Core course offered during all quarters.*

**Prerequisite:** HHPE 510, 512, 530, 535, 560, 580, electives

*Courses, course descriptions, and quarter offered are subject to change without prior notice.*

**PROGRAM COMPLETION**

- Master of Science schedule – Completion in 2 years
- Certificate schedules – Completion in one year

<b>Master of Science</b>	<b>Certificates</b>
<b>Fall Quarter</b>	
<b>Year 1</b>	<b>Health Professions Education</b>
HHPE 510 Learning Theories (3 QH) HHPE 520 Educational Trends and Issues (3 QH)	HHPE 510 Learning Theories (3 QH)
<b>Year 2</b>	<b>Online Instruction</b>
HHPE 530 Curriculum Design (3 QH) HHPE 620 Program Evaluation and Accreditation (3 QH)	HHPE 610 Teaching in the Virtual Classroom (3 QH)
<b>Winter Quarter</b>	
<b>Year 1</b>	<b>Health Professions Education</b>
HHPE 535 Course Development (3 QH) HHPE 540 Classroom Assessment (3 QH)	HHPE 535 Course Development (3 QH) HHPE 540 Classroom Assessment (3 QH)
<b>Year 2</b>	<b>Online Instruction</b>
HHPE 560 Managing Change in Educational Organization (3 QH) Elective (3 QH)	HHPE 611 Online Instructional Design and Technology (3 QH)
<b>Spring Quarter</b>	
<b>Year 1</b>	<b>Health Professions Education</b>
HHPE 512 Instructional Presentation Skills (3 QH) Elective (3 QH)	HHPE 512 Instructional Presentation Skills (3 QH)
<b>Year 2</b>	<b>Online Instruction</b>
HHPE 680 Teaching Practicum (3 QH) HHPE 685 Portfolio Presentation (3 QH) Elective (3 QH)	HHPE 613 Building an Online Learning Community (3 QH)
<b>Summer Quarter</b>	
<b>Year 1</b>	<b>Online Instruction</b>
HHPE 580 Research in Education (3 QH) Elective (3 QH)	HHPE 614 Assessment and Evaluation in Online Education (3 QH)

## **DOCTOR OF SCIENCE/DOCTOR OF PHILOSOPHY IN INTERPROFESSIONAL HEALTHCARE STUDIES (IPHS)**

### **DESCRIPTION OF PROGRAM**

The *DSC/PHD IN INTERPROFESSIONAL HEALTHCARE STUDIES (60 QH)* program is an opportunity for educators and 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 fully 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 health professions education.

**DSc** –The DSc is recommended for individuals who are interested in advanced degrees but still plan on working in clinical practice. The dissertation is typically institutionally or clinically-based with a pragmatic or applied focus.

**PHD** – The PhD dissertation is recommended for individuals who are interested in an academic career that includes research. The dissertation typically has a theoretical and philosophical scope.

### **GOALS**

#### ***FOLLOWING THE COMPLETION OF THE DOCTOR OF SCIENCE PROGRAM GRADUATES WILL:***

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

### **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
- Background from a health related profession

- Health Educators or otherwise credentialed healthcare professional in the United States are preferred
- Two years experience in their professional discipline is suggested
- GRE Exam or equivalent

#### **GRADUATION REQUIREMENTS FOR DSc/PHD DEGREES**

- Successful completion of 60 quarter hours of coursework beyond the Masters (Some dissertation work may exceed the 60 hour minimum.)
- Successful completion of a dissertation
- Minimum cumulative GPA of 3.0 on a 4.0 scale
- Students must complete the degree in 7 years
- 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
- All financial obligations, fines, and fees to the University have been satisfied

#### **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 (15 quarter hours) and either clinical research (minimum 9 quarter hours) or theoretical research activities (minimum 18 quarter hours). The interprofessional component is composed of coursework (15 quarter hours) and practicum experiences (12–18 quarter hours). The student may select from a broad array of electives to complete the program (3–12 quarter hours).

#### **DSc/PHD COURSES**

##### **RESEARCH COMPONENT:**

##### **COURSEWORK – 15 QH**

HIPS 600 Introduction to Doctoral Study (3 QH)  
 HIPS 560 Critical Inquiry 1 – Research Design (3 QH)  
 HIPS 561 Critical Inquiry 2 – Statistics (3 QH)  
 HIPS 562 Measurement Principles (3 QH) – *DSc/PhD*  
 HIPS 680 Proposal Development (3 QH)  
 HIPS 722 Data Driven Curriculum and Instruction (3 QH) – *HPE Track*

##### **FIELDWORK – 9 – 12 QH**

HIPS 710 DSc – Clinical Research (Min 9 QH)  
 HIPS 810 PhD – Dissertation Research (Min 12 QH)

##### **INTERPROFESSIONAL COMPONENT**

##### **COURSEWORK – 15 QH**

HIPS 501 Introduction to Interprofessional Healthcare Studies (3 QH)  
 HIPS 601A Interprofessional Education Seminar (3 QH)  
 HIPS 601B Interprofessional Practice Seminar (3 QH) – *DSc/PhD*  
 HIPS 601C Interprofessional Theory Seminar (3 QH) – *DSc/PhD*  
 HIPS 711 Interprofessional Teams (3 QH)  
 HIPS 721 Principles of Interprofessional Health Professions Education (3 QH) – *HPE Track*  
 HIPS 723 Leadership in Interprofessional Health Professions Education (3 QH) – *HPE Track*

**FIELDWORK – 12 – 18 QH (SELECT TWO OR THREE OF THE FOLLOWING)**

HIPS 701 Practicum in Interprofessional Education (6 QH)

HIPS 702 Practicum in Interprofessional Service Learning (6 QH)

HIPS 703 Practicum in Interprofessional Healthcare (6 QH)

**ELECTIVES**

RFUMS Healthcare Administration Courses

RFUMS Health Professions Education Courses

RFUMS Nutrition Courses

Advisor approved graduate level courses from other accredited institutions of higher education

**COURSE DESCRIPTIONS**

**HIPS 501 – Introduction to Interprofessional Healthcare Studies (3 QH)**

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.

**Prerequisite:** Enrollment in the program or Department Approval.

**HIPS 550 – Evidence Based Practice (3 QH)**

This course is 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.

**Prerequisite:** Enrollment in the program or Department Approval.

**HIPS 560 – Critical Inquiry 1 – Research Design (3 QH)**

This course is an introduction 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:** Enrollment in the program or Department Approval.

**HIPS 561 – Critical Inquiry 2 – Statistics (3 QH)**

This course covers descriptive and inferential statistical procedures with examples of use in the biomedical and clinical sciences.

**Prerequisite:** HIPS 560

**HIPS 562 – Measurement Principles (3 QH)**

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.

**Prerequisite:** HIPS 560 and HIPS 561

**HIPS 600 – Introduction to Doctoral Study (3 QH)**

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:** Enrollment in the program or Department Approval.

**HIPS 601A Interprofessional Education Seminar (3 QH)**

This course is a discussion centered learning experience in which special topics in the area of Interprofessional Education are considered. Literature is identified and discussed with a recognized expert in the area.

**Prerequisite:** Successful completion of all coursework.

**HIPS 601B Interprofessional Practice Seminar (3 QH)**

This course provides an opportunity to explore, analyze and interrogate contemporary topics in interprofessional clinical practice through review of pertinent literature under the guidance of an expert in the area.

**Prerequisite:** HIPS 501.

**HIPS 601C Interprofessional Theory Seminar (3 QH)**

This course is a discussion centered learning experience in which special topics in the area of Interprofessional Theory are considered. Literature is identified and discussed with a recognized expert in the area.

**Prerequisite:** Successful completion of all coursework.

**HIPS 605 Independent Study (3 QH)**

This course allows an individual student to identify and investigate a current topic of interest in the field of interprofessionalism. Reading and research will result in a paper or formal presentation.

**Prerequisite:** Approval of instructor.

**HIPS 660 – Ethics in Research (3 QH)**

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.

**Prerequisite:** HIPS 560 and HIPS 561

**HIPS 680 – Proposal Development (3 QH)**

This course guides students 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:** HIPS 560 and HIPS 561

**HIPS 701 – Practicum in Interprofessional Education (6 QH)**

This course is 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:** HIPS 501

**HIPS 702 – Practicum in Interprofessional Service Learning (6 QH)**

This course provides 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:** HIPS 501

**HIPS 703 – Practicum in Interprofessional Healthcare (6 QH)**

This course provides 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:** HIPS 501

**HIPS 710 – Clinical Research (Min 9 QH)**

This course provides 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.

**Prerequisite:** Successful completion of all previous coursework.

**HIPS 711 – Building Effective Interprofessional Teams (3 QH)**

The course utilizes TeamSTEPPS as a framework for assessing what it means to have an effective interprofessional team. Students will develop a shared mental model with common goals for patient safety and patient centeredness. Tools for working in teams and managing workloads will also be addressed.

**Prerequisite:** Successful completion of all previous interprofessional coursework and HIPS 501.

**HIPS 721 – Principles of Interprofessional Health Professions Education (3 QH)**

This course allows students to discuss the transition from health professional to educator. Learning theories, teaching techniques including design and development of lesson plans, assessment strategies for cognitive, affective and psychomotor domains will be addressed. Students will design and develop their own interprofessional lesson plan using best educational practices.

**Prerequisite:** Successful completion of all previous interprofessional coursework and HIPS 501.

**HIPS 722 – Data Driven Curriculum and Instruction (3 QH)**

This course will facilitate decision-making for curricular improvements based on analysis of data derived from reviews of curriculum maps, course and program evaluations and student assessments. Students will discuss methods for improving learning outcomes based on data analysis.

**Prerequisite:** HIPS 560 and HIPS 561

**HIPS 723 Leadership in Interprofessional Health Professions Education (3 QH)**

Throughout the course aspects of leadership in higher education and interprofessional health professions education are analyzed. The course covers opportunities and challenges of leadership including: 1) managing conflict, 2) leading academic initiatives, 3) implementing change management, 4) applying legal issues in health professions education, 5) policy-making, 6) managing faculty workload, 7) developing and implementing curriculum assessment and evaluation, and 8) developing and implementing interprofessional initiatives.

**Prerequisite:** HIPS 501, HIPS 560, HIPS 561, HIPS 600, HIPS 601, HIPS 721

**HIPS 810 – Dissertation Research (Min 12 QH)**

This course provides 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.

Courses, course descriptions are subject to change without prior notice.

**PROGRAM COMPLETION**

<b>DSc</b>	<b>PhD</b>	<b>HPE Track</b>
<b>Fall Quarter Year 1</b>		
HIPS 560 Critical Inquiry I – Research Design (3 QH) HIPS 600 Introduction to Doctoral Studies (3 QH)	HIPS 560 Critical Inquiry I – Research Design (3 QH) HIPS 600 Introduction to Doctoral Studies (3 QH)	HIPS 560 Critical Inquiry I – Research Design (3 QH) HIPS 600 Introduction to Doctoral Studies (3 QH)
<b>Winter Quarter Year 1</b>		
HIPS 501 Introduction to Interprofessional Healthcare Studies (3 QH) HIPS 561 Critical Inquiry 2 – Statistics (3 QH)	HIPS 501 Introduction to Interprofessional Healthcare Studies (3 QH) HIPS 561 Critical Inquiry 2 – Statistics (3 QH)	HIPS 501 Introduction to Interprofessional Healthcare Studies (3 QH) HIPS 561 Critical Inquiry 2 – Statistics (3 QH)
<b>Spring Quarter Year 1</b>		
HIPS 601A Interprofessional Education Seminar (3 QH) HIPS 601C Interprofessional Theory Seminar (3 QH)	HIPS 601A Interprofessional Education Seminar (3 QH) HIPS 601C Interprofessional Theory Seminar (3 QH)	HIPS 601A Interprofessional Education Seminar (3 QH) HIPS 721 Principles of Health Professions Education (3 QH)
<b>Summer Quarter Year 1</b>		
HIPS 562 Measurement Principles (3 QH) HIPS 601B Interprofessional Practice Seminar (3 QH)	HIPS 562 Measurement Principles (3 QH) HIPS 601B Interprofessional Practice Seminar (3 QH)	HIPS 722 Data Driven Curriculum and Instruction (3 QH) HIPS 723 Leadership in Health Professions Education (3 QH)
<b>Fall Quarter Year 2</b>		
HIPS 680 Proposal Development (3 QH) HIPS 711 Interprofessional Teams (3 QH)	HIPS 680 Proposal Development (3 QH) HIPS 711 Interprofessional Teams (3 QH)	HIPS 680 Proposal Development (3 QH) HIPS 711 Interprofessional Teams (3 QH)
<b>Winter Quarter Year 2</b>		
Practicum (6 QH) Elective (3 QH)	Practicum (6 QH)	HIPS 701 Practicum in Interprofessional Education (6 QH)
<b>Spring Quarter Year 2</b>		
Practicum (6 QH)	Practicum (6 QH)	HIPS 703 Practicum in Interprofessional Healthcare Practice (6 QH)
<b>Summer Quarter Year 2</b>		
Practicum (6 QH)		

<b>DSc</b>	<b>PhD</b>	<b>HPE Track</b>
<b>Year 3 – Qualifying Exam</b>		
<b>Fall Quarter Year 3</b>		
HIPS 710 Clinical Research (3 QH)	HIPS 810 Dissertation Research (3 QH)	HIPS 710 Clinical Research (3 QH) <i>or</i> HIPS 810 Dissertation Research (3 QH)
<b>Winter Quarter Year 3</b>		
HIPS 710 Clinical Research (3 QH)	HIPS 810 Dissertation Research (3 QH)	HIPS 710 Clinical Research (3 QH) <i>or</i> HIPS 810 Dissertation Research (3 QH)
<b>Spring Quarter Year 3</b>		
HIPS 710 Clinical Research (3 QH)	HIPS 810 Dissertation Research (3 QH)	HIPS 710 Clinical Research (3 QH) <i>or</i> HIPS 810 Dissertation Research (3 QH)
<b>Summer Quarter Year 3</b>		
	HIPS 810 Dissertation Research (3 QH)	HIPS 810 Dissertation Research (3 QH)
<b>Fall Quarter Year 4</b>		
	HIPS 810 Dissertation Research (3 QH)	HIPS 810 Dissertation Research (3 QH)
<b>Winter Quarter Year 4</b>		
	HIPS 810 Dissertation Research (3 QH)	HIPS 810 Dissertation Research (3 QH)

## 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 anesthesia care, and are critical to the delivery of cost-effective anesthesia care in the United States. As of 2014, there were approximately 50,000 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.

When a nurse anesthetist administers anesthesia, it is recognized as the practice of nursing; when administered by an anesthesiologist, it is recognized as the practice of medicine. In many rural areas of the U.S. and in combat zones, CRNAs are the primary anesthesia providers. 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.

### Department of Nurse Anesthesia Degree Programs

The Department of Nurse Anesthesia offers two pathways to earn a Doctor of Nurse Anesthesia Practice (DNAP) degree. The first pathway is aimed for Registered Nurses seeking education necessary to enter professional practice as a CRNA. The second pathway is aimed for CRNAs seeking knowledge, skills, and abilities in leadership, health policy, outcomes management and healthcare finance. Each of these options is detailed in this catalogue.

### Program Description

#### DNAP (*Entry-level*)

The *entry-level* DNAP program of study requires \*162 quarter-credits to complete. Nurse anesthesia students enter this program with a distinguished record of undergraduate scholarship, and on average, three years of critical care nursing experience. These qualifications are requisite to the successful completion of the rigorous nurse anesthesia didactic and clinical curriculum. The first 18 months entail classroom, online, and laboratory study, combined with human patient simulation and preoperative evaluation experiences. An 18-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 all program requirements and by recommendation of the Program Director, graduates are eligible to apply to take the National Certification Examination for Nurse Anesthetists.

\* Includes the two prerequisite courses

#### DNAP (*Completion-level*)

The *completion-level* DNAP program of study requires \*53 quarter-credits to complete. Nurse Anesthetists enter this program with a master's degree and current certification in the specialty. The program of study provides CRNAs the opportunity to advance their knowledge, skills, and abilities in leadership, health policy, outcomes management and healthcare finance. The

content has been focused through the lens of nurse anesthesia. The degree is designed to be earned online, in 24 months, and on a part-time basis.

\* Includes the two prerequisite courses

### **Master of Science in Nurse Anesthesia Degree (Teach-out)**

Students currently enrolled in the Master of Science in Nurse Anesthesia program are subject to the Learning Objectives and Graduation Requirements listed in the College of Health Professions 2014-2015 Academic Catalog. The institution no longer admits students to the Master's Degree Program in Nurse Anesthesia and it is scheduled to be discontinued effective August 2017.

### **Goals**

The overall goal of the Doctor of Nurse Anesthesia Practice degree programs is to prepare an advanced practice nurse for a career as a nurse anesthetist with leadership skills. Students are educated to assume responsibility and accountability for full scope of practice, and to embrace the philosophy of interdependent, interprofessional practice as the means to realize optimal patient outcomes.

### **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.

The Mission 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.

### **Vision**

The program will be the preeminent nurse anesthesia educational program in the United States.

### **Admission Requirements**

#### **DNAP (*Entry-level*)**

The admission requirements for the *entry-level* DNAP degree program are listed below and are in compliance with the requirements established by the COA.

- Submission of all Nurse Anesthesia Program application materials by published deadlines

- Submission of all undergraduate and graduate-level transcripts by published deadline
- \*A minimum grade point average (GPA) of 3.0 on a 4 point scale for undergraduate curriculum
- A Baccalaureate of Science degree from an accredited institution of higher education prior to application into the program.
- Current unencumbered licensure as a registered nurse in the United States, its territories or protectorates.
- At least one year of full-time experience, preferably two, as an RN in a critical care setting at the time of matriculation.
- GRE scores within five years of application (waived for applicants with earned master's degree)
- Interview with the Nurse Anesthesia Department Admissions Committee
- TOEFL Scores: Required for applicants who do not hold US citizenship or permanent residency. This requirement may be waived at the Program's discretion

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\*An applicant not meeting the GPA requirement may be considered for admission if he/she has a minimum overall GPA of 3.0 for their last two years of study.

## **Admission Requirements**

### **DNAP (*Completion-level*)**

- Submission of all Nurse Anesthesia Program application materials by published deadlines
- Submission of all undergraduate and graduate-level transcripts by published deadlines
- \*A grade point average (GPA) of 3.0 on a 4-point scale, or higher for graduate level coursework.
- A Master's degree from an accredited institution of higher education prior to matriculation into the program
- National certification and recertification as a Certified Registered Nurse Anesthetist
- Current unencumbered licensure as a registered nurse in the United States, its territories or protectorates.
- Current unencumbered licensure as an advanced practice registered nurse in the United States, its territories or protectorates.
- Submission of an employment verification and evaluation form that includes the student's credentialing and privileging scope of practice at his/her current place of employment

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\*An applicant not meeting the GPA requirement may be considered for admission if he/she excels in other admission decision criteria.

**Program of Study**

**DNAP (Entry-level)**

**Prerequisite Course: Winter**

HNAS 698 Scholarly Writing

3 credits

**Prerequisite Course: Spring**

HNAS 699 Biostatistics

3 credits

**Year 1**

**Term 1-Summer**

MCBA 501 Clinical Anatomy (10)

HNAS 725 Advanced Health Assessment (4)

**14 credits**

**Term 2-Fall**

HNAS 750 Advanced Physiology, Pathophysiology & Pharmacology I (6)

HNAS 901 Translational Research I (3)

HNAS 903 Health Policy (3)

HNAS 911 Professional Dissemination Skills (2)

HMTD 515A Foundations for Interprofessional Practice (1)

**15 credits**

**Term 3 Winter**

HNAS 751 Advanced Physiology, Pathophysiology & Pharmacology II (6)

HNAS 902 Translational Research II (3)

HNAS 906 Organizational Theory/Leadership & Management in Healthcare (3)

HMTD 515B Foundations for Interprofessional Practice (1)

**13 credits**

**Term 4-Spring**

HNAS 701 Principles of Anesthesia I (4)

HNAS 710 Chemistry & Physics in Anesthesia (4)

HNAS 720 Advanced Nurse Anesthesia Pharmacology I (1)

HNAS 711 Clinical Correlations I (1)

HNAS 909 Economics & Finance in Hlthcare (3)

**13 credits**

**Year 2**

**Term 5-Summer**

HNAS 702 Principles of Anesthesia II (4)

HNAS 721 Advanced Nurse Anesthesia Pharmacology II (1)

HNAS 712 Clinical Correlations II (1)

HNAS 905A/B Capstone Project Planning (2)

HNAS 907 Quality & Safety/Outcomes Management (4)  
**12 credits**

**Term 6-Fall**

HNAS 703 Principles of Anesthesia III (4)  
HNAS 722 Advanced Nurse Anesthesia Pharmacology III (2)  
HNAS 706 Regional Anesthesia & Pain Pathways (3)  
HNAS 713 Clinical Correlations III (2)  
HNAS 905C/D Capstone Project Planning (2)  
**13 credits**

**Term 7-Winter**

HNAS 714 Clinical Seminar I (1)  
HNAS 810 Clinical Practicum I (8)  
HNAS 908A Capstone Immersion Residency (3)  
**12 credits**

**Term 8-Spring**

HNAS 715 Clinical Seminar II (1)  
HNAS 820 Clinical Practicum II (8)  
HNAS 908B Capstone Immersion Residency (3)  
**12 credits**

**Year 3**

**Term 9-Summer**

HNAS 716 Clinical Seminar III (1)  
HNAS 830 Clinical Practicum III (8)  
HNAS 908C Capstone Immersion Residency (4)  
**13 credits**

**Term 10-Fall**

HNAS 717 Clinical Seminar IV (1)  
HNAS 840 Clinical Practicum IV (8)  
HNAS 912A Capstone Project (3)  
**12 credits**

**Term 11-Winter**

HNAS 718 Clinical Seminar V (1)  
HNAS 850 Clinical Practicum V (10)  
HNAS 912B Capstone Project (3)  
**14 credits**

**Term 12-Spring**

HNAS 719 Clinical Seminar VI (1)

HNAS 860 Clinical Practicum VI (11)

HNAS 913 Role Transition (1)

**13 credits**

**162 total credits**

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## **Program of Study**

### **DNAP (Completion-level)**

#### **Prerequisite Course: Winter**

HNAS 698 Scholarly Writing

3 credits

#### **Prerequisite Course: Spring**

HNAS 699 Biostatistics

3 credits

## **Year 1**

### **Term 1 Summer**

HNAS 905A Capstone Project Planning (1)

HNAS 907 Quality & Safety-Outcomes Management (4)

**5 credits**

### **Term 2 Fall**

HNAS 901 Translational Research I (3)

HNAS 903 Health Policy (3)

**6 credits**

### **Term 3 Winter**

HNAS 902 Translational Research II (3)

HNAS 906 Organizational Theory/Leadership & Management in Healthcare (3)

**6 credits**

### **Term 4 Spring**

HNAS 905B Capstone Project Planning (1)

HNAS 909 Economics and Finance in Healthcare (3)

Specialty Elective (3)

**7 credits**

## **Year 2**

### **Term 5 Summer**

HNAS 905C/D Capstone Project Planning (2)

Specialty Elective (3)

**5 credits**

### **Term 6 Fall**

HNAS 908A Capstone Immersion Residency (4)

HNAS 911 Professional Dissemination Skills (2)  
**6 credits**

**Term 7 Winter**

HNAS 912A Capstone Project (3)  
 HNAS 908B Capstone Immersion Residency (3)  
**6 credits**

**Term 8 Spring**

HNAS 912B Capstone Project (3)  
 HNAS 908C Capstone Immersion Residency (3)  
**6 credits**

**53 total credits**

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**Programmatic Accreditation**

The program was reviewed by the Council on Accreditation of Nurse Anesthesia Educational Programs in 2012 for its Masters of Science in Nurse Anesthesia Program and was awarded the maximum reaccreditation of ten years without any requirements for progress reports. In 2015, the program was reviewed by the Council on Accreditation of Nurse Anesthesia Educational Programs and approved to award the *entry-level* DNAP and *completion-level* DNAP, and to provide up to 100% of its curriculum in a distance education format. 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](mailto:accreditation@aana.com)

**Application Deadlines**

**DNAP (Entry-level) Applications:**

Entry-level program applications are accepted from January 1<sup>st</sup> through June 30<sup>th</sup>. The deadline for complete application files is July 1<sup>st</sup>. Interviews are held approximately two months after the application cycle closes. Admission decisions are communicated within one month of the interviews.

**DNAP (Completion-level) Applications:**

Completion-level program applications are accepted throughout the year. Admission decisions are communicated to the applicant within two months of the completion of the application.

**Terminal Doctoral Learning Outcomes**

The doctoral objectives of the *entry-level* and *completion-level* DNAP degree are consistent with the 2014 COA learner outcomes for doctoral degrees, which require the doctoral graduate to demonstrate the following learner outcomes or competencies:

**Patient Safety**

1. Be vigilant in the delivery of patient care.

2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.).
3. Conduct a comprehensive equipment check.
4. Protect patients from iatrogenic complications.

### **Perianesthesia**

5. Provide individualized care throughout the perianesthesia continuum.
6. Deliver culturally competent perianesthesia care.
7. Provide anesthesia services to all patients across the lifespan.
8. Perform a comprehensive history and physical assessment.
9. Administer general anesthesia to patients with a variety of physical conditions.
10. Administer general anesthesia for a variety of surgical and medically related procedures.
11. Administer and manage a variety of regional anesthetics.
12. Maintain current certification in ACLS and PALS.

### **Critical Thinking**

13. Apply knowledge to practice in decision-making and problem solving.
14. Provide nurse anesthesia services based on evidence-based principles.
15. Perform a preanesthetic assessment before providing anesthesia services.
16. Assume responsibility and accountability for diagnosis.
17. Formulate an anesthesia plan of care before providing anesthesia services.
18. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
19. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
20. Calculate, initiate, and manage fluid and blood component therapy.
21. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
22. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
23. Use science-based theories and concepts to analyze new practice approaches.
24. Pass the national certification examination (NCE) administered by NBCRNA.

### **Communication**

25. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
26. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.
27. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.
28. Maintain comprehensive, timely, accurate, and legible healthcare records.
29. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
30. Teach others.

### **Leadership**

31. Integrate critical and reflective thinking in his or her leadership approach.
32. Provide leadership that facilitates intraprofessional and interprofessional collaboration.

### **Professional Role**

33. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.
34. Interact on a professional level with integrity.
35. Apply ethically sound decision-making processes.
36. Function within legal and regulatory requirements.
37. Accept responsibility and accountability for his or her practice.
38. Provide anesthesia services to patients in a cost-effective manner.
39. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.
40. Inform the public of the role and practice of the CRNA.
41. Evaluate how public policy making strategies impact the financing and delivery of healthcare.
42. Advocate for health policy change to improve patient care.
43. Advocate for health policy change to advance the specialty of nurse anesthesia.
44. Analyze strategies to improve patient outcomes and quality of care.
45. Analyze health outcomes in a variety of populations.
46. Analyze health outcomes in a variety of clinical settings.
47. Analyze health outcomes in a variety of systems.
48. Disseminate research evidence.
49. Use information systems/technology to support and improve patient care.
50. Use information systems/technology to support and improve healthcare systems.
51. Analyze business practices encountered in nurse anesthesia delivery settings.

### **COURSE DESCRIPTIONS**

#### **MCBA 501 Clinical Anatomy (10 credits)**

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, Foundations for Interprofessional Practice (2 credits)**

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.

#### **HNAS 698 Scholarly Writing (3 credits)**

This course prepares the student for graduate level writing by providing online training in five key areas: (1) grammar & punctuation, (2) APA formatting, (3) critical analysis of text, (4) scholarly writing, and (5) business writing. Students complete a series of modules in each content area. In all, there are over 200 modules that teach, develop, and evaluate capacity for

scholarly writing and business writing. This course prepares the student to achieve the level of writing scholarship established by the nurse anesthesia program for the capstone project.

**HNAS 699 Biostatistics (3 credits)**

This course provides an overview of frequently used descriptive and inferential biostatistical methods. The course includes application of the theories of measurement, statistical inference, and decision trees, contributing to better clinical decisions and improved patient care outcomes. Conceptual understanding, rather than computational ability, is the focus of the course. This course includes the collection and display of information, data analysis and statistical measures; variation, sampling and sampling distributions; point estimation, confidence intervals and tests of hypotheses for one- and two-sample problems; principles of one-factor experimental design, one-way analysis of variance and multiple comparisons; and correlation and regression analysis.

**HNAS 701 Principles of Anesthesia I (4 credits)**

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 through the integrated course content of HNAS 720. 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 credits)**

Building on content presented in HNAS 701, this course provides more advanced principles of anesthesia care. Content includes advanced monitoring, anesthetic considerations for cardiac patients having non-cardiac surgery, and anesthesia management of specialty surgical areas such as peripheral vascular, neurological, thoracic, orthopedic, trauma and burns are reviewed. Physiology, pathophysiology, and anesthetic considerations for key disease states and patient populations are included: 1) disease states-pulmonary disease, endocrine disorders, immune compromise, neuromuscular disease, genetically determined diseases, and hepatobiliary disease; 2) patient populations-geriatric, morbidly obese. Associated anesthesia pharmacology is integrated with this course through HNAS 720. Didactic content also includes the fundamentals of radiologic principles, various techniques, topographical anatomy, contrast agents; radiation safety, basic evaluation of normal and abnormal radiographs of the chest; evaluation of proper positioning of various tubes (e.g. endotracheal tubes, chest tubes) and lines (central venous catheters); and proper techniques of safe fluoroscopic equipment use. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 703 Principles of Anesthesia III (4 credits)**

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. HNAS 720 provides integrated content regarding anesthesia pharmacology associated with this course. 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 credits)**

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, including the pathophysiology of these disorders, 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 710 Chemistry and Physics in Anesthesia (4 credit 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. Content includes the physics of radiology and ultrasound, and principles of radiation safety.

**HNAS 711 Clinical Correlations I (1 credit)**

The content of this course is integrated with the topics being presented in the concurrent HNAS 701 Principles of Anesthesia I course. 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)**

The content of this course is integrated with the topics being presented in the concurrent HNAS 702 Principles of Anesthesia II course. 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 (2 credits)**

The content of this course is integrated with the topics being presented in the concurrent HNAS 703 Principles of Anesthesia III. 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 Seminar I (1 credit)**

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 715 Clinical Seminar II (1 credit)**

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 716 Clinical Seminar III (1 credit)**

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 717 Clinical Seminar IV (1 credit)**

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 718 Clinical Seminar V (1 credit)**

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 719 Clinical Seminar VI (1 credit)**

During the clinical practicum, students will return to campus one day per month for case discussions, professional presentations (provided by students and anesthesia experts), morbidity and mortality conferences, and board review activities. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval.

**HNAS 720 (1 credit)**

**HNAS 721 (1 credit)**

**HNAS 722 (2 credits)**

**HNAS 720, 721, 722 Advanced Nurse Anesthesia Pharmacology**

This course, taken over three quarters, covers the pharmacokinetic and pharmacodynamic principles of drugs, which are most commonly utilized in an anesthetic practice. Content of this course is integrated with the topics being covered in the Principles of Anesthesia course series. Drug categories that are covered include intravenous induction agents, benzodiazepines, inhalational anesthetics, opioids, and neuromuscular blockers. Also covered are other commonly prescribed drug categories that have significant implications to anesthesia practice, as well as alternative medications, and illegal drugs, with a focus on their anesthetic implications.

**HNAS 725 Advanced Health Assessment (4 credits)**

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 physical exam demonstration at the culmination of the course.

### **HNAS 750 Advanced Physiology, Pathophysiology, & Pharmacology I (6 credits)**

In this course, nurse anesthesia students receive the foundational requisites in organ specific physiology, pathophysiology, and the corresponding pharmacologic agents commonly used to treat organ specific disease. Course instruction begins at the cellular level, including the genetic basis of disease, and advances to include a review of various organ system's functions and disease states.

### **HNAS 751 Advanced Physiology, Pathophysiology, & Pharmacology II (6 credits)**

HNAS 750 is a prerequisite course for HNAS 751. HNAS 751 continues in the same format as HNAS 750, and builds to provide a comprehensive review of the physiology, pathophysiology and pharmacology of each organ system not covered in HNAS 750.

### **HNAS 810 Clinical Practicum I (8 credits)**

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 and conduct case discussions. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval. *Grading: Pass/Fail*

### **HNAS 820 Clinical Practicum II (8 credits)**

During this quarter, students continue rotations contingent on documented progress in daily clinical evaluations. 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, and conduct case discussions. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval. *Grading: Pass/Fail*

### **HNAS 830 Clinical Practicum III (8 credits)**

Students continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. 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 and conduct case discussions. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval. *Grading: Pass/Fail*

### **HNAS 840 Clinical Practicum IV (8 credits)**

Students continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. 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 and conduct case discussions. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval. *Grading: Pass/Fail*

**HNAS 850 Clinical Practicum V (10 credits)**

Students continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. 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 and conduct case discussions. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval. *Grading: Pass/Fail*

**HNAS 860 Clinical Practicum VI (11 credits)**

Students continue rotations at clinical sites contingent on documented progress in daily clinical evaluations. 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 719) to review clinical experiences and conduct case discussions. *Prerequisite:* Satisfactory completion of all previous courses in the Nurse Anesthesia program or faculty approval. *Grading: Pass/Fail*

**HNAS 901 Translational Research I (3 credits)**

This course focuses on the scientific principles that underpin translational research, and provides students with the tools necessary for critical evaluation, synthesis, transference, and application of appropriate evidence-based findings to nurse anesthesia practice. Students will critically appraise the nature of the evidence for potential inclusion in the capstone project. This course utilizes diverse quantitative and qualitative designs and analysis strategies used in the study of health phenomena. Emphasis will be to critique existing research for implementation into nurse anesthesia practice. This course will also enable the student to acquire introductory knowledge and skills in quantitative and qualitative modes of investigation in order to better evaluate existing research.

**HNAS 902 Translational Research II (3 credits)**

Building upon the content provided in HNAS 901, this course is designed to develop student knowledge and skills regarding the evaluation, translation, and integration of published research results into clinical practice. Students will learn how to: 1) conceptually frame clinical practice problems; 2) transform these identified problems into answerable research questions; 3) search for the best clinical evidence; 4) assess the clinical evidence utilizing scientific, biostatistical, and epidemiologic principles; 5) integrate the research results in a culturally competent manner. Knowledge and skills regarding the critical appraisal and synthesis of research (developed in HNAS 806) will foster the student's understanding of models used for the evidenced-based practice of nurse anesthesia. *Prerequisite:* Satisfactory completion of HNAS 901 or faculty approval.

**HNAS 903 Health Policy (3 credits)**

The content in this course will equip the student with the knowledge and skills needed to evaluate how public policy-making strategies impact the financing and delivery of healthcare services. Group and individual course assignments, involving the use of informatics, will include: 1) examining current trends in healthcare policy and financing; 2) examining and analyzing the process of public policy-making within a systems framework; 3) analyzing the impact of public policy decisions (legislative and regulatory--at the state and/or federal level) on healthcare cost, quality, and access to care; 4) utilizing strategies for policy analysis; and 5) analyzing proposed

policy solutions for health-care cost reduction. This course will prepare the student to advocate for health policy change to: 1) improve patient care; and 2) advance the specialty of nurse anesthesia. The student will learn to apply methods of policy analysis to policies of relevance to their practice setting, and to use the results to advocate for policy change; strategies to evaluate the outcomes of policy change will be incorporated. Assignments will involve designing and implementing interventions to influence policy-making.

#### **HNAS 905A-905B-905C-905D Capstone Project Planning (1 credit)**

These four courses focus on specific aspects of the planning of a significant doctoral capstone project. Guided by faculty and their DNAP advisor, students will focus on the project problem statement, formal planning models, literature review, necessary resource identification, and project evaluation. Upon completion of the four courses (4 hours), the student will have developed a formal capstone project proposal, and will have secured required approvals needed to move forward with project implementation (including Institutional Review Board approval at each involved facility). *Grading: Pass/Fail*

#### **HNAS 906 Organizational Theory/Leadership & Management in Healthcare (3 credits)**

This course focuses on acquiring, and demonstrating application of, major theories of organizational structure and function. Content includes organizational elements/features, culture, human resources, and their respective impact on outcomes/organizational effectiveness. Leadership theories and principles are analyzed and applied to the management of complex leadership situations in healthcare. Students will participate in assessing and improving the effectiveness of their leadership style and emotional intelligence.

#### **HNAS 907 Quality & Safety-Outcomes Management (4 credits)**

This course explores the theoretical basis of human error, patient safety and quality assurance in patient care. It introduces the systems approach framework to error investigation and analysis, and integrates concepts of teamwork, crisis management, simulation and monitoring systems in anesthesia practice. Principles of a culture of safety and quality will be analyzed. An emphasis is placed on acquiring and demonstrating the skills needed to utilize data for ethical healthcare decision-making through the process of outcomes management. Students will demonstrate the ability to: 1) assess and evaluate health outcomes in a variety of populations, clinical settings, and systems; 2) effectively use data; 3) develop and assess strategies to improve healthcare environments, patient outcomes and quality of care; and 4) formulate an outcomes management plan. Course content will also include integration of informatics to support culturally sensitive, evidence-based practice at a leadership level. Selected informatics topics relevant to evidence-based practice with varied populations include: 1) data capture, analysis, and application for quality and safety improvement; and 2) informatics as a fundamental tool for the creation of evidence.

#### **HNAS 908A-908B-908C Capstone Immersion Residency (10 credits)**

The immersion residency involves those hours of practice associated with completion of the capstone project. These practice hours may be within the domain of patient care, leadership/management, education, or health care/public policy advocacy. The student will complete a minimum of 400 clock/contact hours of practicum to complete the requirements of this course. *Grading: Pass/Fail*

#### **HNAS 909 Economics and Finance in Health Care (3 credits)**

This course is designed to provide the knowledge and skills needed for students to analyze business practices encountered in the nurse anesthesia delivery setting. Content includes: 1) basic economic theory; 2) market driving and restraining forces in healthcare and industry

trends; 3) healthcare finance and reimbursement; 4) financial statements and interpretation and analysis of financial reports; 5) anesthesia billing strategies; and 6) healthcare entrepreneurship. Theory and application are integrated throughout the course, particularly related to development of cost/benefit analysis and the long-term financial impact of practice changes.

**HNAS 911 Professional Dissemination Skills (2 credits)**

This course is designed to provide content necessary for professional presentation and scholarly dissemination of knowledge. Students will demonstrate the ability to inform the public of the role and practice of the doctoral-prepared CRNA and represent themselves in accordance with the Code of Ethics for CRNAs.

**HNAS 912 Capstone Project (6 credits)**

The capstone project emphasizes the synthesis, critique, and application of advanced clinical practice and systems-level knowledge gained in the program to support quality clinical practice and improved systems of health care delivery. The project should serve as a foundation for future scholarship; the student's program of study (entry level versus completion) will assist in determining the level of practice change appropriate for the project. The DNAP Capstone Project Guide provides key information to students regarding the philosophy, definition, and objectives of the capstone, as well as key deadlines associated with each project. Following project approval by the academic Chair and DNAP advisor, the DNAP candidate will complete the doctoral project as evidenced by presentation of a scholarly written paper. Dissemination of the results of the project through submission for professional publication or poster session presentation is expected. Students will present their work during the final 3-day intensive on-campus session. *Prerequisite:* 905A-905B-905C-905D Capstone Project Planning. *Grading:* Pass/Fail

**HNAS 913 PROFESSIONAL ROLE TRANSITION (1 credit)**

This course provides the entry-level nurse anesthesia student with information critical to their successful transition into practice. Content includes: 1) professional etiquette and professional responsibilities related to interviews/offers of employment/references/ credentialing; 2) negotiation of employment contracts; 3) legal, ethical and professional implications of common employment relationships; and 4) workplace culture. In addition, by the end of this course, students will provide evidence of completion of all 6 modules of the AANA Learn student curriculum "Wellness and Chemical Dependency in the Nurse Anesthesia Profession".

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

**DEPARTMENT OF NUTRITION**

**DEPARTMENT OF NUTRITION MASTER OF SCIENCE DEGREE PROGRAMS**

1. *THE NUTRITION EDUCATION/CLINICAL NUTRITION (42 QH)* programs are designed to enhance the skills of the nutrition professional. The two non-thesis degree programs focus on competency in the following core areas: application of nutrition, health promotion and wellness knowledge, implementation of education activities, demonstration of the processes of critical thinking and evaluation of applied research, and application of professional communication and leadership skills. 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.

2. *THE HEALTH PROMOTION AND WELLNESS (45 QH)* program is designed to prepare students for jobs in the prevention, health promotion and wellness industry, the public health field, and in businesses that want to improve the health and well-being of their employees. Students will demonstrate competency in the following five areas: application of health promotion and wellness knowledge, implementation of education activities, application of professional communication, leadership and management skills, and demonstration of the processes of critical thinking and evaluation of research.

The Master of Science 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 Internet access. Contact between faculty and students are conducted primarily through the Internet, e-mail and telephone. Although our programs are 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 degree. A student who is enrolled part-time, in two courses per quarter, and does not take a leave of absence, can complete the degree in two (2) academic years. Full-time students enrolled in the MS in Health Promotion and Wellness can complete the degree in one (1) year. Students must follow the standard admissions procedures used at Rosalind Franklin University of Medicine and Science.

### **CERTIFICATE IN NUTRITION FOR HEALTHCARE PROFESSIONALS**

*THE CERTIFICATE IN NUTRITION (12 QH)* provides 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 quarter hour online courses for a total of 12 quarter hours of credit to complete the certificate.

### **OBJECTIVES AND COMPETENCIES**

#### **NUTRITION EDUCATION/CLINICAL NUTRITION**

Upon completion of the Master of Science in Nutrition Education or Master of Science in Clinical Nutrition program, graduates will:

- Apply nutrition and health promotion knowledge to professional activities
- Educate individuals, families and the community about nutrition
- Demonstrate the ability to think critically and evaluate research to make nutrition recommendations
- Communicate effectively as a nutrition professional
- Demonstrate leadership as a nutrition professional in an interprofessional healthcare environment

#### Program Competencies

- Nutrition, Health Promotion and Wellness Knowledge
- Education
- Applied Research Evaluation
- Communication
- Leadership

### **HEALTH PROMOTION AND WELLNESS**

Upon completion of the Master of Science in Health and Wellness degree program, graduates will be prepared to be leaders in prevention, health and wellness efforts for individuals, families and communities and will be able to:

- Apply knowledge of health promotion and wellness in a variety of settings
- Educate the individual, family and community on health issues
- Communicate effectively as a health professional
- Demonstrate leadership in an interprofessional health and wellness environment
- Demonstrate the ability to think critically and evaluate research to create wellness initiatives

#### **Program Competencies**

- Prevention, Health Promotion and Wellness Knowledge
- Education
- Applied Research Evaluation
- Communication
- Leadership

### **UNIQUE FEATURES OF THE NUTRITION PROGRAM**

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

- Graduate degree can be completed in two years by taking two courses a quarter
- Flexibility to fit your life—allowing you up to five years from the date of enrollment into the program to complete all graduate degree requirements
- Capstone: Final portfolio offers the opportunity to synthesize and analyze learning experiences and projects created in the completion of coursework

### **APPLICATION INFORMATION**

For maximum consideration, applicants should submit all application materials early in the cycle. To initiate the application process, you must submit all required application items through [RFUCAS](#). Questions concerning the application should be directed to the Office of CHP Admissions.

The Nutrition Program uses a “rolling admissions” process where applications are reviewed and decisions are made at regular intervals during the admissions cycle until the class is filled. Fall quarter is the preferred starting term.

### **ADMISSION REQUIREMENTS – MASTER OF SCIENCE IN NUTRITION EDUCATION AND MASTER OF SCIENCE IN CLINICAL NUTRITION**

The following are required for admission into the Master of Science in Nutrition Education and Master of Science in Clinical Nutrition:

- To be eligible for admission into the Clinical Nutrition degree program track or the Nutrition Education degree program track, applicants must have a minimum of a bachelor's degree in nutrition, dietetics, or a related health field from an accredited academic institution. The Master of Science in Clinical Nutrition program is reserved for candidates with approved clinical experience in medical-surgical or critical care from healthcare professional clinical training or work experience.
- Applicants with a bachelor's degree in the sciences who do not possess a degree in nutrition, dietetics, or a related health field are eligible only for admission into the Nutrition Education degree program track.

- Applicants considering a career change, who are not registered dietitians and/or do not possess degrees in nutrition or dietetics, are asked to 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 applicants 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. 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.
- Students currently enrolled in other programs at Rosalind Franklin University of Medicine and Science and alumni should contact the CHP Admissions Office for an alternative concurrent/short application form and requirements.

#### **ADMISSIONS POLICY AND SCHOLARSHIP FOR INDIVIDUALS ACCEPTED TO AND/OR CURRENTLY COMPLETING A DIETETICS INTERNSHIP**

The Department of Nutrition offers a streamlined admissions process to expedite the standard application for those who retain a current acceptance to an ACEND accredited dietetics internship program and/or are currently completing a dietetics internship. The policy for the expedited application process is as follows. Applicants who have been accepted to and/or are currently completing a dietetics internship will follow the standard application process with the exception of the following application requirements:

- The application fee waived.
- A single letter of reference from the internship director is required in place of two letters of recommendation required for the standard process.

Individuals who have been accepted to an ACEND accredited dietetics internship program or are currently completing a dietetics internship are eligible for a scholarship award. The terms of the scholarship are as follows:

- The scholarship award will be applied to the final 6 quarter hours of academic coursework.
- The scholarship is contingent upon 1) successful completion of 36 quarter hours of Department of Nutrition MS degree program core and elective coursework, and 2) documentation of successful completion of the dietetics internship.

#### **ADMISSION REQUIREMENTS – MASTER OF SCIENCE IN HEALTH PROMOTION, AND WELLNESS**

The following are required for admission into the Master of Science in Health Promotion and Wellness:

- Bachelor's degree from a regionally accredited college or university
- Cumulative minimum grade point average of 2.75 on a 4.0 point scale in the last two years of undergraduate study
- A minimum of two baccalaureate level courses in the life/physical sciences and one course in the social sciences recorded on the applicant's official transcript with a grade of "C" or better.

- Alternatives to these admission requirements may include relevant academic work or professional work experiences, with preference for candidates with coursework in the life/physical sciences.

### **ADMISSION REQUIREMENTS – CERTIFICATE IN NUTRITION**

The following are required for admission into the Certificate in Nutrition:

- Applicants must have a minimum of a bachelor's degree in a health or science related field from an accredited academic institution.
- The following courses must be recorded on the student's official transcript(s): chemistry, anatomy/physiology, and psychology.
- Cumulative minimum grade point average of 2.75 on a 4.0 scale during the last two years of college.

### **FOR STUDENTS CURRENTLY ENROLLED AT ROSALIND FRANKLIN UNIVERSITY:**

- Students must be 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 program Chairperson/academic advisor's letter of support, verifying your academic performance will not be jeopardized by the concurrent enrollment.

### **TRANSFER CREDIT**

Admitted students must submit request for transfer credit to the Department of Nutrition for departmental review and decision after matriculation. Requests for transfer credit should include a course or catalog description and syllabus for each course for which transfer credit is requested. Up to 8 quarter hours of comparable graduate level coursework will be considered for transfer credit, typically counted as elective credit requirements. No transfer credit will be awarded for the certificate program. No credit will be given for life experience or through proficiency examinations.

Requests for transfer credit will be evaluated by the Department Chair in consultation with department faculty members. Final decisions to grant individual course transfer credit are the responsibility of the Department Chair and are forwarded to the Office of the Registrar for consolidation.

### **GRADUATE REQUIREMENTS**

#### **MASTER OF SCIENCE NUTRITION EDUCATION/CLINICAL NUTRITION DEGREE**

- Successful completion of 42 quarter hours
- 7 – 10 quarter hours of Nutrition, Health Promotion and Wellness Core
- 10 quarter hours of Research Core
- 4 – 7 quarter hours of Education Core
- 9 quarter hours of Advanced Professional Skills Core
- 6 quarter hours of Electives
- 3 quarter hours of Portfolio Evaluation
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all course requirements within 5 years from the date of enrollment
- Be in good standing with regard to financial commitment and professional integrity

**MASTER OF SCIENCE HEALTH PROMOTION AND WELLNESS DEGREE**

- Successful completion of 45 quarter hours
- 16 quarter hours of Health Promotion and Wellness Core
- 9 quarter hours of Applied Research Core
- 6 quarter hours of Advanced Professional Skills Core
- 7 quarter hours of Health Administration Core
- 7 quarter hours of Independent Study and Portfolio Evaluation
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all course requirements within 5 years from the date of enrollment
- Be in good standing with regard to financial commitment and professional integrity

**NUTRITION CERTIFICATE COMPLETION**

- Successful completion of four certificate 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

**NUTRITION EDUCATION/CLINICAL NUTRITION COURSES**

**NUTRITION, HEALTH PROMOTION AND WELLNESS CORE**

HNUT 511 Nutrition in Chronic Disease (4 QH)

HNUT 541 Prevention, Health Promotion and Wellness (3 QH)

HNUT 554 Nutrition in Critical Care (3 QH)

**RESEARCH CORE**

HNUT 504 Information and Health Literacy (3 QH)

HNUT 526 Evaluating Research and Health Recommendations (4 QH)

HNUT 585 Epidemiology and Biostatistics (3 QH)

**EDUCATION CORE**

HNUT 506 Health Education Teaching Experience (1 QH)

HNUT 525 Assessment and Evaluation in Education (3 QH)

HNUT 532 Instructional Design for Health Education (3 QH)

**ADVANCED PROFESSIONAL SKILLS CORE**

HNUT 505 Communication Strategies, Methods and Techniques (3 QH)

HNUT 512 Leadership (3 QH)

HNUT 513 Health and Wellness Coaching (3 QH)

**FINAL PORTFOLIO EVALUATION**

HNUT 596 Portfolio Evaluation (3 QH)

**ELECTIVES**

HNUT 508 Cultural Dimensions of Healthcare (3 QH)

HNUT 542 Complementary Medicine and Dietary Supplements (3 QH)

HNUT 576 Nutrition in Human Physical Performance (3 QH)

HNUT 582 Independent Study (3 QH)

HHCM 510 Global Health (3 QH)

HHCM 511 Healthcare Management in Non-Hospital Settings (3 QH)

HHCM 517 Management Ethics (3 QH)  
 HHCM 519 Practice Management (3 QH)  
 HHCM 522 Healthcare Policies and Delivery Systems (4 QH)  
 HHCM 524 Organization Behavior and Human Resources (3 QH)

## **HEALTH PROMOTION AND WELLNESS COURSES**

### **HEALTH PROMOTION AND WELLNESS CORE**

HNUT 508 Cultural Dimensions of Healthcare (3 QH)  
 HNUT 510 Modern Nutrition (3 QH)  
 HNUT 532 Instructional Design for Health Education (3 QH)  
 HNUT 541 Prevention, Health Promotion and Wellness (3 QH)  
 HHCM 530 Introduction to Public Health (4 QH)

### **APPLIED RESEARCH CORE**

HNUT 504 Information and Health Literacy (3 QH)  
 HNUT 585 Epidemiology and Biostatistics (3 QH)  
 HHCM 521 Evidence Based Management (3 QH)

### **ADVANCED PROFESSIONAL SKILLS CORE**

HNUT 505 Communication Strategies, Methods and Techniques (3 QH)  
 HNUT 512 Leadership (3 QH)

### **HEALTH ADMINISTRATION CORE**

HHCM 517 Management Ethics (3 QH)  
 HHCM 522 Healthcare Policy and Delivery Systems (4 QH)

### **FINAL EVALUATION**

HPHW 583 Independent Study in Health Promotion and Wellness (4 QH)  
 HPHW 596 Health Promotion and Wellness Portfolio Evaluation (3 QH)

### **CERTIFICATE IN NUTRITION**

Students will complete the following courses:

- HNUT 510 Modern Nutrition (3 QH)
- HNUT 555 Nutrition in the Lifecycle (3 QH)
- HNUT 541 Prevention, Health Promotion and Wellness (3 QH)
- HNUT 542 Complementary Medicine and Dietary Supplements (3 QH)

## **COURSE DESCRIPTIONS**

### **HNUT 504 – Information and Health Literacy (3 QH)**

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.

*Research Core course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 505 – Communication Strategies, Methods and Techniques (3 QH)**

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.

*Advanced Professional Skills Core course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 506 – Health Education Teaching Experience (1 QH)**

The purpose of this course is to give the student the opportunity to experience a teaching role. Students will plan, deliver, and evaluate a learning module in a prevention, health and/or wellness area of their choice.

*Education Core course offered during spring quarter.*

**Prerequisite:** HNUT 532 or permission of instructor. Approval of a "learning module" and proposal is required prior to registration for this course.

### **HNUT 508 – Cultural Dimensions of Health (3 QH)**

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.

*Health Promotion and Wellness Core and Nutrition Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 510 – Modern Nutrition (3 QH)**

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.

*Health Promotion and Wellness Core and Nutrition Certificate course offered during fall quarter.*

**Prerequisite:** Enrollment in Nutrition Certificate for Healthcare Professionals or permission of instructor.

### **HNUT 511 – Nutrition in Chronic Disease (4 QH)**

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.

*Nutrition, Health Promotion and Wellness Core course offered during spring quarter.*

**Prerequisite:** Enrollment in the program.

**HNUT 512 – Leadership (3 QH)**

This course offers the essential elements in developing leadership skills, strategic planning and team performance to support career development and professional leadership activity in health and wellness organizations. The essential elements will be explored within the dynamic evolving landscape of the US Healthcare delivery system.

*Advanced Professional Skills Core course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 513 – Health and Wellness Coaching (3 QH)**

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.

*Advanced Professional Skills Core course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 525 – Assessment and Evaluation in Education (3 QH)**

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.

*Education Core course for students enrolled in the Nutrition Education program or elective course for students in the Clinical Nutrition program offered during summer quarter.*

**Prerequisite:** HNUT 532 or permission of instructor.

**HNUT 526 – Evaluating Research and Health Recommendations (4 QH)**

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.

*Research Core course offered during fall quarter.*

**Prerequisite:** HNUT 585

**HNUT 532 – Instructional Design for Health Education (3 QH)**

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 learning objectives, designing student-focused teaching methods, assessing learning outcomes and evaluating the educational experience. This course will primarily focus on learning theories for the adult learner. The student will design a complete educational offering (teaching module). A subsequent teaching experience will allow students to carry out the teaching experience.

*Health Promotion and Wellness Core and Education Core course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 541 – Prevention, Health Promotion and Wellness (3 QH)**

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.

*Health Promotion and Wellness Core and Nutrition Core course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 542 – Complementary Medicine and Dietary Supplements (3 QH)**

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.

*Elective course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 554 – Nutrition in Critical Care (3 QH)**

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.

*Nutrition, Health Promotion and Wellness Core course for students enrolled in the Clinical Nutrition program or an elective for eligible students in the Nutrition Education Program offered during spring quarter.*

**Prerequisite:** HNUT 526, HNUT 585 and R.D. Credential or permission of instructor.

**HNUT 555 – Nutrition in the Lifecycle (3 QH)**

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.

*Nutrition Certificate course offered during winter quarter.*

**Prerequisite:** Enrollment in Nutrition Certificate for Healthcare Professionals program or permission of instructor.

**HNUT 576 – Nutrition in Human Physical Performance (3 QH)**

This course focuses on the role of nutrition in the physiological and 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.

*Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 582 – Independent Study (3 QH)**

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

*Elective course offered all quarters.*

**Prerequisite:** Approval from department chair.

**HNUT 585 – Epidemiology and Biostatistics (3 QH)**

This is a graduate level, introductory course that covers the principles and methods of epidemiological investigation and biostatistics as they apply to disease prevention and health improvement. The course emphasizes practical application of statistics and explores the relationship between epidemiology and biostatistics.

*Research Core course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HNUT 596 – Portfolio Evaluation (3 QH)**

The Master of Science in Nutrition degree focuses on five competency areas: nutrition and health promotion knowledge, education, critical thinking and research evaluation, professional communication, and leadership. Achievement of specific learning objectives in these areas of competency will be demonstrated by the student through development of artifacts during the course of her/his degree program. These artifacts 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 artifacts with analysis and reflections for each. Portfolio Evaluation is the final degree requirement and for all students in the Master of Science in Nutrition program. Students will enroll in this course after all other course requirements are completed. A modified portfolio will be prepared by students who did not prepare artifacts as part of the required course work.

*Capstone Core course offered all quarters.*

**Prerequisite:** Successful completion of all core and elective courses required for the MS in Nutrition Education or MS in Clinical Nutrition.

**HPHW 583 Independent Study in Health Promotion and Wellness (4 QH)**

Students will apply concepts and skills gained through their course work to the professional wellness environment in an approved, interprofessional leadership experience located within a business, institution or agency. The student is expected to complete a minimum of 120 hours within the setting, including the time needed for preliminary planning, implementing and reporting on the completed project. The final report of the completed project will be presented as part of the final Portfolio Evaluation.

*Final Evaluation course offered during spring quarter.*

**Prerequisite:** Completion of all core and elective course requirements for the MS in Prevention, Health Promotion and Wellness degree, approval of an independent study proposal completed by the student, and completion of a credentialing process as part of HNUT 512.

**HPHW 596 Portfolio Evaluation for Health Promotion and Wellness (3 QH)**

The Master of Science in Health Promotion and Wellness degree focuses on five competency areas: application of prevention, health promotion and wellness knowledge, educating the individual, family and community on health issues, leadership in an interprofessional health and wellness environment, communicating effectively as a health professional, and demonstration of critical thinking and research evaluation. Achievement of specific learning objectives in these areas of competency will be demonstrated by the student through completion of course projects. These projects will become part of an e-portfolio that will be evaluated by the student and a faculty committee. The portfolio course is the final degree requirement and capstone experience for all students in the Master of Science in Health Promotion and Wellness program.

*Final Evaluation course offered during spring quarter.*

**Prerequisite:** Completion of all core course requirements for the MS in Health Promotion, and Wellness.

**HHCM 510 – Global Health (3 QH)**

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.

*Elective course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 511 – Healthcare Management in Non-Hospital Settings (3 QH)**

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.

*Elective course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 517 – Management Ethics (3 QH)**

The course 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.

*Health Promotion and Wellness Core and Nutrition Elective course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 519 – Practice Management (3 QH)**

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.

*Elective course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 521 – Evidence Based Management (3 QH)**

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.

*Health Promotion and Wellness Core course offered during summer quarter.*

**Prerequisite:** Enrollment in program or Department Approval.

**HHCM 522 – Healthcare Policy and Delivery Systems (4 QH)**

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 introduced with a particular focus on contrasting competitive and regulatory approaches to the resolution of health policy problems.

*Health Promotion and Wellness Core course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 524 – Organizational Behavior and Human Resources (3 QH)**

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 Organizational Behavior 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 Human Resources 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.

*Elective course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

**HHCM 530 – Introduction to Public Health (4 QH)**

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.

*Health Promotion and Wellness Core course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

*Courses, course descriptions, and quarter offered are subject to change without prior notice.*

**NUTRITION EDUCATION/CLINICAL NUTRITION PROGRAM COMPLETION**

Part-time schedule – Completion in two years enrolling in two classes each quarter

Nutrition Education	Clinical Nutrition
<b>Fall Quarter</b>	
<i>Year 1</i>	<i>Year 1</i>
HNUT 504 Information and Health Literacy (3 QH) HNUT 532 Instructional Design for Health Education (3 QH)	HNUT 504 Information and Health Literacy (3 QH) HNUT 532 Instructional Design for Health Education (3 QH)
<i>Year 2</i>	<i>Year 2</i>
HNUT 526 Evaluating Research and Health Recommendations (4 QH) Elective (3 QH)*	HNUT 526 Evaluating Research and Health Recommendations (4 QH) Elective (3 QH)*
<b>Winter Quarter</b>	
<i>Year 1</i>	<i>Year 1</i>
HNUT 541 Prevention, Health Promotion and Wellness (3 QH) HNUT 585 Epidemiology and Biostatistics (3 QH)	HNUT 541 Prevention, Health Promotion and Wellness (3 QH) HNUT 585 Epidemiology and Biostatistics (3 QH)
<i>Year 2</i>	<i>Year 2</i>
HNUT 505 Communication Strategies, Methods and Techniques (3 QH) Elective (3 QH)*	HNUT 505 Communication Strategies, Methods and Techniques (3 QH) Elective (3 QH)*
<b>Spring Quarter</b>	
<i>Year 1</i>	<i>Year 1</i>
HNUT 511 Nutrition in Chronic Disease (4 QH) HNUT 513 Health and Wellness Coaching (3 QH)	HNUT 511 Nutrition in Chronic Disease (4 QH) HNUT 513 Health and Wellness Coaching (3 QH)
<i>Year 2</i>	<i>Year 2</i>
HNUT 506 Health Education Teaching Experience (1 QH) HNUT 512 Leadership (3 QH)	HNUT 506 Health Education Teaching Experience (1 QH) HNUT 512 Leadership (3 QH) HNUT 554 Nutrition in Critical Care (3 QH)
<b>Summer Quarter</b>	
<i>Year 1</i>	<i>Year 1</i>
HNUT 525 Assessment and Evaluation in Education (3 QH) Elective (3 QH)*	Elective (3 QH)*
<i>Year 2</i>	<i>Year 2</i>
HNUT 596 Portfolio Evaluation (3 QH)**	HNUT 596 Portfolio Evaluation (3 QH)**

\*Two electives are required for degree completion.

\*\* The MS in Nutrition Education requires a portfolio with a nutrition education focus.  
The MS in Clinical Nutrition requires a portfolio with a clinical nutrition focus.

**HEALTH PROMOTION AND WELLNESS PROGRAM COMPLETION**

Part-time schedule – Completion in two years enrolling in two classes each quarter

<b>Fall Quarter</b>
<b>Year 1</b>
HNUT 504 Information and Health Literacy (3 QH) HNUT 510 Modern Nutrition (3 QH)
<b>Winter Quarter</b>
<b>Year 1</b>
HNUT 585 Epidemiology and Biostatistics (3 QH) HHCM 517 Management Ethics (3 QH)
<b>Spring Quarter</b>
<b>Year 1</b>
HNUT 512 Leadership (3 QH) HHCM 522 Healthcare Policy and Delivery Systems (4 QH)
<b>Summer Quarter</b>
<b>Year 1</b>
HNUT 508 Cultural Dimensions of Healthcare (3 QH) HHCM 521 Evidence Based Management (3 QH)
<b>Fall Quarter</b>
<b>Year 2</b>
HNUT 532 Instructional Design for Health Education (3 QH) HHCM 530 Introduction to Public Health (4 QH)
<b>Winter Quarter</b>
<b>Year 2</b>
HNUT 505 Communication Strategies, Methods and Techniques (3 QH) HNUT 541 Prevention, Health Promotion and Wellness (3 QH)
<b>Spring Quarter</b>
<b>Year 2</b>
HPHW 583 Independent Study in Health Promotion and Wellness (4 QH) HPHW 596 Portfolio Evaluation in Health Promotion and Wellness (3 QH)

\*The MS in Health Promotion and Wellness requires a portfolio with a health promotion and wellness focus.

## **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 December prior to 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 QH)  
 HAPA 560 Clinical Correlations I (3 QH)  
 HAPA 560A Clinical Correlations I Lab (2QH)  
 HAPA 550 Seminar I (2 QH)  
 HAPA 535 Medical Terminology (1 QH)

##### Fall Quarter

MPAT 600A General and Systemic Pathology (6 QH)  
 PBBS 503A Structure & Function (7QH)  
 HAPA 561 Clinical Correlations II (3 QH)  
 HAPA 561A Clinical Correlations II Lab (2 QH)  
 HAPA 551 Seminar II (2 QH)  
 HMTD 515A Foundations for Interprofessional Practice (1 QH)

##### Winter Quarter

MPAT 600B General and Systemic Pathology (3 QH)  
 PBBS 503B Structure & Function (4 QH)  
 HAPA 562 Clinical Correlations III (3 QH)  
 HAPA 562A Clinical Correlations III Lab (2 QH)  
 HAPA 552 Seminar III (2 QH)  
 HMTD 515B Foundations for Interprofessional Practice (1 QH)

##### Spring Quarter

MPAT 600C General and Systemic Pathology (3.5 QH)  
 HAPA 563 Clinical Correlations IV (3 QH)  
 HAPA 563A Clinical Correlations IV Lab (2 QH)  
 HAPA 553 Seminar IV (2 QH)  
 HAPA 540 Autopsy Pathology (2 QH)  
 HAPA 540A Autopsy Pathology Lab (2 QH)  
 PBBS 504B Neuroscience (5 QH)  
 HMTD 551 Leadership in Healthcare Environment (3 QH)

#### Year 2

##### Summer Quarter

HAPA 630 Anatomic Pathology Clerkship I (12 QH)

##### Fall Quarter

HAPA 631 Anatomic Pathology Clerkship II (12 QH)

##### Winter Quarter

HAPA 632 Anatomic Pathology Clerkship III (12 QH)

**Spring Quarter**

HAPA 633 Anatomic Pathology Clerkship IV (12 QH)

**Course Descriptions**

**First Year - Summer Quarter**

**MCBA 501 Clinical Anatomy, Lecture/Laboratory (10 QH)**

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 (3 QH)**

This is 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.

**HAPA 560A Clinical Correlations I Lab, Laboratory (2 QH)**

This is 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 laboratory safety, ergonomics, specimen photography, radiology, tissue processing, embedding, cutting, staining, frozen sections, and grossing.

**HAPA 535 Medical Terminology, Lecture (1 QH)**

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 (2 QH)**

This is a four-course sequence designed to address special topics pertinent to Pathologists' Assistant students in the didactic year. The content includes topics such as history of the profession, professional development, pathology in literature, etc. In each course, students will examine current and emerging information relevant to the topic addressed as a means to help students develop an understanding of the commitment to continuous learning that is required of Pathologists' Assistants.

**First Year-Fall Quarter**

**MPAT 600A General and Systemic Pathology, Lecture/Laboratory (6 QH)**

The biologic basis 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 (7 QH)**

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 (3 QH)**

This is 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 and provides an introduction to clinical medicine, microbiology, pharmacology, oncology, and various aspects of general and systemic pathology, running parallel to MPAT 600A.

**HAPA 561A Clinical Correlations II Lab, Laboratory (2 QH)**

This is 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 clinical medicine, microbiology, pharmacology, medical and surgical oncology, hematology, skin, vascular and heart.

**HMTD 515A Foundations for Interprofessional Practice (1 QH)**

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 (2 QH)**

Continuation of HAPA 550.

**First Year-Winter Quarter**

**MPAT 600B Systemic Pathology, Lecture/Laboratory (3 QH)**

The biologic basis 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 (4 QH)**

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 562 Clinical Correlations III, Lecture (3 QH)**

This is the third segment in 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 portion of the course provides an introduction to laboratory management and emphasizes systemic pathology running parallel to MPAT 600B.

**HAPA 562A Clinical Correlations III Lab, Laboratory (2 QH)**

This is 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 laboratory management, larynx, lung, central nervous system and eye, upper and lower gastrointestinal tract, hepatobiliary, oral cavity, and pancreas.

**HMTD 515B Foundations for Interprofessional Practice, Lecture/Discussion (1 QH)**

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 (2 QH)**

Continuation of HAPA 551.

**First Year-Spring Quarter**

**MPAT 600C Systemic Pathology, Lecture/Laboratory (3.5 QH)**

The biologic basis 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 (3 QH)**

This is the fourth segment in 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 and provides an introduction to cancer epidemiology and emphasizes systemic pathology running parallel to MPAT 600C.

**HAPA 563A Clinical Correlations IV Lab, Laboratory (2 QH)**

This is 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 genitourinary, endocrine, breast, male reproductive, female reproductive, bone and soft tissue, epidemiology, pediatrics, and gross histology correlation.

**HAPA 540 Autopsy Pathology, Lecture (2 QH)**

This course provides an introduction to autopsy pathology and includes instruction in forensic, perinatal and pediatric pathology. There is an associated laboratory component for this class that includes practicing autopsy techniques on cadavers. The final project (evaluated

separately in HAPA 540A) includes a PowerPoint group presentation of the cadaver evisceration and pertinent medical findings.

**HAPA 540A Autopsy Pathology Lab, Laboratory (2 QH)**

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 (5 QH)**

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 (3 QH)**

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 (2 QH)**

Continuation of HAPA 552.

**Second Year - Summer Quarter**

**HAPA 630 Anatomic Pathology Clerkship I (12 QH)**

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 QH)**

Continuation of HAPA 630.

**Second year - Winter Quarter**

**HAPA 632 Anatomic Pathology Clerkship III (12 QH)**

Continuation of HAPA 631.

**Second Year - Spring Quarter**

**HAPA 633 Anatomic Pathology Clerkship IV (12 QH)**

Continuation of HAPA 632.

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

**Clinical Affiliates**

Advocate Illinois Masonic Hospital - Chicago, IL  
 Boyce & Bynum and Boone Hospital – Columbia, MO  
 Burgess Medical Center – Kalamazoo, MI  
 California Pacific Medical Center – San Francisco, CA  
 Cedars Sinai – Los Angeles, CA  
 Chicago Area Autopsy Service – Chicago, IL  
 City of Hope – Duarte, CA  
 Clement J. Zablocki VA Medical Center – Milwaukee, WI  
 Cleveland Clinic- Cleveland, OH  
 Jackson Health System – Miami, FL  
 John H. Stroger, Jr., Hospital of Cook County – Chicago, IL  
 Kaiser Permanente - San Jose, CA & Santa Clara, CA  
 Los Angeles County Medical Examiner’s Office - Los Angeles, CA  
 Mercy Hospital – Chicago, IL  
 Methodist Hospital – Houston, TX  
 Mount Sinai Hospital – Chicago, IL  
 Northwestern Memorial Hospital – Chicago, IL  
 Presbyterian Health Services – Albuquerque, NM  
 Rush University Medical Center – Chicago, IL  
 Sanford Health, Sioux Falls, SD  
 Scott and White Memorial Hospital - Round Rock, TX  
 St. Joseph’s Hospital – Fort Wayne, IN  
 St. Louis University School of Medicine – St. Louis, MO  
 Tulane University – New Orleans, LA  
 University of California - Irvine, CA  
 University of California, San Diego – San Diego, CA  
 University of Chicago Medical Center - Chicago, IL  
 University of Kansas Medical Center – Kansas City, KS  
 University of Minnesota Fairview – Minneapolis, MN  
 University of Mississippi – Jackson, MS  
 University of Nebraska Medical Center – Omaha, NE  
 University of Wisconsin – Madison, WI  
 Vanderbilt University - Nashville, TN

**Department Faculty**

Mary L. Dydo, MS, PA (ASCP)<sup>cm</sup>, Instructor, Chair and Program Director  
 Osvaldo Rubinstein, MD, Associate Professor and Medical Director  
 Roseann M. Vitale, MS, PA (ASCP)<sup>cm</sup>, Instructor, Director of Experiential Learning  
 Christina R. Overstreet, MBA, Instructor and Director of Distance and Online Education  
 Elizabeth K. Betten, MS, PA (ASCP)<sup>cm</sup>, Instructor, Director of Clinical Education  
 John E. Vitale, PhD, MHS, PA (ASCP)<sup>cm</sup>, Assistant Professor, Vice Dean, College of Health Professions  
 Daniel Bareither, PhD, Professor  
 John Becker, 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 program 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](mailto: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 interview to assess interpersonal and communication skills, maturity, and commitment to a career as a physical therapist. The multiple-mini interview format allows the applicant to display expertise in professional abilities such as communication, conflict resolution, ethical and moral judgment, critical thinking, teamwork, and problem solving.

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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

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; and pathophysiology. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HPTH 645 Clinical Physiology (6 QH)**

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 system, lymphatic system, endocrine system, nervous system, lymphatic, 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, common associated pathologies, and lifestyle related disease processes. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HMTD 515A Foundations for Interprofessional Practice(1 QH)**

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 QH)**

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, manual therapy, soft tissue mobilization, 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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 515B Foundations for Interprofessional Practice (1 QH)**

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.

**Spring Quarter****HMTD 551 Leadership in the Health Care Environment (3 QH)**

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 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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

This is a six week, full-time (240 hour) 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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

This is a ten 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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 QH)**

This is a ten week, full-time (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 QH)**

This is a twelve 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 QH)**

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 848, 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 QH)**

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 QH)**

A course designation for students pursuing individual academic activities.

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

**TRANSITION DOCTOR OF PHYSICAL THERAPY PROGRAM (TDPT)****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 American Physical Therapy Association (APTA) 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 TRANSITION DOCTOR OF PHYSICAL THERAPY (42 QH)* 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 state of the art practice, to refine professional leadership skills, and to advance scientific inquiry skills commensurate with contemporary and future practice trends. The program is offered as a hybrid online distance program. Attendance at one weekend on campus session is required in conjunction with HPPT 722: Advanced Clinical Practice.

**TRANSITION DOCTOR IN PHYSICAL THERAPY STUDENT OUTCOMES**

Graduates of the program will be able to:

- Recognize and respond to economic and market trends in the delivery of physical therapy services to diverse populations
- 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
- Contribute to processes that generate evidence and consensus about the efficacy and effectiveness of physical therapy practice
- Practice as a first-contact practitioner in the delivery of care throughout the life span
- Be an influential leader in shaping policy related to healthcare systems and organizations
- Integrate the cultural and socioeconomic and biopsychosocial factors that impact the management and delivery of physical therapy services
- Serve the public as the primary resource, educator, and consultant regarding physical therapy-related health, prevention, and wellness information
- Serve as a professional role model, educator and mentor for healthcare providers, students and others
- Progress along the continuum of practice toward becoming a master clinician
- 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
- Collect and analyze data on management systems to enhance outcomes of Physical Therapy services

- Provide leadership in the healthcare delivery system for ethical, professional and legal physical therapist practice
- Refer and collaborate in an interprofessional manner with other medical practitioners

### **APPLICATION INFORMATION**

The transition Doctor in Physical Therapy 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 prior to the deadline of the start of the quarter they wish to enter. To initiate the application process, materials should be submitted through the Rosalind Franklin University Centralized Application Service (RFUCAS).

### **ADMISSION PROCEDURES AND REQUIREMENTS**

The following are required for admission into the transition Doctor in Physical Therapy program:

- 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.
- 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. Transcripts may be waived in certain situation by the program directors.
- Admission to the program is competitive. Class members are selected on the basis of academic records, application, and letters of recommendation.
- Computer literacy is required. Computer software requirements and specifications will be provided upon acceptance.

### **TRANSFER CREDIT**

Students requesting transfer credit must submit their request in writing to the Program Director. The Admissions committee for the transition Doctor in Physical Therapy program evaluates the appropriateness of the course transfer. Students can also petition to receive advanced standing credit for the successful completion of clinical specialization, certifications, continuing education courses, presentations, publications, management experience, teaching, serving as a clinical instructor and related professional experience.

### **GRADUATE REQUIREMENTS FOR THE TRANSITION DOCTOR IN PHYSICAL THERAPY DEGREE:**

- Successful completion of 42 quarter hours
- Comprehensive Project (Independent Study or Practicum)
- Cumulative grade point average of 3.0 (B) or better
- Successful completion of all course requirements within 5 years from the date of enrollment
- Be in good standing with regard to financial commitment and professional integrity

## TRANSITION DOCTOR OF PHYSICAL THERAPY COURSES

### CORE COURSES

HPPT 506 Evidence Based Practice (3 QH)  
 HPPT 720 Physical Therapy Examination: Screening for Disease (3 QH)  
 HPPT 722 Advanced Clinical Practice (3 QH)  
 HPPT 730 Pharmacology (3 QH)  
 HPPT 732 Anatomical Imaging (3 QH)  
 HPPT 870 Independent Study (3 QH)  
 HPPT 880 Practicum (6 QH)  
 HHCM 522 Healthcare Policy and Delivery Systems (4 QH)

### ELECTIVE COURSES

HPTH 501 Practical Statistics (3 QH)  
 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 560 Healthcare Literacy (3 QH)  
 HNUT 508 Cultural Dimensions of Healthcare (3 QH)  
 HNUT 542 Complementary Medicine and Dietary Supplements (3 QH)  
 HNUT 576 Nutrition in Human Physical Performance (3 QH)

## TRANSITION DOCTOR OF PHYSICAL THERAPY COURSE DESCRIPTIONS

### **HPPT 506 Evidence Based Practice (3 QH)**

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.

*Core course offered during fall quarter.*

**Prerequisite:** Enrollment in program.

### **HPPT 720 Physical Therapy Examination: Screening for Disease (3 QH)**

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.

*Core course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HPPT 722 Advanced Clinical Practice (3 QH)**

This course 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 System. 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.

*Core course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HPPT 730 Pharmacology for Physical Therapists (3 QH)**

This online course utilizes multiple formats to enable the 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. PowerPoint, text and journal readings, case studies and assignments, and discussion boards will be used.

*Core course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HPPT 732 Anatomical Imaging (3 QH)**

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.

*Core course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HPPT 870 Independent Study (3 QH)**

An individualized independent learning experience with faculty support 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 of a particular patient group

*Core course offered all quarters.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HPPT 880 Practicum (6 QH)**

The Practicum experience combines an Independent Study topic with a project which may be clinical research, administrative or education in nature. This is done with faculty support and/or a supervisor in the area of expertise needed for the practicum. It must be approved by the Program Director.

*Core course offered all quarters.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HPTH 501 Practical Statistics (3 QH)**

Practical Statistics is an introduction graduate course covering basic principles of biometry and applied statistical methods utilizing current computer software

*Elective course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HHCM 510 – Global Health (3 QH)**

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.

*Elective course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HHCM 511 – Healthcare Management in Non–Hospital Settings (3 QH)**

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.

*Elective course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HHCM 518 – Insurance Dimensions (3 QH)**

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.

*Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HHCM 519 – Practice Management (3 QH)**

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.

*Elective course offered during fall quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HHCM 520 – Cultural Diversity and the Management of Healthcare (3 QH)**

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.

*Elective course offered during winter and spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HHCM 522 – Healthcare Policy and Delivery Systems (4 QH)**

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 introduced with a particular focus on contrasting competitive and regulatory approaches to the resolution of health policy problems.

*Core course offered during winter quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HHCM 523 – Current Topics in Healthcare Administration and Management (3 QH)**

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.

*Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HHCM 560 – Health Literacy (3 QH)**

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 project 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.

*Elective course offered during spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 508 – Cultural Dimensions of Health (3 QH)**

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.

*Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 542 – Complementary Medicine and Dietary Supplements (3 QH)**

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.

*Elective course offered spring quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

### **HNUT 576 – Nutrition in Human Physical Performance (3 QH)**

This course focuses on the role of nutrition in the physiological and 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.

*Elective course offered during summer quarter.*

**Prerequisite:** Enrollment in the program or Department Approval.

*Courses, course descriptions, and quarter offered are subject to change without prior notice.*

**PROGRAM COMPLETION**

Part-time schedule – Completion in two years enrolling in two classes each quarter

<b>Year 1</b>	
<b>Fall</b>	HPPT 506 Evidence Based Practice (3 QH)
<b>Winter</b>	HHCM 522 Healthcare Policy and Delivery Systems (4 QH) Elective (3 QH)
<b>Spring</b>	HPPT 720 PT Examination: Screening for Disease (3 QH) Elective (3 QH)
<b>Summer</b>	HPPT 730 Pharmacology (3 QH) Elective (3 QH)
<b>Year 2</b>	
<b>Fall</b>	Elective (3 QH)
<b>Winter</b>	HPPT 732 Anatomical Imaging (3 QH) Elective (3 QH)
<b>Spring</b>	HPPT 880 Practicum (3 QH) Elective (3 QH)
<b>Summer</b>	HPPT 722 Advanced Clinical Practice (3 QH) HPPT 870 Independent Study (3 QH) or HPPT 880 Practicum (3 QH)

**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)  
 Currative Rehabilitation Center (Milwaukee, WI)  
 Delnor Community Hospital (Geneva, IL)  
 Dwight Orthopedics (Canton, MI)  
 Easter Seal Rehabilitation Center of Will-Grundy Counties (Joliet, IL)  
 Edward Hospital (Naperville, IL)  
 Eisenhower Medical Center (Rancho Mirage, CA)  
 Elmhurst Memorial Hospital (Elmhurst, IL)  
 Evanston Hospital (Evanston, IL) NSUHS  
 Fairfield Medical Center (Lancaster, OH)  
 Genesis Medical Center (Davenport, IA)  
 Gillette Children's Hospital (St. Paul, MN)  
 Glenbrook Hospital (Glenview, IL) NSUHS  
 Advocate Good Samaritan Hospital (Downers Grove, IL)  
 Advocate Good Shepherd Hospital (Barrington, IL)  
 Gottlieb Hospital (Melrose Park, IL)  
 Great Plains Sports Medicine and Rehab (Peoria, IL)  
 Gulf Coast Aquatic & Rehab Center (Crystal River, FL)  
 Highland Park Hospital (Highland Park, IL) NSUHS  
 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 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, Chair and Associate Professor  
 Wendy Rheault, PT, PhD, FASAHP, Provost and Professor of Physical Therapy  
 Judith L. Stoecker, PT, PhD, Associate Professor, Vice President Academic Affairs  
 Academic Affairs  
 Laila Alibiglou, PT, PhD, Assistant Professor and Director of the Movement Analysis and  
 Translational Science (MATS) Lab  
 Jeffery Damaschke, PT, DPT, MS, OCS, Assistant Dean of Student Affairs College of Health  
 Professions, Assistant Professor  
 Frank DiLiberto, PT PhD, OCS FAAOMPT, CSCS, Assistant Professor  
 Donna Frownfelter, PT, DPT, MA, CCS, RRT, FCCP,  
 Assistant Professor, and Director, Post-Professional Studies  
 Nupur Hajela, PT, PhD, Assistant Professor  
 Sara Koveleski Kraut, PT, DPT, NCS, Instructor  
 April Newton, PT, DPT, Assistant Professor,  
 Jessica Nilles, PT, DPT, OCS, FAAOMPT, Instructor  
 Matthew Nuciforo, PT, DPT, OCS, FAAOMPT, CSCS, Assistant Professor  
 Mary Rahlin, PT, DHS, PCS, Associate Professor  
 Julie Schwertfeger, PT, MBA, Instructor

Karen Stevens, PT, DPT, MS, OCS, Assistant Professor  
Susan Tappert, PT, DPT, MS, Assistant Professor  
Patrick Withrow, PT, DPT, GCS, Instructor

## 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.

The development of research and scholarship competencies occurs throughout the program's two years and culminates in a Master's Project that can be either experiential or literature-

based. The Master's Project includes three research content tracks: 1) evidence-based medicine research, 2) educational research, and 3) clinical research. The research is compiled into a comprehensive thesis that is based on published guidelines. In addition, students are required to present their Master's Project to fellow students, the 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 (ASRC) 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 OR a student enrolled in the combined BS/MS in Physician Assistant Practice Program at DePaul 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; grades of "B" or higher are considered to be competitive:

- Biochemistry
- Human Anatomy
- Human Physiology
- Introduction to Psychology
- Microbiology (with lab preferred)

The following courses are strongly recommended, but not required:

- Statistics
- Research Design
- Technical Writing
- Medical Terminology
- Medical Ethics
- Additional higher-level Psychology course (e.g. Child Psychology, Developmental Psychology, Abnormal Psychology, etc.)
- Spanish or other foreign language

No advanced standing or transfer credits will be awarded regardless of previous experience.

## ADMISSIONS PROCESS

- The PA Program is a member of the Centralized Application Service for Physician Assistants (CASPA). All applications must be submitted online directly to CASPA. Prospective applicants should visit the CASPA Web site at [www.caspaonline.org](http://www.caspaonline.org) to apply. The CASPA admissions cycle begins each year around April 15 and ends December 1.
- The Office of Admissions and Recruitment forwards completed application files for review by the Physician Assistant Department only after receipt of all application paperwork, which includes receipt of a completed University Supplemental Application and a \$35 processing fee, and the applicant's GRE scores.
- The PA Faculty Admissions Committee reviews each completed application for interview consideration. Applications are evaluated based on the strength of the applicant's academic record, prior healthcare experience, personal motivation in becoming a PA, 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. Applicants who do not receive an offer of acceptance may be placed on the 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 QH)	
HPAS 500	Physician Assistant Professional Issues and Ethics (2 QH)	
HPAS 537	Population Medicine (1 QH)	
HPAS 508	Interviewing and Medical Documentation (2 QH)	
HPAS 538	Introduction to Clinical Medicine for the Physician Assistant (2 QH)	
HPAS 539	Introduction to Pharmacotherapy (1 QH)	

#### Fall Quarter

Course #	Course Name	Credit Hours
HPAS 501	General Medicine and Infectious Diseases I (9 QH)	
HPAS 502	Introduction to EKG (1 QH)	
HPAS 515	Psychosocial Aspects of Patient Care (2 QH)	
HPAS 528	Research and Statistics (2 QH)	

HPAS 532	Interprofessional Case Collaborations I (1 QH)
HPAS 650	Complementary Medicine (1 QH)
HPAS 601	Pharmacotherapy I (4 QH)
HMTD 515A	Foundations for Interprofessional Practice (1 QH)

#### Winter Quarter

Course #	Course Name	Credit Hours
HPAS 510	General Medicine and Infectious Diseases II	(9 QH)
HPAS 512	Clinical Decision Making I	(2 QH)
HPAS 513	Physical Examination	(4 QH)
HPAS 525	Geriatrics	(2 QH)
HPAS 533	Interprofessional Case Collaborations II	(1 QH)
HPAS 540	Pediatrics	(2 QH)
HPAS 610	Pharmacotherapy II	(3 QH)
HMTD 515B	Foundations for Interprofessional Practice	(1 QH)

#### Spring Quarter

Course #	Course Name	Credit Hours
HPAS 518	Emergency Medicine	(2 QH)
HPAS 519	Obstetrics and Gynecology	(3 QH)
HPAS 520	General Medicine and Infectious Disease III	(8 QH)
HPAS 522	Clinical Decision Making II	(2 QH)
HPAS 523	Clinical Procedures	(3 QH)
HPAS 534	Interprofessional Case Collaborations III	(1 QH)
HPAS 620	Pharmacotherapy III	(3 QH)
HPAS 646	Advanced Physical Examination	(2 QH)
HMTD551	Leadership Skills in Healthcare Environment	(3 QH)

### COURSE DESCRIPTIONS STUDY FOR THE DIDACTIC YEAR

#### HPAS 500 Physician Assistant Professional Issues and Ethics (2 QH)

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 (9 QH)

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 QH)

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 QH)

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 (9 QH)**

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 QH)**

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 (8 QH)**

This course is the third in the series of *General Medicine and Infectious Disease* courses as described above. This final quarter focuses on disorders commonly seen in specialty practice. Topic areas are: gastroenterology, biliary disease, otolaryngology, ophthalmology, orthopedics 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 QH)**

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 QH)**

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 QH)**

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 QH)**

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 (3 QH)**

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 QH)**

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 of skills include: phlebotomy, injections, intravenous therapy, urethral and nasogastric catheterization, suturing, casting/splinting, and practice scrubbing, gowning and gloving for surgery. In addition, students will be required to successfully complete Basic Life Support and Advanced Cardiac Life Support (BLS & ACLS) training course.

**HPAS 525 Geriatrics (2 QH)**

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 QH)**

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 532, 533, 534 Interprofessional Case Collaborations (1 QH per course)**

The purpose of this one credit course is to prepare students to work together in collaborative interprofessional teams while understanding the concepts of pathophysiology, clinical presentation, diagnostic techniques and medical management and treatments as they apply to physician assistants and pharmacists. This course is a supplemental case-based course to the General Medicine and Pharmacotherapy courses. This course will also provide reinforcement of key concepts relevant to patient care as students work interprofessionally to solve case-based, patient-centered issues. Relevant interprofessional topics will be addressed throughout the course.

**HPAS 537 Population Medicine (1 QH)**

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 QH)**

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 history of medicine as applied to current practice, the nature of disease and illness, clinical decision-making, the basics of microbiology and clinical laboratory medicine as applied to patient evaluation and management.

**HPAS 539 Introduction to Pharmacotherapy (1 QH)**

This course will provide the foundational knowledge necessary to understand general pharmacotherapy principles and practice. The course will cover pharmacodynamics, pharmacokinetics, medication safety, as well as the drug approval process used by the Federal Drug Administration. This course will also cover clinical pharmacokinetics and an overview of antibiotic therapy.

**HPAS 540 Pediatrics (2 QH)**

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 (4 QH)**

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 (3 QH)**

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 (3 QH)**

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 (2 QH)**

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 QH)**

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.

**HPAS 532 Interprofessional Case Collaborations I (1 QH)**

This course is the first in the series of three courses. The purpose of this one credit course is to prepare students to work together in collaborative interprofessional teams while understanding

the concepts of pathophysiology, clinical presentation, diagnostic techniques and medical management and treatments as they apply to physician assistants and pharmacists. This course is a supplemental case-based course to the General Medicine and Pharmacotherapy courses. This course will also provide reinforcement of key concepts relevant to patient care as students work interprofessionally to solve case-based, patient-centered issues. Relevant interprofessional topics will be addressed throughout the course.

**HPAS 533 Interprofessional Case Collaborations II (1QH)**

This course is the second in the series of three courses, as described above.

**HPAS 534 Interprofessional Case Collaborations III (1QH)**

This course is the third in the series of three courses, as described above.

**MCBA 501 Clinical Anatomy (10 QH)**

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, Foundations for Interprofessional Practice(2 QH)**

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 QH)**

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.

**CLINICAL YEAR**

<b>Course #</b>	<b>Course Name</b>	<b>Quarter Credit Hours</b>
HPAS 550	Internal Medicine	6
HPAS 560	General Surgery	6
HPAS 565	Family Medicine	6
HPAS 570	Women's Health	6
HPAS 575	Pediatrics	6
HPAS 580	Emergency Medicine	6
HPAS 591	Elective I Rotation	6
HPAS 592	Elective II Rotation	6
HPAS 690	Master's Project	8

## **COURSE DESCRIPTIONS**

The clerkships are designed to provide a wide range of clinical- and hospital-based experiences with emphasis on history taking, performing the physical examination, ordering diagnostic studies, developing a diagnosis, and elaborating a management plan, as well as performing clinical and medical procedures and assisting in surgeries. These clerkships can be located in the greater Chicago area, adjacent states, more distant states and in other countries depending on availability, appropriateness, and student preference. Students should expect to travel to one or more clerkships at locations distant from RFUMS. Students are responsible for arranging their own housing during their clerkships, although some clinical sites have housing available.

### **HPAS 550 Internal Medicine (6 QH)**

Six-week clerkship in an Internal Medicine setting.

### **HPAS 560 General Surgery (6 QH)**

Six-week clerkship in a General Surgery setting.

### **HPAS 565 Family Medicine (6 QH)**

Six-week clerkship in a Family Medicine setting.

### **HPAS 570 Women's Health (6 QH)**

Six-week clerkship in an Obstetrics/Gynecology setting.

### **HPAS 575 Pediatrics (6 QH)**

Six-week clerkship in a Pediatric setting.

### **HPAS 580 Emergency Medicine (6 QH)**

Six-week clerkship in an Emergency Medicine setting.

### **HPAS 591 Elective Rotation (6 QH)**

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, Psychiatry, Neonatology, Trauma Surgery, International Medicine, and Infectious Disease.

### **HPAS 592 Elective Rotations (6 QH)**

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, Psychiatry, Neonatology, Trauma Surgery, International Medicine, and Infectious Disease.

### **HPAS 690 Master's Project I (8 QH)**

This is a research course in which students develop and execute a research project under the supervision of a faculty research advisor. There are three research content tracks available to students for the Master's Project: 1) evidence-based medicine research (EBMR), 2) educational research (ER), and 3) clinical research (CR). The research is compiled into a comprehensive thesis, i.e. paper, that is based on published guidelines. In addition, students are required to present their Master's Project to fellow students, the 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 (ASRC) with a poster presentation. Within the ER and CR tracks students can engage in either experiential or literature-based research, while the EBMR track

can be pursued only by literature-based research. Experiential research is a group project, while literature based research is an individual project. *Prerequisite: HPAS 528 Research & Statistics Course descriptions are subject to change without prior notice.*

### **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**

Kristine Burgess, MS, PA-C, Instructor and Director of Didactic Education  
 Jeff Greene, MPAS, PA-C, Instructor  
 P. Rea Katz, PhD, PA-C, Assistant Professor  
 Alexander Kendall, MS, PA-C, Instructor  
 Walid Khayr, MD, Professor and Medical Director  
 Ziemowit Mazur, M.Ed, MS, PA-C, Assistant Professor and Associate Director  
 Kristin Mahr, MS, PA-C, Instructor and Director of Clinical Education  
 Mayra Quintana, MD, Instructor and Director of Admissions  
 Jason Radke, MMS, PA-C, Clinical Coordinator  
 Myriam Riboh, MS, PA-C, Assistant Professor  
 Greg Skladzien, MD, Assistant Professor  
 Michel Statler, MLA, PA-C, Associate Professor and Acting Chair/Program Director

#### **ADMINISTRATIVE STAFF**

Allison Schlarbaum, Administrative Assistant  
 Kristina Paschal, 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  
 James Carlson, PhD, PA-C, Associate Professor, Dean for College of Health Professions  
 Ninad Dixit, MD, Assistant Professor  
 Lisa Fields, PhD, PA-C, Clinical Instructor  
 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  
 Patrick Knott, PhD, PA-C, Professor, Vice President for Strategic Enrollment Management

Andrew Kramer, MD, Clinical Assistant Professor  
 Tara Lykowski, MMS, PA-C, Clinical Instructor  
 Ernest Nora III, MD, Clinical Associate Professor  
 Preston Reilly, MD, Clinical Assistant Professor  
 Sharon Rosenberg, MD, Instructor  
 Dean Shoener, MD, Clinical Assistant Professor  
 Duane Stich, MD, Clinical Assistant Professor  
 James Unti, 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.

### DEGREE PROGRAM

Master of Science in Biomedical Sciences (BMS)

### APPLICATION INFORMATION

Applications are available at the following site:

<http://www.rosalindfranklin.edu/Degreeprograms/BiomedicalSciences/apply.aspx>

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

### TRANSFER CREDIT

No transfer credit is awarded for prerequisites in the MS in Biomedical Sciences. 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. 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.

### CONTACT INFORMATION

#### CHAIR

Catherine Gierman-Riblon DSc, RN  
(847) 578.8789 / [catherine.riblon@rosalindfranklin.edu](mailto:catherine.riblon@rosalindfranklin.edu)

#### DEPARTMENT COORDINATOR

Tamera Kavouras  
(847) 578-8604 / [tamera.kavouras@rosalindfranklin.edu](mailto: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 and nutrition.

**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 three certificate tracks in which to take courses.

- Health Administration
- 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 from an accredited university or college. Applicants must have successfully completed 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. Biochemistry is required. The following coursework is highly recommended, but not required: human anatomy, molecular biology, physiology, psychology 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, recommendations from persons involved in the students' previous educational experience, previous healthcare, leadership and humanitarian experiences, and other factors as determined by the Admissions Committee and department faculty.

**REQUIREMENTS FOR DEGREE COMPLETION**

Successful completion of 50 – 53 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 three (4) track courses

**FINANCIAL AID INFORMATION**

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

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

**BMS Program of Study**

Quarter Track	Course	Credits	Location
<b>Fall</b>			
	*Clinical Molecular Cell Biology	3.5	On Campus
	*Medical Biochemistry A	4	On Campus
	*Medical Physiology A	1	On Campus
	*Topics in Physiology A	1	On Campus
	*Introduction to IP Healthcare A	1	On Campus
Certificate Track	**Per certificate chosen	3-4	On-Line
		<b>Total Credits</b>	<b>13.5-14.5</b>
<b>Winter</b>			
	*Medical Physiology B	9	On Campus
	*Medical Biochemistry B	2	On Campus
	*Topics in Physiology B	2	On Campus
	*Introduction to IP Healthcare B	0.5	On-Campus
Certificate Track	**Per certificate chosen	6-7	On Line
		<b>Total Credits</b>	<b>19.5-20.5</b>
<b>Spring</b>			
	*Medical Neuroscience	7.5	On Campus
	*Medical Physiology C	4	On Campus

**BMS Program of Study**

Quarter Track	Course	Credits	Location
	*Topics in Physiology C	2	On Campus
	*Introduction to IP Healthcare C	0.5	On Campus
Certificate Track	**Per certificate chosen	3-4	On Line
<b>Total Credits</b>		<b>17-18</b>	

\*Courses offered by Chicago Medical School

\*\* Course is determined by program requirements for each certificate

**CERTIFICATE TRACKS**

**HEALTH ADMINISTRATION**

The Certificate in Health Administration is an online learning program offered as a defined series of four courses designed to advance the student’s knowledge in health administration. Courses include content from areas of leadership, management, and public health.

**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, and 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.

**REQUIRED CORE COURSES**

**HIPS 502 A, B, C 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 sub-cellular, 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.

**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.

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

## DEPARTMENT OF PSYCHOLOGY

The Department of Psychology offers the MS degree in Psychology: Clinical Counseling, and the Ph.D. degree in Clinical Psychology. The programs integrate academic, scientific, and professional training. Our programs are 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 counseling, and human welfare. The scientist-practitioner model is ideal for professionals who utilize scientific methods in the conduct of professional practice (Belar & Perry, 1992) and who engage in evidence based practice.

### **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 health problems. 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, which they integrate into their practice. 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 understand developments in the research literature and who employ empirically based assessment and intervention techniques. Cognitive-Behavioral therapeutic interventions are

emphasized in our curriculum. Our curriculum is designed to be completed in 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 include training required by licensing authorities to meet the educational requirements for licensure, with additional courses required by the department and electives courses are available within and outside of the Department of Psychology. 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 training 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 will receive notification from the Admissions Office once your application has been received and 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, 847-578-3204; or via e-mail at [grad.admissions@rosalindfranklin.edu](mailto:grad.admissions@rosalindfranklin.edu). When the application is complete (i.e., all required application materials are on file), it is sent to the Psychology Department for review. After review of prospective applicants, the department will invite some applicants for an interview. Each prospective student must complete an interview prior to the extension of any offers of admission.

Our Department recognizes the importance of cultural and individual differences and is receptive to, and supportive of, diversity at a variety of levels in the program including recruitment, curriculum, and the overall climate of learning. We are committed to addressing issues of multiculturalism and enhancing diversity training within the program to meet the needs of our students.

### **REQUIREMENTS FOR ADMISSION**

The following are the basic requirements each applicant must fulfill to be considered for admission:

1. BA or BS degree from an accredited college or university.
2. Two letters of reference (three preferred) 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 areas such as psychology, sociology, criminal justice, etc.

Graduate Record Examination (OPTIONAL – Required for Research Track) - Verbal, Quantitative, and Analytical Writing

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 deadline for the academic year starting in August is April 15 of the same calendar year. Applications are accepted after the application deadline on a space available basis. It is the applicant's responsibility to ensure that all application materials have been submitted by the deadline date. Inquires about the completeness of an application can be directed to the CHP Admissions Office at (847) 578-3209 or email to [grad.admissions@rosalindfranklin.edu](mailto:grad.admissions@rosalindfranklin.edu). Completed applications and other application materials should be sent to:

The CHP Admissions Office  
 Rosalind Franklin University of Medicine and Science  
 3333 Green Bay Road  
 North Chicago, IL 60064  
 (847) 578-3204

## **DEPARTMENT OF PSYCHOLOGY**

### **YEAR 1**

Theories of Counseling & Psychotherapy  
 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  
 Socio and Cultural Foundations of Behavior  
 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  
 Theories of Personality & Emotion  
 Lifespan Developmental Psychology  
 Substance Abuse Assessment and Treatment  
 Family Systems and Therapy  
 Career Counseling and Development  
 Electives

The curriculum consists of 78 quarter hours of required courses, a required minimum of 12 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 (IDFPR) 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 credit hours)

### **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 credit hours)

### **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 credit hours)

### **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 credit hours)

### **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 credit hours)

### **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 credit hours)

**HPSC577 Socio and Cultural Foundations of Behavior** (IDFPR Social and Cultural Foundations)

Using a systems approach, this course will examine the impact of privilege on students' perception of culture, diversity, and identity. Students' will explore their own culture, and their reactions to and perception of persons who are different. The course specifically examines class, ableness, gender roles, ethnicity and sexual orientation, and the interaction between those statuses and clinical issues. Strong emphasis will be placed on the constructions, meaning, and experiences of difference in an effort to prepare students to function as culturally responsive, ethical psychologists, plus some social foundations of behavior curriculum (4.5 credit hours)

**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 credit hours)

**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 credit hours)

**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 credit hours)

**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 credit hours each quarter for 2 successive quarters for a total of 10 credit hours)

**HPSC668 Theories of Personality & Emotion** (IDFPR Counseling Theory)

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 credit hours)

**HPSC669 Theories of Counseling & Psychotherapy** (IDFPR Counseling Theory)

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. Credit hours on gender-sensitive psychotherapy and culture-sensitive psychotherapy are included. Research bearing on and based on these systems is considered. (4.5 credit hours)

**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 credit hours)

**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 credit hours)

**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 credit hours)

**HMTD 515A&B, Foundations for Interprofessional Practice**

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 credit hours)

## Electives

### **HPSC-560 Cognition and Cognitive Assessment and Lab**

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 credit hours)

### **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 credit hours)

### **HPSC573 Health Psychology: Psychological Comorbidities of Physical Illness**

This course is an introduction to the psychological disorders that are frequently co-morbid with physical health conditions. The etiology of select physical conditions, their psychological correlates, assessment, and specific interventions will be discussed. (4 credit hours)

### **HPS-576 Essentials of Physiological Psychology & Behavioral Neuroscience**

This course provides an overview of how the nervous system controls behavior. We begin by examining the intrinsic properties of neurons and how these cells enable information to flow through the nervous system. Topics include organization of the nervous system, structure and function of neurons, and neural communication. We then examine relevant methods for investigating the nervous system including relevant anatomical behavioral, cellular, imaging, and neurophysiological approaches in animal and human behavior. The course concludes with an overview of how neurons work together regionally and as part of the system or circuit to support higher-order phenomena such as sensory perception, motor control, emotion and cognition. (3 credit hours)

### **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 hour)

### **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 credit hours)

### **HPSC – 785 Professional Issues Seminar**

This course will review the foundations and contextual dimensions of mental health counseling. Emphasis will be placed on understanding the roles, functions and identity of mental health counselors. The organization and structure of the professions including professional organizations and regulation of the profession will also be studied. Professional issues related to the practice of counseling will be reviewed including insurance reimbursement and regulations, private and group practices as well as employment in a variety of settings. Assessment and design of mental health systems will be reviewed. Principles, theories and practices that pertain to a variety of programs and facilities for treatment will be analyzed. Finally, approaches to

practice organization including finance and budgeting, management policies and procedures, accounting, legal organization of practices, and cost containment procedures, (3 credit hours)

### **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 credit hours)

## ***PHD IN CLINICAL PSYCHOLOGY***

### **PROGRAM ACCREDITATION**

The Clinical Psychology program enjoys full accreditation status by the American Psychological Association (APA). \*If you have questions regarding the program's accreditation you may call the Office of Program Consultation and Accreditation at 202-336-5979 or email Dr. Susan Zlotow, Director at [szlotow@apa.org](mailto:szlotow@apa.org). We strive to maintain a balance between academic course work, research training, and supervised clinical practice.

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 master's 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 practice. In designing its core curriculum, the department follows the recommendations of the Committee on Accreditation. The course

curriculum includes a sequence of required courses that exposes students to the current body of knowledge in the following areas: biological aspects of behavior, cognitive and affective aspects of behavior, social aspects of behavior, history and systems of psychology, psychological measurement, research methodology, techniques of data analysis and evidence-based assessment and intervention for clinical problems. Additionally, students in the areas of Health Psychology, Neuropsychology and Psychopathology are required to take additional courses and electives. A sequence of clinical practica and participation in research round out the pre-internship years.

For more information about the program, please contact Pat Rigwood at 847-578-3305 or [patricia.rigwood@rosalindfranklin.edu](mailto:patricia.rigwood@rosalindfranklin.edu).

### **PROGRAM DESCRIPTION**

The program requires a minimum of four full-time pre-internship years. In addition, students must complete a one-year internship. While the PhD degree can be completed within five years, typically, six to seven years is the average length of study. Students pay tuition for the first four years. There are four quarters in the academic year; all quarters are approximately eleven weeks in duration. The minimum academic load for full-time students is twelve credit hours per quarter. Students are eligible to apply for internship after successful completion of all required coursework, 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, though sometimes students may be required to take courses in the summer quarter as well. Students take an applied course designed to prepare them for practicums and clinical practice 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 three. Students also complete their masters' thesis and begin work on their dissertation project. Students are required to submit their Master's thesis for publication to a peer reviewed journal. 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 CH)  
 Cognitive & Behavioral Interventions (5 CH)  
 Ethical Issues and Professional Standards in Clinical Psychology I (1 CH)  
 Cognition and Cognitive Assessment (4 CH)  
 Psychological Statistics I (5 CH)  
 Psychological Statistics II (4 CH)  
 Neuropsychological Assessment (4 CH every other year to 1<sup>st</sup> and 2<sup>nd</sup> year students)  
 Experimental Design & Program Evaluation (4 CH)  
 Theories of Counseling & Psychotherapy (4.5 CH)  
 Essentials of Physiological Psychology and Behavioral Neuroscience (3 CH)  
 Cognitive and Behavioral Therapy: Child and Adolescent (4.5 CH)  
 Professional Seminar in Clinical Fundamentals (3 CH)  
 Interprofessional Teams and Culture in Health Care (3 CH)  
 Clinical Practicum  
 Clinical Practicum Supervision (1 CH)  
 Research Practicum (Masters)

### SECOND YEAR

Neuropsychological Models of Cognition and Emotion (3 CH)  
 Theories of Personality & Emotion (3 CH)  
 Neuropsychological Assessment (4 CH every other year to 1<sup>st</sup> and 2<sup>nd</sup> year students)  
 Personality Assessment (4 CH)  
 Lifespan Developmental (4.5 CH)  
 Health Psychology: Cognitive, Affective & Physiological Bases for Behavior (4 CH)  
 Social Psychology (3 CH)  
 Clinical Practicum  
 Clinical Practicum Supervision (1 CH)  
 Research Practicum (Masters)

### THIRD YEAR

Theoretical Psychopathology (3 CH)  
 History and Systems (2 CH)  
 Ethical issues and Professional Standards II (3 CH)  
 Socio and Cultural Basis of Behavior (4.5 CH)  
 Health Psychology: Psychological Comorbidities of Physical Illness (4.5 CH)  
 Clinical Practicum (3 CH)  
 Clinical Practicum Supervision (1 CH)  
 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 consist of clinical service in a community-based setting. Students first meet with the Director of Clinical Training (DCT) and their respective advisor to discuss training and career goals in order to determine the appropriate placement for the second year practicum. Placements include psychological assessments for schools and adult centers as well as psychotherapy at the VA and other community mental health sites. Primary supervision will be provided on-site; however, a secondary supervisor will be assigned from the faculty to assist if necessary. To balance training, all students will have the opportunity to do both assessment and psychotherapy in their second year.

After approval of the Master's Thesis proposal, students may spend a maximum of 12 hours per week in practicum training. Students at this level typically choose practicum placements that are more intensive and closely match their area of interest (e.g., health psychology, neuropsychology, and psychopathology). A listing of the different practicum sites is available on the department's Web site at <http://www.rosalindfranklin.edu/chp/psychology/Doctorate/Practica.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. The Association of Psychology Postdoctoral and Internship Centers (APPIC), provides free access to the MyPsychTrack hours-tracking tool to all psychology students of APPIC-member internship sites and APPIC Doctoral Program Associates (DPAs). MyPsychTrack is an hours-tracking tool that allows students at all levels of training to record and track their clinical hours in a convenient web-based program that can also integrate data directly into APPIC's AAPI Online tool for accurate and quick completion of internship applications. 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. 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. Submission of Master's thesis to peer reviewed journal.
5. Passing the comprehensive examinations.
6. Completion of a dissertation proposal and satisfactory oral defense of the dissertation.
7. Demonstrated proficiency in the internship year.
8. Completion of an APA/APPIC approved internship.
9. 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 (above the 50<sup>th</sup> percentile) in each area of the GRE: Verbal, Quantitative, Analytical and Advanced Psychology. For the Analytical Writing, at least 4.5/5 minimum.

### FOREIGN APPLICANTS

Foreign applicants from a country in which English is not the native language and have not attended an American college or university full-time for 2 consecutive years must provide an official report of TOEFL (Test of English as a Foreign Language) and TWE (Test of Written English) or the computer-based TOEFL. Results of the TSE (Test of Spoken English) are also a requirement. These scores must be from examinations taken within the past two years. Test scores must be sent directly from the Educational Testing Service, Princeton, New Jersey, 08540. If coursework has been taken abroad, an official credential evaluation of that coursework by World Education Services (WES) must be provided. The official WES must be sent directly from the World Education Office to the Office of Admissions. The main telephone number for WES is 212-966-6311, or toll-free at 800-937-3895; fax number is 212-739-6139, and the Web site is [www.wes.org](http://www.wes.org).

A completed Financial Statement for International Students accompanied by supporting official documentation must also be submitted. If not enclosed, this form can be obtained from the Office of Admissions.

It should be noted that each application is reviewed in terms of strengths and compatibility with the program. The final decision is based on the overall profile rather than any particular piece of information. Official notice of acceptance is issued from the Office of the Dean of the College of Health Professions.

Applications to the Clinical Psychology program are initially received and processed by the CHP Admissions Office.

When the application is complete it is then forwarded to the Psychology Department for further consideration. You should receive notification from the Admissions Office once your application has been received informing you of any missing application materials. If you have any questions about the status of your application in terms of its completeness, please feel free to contact the CHP Admissions at 847-578-3209 or [grad.admissions@rosalindfranklin.edu](mailto:grad.admissions@rosalindfranklin.edu). After review of

prospective applicants, the department will invite some applicants for an interview. The interview day usually takes place on the first Friday in March.

For those applicants who are unable to attend on this day, arrangements can be made to either visit the University at an alternative time or to have a phone interview with a faculty member. These arrangements should be coordinated through the Department of Psychology's Administrative Assistant, Ms. Pat Rigwood, at 847-578-3305. All students to be accepted into the program are required to either visit the department or have a phone interview with a member of the faculty.

**Application deadline for the academic year starting in August is December 31.**

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 847-578-3204 or [grad.admissions@rosalindfranklin.edu](mailto:grad.admissions@rosalindfranklin.edu). Completed applications and other application materials should be sent to:

CHP Admissions Office  
 Rosalind Franklin University of Medicine and Science  
 3333 Green Bay Road  
 North Chicago, IL 60064

Our department recognizes the importance of cultural and individual differences and is receptive to, and supportive of diversity at a variety of levels in the program including recruitment, curriculum, and the overall climate of learning. We are committed to addressing issues of multiculturalism and enhancing diversity training within the program to meet the needs of our students.

**COURSE DESCRIPTIONS**

**CORE COURSES**

**HPCC503 Cognitive & Behavioral Therapy – Child and Adolescent (4.5 CH)**

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.

**HPSC 510 Psychological Statistics I (5 CH)**

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 CH)**

Correlational techniques, partial correlation, regression analysis, analysis of variance, simple and complex experimental design, analysis of covariance and multivariate analysis.

**HPSC 515 Experimental Design and Program Evaluation (4 CH)**

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 CH)**

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 CH)**

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 Systems (2 CH)**

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 Cognition and Cognitive Assessment and Lab (4 CH)**

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 CH)**

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 571 Independent Study (1 – 3 CH)**

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.

**HPSC573 Health Psychology: Psychological Comorbidities of Physical Illness (4 CH)**

This course is an introduction to the psychological disorders that are frequently co-morbid with physical health conditions. The etiology of select physical conditions, their psychological correlates, assessment, and specific interventions will be discussed.

**HPSC574 Neuropsychological Models of Cognition and Emotion (3 CH)**

This course provides a survey of the current theories on the neurological basis of human behavior, normal and pathological. Evidence relevant to these models will be examined including traditional clinical lesion approach and more recent neuroimaging findings. Discussion of these models is framed in the context of selected clinical syndromes. The importance of individual differences (e.g., sex, culture) genetic factors, and environmental context will be

integrated with the neurological perspective in the examination of the cognition and emotion over the lifespan.

**HPSC 575 Social Psychology (3 CH)**

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.

**HPSC576 Essentials of Physiological Psychology and Behavioral Neuroscience (3 CH)**

This course provides an overview of how the nervous system controls behavior. We begin by examining the intrinsic properties of neurons and how these cells enable information to flow through the nervous system. Topics include organization of the nervous system, structure and function of neurons, and neural communication. We then examine relevant methods for investigating the nervous system including relevant anatomical behavioral, cellular, imaging, and neurophysiological approaches in animal and human behavior. The course concludes with an overview of how neurons work together regionally and as part of the system or circuit to support higher-order phenomena such a sensory perception, motor control, emotion and cognition.

**HPSC577 Socio and Cultural Basis of Behavior (4.5 CH)**

Using a systems approach, this course will examine the impact of privilege on students' perception of culture, diversity, and identity. Students' will explore their own culture, and their reactions to and perception of persons who are different. The course specifically examines class, ableness, gender roles, ethnicity and sexual orientation, and the interaction between those statuses and clinical issues. Strong emphasis will be placed on the constructions, meaning, and experiences of difference in an effort to prepare students to function as culturally responsive, ethical psychologists, plus some social foundations of behavior curriculum

**HPSC 664 Personality Assessment (4 CH)**

Theory and application of objective psychological tests for the assessment of personality and personality development.

**HPSC668 Theories of Personality & Emotion (3 CH)**

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 credit hours)

**HPSC669 Theories of Counseling & Psychotherapy (4.5 CH)**

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. Credit hours on gender-sensitive psychotherapy and culture-sensitive psychotherapy are included. Research bearing on and based on these systems is considered

**HPSC 690 Cognitive and Behavioral Intervention (5 CH)**

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 CH)**

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 CH)**

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 CH)**

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 CH)**

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 784 Professional Seminar in Clinical Fundamentals – Therapy (3 CH)**

Objectives: Prepare for therapy practicum in the second year; Through practice, discover basic clinical strengths and areas of growth; learn specific systemic issues relevant to particular practicum sites; increase knowledge, awareness, and skill in working with diverse populations; Understand the importance of professionalism, such as boundaries, limits of competence, and limits of confidentiality. Learn the fundamentals of interviewing. Develop an understanding of formulations based cognitive behavior therapy.

**HPSC 500 Clinical Practicum Supervision (1 CH)**

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, Foundations for Interprofessional Practice (2 CH)**

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.

**HPSC 800 Clinical Practicum (variable credit)**

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 (variable credit)**

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.

**HPSC890 Dissertation Research (12 CH)**

This designation is utilized for students who have completed all course and research requirements but are continuing with thesis/dissertation work.

**HPSC891 Internship (12 CH)**

This designation is utilized for students who have completed all course and research requirements but are continuing with thesis/dissertation work while on Internship.

**ELECTIVE COURSES**

**MNSC 501 Medical Neuroscience (8 CH)**

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.

**HPSC620 Psychopharmacology Essentials (1 CH)**

The class will review common medications used to treat existing mental health conditions such as depression, anxiety, bipolar conditions, psychotic conditions, schizophrenia, PTSD, etc. Students will learn the underlying pharmacodynamics and common side effects associated with use of these medications. Students will be able to describe the various neurotransmitter roles and mechanisms of actions of the psychotropic medication, be knowledgeable of the different therapeutic dosages of commonly used psychotropic medications and common combinations of medications. Students will be able to compare and contrast common adverse side effects among the different medications used to treat the aforementioned conditions.

**HPSC 783 Family Systems and Therapy (3 CH)**

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 788 Forensic Psychology (2 CH)**

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.

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

**FACULTY**

John E. Calamari, PhD, Chairman and Professor  
 Rachel Greenley, PhD, Assistant Professor  
 Scot Hill, PhD, Associate Professor  
 Kenneth H. Kessler, PhD, Associate Professor and Director, Clinical Counseling Program;  
 Interim Director of Clinical Training for the Doctoral Program in Clinical Psychology  
 David S. Kosson, PhD, Associate Professor  
 Steven Miller, PhD, Assistant Professor  
 Lawrence C. Perlmutter, PhD, Professor  
 Michael Seidenberg, PhD, Professor  
 Kristin Schneider, PhD, Assistant Professor