



# College of Health Professions

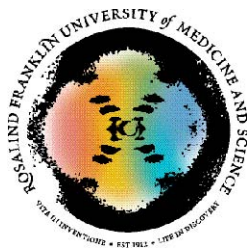
Master of Science in Pathologists' Assistant Studies

Doctor of Physical Therapy

Master of Science in Physician Assistant Practice

ACADEMIC CATALOGUE 2010-2011





## **COLLEGE OF HEALTH PROFESSIONS**

**Master of Science in Pathologists' Assistant Studies**

**Doctor of Physical Therapy**

**Master of Science in Physician Assistant Practice**

## **Academic Catalogue 2010-2011**

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 catalogue. RFUMS must reserve the right to modify or terminate programs described herein. However, modification of program requirements will not adversely affect those students already enrolled in a program, nor will termination of a program affect anything other than the closure of admission thereto.

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*Dear Prospective Student,*

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

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

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

*Sincerely,*

A handwritten signature in black ink that reads "Wendy Rheault". The signature is written in a cursive style with a large initial 'W' and a stylized 'R'.

Wendy Rheault, PhD, PT  
Dean

## HISTORY

Rosalind Franklin University of Medicine and Science is a five-college University that was built around the Chicago Medical School (CMS), which has been educating physicians and furthering biomedical research for 95 years. From the first days in 1912, the physician and citizen founders of CMS aimed to establish a combined medical school and hospital in which employed men and women could study medicine at night, a common practice at the time. The School's noteworthy period of development took place under the direction of John J. Sheinin, MD, PhD, DSc, who served as dean and president from 1932 to 1966. It was during his administration that CMS successfully met the challenges arising from the revolutionary restructuring of American medical education following the Flexner Report.

In 1930, the Medical School moved to what was to become one of the world's largest aggregations of medical facilities. Located just west of downtown Chicago, this complex contained three medical schools, seven hospitals, colleges of dentistry, pharmacy and nursing, and two undergraduate universities. CMS occupied an 11-story facility in the renowned research and educational center.

In 1967, the University of Health Sciences (UHS) was established. The University comprised the Chicago Medical School (CMS), the School of Related Health Sciences (SRHS, now College of Health Professions), and the School of Graduate and Postdoctoral Studies (SGPS). The College of Health Professions first opened its doors in 1970, when two baccalaureate programs, Physical Therapy and Medical Technology (now Clinical Laboratory Sciences), were established. Since that time, the College has expanded its offerings to include masters- or doctoral-level programs in the following areas: Nutrition, Physician Assistant, Pathologists' Assistant, Physical Therapy, Healthcare Management, Interprofessional Healthcare Studies, Women's Health, Medical Radiation Physics, Nurse Anesthesia, Biomedical Sciences, and Clinical Psychology. In 1980, the University relocated to its current campus in North Chicago, IL, adjacent to the North Chicago Veterans Affairs Medical Center and Naval Station Great Lakes. In 1993, the institution was renamed for its long-time leader and Chairman of the Board of Trustees, Mr. Herman M. Finch. The University of Health Sciences/The Chicago Medical School, granted full accreditation by the North Central Association of Colleges and Schools in 1980, represented one of the first educational institutions in the country devoted exclusively to educating men and women for a broad range of professional careers in health care and research. In 2001, the Dr. William M. Scholl College of Podiatric Medicine (established in 1912) became part of the University structure, which now comprises four colleges. On January 27, 2004, the University publicly announced its intent to change its name to Rosalind Franklin University of Medicine and Science, in honor of Rosalind Franklin, PhD, a pioneer in the field of DNA research. The name change became legal on March 1, 2004, at which time the School of Related Health Sciences also changed its name to College of Health Professions. In 2009, the University announced the forming of the College of Pharmacy.

In addition to the name change and the announcement of several new strategic initiatives, the University is currently in the midst of profound physical growth. In October 2002, the University opened its Health Sciences Building, a 140,000 square-foot state-of-the-art facility that houses laboratories, auditoriums, classrooms, departmental offices, a student union, the Feet First Museum, University bookstore, recreational game room, exercise facility, and a café. The University became a residential campus for the first time in its history when three student housing facilities, totaling 180 apartments, opened in July 2003. And in 2006 the University opened a two-story, \$10 million research expansion to further its mission of scientific discovery.

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

University enrollment exceeds 1,900. The University's total faculty is 820. Major hospital affiliates include: North Chicago Veterans Affairs Medical Center, John H. Stroger, Jr., Hospital of Cook County, Mount Sinai Hospital and Medical Center, and Lutheran General Hospital. The University's clinical campus consists of the North Chicago Veterans Affairs Medical Center, The Captain James A. Lovell Federal Health Center, and the Rosalind Franklin University Health System.

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.

After 95 years of excellence in healthcare education, Rosalind Franklin University of Medicine and Science has only just begun to write its history. We hope you will join us in creating bold visions for an ambitious future.

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

### **MISSION**

To prepare exceptional healthcare professionals for leadership and evidence-based practice within a collaborative delivery model through student-centered programs that offer cutting-edge curricula.

### **VISION**

The College will be a premier Interprofessional Health Sciences University that advances academic excellence, furthers innovative research, serves with integrity, and respects diversity.

### **EQUAL OPPORTUNITY**

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

## ACCREDITATION

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

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



## LOCATION

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

## 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 Students* — 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 Enrollment Services by the chair of the department in which the course(s) are being taken.

## ADMISSIONS POLICIES

To fulfill the mission of Rosalind Franklin University of Medicine and Science, the admissions policies are designed to ensure that our selection process matriculates a class made up of individuals capable of meeting the needs of current and future patients and advancing scientific research that will shape the future of

healthcare. The training of a healthcare professional should provide them with the ability to make appropriate diagnostic and treatment decisions in a manner that understands and respects a patient's cultural, financial and social background. The training of exceptional biomedical scientists should be highly research-based and collaborative to provide students with the foundation necessary to contribute to the advancement of biomedical sciences.

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

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

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

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

- (1) Geographic diversity. An appropriate mix of students from the local area, the nation, and from other countries will be sought. The mix will include as well those who may indicate a desire to serve in populations of underserved, such as inner city residents, the financially disadvantaged, minority populations, or the uninsured.
- (2) Race and ethnicity. Applicants from groups underrepresented in healthcare and science will provide opportunities for all students to benefit from interactions with peers with diverse experiences, personal characteristics, and backgrounds.
- (3) Life experiences. A career in healthcare and biomedical research requires interaction with a diverse population of patients and professionals. As such, we seek out students with a wide variety of racial, ethnic and cultural backgrounds. Experiences with other ethnicities and cultures are considered valuable, such as study abroad, involvement with multicultural organizations, or other unique life experiences.

- (4) Educational background. Applicants with degree majors outside of the sciences also provide the potential for contributing to the educational experience of the class and to future interaction with individuals with diverse backgrounds. Knowledge of a second language, particularly Spanish, is considered a valuable attribute for the future practice of health sciences. Finally, applicants who present with graduate degrees, such as J.D., Masters in Public Health, Ph.D. etc, have additional skills and experiences that will be valuable both to classmates and to future colleagues.
- (5) Leadership. Any healthcare professional could assume the role of leader of a healthcare or research team. In addition, good leaders while in school can contribute to their community of classmates and to the University. Previous leadership experience as documented in the application and supporting documents will be considered in assessing leadership.
- (6) Research experience. A meaningful research experience can provide an additional perspective to the field of health science and provide analytical tools for possible future research activities.

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

### **ADMISSION**

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

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

### **TECHNICAL STANDARDS**

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

### **TRANSFER OF COURSE CREDITS**

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

### **COMPETENCY TESTING**

The College of Health Professions recognizes that knowledge, competence and skill may be acquired under circumstances and in places other than formal and traditional educational institutions. Therefore, credit and advanced standing may be granted for relevant knowledge, competence and skill developed in such places as the Armed Forces, proprietary institutions and on-the-job experience.\* However, the College of Health

Professions reserves the right to assign such credit and/or advanced standing to the applicant on the basis of some acceptable measure of competence in the field, discipline, or subject in question. Among these measures of competence may be any of the following: assessment of work experience in relationship to the profession for which the student is being trained; subject matter examinations prepared by the College Entrance Examination Board or the Armed Forces. \*Not applicable to all programs.

For more information visit [CHP Office of Admissions](#) website.

### **NON-IMMIGRANT ALIEN STUDENTS**

The College of Health Professions is authorized under federal law to enroll non-immigrant alien students. Information about appropriate certification of alien students is available from the Office of Admissions.

### **REGISTRATION AND WITHDRAWAL POLICIES**

#### **Withdrawal and Adding Courses after Registration**

A student may withdraw from a course up to and including the fourth week of study upon the recommendation of the department or course instructor and the letter "W" will be recorded on the official transcript. No withdrawal will be allowed after the fourth week of class without indicating a pass or fail status.

#### **TUITION AND FEES**

The deposit fee to hold a place in class is applied to the first quarter tuition at registration.

Tuition and fees are due the first day of each term according to the University academic calendar, regardless of when classes actually start. Beginning on the first day of each quarter, a penalty fee of 7% and an interest fee calculated on a daily basis at the rate of 18% per annum is assessed to each student's account which is not yet paid.

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

#### **Fees for Auditing**

A student may audit a course with the written permission of the instructor. Transfer from Credit to Audit is permitted within the first two weeks. Transfer from Audit to Credit is not permitted after classes have begun.

#### **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.

## ACADEMIC STANDARDS OF PERFORMANCE AND THEIR MEASUREMENT

### Grading System

Grade point average is computed on a 4.0 scale. GPA hours attempted and corresponding (quality) honor points earned include RFUMS courses for which A, B, C, D, or F grades are given.

A— High achievement	4 points
B— Above average achievement	3 points
C— Average achievement	2 points
F— Fail	0 points
I — Incomplete	0 points

Incomplete must be removed in a prescribed timeframe; otherwise, deficiencies that have not been removed will be subject to a grade of “F”.

W— Withdrawal	0 points
# — Credit and final grade to be awarded at the end of the course sequence.	0 points
P — Pass	0 points
Credit only; no grade point value	

### 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.

### Incomplete Grades (I)

A grade of Incomplete (I) may be given to a student who, because of extenuating circumstances, has not completed the final project and/or the final exam requirements. In requesting an Incomplete grade, students must seek the consent of the instructor prior to the date on which final grades are submitted to the Registrar. Students are required to file an acceptable plan for removing the Incomplete grade with the instructor. Incompletes must be removed in a prescribed timeframe; otherwise, deficiencies that have not been removed are subject to a grade of “F.” The grade “I” is recorded on the academic transcript; a letter grade is assigned only after the course requirements are completed.

### Graduation with Honors

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

### Academic Standards

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

### **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.

### **Retaking Courses**

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

### **NON-ACADEMIC PERFORMANCE STANDARDS**

Students in the College of Health Professions are subject to dismissal for unethical and/or unprofessional behavior in their student role.

### **STATEMENT OF POLICY ON PROFESSIONALISM AND ETHICS**

All students at Rosalind Franklin University are expected to exhibit professional, responsible and ethical behavior. Students should display this behavior as students in the University, as healthcare providers in the clinical setting and as researchers in the laboratory or clinic. All students should, therefore, possess the highest degree of personal integrity and be able to reason about ethical issues in their professional life. Students are expected to treat patients and research subjects with respect, compassion and sincerity, irrespective of race, color, creed, ethnic origin, religion, disability, gender, sexual orientation, or socioeconomic class, and to maintain strict confidentiality. Students are expected to be honest and trust worthy, to respect the property of others, and to follow the code of professional ethics appropriate to their discipline. Any departures from these standards may result in disciplinary action.

### **Procedures for Consideration of Violations of Professional and Ethical Standards**

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

### **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 Handbook](#) for the Student Mistreatment Statement.

## LEAVE OF ABSENCE

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

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

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

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

## 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 the following currently existing programs. Please refer to the [Student Financial Services](#) website for more information regarding financial resources.

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

## STUDENT RECORDS

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

## CLINICAL AND EDUCATIONAL CENTERS

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

## **ADDITIONAL POLICY AND RESOURCES**

All students are required to follow the policies that supplement this Catalogue 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 resources available to all students including Housing, Health Insurance, Student Organizations, Executive Student Council, etc.

A table of contents for the [RFUMS Student Handbook](#) is listed below for reference:

### **STUDENT CONDUCT POLICY**

#### **CAMPUS LIFE**

#### **EDUCATIONAL OPPORTUNITY POLICIES AND PROCEDURES**

#### **INFORMATION TECHNOLOGY SERVICES: PRINCIPLES AND POLICIES**

#### **MISSING PERSON POLICY**

#### **STUDENT HEALTH AND WELL-BEING**

- I. ACCOMMODATIONS AND STUDENT DISABILITY
- II. EXPOSURE INCIDENTS
- III. IMMUNIZATION REQUIREMENTS AND RESOURCES
- IV. INSURANCE
  - Health Insurance
  - Dental and Vision Insurance

#### **STUDENTS' PERSONAL AND ACADEMIC INFORMATION**

- I. ACADEMIC PERIOD
- II. STUDENT RECORDS
- III. POLICY STATEMENTS AND GUIDELINES
  - Public Information
  - Confidential Information
  - Rights of Access and Review of Records
  - Limitation on Access
  - Supplementary Exceptions
  - Custodians of Student Records
  - Release of Grades
  - Right to Challenge Content of Records
  - Creation, Permanence, and Disposal of Student Records
  - Transferring Admissions Records to the Registrar's Office

#### **RESOURCES**

- I. BUSINESS SERVICES
- II. CAMPUS SECURITY
- III. DIVISION OF STUDENT AFFAIRS
  - Academic Support Services
  - Disability Support Services
  - Fitness and Recreation
  - Multicultural Student Services
  - Student Counseling Service
  - Student Housing
  - Student Life

- Tutoring and Study Skills Assistance
- IV. FINANCIAL AID OFFICE
- V. FOOD SERVICE
- VI. INFORMATION TECHNOLOGY SERVICES
  - Desire2Learn (D2L)
  - Student E-mail
  - Student Housing Network and Telephone Access
  - Technology Purchase Information
  - WebAdvisor
  - Wireless Network Information
- VII. INSURANCE
  - Disability Insurance
  - Health Insurance
  - Malpractice Insurance
- VIII. LEARNING RESOURCES
  - Academic Computing Labs
  - Boxer University Library
  - Educational Technology
  - Information Commons
  - Presentation Practice Room
  - Small Group Rooms
  - 24-Hour Study Space
- IX. PARKING ON CAMPUS
- X. STUDENT COUNCIL AND STUDENT ORGANIZATIONS
- XI. STUDENT EMPLOYMENT
- XII. STUDENT HEALTH
- XIII. TRANSPORTATION OPTIONS
  - Airport Transportation
  - Metra Train Service
  - University Van Shuttle to Metra Station
  - Pace Bus Service

## **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 March 31st of the year for which you are applying.

### **Program Learning Objectives**

Upon completion of the 22-month master's degree program, students should be able to conduct the practice of a Pathologists' Assistant in a professional manner by:

- Engaging in an evidence-based medicine practice within the anatomic pathology laboratory.
- Synthesizing clinical information from various sources to present comprehensive clinical pathologic correlations.
- Effectively communicating complex anatomic pathology information in written, verbal and photographic forms.
- Discerning 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.
- Recognizing the dignity of their patients and their responsibilities to the family and community at large.
- Providing 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.
- Acting as stewards 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.

**PATHOLOGISTS' ASSISTANT DEPARTMENT****Program of Study****Year 1****Summer Quarter**

MCBA 501 Clinical Anatomy	10 q.h.
HAPA 560 Clinical Correlations I / Human Embryology	4 q.h.
HAPA 560a Clinical Correlations I Lab	1 q.h.
HAPA 550 Seminar I	1 q.h.
HAPA 535 Medical Terminology	1 q.h.

**Fall Quarter**

MPAT 600A General Pathology	6 q.h.
PBBS 503A Structure & Function	7 q.h.
HAPA 561 Clinical Correlations II	4 q.h.
HAPA 561a Clinical Correlations II Lab	1 q.h.
HAPA 551 Seminar II	1 q.h.
HMTD 500 Interprofessional Healthcare Teams	1 q.h.

**Winter Quarter**

MPAT 600B Systemic Pathology	6 q.h.
PBBS 503B Structure & Function	4 q.h.
HAPA 562 Clinical Correlations III	5 q.h.
HAPA 562a Clinical Correlations III Lab	2 q.h.
HAPA 552 Seminar III	1 q.h.
HMTD 501 Culture in Healthcare	1 q.h.

**Spring Quarter**

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

**Year 2****Summer Quarter**

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

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

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

HAPA 633 Anatomic Pathology Clerkship IV	12 q.h.
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**Course Descriptions****First year - Summer Quarter****MCBA 501 Clinical Anatomy (Lecture/ Laboratory) 10 q.h.**

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 / Human Embryology (Lecture) 4 q.h.**

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

### **HAPA 560a Clinical Correlations I (Laboratory)**

**1 q.h.**

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

### **HAPA 550 Seminar I-Professional Issues & Ethics (Lecture/ Independent Study) 1 q.h.**

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

### **HAPA 535 Medical Terminology (Lecture/ Independent Study) 1 q.h.**

An advanced medical terminology course for graduate pathologists' assistant students.

### **First Year - Fall Quarter**

### **MPAT 600A General and Systemic Pathology (Lecture/Laboratory) 6 q.h.**

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

### **PBBA 503 A and B Structure and Function (Lecture/Laboratory) 11 q.h.**

This course presents the principles of medical histology and physiology. Normal organ system will be examined at the ultrastructural, microscopic, and whole-organ levels. The histology lab uses virtual microscopy in the University's computer labs. The course is an important prerequisite for Pathology, Pharmacology and Medicine.

### **HAPA 561 Clinical Correlations II (Lecture) 4 q.h.**

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

### **HAPA 561A Clinical Correlations II (Laboratory) 1 q.h.**

This segment provides an introduction to the basic principles of histochemistry technique, microbiology and laboratory safety, complementing HAPA 561.

### **HAPA 551 Seminar II- Research Design & Methodology I (Lecture/Discussion) 1 q.h.**

This is the first quarter of a two-quarter seminar on research design and methodology. The seminar is designed to provide students with an opportunity to engage in an in-depth exploration of a topic of their group's choosing, related to either pathologists' assistant education and professionalization or pathologists' assistant clinical practice. The goal of the seminar is to survey and critique current literature related to the chosen topic then design and execute a study which will add to the current body of research about pathologists' assistants. The work will culminate

in the production of a poster to be shown next year at the All School Research Symposium in the Spring and at the AAPA annual meeting in the Fall.

**HMTD 500 Interprofessional Healthcare Teams (Lecture/Discussion) 1 q.h.**

This course is an experiential learning opportunity for all students at Rosalind Franklin University of Medicine and Science to learn about a collaborative model of care. The students will interact in healthcare teams focusing on patient-centered care emphasizing evidence-based practice, quality improvement strategies and informatics.

**First Year - Winter Quarter**

**MPAT 600B Systemic Pathology (Lecture/Laboratory) 5 q.h.**

Continuation of MPAT 600A.

**PBBS 503B Structure and Function (Lecture/Laboratory) 4 q.h.**

Continuation of PBBS 503A.

**HAPA 562 Clinical Correlations III (Lecture) 3 q.h.**

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

**HAPA 561A Clinical Correlations III (Lab) 2 q.h.**

Laboratories are designed to promote critical thinking, utilizing specimens from the Pathologists' Assistant Department teaching collection, in addition to the prosection of animal and human tissue..

**HAPA 552 Seminar III- Research Design & Methodology II (Lecture/ Discussion) 1 q.h.**

Continuation of HAPA 551.

**HMTD 501 Culture in Healthcare 1 q.h.**

This course is intended to help the student provide more effective healthcare for individuals from diverse backgrounds and achieve greater cultural awareness.

**First Year - Spring Quarter**

**MPAT 600C Systemic Pathology (Lecture/laboratory) 5 q.h.**

Continuation of MPAT 600B.

**HAPA 563 Clinical Correlations IV (Lecture) 5 q.h.**

Continuation of HAPA 562.

**HAPA 563a Clinical Correlations IV (Laboratory) 2 q.h.**

Continuation of HAPA 562a.

**HAPA 540 Autopsy Pathology (Lecture) 2 q.h.**

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

**HAPA 540A Autopsy Pathology Laboratory 2 q.h.**

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 540B Neuroscience (Lecture/Laboratory) 4 q.h.**

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. Section B for Pathologists' Assistant students has an

interprofessional neuroanatomy focus supplemented with additional material in neuropathology.

**HAPA 553 Seminar IV- Medicine & the Humanities (Lecture/Discussion) 1 q.h.**

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

**HMTD 551 Leadership in the Healthcare Environment (Lecture) 3 q.h.**

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.

**Second Year - Summer Quarter**

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

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

**Second Year - Fall Quarter**

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

Continuation of HAPA 630.

## Second year - Winter Quarter

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

Continuation of HAPA 631.

## Second Year - Spring Quarter

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

Continuation of HAPA 632

### Clinical Affiliates for Pathologists' Assistant Program:

Advocate Illinois Masonic Hospital - Chicago, IL  
 Advocate Lutheran General Hospital – Chicago, IL  
 Ameripath South Texas – San Antonio, TX  
 Boyce & Bynum Boone Hospital – Columbia, MO  
 California Pacific Medical Center – San Francisco,  
 CA  
 Cardinal Glennon Children's Hospital – St. Louis, MO  
 Central DuPage Hospital – Winfield, IL  
 Centrex Clinical Laboratories, Inc. – Utica NY  
 David Geffen School of Medicine at UCLA – Los  
 Angeles, CA  
 Dynacare Laboratories – Milwaukee, WI  
 Emory Healthcare, Inc. – Atlanta, GA  
 Jackson Health System – Miami, FL  
 John H. Stroger, Jr., Hospital of Cook County –  
 Chicago, IL  
 LMC/Sunrise Hospital – Las Vegas, NV  
 Loyola University Medical Center – Chicago, IL  
 Marshfield Clinic – Marshfield, WI  
 Mercy Hospital – Chicago, IL  
 Methodist Hospital – Houston, TX  
 Mineral Area Regional Medical Center – Farmington,  
 MO  
 Mount Sinai Hospital – Chicago, IL  
 Northwestern Community Hospital – Arlington  
 Heights, IL  
 Resurrection Medical Center – Chicago, IL  
 Rush University Medical Center – Chicago, IL  
 St. Joseph's Hospital – Fort Wayne, IN

St. Mary's Duluth Clinic Health Systems – Duluth, MN  
 University of California, San Diego – San Diego, CA  
 University of Iowa Hospital and Clinics – Iowa City, IA  
 University of Kansas Medical Center – Kansas City,  
 KS

University of Minnesota Fairview – Minneapolis, MN  
 University of Nebraska Medical Center – Omaha, NE  
 Wellstar Health Systems, Inc. – Marietta, GA

### Department Faculty:

John E. Vitale, MHS, PA (ASCP)<sup>cm</sup>, Program  
 Director, Assistant Professor and Acting Chair  
 Lisa L. Dionisi, MS, PA (ASCP)<sup>cm</sup>, Assistant Program  
 Director and Instructor  
 Osvaldo L. Rubinstein, MD, Medical Director and  
 Associate Professor  
 Brandi Woodard, MS, PA (ASCP), Director of Clinical  
 Education and Instructor  
 Daniel Bareither, PhD, Professor  
 John Becker, PhD, Associate Professor  
 Kenneth H. Kessler, PhD, Associate Professor  
 Reed Brooks, MS, PA (ASCP)<sup>cm</sup>, Lecturer



## DEPARTMENT OF PHYSICAL THERAPY

### DOCTOR OF PHYSICAL THERAPY PROGRAM

#### General Information

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

#### Programmatic Accreditation

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

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

#### Curricular Objectives

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

1. Conduct the practice of physical therapy in a professional and ethical manner including the recognition and resolution of clinical and ethical dilemmas.
2. Adapt and practice physical therapy effectively within the framework of the changing healthcare delivery system.
3. Provide evaluation and treatment in a safe, independent and effective manner in order to promote optimal motor function. In achieving this outcome, the physical therapist must be able to:
  - a. Differentiate neuromusculoskeletal disorders from other medical disorders.
  - b. Educate, supervise, delegate and consult with other healthcare professionals, patients and families.
4. Critically evaluate the art, science, and practice of physical therapy and make clinical decisions based on sound theoretical, practical, and empirical evidence.
5. Interact with each client with empathy and understanding of the whole person.
6. Demonstrate potential leadership abilities in all aspects of professional life.
7. Demonstrate the value of physical therapy by contributing to and promoting physical therapy practice, research, education, and the profession's contribution to the healthcare system and to 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 Bachelor of Arts or Science degree from an accredited college or university is required.

The required prerequisite courses are:

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

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

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

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

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

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

Applications must be submitted through the Physical Therapy Centralized Application Service (PTCAS) beginning July 15. The Department of Physical Therapy also requires the completion of a Supplemental Application which must be submitted to the RFUMS Office of Enrollment Services. Applicants are strongly encouraged to complete the application as well as additional supplemental and ancillary requirements as early

as possible. All completed applications received by October 15 will receive full consideration. Review of applications received after October 15 will continue until December 1 or until the class is full.

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

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

## CURRICULAR COMPONENTS

### FIRST YEAR

#### Summer Quarter

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

This course introduces the student to the critical analysis of structure and function as they relate to selected body systems. Students will have the opportunity to dissect a human cadaver. Prerequisite: Enrollment in Physical Therapy Program.

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

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

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

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

**Prerequisite:** Enrollment in Physical Therapy

Program.

#### Fall Quarter

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

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

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

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

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

This course is an introduction and orientation of the clinical education process and philosophy within the entire curriculum. Requirements and expectations

from clinical faculty are discussed. Professional behavior and clinical decision making are introduced. Evaluation of self, the clinical setting, and clinical faculty is defined. Effective professional communication skills are practiced. Investigation, planning and selection of Summer Quarter Module 5 clinical experience Clerkship I is completed. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

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

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

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

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

### **HMTD 500 Interprofessional Healthcare Teams 1 q.h.**

This course is an experiential learning opportunity for all students at Rosalind Franklin University of Medicine and Science to learn about a collaborative model of care. The students will interact in healthcare teams focusing on patient-centered care emphasizing evidence-based practice, quality improvement strategies and informatics. Prerequisite: Enrollment in DPT program.

## **Winter Quarter**

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

This course introduces basic physical therapy

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

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

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

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

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

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

Principles of tissue mechanics, muscle mechanics, and principles and theories of motor control are

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

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

Principles and concepts of kinesiology are applied to the study of normal human movement, osteokinematic and arthrokinematic joint motion, surface anatomy, and muscular control of limb segment motion. These concepts are integrated with principles and theories of motor learning and motor control within the context of simple and complex motion analysis for joints of the extremities and spine. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

**HMTD 501 Culture in Healthcare 1 q.h.**

This course is intended to help the student provide more effective healthcare for individuals from diverse backgrounds and achieve greater cultural awareness. Prerequisite: Enrollment in DPT program.

**Spring Quarter**

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

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

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

This course examines a variety of evaluation and treatment techniques used in patient management.

With an emphasis on the neurological aspect of dysfunction. Basic concepts and clinical application of electrotherapy are introduced. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

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

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

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

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

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

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

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

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

**Second Year****Summer Quarter****HPTH 717 Clerkship I 6 q.h.**

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

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

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

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

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

In this course, students integrate, apply and justify various examination and intervention approaches for the patient who exhibits neuromuscular dysfunction. Synthesis of knowledge is emphasized for refinement and modification of assessment and intervention of

the complex patient through case studies.

Electrotherapeutic principals and application for the complex patient are examined. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

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

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

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

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

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

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

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

This is a full-time experience for ten weeks in one or

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

**Prerequisite:** Satisfactory completion of all previous courses in DPT program or approval of faculty.

### Spring Quarter

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

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

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

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

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

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

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

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

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

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

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

This course is a case-based approach to evaluation and treatment of clients with cardiovascular and pulmonary dysfunction. Treatment interventions taught in this course include mobilization, body

positioning, ventilatory strategies, breathing control, coughing and airway clearance maneuvers, and manual techniques. Patient education and patient driven treatment planning are fundamental concepts included in this course. Interventions for treatment are correlated to patient examination and evaluation. Discharge planning will be incorporated. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

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

This course will provide information regarding specialized topics of rehabilitation. Management of chronic pain will be described through methods within the scope of physical therapy and within the medical model. Students will also be discussing specialized issues related to the following specific topics: management of patients with chronic pain, and those with symptom magnification behavior; upper cervical spine evaluation following acute trauma; components of footwear; ACL reconstruction techniques and appropriate rehabilitation protocols; management of patients with postural abnormalities and scoliosis, and principles of management of patients in a work condition program.

## **Third Year**

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

This on-campus course concludes the planning and negotiation of the final culminating Clerkship (PT 937) and Professional Practicum (PT 948) experience in the Winter and Spring Quarters of the third year. During the Summer Quarter (Module 9), the student is expected to perform independent work and foster communication with his/her academic advisor and project supervisor to negotiate and finalize the Professional Practicum project. The student will orally present a professional poster describing the case study research project from Clerkship II. The presentation of these studies may also be expected in January at the University Sigma

Xi session or at another professional society meeting. Site selections for Clerkship IV will be completed. Guest lectures discussing review techniques for state licensure examinations, resume writing and interviewing, current professional and legislative issues, and current trends in rehabilitation may be presented. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

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

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

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

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

competencies. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

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

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

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

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

Students will evaluate the curriculum at this culminating point. Prerequisite: Satisfactory completion of all previous courses in DPT program or approval of faculty.

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

A course designation for students pursuing individual academic activities.

**CLERKSHIP AFFILIATION SITES\*****DEPARTMENT OF PHYSICAL THERAPY**

Accelerated Rehabilitation (Chicago, IL)  
 A.C.I.C. (Irvine, CA)  
 Adventist Health (Portland, OR)  
 Alexian Brothers Medical Center (Elk Grove Village, IL)  
 Arizona Orthopedic Physical Therapy 9Goodyear, AZ)  
 Athletico Sports Medicine and PT (LaGrange, IL)  
 Barrington Rehabilitation and Sports Physical Therapy (Barrington, IL)  
 Baycliff Health Camp (Marquette, MI)  
 Beloit Memorial Hospital (Beloit, WI)  
 BroMenn Lifecare Center (Bloomington, IL)  
 Buffalo Grove PT and Sports Rehab, P.C. (Buffalo Grove, IL)  
 Carle Foundation Hospital (Champaign, IL)  
 Cary Physical Therapy (Cary, IL)  
 Central DuPage Hospital (Winfield, IL)  
 Central Wisconsin Center for the Developmentally Disabled (Madison, WI)  
 Centre for Neuro Skills (Irving, TX)  
 Chicago Public Schools (Chicago, IL)  
 Children's Hospital of Illinois (Peoria, IL)  
 Children's Hospital Medical Center (Cincinnati, OH)  
 Children's Memorial Hospital (Chicago, IL)  
 Advocate Christ Hospital (Oak Lawn, IL)  
 Cleveland Clinic Foundation (Cleveland, OH)  
 Columbia Hospital (Milwaukee, WI)  
 Community Hospital (Munster, IN)  
 Concentra Occupational Medical Center (Milwaukee, WI)  
 Advocate Condell Memorial Hospital (Libertyville, IL)  
 Coney Island Hospital (Brooklyn, NY)  
 Copley Memorial Hospital (Aurora, IL)  
 Covenant Rehabilitation Services (Milwaukee, WI)  
 Currative Rehabilitation Center (Milwaukee, WI)  
 Delnor Community Hospital (Geneva, IL)  
 Dwight Orthopedics (Canton, MI)  
 Easter Seal Rehabilitation Center of Will-Grundy Counties (Joliet, IL)

Edward Hospital (Naperville, IL)  
 Eisenhower Medical Center (Rancho Mirage, CA)  
 Elmhurst Memorial Hospital (Elmhurst, IL)  
 Evanston Hospital (Evanston, IL) NSUHS  
 Fairfield Medical Center (Lancaster, OH)  
 Genesis Medical Center (Davenport, IA)  
 Gillette Children's Hospital (St. Paul, MN)  
 Glenbrook Hospital (Glenview, IL) NSUHS  
 Advocate Good Samaritan Hospital (Downers Grove, IL)  
 Advocate Good Shepherd Hospital (Barrington, IL)  
 Gottlieb Hospital (Melrose Park, IL)  
 Great Plains Sports Medicine and Rehab (Peoria, IL)  
 Gulf Coast Aquatic & Rehab Center (Crystal River, FL)  
 Highland Park Hospital (Highland Park, IL) NSUHS  
 Hinsdale Hospital (Hinsdale, IL)  
 Holy Cross Hospital (Chicago, IL)  
 Holy Family Health Center (Des Plaines, IL)  
 Howard Head Sports Medicine (Vail, CO)  
 Advocate Illinois Masonic Medical Center (Chicago, IL)  
 Ingalls Memorial Hospital (Harvey, IL)  
 Iowa Veterans Home (Marshalltown, IA)  
 John H. Stroger, Jr., Hospital of Cook County (Chicago, IL)  
 Johnston R. Bowman Center (Chicago, IL)  
 Jupiter Medical Center-Rehab Services (Jupiter, FL)  
 Kamin Physical Therapy, Inc. (Park Ridge, IL)  
 LaGrange Memorial Hospital (LaGrange, IL)  
 Lake Forest Health & Fitness Institute (Lake Forest, IL)  
 Lake Forest Hospital Outpatient Center (Gurnee, IL)  
 La Rabida Children's Hospital (Chicago, IL)  
 Laremont School (S.E.D.O.L.) (Gages Lake, IL)  
 Little Company of Mary Hospital (Evergreen Park, IL)  
 Loyola University Hospital and Medical Center (Maywood, IL)  
 Advocate Lutheran General Hospital (Park Ridge, IL)  
 Advocate Lutheran General Sports Medicine Center (Maywood, IL)  
 MacNeal Hospital (Berwyn, IL)  
 Marian Franciscan Center (Milwaukee, WI)

Marianjoy Rehabilitation Center (Wheaton, IL)  
 Mayo Clinic (Rochester, MN)  
 Medical College of Virginia Hospitals (Richmond, VA)  
 Memorial Health Systems (Springfield, IL)  
 Memorial Hospital of Carbondale (Carbondale, IL)  
 Memorial Medical Center (Woodstock, IL)  
 Mercy Hospital and Medical Center (Chicago, IL)  
 Mercy on Pulaski (Chicago, IL)  
 Methodist Hospital of Gary (Gary, IN)  
 Methodist Hospital of Indiana (Indianapolis, IN)  
 Midwest Physical & Hand Therapy Center  
 (Schaumburg, IL)  
 Mt. Sinai Hospital (Chicago, IL)  
 Naval Hospital (Great Lakes, IL)  
 Neuro-Ortho Rehab Center (Bloomington, IL)  
 New Ulm Medical Center (New Ulm, MN)  
 North Suburban Special Education District  
 (Highland Park, IL)  
 Northern Illinois Medical Center (McHenry, IL)  
 Northwest Community Hospital (Arlington Heights, IL)  
 Northwest Physical Therapy Services (Seattle, WA)  
 Northwest Suburban Special Education District  
 (Palatine, IL)  
 Northwestern Memorial Hospital (Chicago, IL)  
 NovaCare (Alsip, IL)  
 Oak Forest Hospital (Oak Forest, IL)  
 Oak Park Hospital (Oak Park, IL)  
 OSF St. Joseph Medical Center (Bloomington, IL)  
 OSF St. Mary Medical Center (Galesburg, IL)  
 Palos Community Hospital (Palos Heights, IL)  
 Pathways (Glenview, IL)  
 Paulson Rehab Center (Willowbrook, IL)  
 Pediatric Place (Libertyville, IL)  
 Physiotherapy Associates (Fort Wayne, IN)  
 Provena Mercy Center for Health Care Services  
 (Aurora, IL)  
 Providence Alaska Medical Center (Anchorage, AK)  
 Ravenswood Hospital Medical Center (Chicago, IL)  
 Rehabilitation Hospital of Indiana (Indianapolis, IN)  
 Rehabilitation Institute of Chicago (Chicago, IL)  
 Rehabilitation Services Network (Chicago, IL)  
 Resurrection Hospital (Chicago, IL)  
 Rhode Island Rehab Institute (Cranston, RI)  
 Rush-Presbyterian - St. Luke's Medical Center  
 (Chicago, IL)  
 Sacred Heart Rehabilitation Institute (Milwaukee, WI)  
 Schwab Rehabilitation Center (Chicago, IL)  
 Sherman Hospital (Elgin, IL)  
 Shriners Hospital for Crippled Children (Chicago, IL)  
 Skokie Hospital (Skokie, IL) NSUHS  
 Southern Lakes Therapeutics (Burlington, WI)  
 Southport Rehab Associates, Inc. (Kenosha, WI)  
 Special Education District of McHenry County  
 (Woodstock, IL)  
 Sports PT of Kenosha (Kenosha, WI)  
 St. Alexius Medical Center (Hoffman Estates, IL)  
 St. Catherine's Hospital (Kenosha, WI)  
 St. Francis Hospital (Evanston, IL)  
 St. Francis Hospital (Milwaukee, WI)  
 St. James Hospital (Pontiac, IL)  
 St. John's Medical Center (Springfield, IL)  
 St. Joseph Hospital (Chicago, IL)  
 St. Joseph Hospital (Joliet, IL)  
 St. Joseph Hospital (Milwaukee, WI)  
 St. Joseph Hospital (Phoenix, AZ)  
 St. Joseph Medical Center (Ft. Wayne, IN)  
 St. Joseph Medical Center (Bloomington, IL)  
 St. Joseph Physical Rehab & Sports Injury Center  
 (Joliet, IL)  
 St. Joseph Rehab & Fitness (Chicago, IL)  
 St. Joseph's Hospital-Acute Care (Milwaukee, WI)  
 St. Joseph's Hospital (Denver, CO)  
 St. Vincent's Hospital (Indianapolis, IN)  
 Swedish American Hospital (Rockford, IL)  
 Swedish Covenant Hospital (Chicago, IL)  
 Texas Children's Hospital (Houston, TX)  
 360 Balance (Austin, TX)  
 University of Chicago Hospital (Chicago, IL)  
 University of Illinois Hospital (Chicago, IL)  
 University of Iowa Hospital and Clinic (Iowa City, IA)  
 • VA Hospital (Chicago, IL)  
 • VA Hospital (Hines, IL)  
 • VA Medical Center (North Chicago, IL)  
 Vista Victory Memorial Hospital (Waukegan, IL)  
 Weiss Memorial Hospital (Chicago, IL)  
 West Allis Memorial Hospital (West Allis, WI)

West Seattle Physical Therapy (Seattle, WA)  
West Suburban Hospital (Oak Park, IL)  
Westlake Community Hospital (Melrose Park, IL)  
Wishard Memorial Hospital (Indianapolis, IN)

*\* sites are subject to change*

### **Faculty**

Roberta Henderson, PT, PhD,  
Associate Professor and Chair  
Wendy Rheault, PT, PhD, Professor  
Judith Stoecker, PT, PhD, Associate Professor  
Jeffrey Damaschke, PT, DPT, MS, OCS,  
Assistant Professor  
Donna Frownfelter, PT, DPT, MA, CCS, EET,  
Assistant Professor  
Kelly Hawthorne, PT, DPT, GCS, Assistant Professor  
Heather Henderson, PT, DPT, NCS,  
Assistant Professor  
Diana Hunter, PT, PhD, Assistant Professor  
Matthew Nuciforo, PT, DPT, OCS, CSCS,  
Assistant Professor  
Mary Rahlin, PT, DHS, PCS, Assistant Professor  
Karen Stevens, PT, DPT, OCS, Assistant Professor  
Rosanne Thomas, PT, PhD, Associate Professor  
Susan Tappert, PT, DPT, MS, Assistant Professor

## PHYSICIAN ASSISTANT DEPARTMENT

### MASTER OF SCIENCE IN PHYSICIAN ASSISTANT PRACTICE (ENTRY-LEVEL PROFESSIONAL PROGRAM)

#### General Information

**Degree Offered:**

Master of Science in Physician Assistant Practice

**Program Attendance Options:**

Full-time only

**Program Length:**

24 months

**PA Program Accreditation**

Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA), 12000 Findley Road, Suite 240, Duluth, GA 30097; 770-467-1224.

**Definition of the Physician Assistant Profession**

Physician Assistants (PAs) are educated and trained to do many of the tasks traditionally performed by physicians. Upon graduation and passing the national PA certification examination, PAs are eligible, in accordance with the regulations of each state's medical licensing board, to function as an extension of a supervising physician. PAs are utilized in all medical care settings as primary care providers in Pediatric, Family and Internal Medicine practices, or assisting specialists in such diverse fields as General Surgery, Surgical sub-specialties, Orthopedics, Obstetrics and Gynecology, Emergency Medicine or Interventional Radiology. PAs currently provide care to millions of patients each year in all types of healthcare settings, including offices, clinics, hospitals, nursing homes and long-term care facilities.

**Physician Assistant Program Mission Statement**

The mission of the Physician Assistant Program is to prepare and educate Physician Assistants to provide quality medical care in a competent, compassionate and ethical manner. In addition, the Department promotes research and academic endeavors which contribute to the advancement of knowledge and the education of fellow professionals, as well as community service.

**Physician Assistant Program Vision Statement**

The Physician Assistant Program will prepare and educate Physician Assistants to provide comprehensive quality healthcare to all and to serve as academic and professional leaders of the Physician Assistant profession.

**Admission Information**

- All students must have the following prior to matriculation into the program:

- A Bachelor of Science or Bachelor of Arts degree from an accredited college or university.
- The Graduate Record Education (GRE) examination, taken within 5 years of the time of application.
- Graduates of a foreign educational program need to provide an official evaluation of course equivalence report.
- The Test of English as a Foreign Language (TOEFL) exam is required of any applicant from a country in which English is not the native language and who has not attended college or university in the United States for at least two consecutive years or is not a permanent U.S. resident.

### Prerequisite Courses

Each of the following prerequisite courses must be completed at an accredited institution of higher education with a grade of “C” or higher.

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

The following courses are strongly recommended, but not required: Statistics, Research Design, Technical Writing, Medical Terminology, Medical Ethics and a second, higher-level Psychology course (such as Child Psychology, Developmental Psychology, Abnormal Psychology, etc.)

### 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 on May 1 and ends December 1.
- The Office of Graduate Admissions forwards completed application files for review only after receipt of all application paperwork, which includes receipt of a completed University Supplemental Application and a \$30 processing fee, and the applicant’s GRE scores.
- The PA faculty Admissions Committee reviews each completed application for interview consideration. Applications are evaluated based on the strength of the applicant’s knowledge of the PA profession, personal motivation in becoming a PA, academic performance, research and scholarly activities, length and quality of healthcare experience, leadership and community service activities, and letters of recommendation. Qualified applicants are offered an on-campus interview to assess interpersonal and communication skills, maturity, and commitment to a career as a PA. The interview session also offers the applicant an opportunity to tour the University facilities, meet the faculty and staff, and talk with current students in the Program.
- Upon receipt of an offer of acceptance, the applicant will have a specified time in which to accept or decline the offer. A non-refundable \$500 tuition deposit is required to confirm acceptance and hold the applicant’s place in the class.
- All candidates accepted into the PA program will undergo a criminal record background check upon matriculation into the program. The student is responsible for the cost of the background check, approximately \$25.

**Rolling Admissions**

At each interview session, offers of acceptance into the program are extended to selected candidates. Candidate selection at each interview session continues until all seats in the class are filled. After that, applicants may interview for a place on a waiting list. Offers of acceptance are extended to candidates on the waiting list if a candidate from the accepted class list withdraws from the program.

It is to an applicant's advantage to apply as early as possible in the admissions cycle.

**Curriculum Design**

RFUMS offers a 24-month, entry-level graduate program leading to a Master of Science in Physician Assistant Practice. The first 12 months consist of didactic course work. The second 12 months are comprised of required core clinical rotations in Family Medicine, Internal Medicine, General Surgery, Women's Health, Pediatrics and Emergency Medicine, plus two elective rotations.

Students are also required to develop research competencies throughout the program's two years. Students select one of two research tracks in an area of interest during their first year: a traditional research project with a written Master's Thesis or an Evidence-Based Medicine project, involving a review of the scientific literature to answer a clinical question of interest. Prior to graduation, students present an oral defense of their work to fellow students, faculty and interested clinicians or they participate in a University research poster session.

**Degree Requirements**

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.

## REQUIRED COURSES

### **HPAS 500 PA Professional Issues and Ethics 2 q.h.**

This course is designed to familiarize the student with the history and traditions of the PA Profession. Students will learn about the work of PAs as they 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.

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

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

### **HPAS 501 General Medicine & Infectious Disease I 10 q.h.**

This is the first in a 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, endocrinology, 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.

### **HPAS 502 Introduction to EKG 1 q.h.**

This course provides students with a systematic method of interpreting a 12-lead EKG with respect to rate, rhythm and blocks, electrical axis determination, hypertrophy, ischemia, injury, infarction, and miscellaneous drug, electrolyte, disease, and pacemaker effects.

### **HPAS 508 Interviewing and Medical Documentation 2 q.h.**

This course is designed to furnish beginning PA students with the proper techniques for obtaining a medical interview and for documenting the medical record.

Documents to be covered include the complete medical history, admission notes, SOAP notes, progress notes, procedural notes, discharge summaries, hospital orders, etc. Also, accurate and efficient data collection, proper responses to patients' emotions, and skills to educate and influence patients' behaviors are covered.

### **HPAS 510 General Medicine & Infectious Disease II 9 q.h.**

This course is the second in the series of Clinical Medicine and Infectious Disease courses as described above. Topic areas are: hematology/oncology, immunology, HIV disorders, renal disease, pulmonology, fluid and electrolyte and acid-base disorders, and gastroenterology.

### **HPAS 512 Clinical Decision Making I 2 q.h.**

This course presents students with case studies as a means of teaching how to systematically approach the problem, order appropriate diagnostic studies, develop a differential diagnosis, write a treatment plan, and describe the prognosis. Whenever possible, this course is integrated with the lecture content of the General Medicine courses.

**HPAS 513 Physical Examination, Lecture/Lab****4 q.h.**

This course teaches the student how to perform a comprehensive head-to-toe physical examination of an adult, as well as how to properly document physical findings in the medical record.

**HPAS 515 Psychosocial Aspects of Patient Care 2 q.h.**

This course aims to pique the awareness of the physician assistant for psychological and sociological aspects potentially operational in the relationship of patient and physician assistant. Students investigate the contextual setting of medical practice, the patient as a person, and the professional physician assistant's psycho/social considerations during patient assessment and treatment.

**HPAS 518 Emergency Medicine 2 q.h.**

This course introduces the PA student to the principles of Emergency Medicine, including the PA's role in triage, assessment, and emergency management. A variety of neonatal, pediatric and adult emergencies will be discussed. In addition, the student will be expected to successfully complete an American Heart Association CPR course (level C) as part of this class.

**HPAS 519 Obstetrics and Gynecology 2 q.h.**

This course is designed to introduce and familiarize the student with the principles of Obstetrics and Gynecology. It will cover a wide variety of common problems, focusing on diagnosis and treatment.

**HPAS 520 General Medicine & Infectious Disease III 7 q.h.**

This course is the third in the series of Clinical Medicine and Infectious Disease courses as described above. This final quarter focuses on disorders commonly seen in specialty practice. Topic areas are: breast disorders, genitourinary diseases, rheumatology, otolaryngology, psychiatry, principles of surgery, and ophthalmology.

**HPAS 522 Clinical Decision Making II 2 q.h.**

This is the second of two clinical problem solving courses as described above.

**HPAS 523 Clinical Procedures, Lecture/Lab****3 q.h.**

This course covers the indications, contraindications, step-by-step procedures, and potential complications of multiple hands-on skills that are commonly performed by Physician Assistants in clinical practice. Examples include: phlebotomy, injections (ID, IM, SQ), IV therapy, urethral and nasogastric catheterization, pulmonary function testing, suturing, casting and splinting, various ENT procedures, electrical cardioversion, and use of various types of monitoring devices and restraints. Students will have an opportunity to scrub, gown and glove in an operating room environment, observe endoscopic procedures, and perform phlebotomy on patients at a nearby medical center. In addition, students will be required to successfully complete an Advanced Cardiac Life Support (A.C.L.S.) training course.

**HPAS 525 Geriatrics 2 q.h.**

This course introduces the student to the principles of Geriatric Medicine with an emphasis on the normal changes of aging, clinical implications of the aging process, and recognizing, assessing and treating medical problems common to the geriatric population.

**HPAS 528 Research and Statistics 2 q.h.**

The purpose of this interprofessional course is to introduce students to research and statistics in medicine. Topics include principles of research, ethics, information retrieval, the literature review and critical examination of articles. Students begin their work on group research projects and research competencies. In the statistics portion, descriptive and inferential statistics are taught with relevance to research in medicine. Use of computers for statistical analysis is included, and students will have the opportunity to analyze data for their Master's project.

**HPAS 536 Clinical Laboratory for the Health Professional 2 q.h.**

This course applies scientific laboratory methods to diagnostic and therapeutic problems of clinical medicine. The student will receive instruction on how to order lab tests in a timely, appropriate, and cost-effective manner for the purpose of improved patient monitoring and enhanced diagnostic accuracy.

**HPAS 537 Population Medicine 1 q.h.**

This course includes evaluation and discussion of the role of the physician assistant in disease prevention and patient education. Emphasis is placed on the impact of medical intervention in preventable diseases, and the efficacy of screening exams. In addition, students will design and utilize patient education materials in clinical scenarios.

**HPAS 540 Pediatrics 2 q.h.**

This course will introduce the student to the fundamentals of pediatric medicine, covering the age span from neonate through adolescence. Major topic areas to be covered include: care of the neonate, infant feeding, childhood growth and development, preventive care, and diagnosis and management of common pediatric disorders.

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

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

**HPAS 561 Clinical Nutrition for Health Professionals I 1 q.h.**

This course focuses on the area of nutrition for health maintenance and nutritional support for specific clinical situations. Topics addressed include: health promotion and disease prevention; metabolism, requirements, and sources of nutrients; nutritional needs during the life cycle, including pregnancy and lactation, infancy, childhood, adolescence and aging, enteral and parenteral nutrition, critical illness and drug-nutrient interactions.

**HNUT 562 Clinical Nutrition for Health Professionals II 1 q.h.**

This is a continuation of Clinical Nutrition I, but is completed during the second year of the PA program. Real life clinical cases are presented on the Nutrition Web site, and students complete the problems using examples from their clinical year rotation sites.

**HPAS 646 Advanced Physical Examination Lecture/Lab 3 q.h.**

This course expands upon the HPAS 513 Physical Examination course. Students will learn to perform focused physical examinations, as well as specialty exams, that are typically performed by Physician Assistants in clinical practice. Students will also have an opportunity to perform female breast and pelvic examinations, as well as male genital and rectal examinations, on professional instructor patients.

**HPAS 650 Complementary Medicine 1 q.h.**

This course will provide students with a broad perspective of the characteristics and cultural/historical background of complementary health therapies. The student will be given the opportunity to interact with specialists in various fields of complementary medicine.

**PBBS 601 A and B Pharmacology 9 q.h.**

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

**HMTD 500 Interprofessional Healthcare Teams 1 q.h.**

This course is an experiential learning opportunity for all students at Rosalind Franklin University of Medicine and Science to learn about a collaborative model of care. The students will interact in healthcare teams focusing on patient-centered care emphasizing evidence-based practice, quality improvement strategies and informatics.

**HMTD 501 Culture in Healthcare 1 q.h.**

This course is intended to help the student provide more effective healthcare for individuals from diverse backgrounds and achieve greater cultural awareness.

**Clinical Education**

Students will be expected to travel to several clerkships at locations distant from the school. While some sites have housing available, students are otherwise responsible for their own housing.

**HPAS 550 Internal Medicine 6 q.h.**

Six-week clerkship in an Internal Medicine setting

**HPAS 560 General Surgery 6 q.h.**

Six-week clerkship in a General Surgery setting

**HPAS 565 Family Medicine 6 q.h.**

Six-week clerkship in a Family Medicine setting

**HPAS 570 Women's Health 6 q.h.**

Six-week clerkship in an Obstetrics/Gynecology setting

**HPAS 575 Pediatrics 6 q.h.**

Six-week clerkship in a Pediatric setting

**HPAS 580 Emergency Medicine 6 q.h.**

Six-week clerkship in an Emergency Medicine setting

**HPAS 591 and HPAS 592 Elective Rotations****6 q.h.**

Six weeks each in a medical or surgical subspecialty of the student's choice (subject to approval by the Department). Electives include specialties such as Cardiology, Cardiothoracic Surgery, General Surgery, Neurology, Neurosurgery, Orthopedics, Oncology, Neonatology, Trauma Surgery and Infectious Disease.

**HPAS 690 Master's Project I 10 q.h.**

The Master's Project course may be completed using one of two available pathways, either by completing a formal research thesis project or by completing an evidence-based medicine project.

For the evidence-based medicine project, the student will be expected to identify an interesting clinical question and then perform a thorough review of the literature to find relevant evidence to support an answer. Critical analysis of the literature and logical decision-making are used to come to a conclusion. For the research project, students partner with a faculty member to design and carry out a clinical research experiment, and then to analyze the results and present them in a comprehensive paper. Both types of projects are presented to classmates and faculty at the end of the year, either in an oral presentation or at a University research poster session. Complete instructions for the thesis project and evidence-based project are contained in Guidelines published by the PA Department.

**Adjunct Faculty**

The PA Program has a large number of physicians, PAs and other health professionals who act as adjunct didactic and clinical faculty. The complete list is available in the PA Program Office.

**Clinical and Education Centers (Affiliations) – Physician Assistant Department**

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)

Audubon Surgery Center (Colorado Springs, CO)

Aurora BayCare (Green Bay, WI)

Aurora Health Care SE Wisconsin (Burlington, WI)  
 Aurora Sheboygan Health System (Sheboygan, WI)  
 Aurora St. Lukes (Milwaukee, WI)  
 Brigham & Women's Hospital (Boston, MA)  
 Central Dupage Hospital (Winfield, IL)  
 Central Utah Clinic (Provo, UT)  
 Centura Health System (Colorado)  
 CGH Medical Center (Sterling, IL)  
 Children's Hospital of Wisconsin (Milwaukee, WI)  
 Colorado Springs Ortho Group (Colorado Springs, CO)  
 Delnor Community Hospital (Geneva, IL)  
 Evanston Hospital (Northshore University Health System - Evanston, IL)  
 Fox Valley Orthopedic Institute (Geneva, IL)  
 Glenbrook Hospital (Northshore University Health System - Glenview, IL)  
 Great Lakes Naval Hospital (Great Lakes, IL)  
 Hawthorn Surgery Center (Libertyville, IL)  
 HealthReach Clinic (Waukegan, IL)  
 Highland Park Hospital (Northshore University Health System - Highland Park, IL)  
 Hines Veterans Administration Hospital (Hines, IL)  
 Holy Cross Hospital (Chicago, IL)  
 Hurley Medical Center (Flint, MI)  
 Illinois Bone & Joint Institute (Glenview, IL)  
 Johns Hopkins Health System (Baltimore, MD)  
 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)  
 Midwestern Regional Medical Center (Zion, IL)  
 Mt. Sinai Hospital & Medical Center (Chicago, IL)  
 North Chicago Veterans Administration (North Chicago, IL)  
 Northwest Community Hospital (Arlington Heights, IL)  
 Northwestern University Hospital (Chicago, IL)  
 Park Nicollet Health Services (St. Louis Park, MN)  
 Resurrection Hospital (Chicago, IL)  
 Roseland Hospital (Chicago, IL)  
 Sherman Hospital (Elgin, IL)  
 Skokie Hospital (Northshore University Health System - Skokie, 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)

The Center for Orthopedic Surgery (Des Plaines, IL)  
Washington Hospital Center (Washington, DC)  
Wheaton Franciscan Healthcare S.E. Wisconsin (Milwaukee-Racine, WI)

**Faculty**

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Alan Auerbach, MD, Clinical Instructor  
Mariclare Barrett, MS, PA-C, Assistant Professor  
Paul Batty, MD, Clinical Assistant Professor  
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James Carlson, MS, PA-C, Assistant Professor  
Stephanie Ellis, MPH, RD, LDN, Clinical Instructor  
Wayne Goldstein, MD, Clinical Professor  
Regina Gomez, MD, Clinical Instructor  
Michael Howard, MD, Clinical Assistant Professor  
Matthew Jimenez, MD, Clinical Associate Professor  
P. Rea Katz, MS, PA-C, Assistant Professor  
Walid Khayr, MD, Professor  
Patrick Knott, PhD, PA-C, Professor and Chair  
Andrew Kramer, MD, Clinical Assistant Professor  
Stacy Laack, MS, PA-C, Clinical Instructor  
Ajay Madhani, MD, Clinical Assistant Professor  
Elana Min, MMS, PA-C, Assistant Professor  
Ernest Nora, III, MD, Clinical Associate Professor  
Pedro Palu-ay, MD, Clinical Assistant Professor  
Mayra Quintana, MD, Instructor  
Preston Reilly, MD, Clinical Assistant Professor  
Myriam Riboh, MS, PA-C, Clinical Instructor  
Loren Schechter, MD, Clinical Instructor  
Dean Shoener, MD, Clinical Assistant Professor  
Greg Skladzien, MD, Assistant Professor  
James Unti, MD, Clinical Assistant Professor  
Myron Yench, MD, Clinical Assistant Professor