SCHOOL OF HEALTH SCIENCES

Department of Nursing

Master of Science in Nursing (MSN)

Family Nurse Practitioner (FNP)
Community Health and Education (CHE)

RN-MSN Transition Sequence (RN-MSN)

Purpose of the Program

The Master of Science in Nursing Program prepares professional nurses to function in advanced roles in order to provide holistic, comprehensive nursing care to individuals, families, and communities, and to assume leadership responsibilities in a variety of settings. Graduate education builds upon knowledge and competencies gained in baccalaureate education. Students use critical thinking, creativity, and problem solving skills that require in-depth nursing knowledge and are prepared to coordinate health care programs within complex systems in an era of health care reform. The curriculum is based upon nursing and related theories and the application of research findings to clinical and administrative nursing issues. Students are also prepared for doctoral study in nursing and continued personal and professional development.

There are two tracks in the MSN program:

The Family Nurse Practitioner track prepares professional nurses to function in advanced practice roles in primary care settings in order to provide holistic, comprehensive nursing care. Courses emphasize health promotion, health protection, and diagnosis and management of common acute and chronic illnesses of individuals, families, and the community. This track consists of 39-48 semester credits and 645 hours of clinical. The Family Nurse Practitioner Track prepares graduates to function in an advanced practice capacity.

The Community Health and Education track prepares advanced practice nurses who are able to provide healthcare to aggregates, and work in specific nursing arenas (Education, Acute Care, Administration, Community Health, Parish Nursing, Occupational Health, etc.) has grown in response to community-based care and increased public awareness of health promotion efforts. Graduate education builds upon knowledge and competencies gained through prior education. Graduate students use critical thinking, creativity and problem solving skills that require in-depth nursing knowledge and are prepared to coordinate healthcare programs within complex systems in an era of healthcare reform. The curriculum is based upon nursing and related theories and the application of research findings to clinical and community health nursing issues.

This track consists of 47 semester credits and 648 hours of clinical (sufficient for certification eligibility).

The MSN program is designed for part-time or full-time study. Part-time students typically take 2-3 classes each semester, completing their degree requirements in three to five years. Full-time students complete degree requirements in two years. All students must complete degree requirements in five years.

Classes are offered in a hybrid format, with a portion of each class online and a portion on campus. On campus classes occur on Tuesdays in the late afternoon and evenings. Students and faculty negotiate clinical sites with experienced mentors. An MSN orientation is planned at the beginning of each semester and is a required on ground experience for all new MSN students.

Curriculum

The curriculum is organized into two distinct groups of courses. The first group consists of core graduate courses which all graduate students complete.

Core Curriculum	Credit Hours
Theoretical Bases of Nursing	3
Advanced Pharmacology	3
Advanced Nursing Science and Inquiry I	3
Advanced Physiology/Pathophysiology	3
Advanced Health Assessment	3
Clinical: Advanced Health Assessment	1
Communities, Populations and Systems: Theoretical Perspectives	3

Family Nurse Practitioner Track	
Primary Care of Adults	3
Clinical: Primary Care of Adults	2
Primary Care of Adults and Aging	3
Clinical: Primary Care of Adults and Aging	2
Primary Care of Children	3
Clinical: FNP - Primary Care of Children	2
Primary Care of Women	2
Clinical: FNP - Primary Care of Women	1
Advanced Practice Roles and Issues	2
Advanced Practice Residency & Synthesis	6

Community Health and Education Track	
Epidemiology & Health Promotion	3
Scholarship of Teaching I	3
Clinical: Educational Role Practicum I	2
Heath Culture & Community	3
Clinical: Advanced Community Health Nursing	3

Scholarship of Teaching II	3
Clinical: Educational Role Practicum II	2
Writing Grant Proposals	2
Advanced Community & Educational Roles & Issues	2
Advanced Practice Residency & Synthesis	6

Total Credits for Degree

Family Nurse Practitioner Track (645 Total Clinical Hours)	45
Community Health and Education Track (648 Total Clinical Hours)	47

RN-MSN Transition Sequence

The RN-MSN Transition Sequence of courses is intended to prepare the adult ASN or diploma nurse for entrance into the Graduate Nursing Program. Students must be accepted into the Graduate Nursing Program in order to be eligible for the transition sequence of courses. Students enroll as Graduate Nursing students, but are not allowed to take courses toward the graduate nursing degree until the transition courses in the "transition sequence" are satisfactorily completed.

Transition Sequence

1. Entry into the Transition Sequence of courses is fall semester only.
2. Students are ready to enter the Graduate Nursing Program after two academic semesters.
3. Students with an ASN or diploma who do not have a bachelor's degree in another field take a 16 credit package of courses to prepare for the Graduate Nursing Program. These courses include:

• Two general education courses:
  - ENGL 102 English Composition II
  - MATH 302 Statistics
• Three nursing courses taught in an intensive block format. Nursing courses are offered on the same night of the week throughout the fast track using a hybrid model that involves both campus and web-based meetings:
  - NURS 502 Professional Communication (2 cr. theory)
  - NURS 500 Professional Nursing Concepts I (4 cr. theory)
  - NURS 503 Professional Nursing Concepts II (4 cr. theory)

4. Students with an ASN or diploma and bachelor's or master's degree in another field take 8 credits of nursing courses to prepare for the Graduate Nursing Program. These courses include:

• Two nursing courses taught in an intensive block format. Nursing courses are offered on the same time of the week throughout the fast track using a hybrid model that involves both campus and web-based meetings:
  - NURS 500 Professional Nursing Concepts I (4 cr. theory)
  - NURS 503 Professional Nursing Concepts II (4 cr. Theory)

5. The ASN/Diploma nurse must have completed 1000 hours of clinical practice before taking NURS 570/572 in the FNP track.
6. Students will **not** be awarded a BSN at the completion of the nursing courses, but will be able to begin Graduate Nursing coursework at USF.

Course Sequence

Fall Semester	Spring Semester
ENGL 102 - entire 15 week semester NURS 502 Professional Communication- 5 week block NURS 500 Professional Nursing Concepts I- 10 week block	MATH 302 - entire 15 week semester NURS 503 Professional Nursing Concepts II- 10 week block

Transition Sequence nursing courses are offered throughout the fast track using a hybrid model that involves both campus and web-based meetings. Nursing classes will meet on-ground once a month on a Tuesday.

Accreditation

The Masters of Science in Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Certification

The Graduate Nursing curriculum is designed to facilitate the eligibility of the advanced practice nurse to take the certification exam in the chosen clinical field. Criteria for eligibility from professional credentialing organizations were used to design graduate nursing courses to assure that appropriate didactic and clinical experiences are provided.

Admission Requirements

1. Meet general admission standards for graduate education at the University of Saint Francis.
2. Hold a baccalaureate degree in nursing. (Upon completion of the USF RN-MSN Transition Sequence, ASN and Diploma RNs may progress directly into the MSN Program.)
3. Hold a current license as a registered nurse.
4. Have an undergraduate GPA of 3.2 on a 4.0 scale.
5. GRE is required if GPA is less than 3.0. A minimum score of 400 on the verbal and 400 on the quantitative must be achieved.
6. Satisfactorily complete a graduate or undergraduate statistics course within the last five years or complete MATH 302 during the transition sequence.
7. Submit a résumé or curriculum vitae.

8. Submit three (3) letters of reference.
9. Complete and submit the USF MSN Essay (Written Goals).
10. Complete MSN Admission Interview (Personal Interview).

Prospective students who do not meet all of the above criteria may be admitted "provisionally." These graduate students must earn a GPA of 3.20 in the first six (6) hours of graduate nursing core courses at USF to be fully admitted to the MSN program. *Note: It is strongly recommended that students own an IBM compatible Pentium 166 MHz computer, although the university does provide a fully equipped computer lab with lab assistants.*

Transfer Policies

1. One to nine (1-9) credits of graduate level coursework may be transferred from an accredited college or university.
2. Post-Master's FNP students complete 39 credits of coursework to obtain a post-MSN Family Nurse Practitioner certificate.
3. Nurse Practitioners who desire to expand their area of practice to the Family Nurse Practitioner specialty will be granted credit for comparable coursework completed at an accredited college or university and are eligible to obtain a post-MSN Family Nurse Practitioner certificate.

Clinical Placement

The University of Saint Francis, Department of Nursing maintains contracts with a variety of clinical agencies and healthcare providers to give MSN students the experience needed to develop clinical expertise and/or management skills. Once admitted, clinical placement for students is guaranteed.

Students who enter the MSN program with no pre-arranged clinical preceptor will be assisted in finding appropriate clinical placement. On the other hand, if a student has negotiated an agreement with a clinical agency or healthcare provider to serve as a clinical preceptor, the MSN Program Director will assist the student to obtain a contract with USF and facilitate the clinical placement. Clinical hours are negotiated between the student and the clinical preceptor.

Certification

The MSN program curriculum is designed to facilitate the eligibility of the advanced practice nurse to take the national certification exam in the chosen clinical field. Criteria for eligibility from professional credentialing organizations were used to design graduate nursing courses to assure that appropriate didactic and clinical experiences are provided.

Graduate Student Nurse Association (GSNA)

All MSN students become part of the GSNA upon admission to the MSN Program. This organization is student focused and led by current MSN students. Student benefits include opportunities to develop collaboration with other faculty and students, plan and attend continuing education opportunities, participate in student leadership opportunities, mentoring, and access posted available advanced practice jobs to list a few. Communication with all MSN students is via Blackboard Graduate Student Nursing Information Site.

MSN Course Descriptions

NURS 500

PROFESSIONAL NURSING CONCEPTS I

4 credit hours

Emphasizes the transition and socialization to professional nursing practice. Examines the relationship between nursing theory, research and practice. Introduction to selected theories relevant to professional nursing practice. Examination of selected legal and ethical issues of professional nursing. Focuses on broadening the professional nurse's health promotion and health assessment skills through out the lifespan. Assists the student to incorporate knowledge of the patient interview process, as well as knowledge of anatomy, physiology, and pathophysiology into the skills of health assessment. Emphasizes how to perform focused assessment skills on any system-specific problem and utilization of nursing models to address health beliefs. (Hybrid course that involves both campus and web-based meetings) Prerequisite RN LICENSURE

NURS 501

NURSING THEORY

3 credit hours

Examines advanced knowledge of nursing and non-nursing models, concepts, and theories as the supporting framework for advanced nursing practice. Interrelationships among theory, research, and practice are explored with an emphasis on the process of scientific theory development, systematic evaluation of selected theories, development of a personal philosophical view of nursing, and implementation of theory-based practice.

NURS 502

PROFESSIONAL COMMUNICATION

2 credit hours

Employs principles of effective communication related to professional presentations in written, verbal and computer-based formats. Focuses on use of computer applications as they apply to the professional nurse role. Serves as a foundation to expand professional practice through exploration of concepts including diversity, collaboration, effective communication, technology, self-awareness, and reflective practice. (Hybrid course that involves both campus and web-based meetings) Prerequisite RN LICENSURE

NURS 503

PROFESSIONAL NURSING CONCEPTS II

4 credit hours

Focuses on socialization into leadership and management roles, the role of the professional nurse as an individual and group member, and participation in organizational change. Explores evidence based practice and development of strategies to use research in practice. Emphasizes integrating nursing research with nursing theory, knowledge and practice. Exploration of the professional role of the nurse in the community using holistic approach to health promotion and disease prevention in the provision of nursing care to individuals, groups and communities through primary, secondary, and tertiary therapeutic nursing interventions. Explores future issues and trends affecting professional nursing. (Hybrid course that involves both campus and web-based meetings) Prerequisite RN LICENSURE

NURS 510:

ADVANCED PRACTICE NURSING ROLES & ISSUES

2 credit hours

Role development of the professional advanced practice nurse emphasizing integration of evidenced based practice and the implications of legal, ethical, cultural, and social issues on the professional role. Overview of health care delivery systems, policy formation, and trend data at the local, regional, national and global level and their impact on advanced practice nursing. Examines current issues of health promotion, disease prevention, informatics, and healthcare economics related to optimal care and improved patient outcomes.

Co: NURS 595

NURS 528

ADVANCED NURSING SCIENCE & INQUIRY I

3 credit hours

Comparison and contrast of quantitative and qualitative methods of nursing research. Examines numerous examples of actual clinical nursing research and analyzes the research process including design, sampling, data collection, interpretation, analysis and reporting of findings. Focuses on preparing students to conduct comprehensive literature searches and critically evaluate published research literature in order to become research consumers and participants in an evidence based practice environment. Introduces ethical considerations and Institutional Review Board policies and procedures.

Prerequisite: Statistics course within 5 years

NURS 530

ADVANCED PHARMACOLOGY

3 credit hours

Explores knowledge of the principles of pharmacodynamics, pharmacotherapeutics, pharmacokinetics, diagnostic test interferences, drug interactions, incompatibilities, pathophysiologic impact, client issues and nursing implications relevant to the complex decisions to be made in the pharmacologic management of common acute and chronic illnesses. Students learn how to write prescriptions for prototype drugs that are used to manage common acute and chronic conditions treated in the primary care setting. (Offered Summer Session I only)

NURS 532

ADVANCED PHYSIOLOGY/PATHOPHYSIOLOGY

3 credit hours

Begins with an in-depth study of cell structure and function as a foundation to understanding physiologic as well as pathophysiologic processes. A systems perspective is used to examine normal human physiology followed by the pathophysiology of common diseases, including the incidence, etiology, manifestation, and prognosis. The physiologic basis for selected complimentary/alternative therapeutic interventions is addressed. Throughout the course, great emphasis is placed on students' ability to analyze and articulate the changes in normal physiologic function that occur with disease as a basis for advanced practice assessment and intervention in primary health care settings. Application is stressed through use of critical thinking questions and case studies.

Pre-requisite BIOL 270

NURS 535

ADVANCED HEALTH ASSESSMENT

3 credit hours

Builds on existing skills in interviewing and assessment, using a variety of independent and faculty-directed activities. Stresses health assessment, history taking, interviewing, and advanced nursing practice physical assessment skills, and provides the basis for decision making and management of care.

Corequisite: NURS 537

NURS 537

CLINICIAL: ADVANCED HEALTH ASSESSMENT

1 credit hour

Provides a simulated experience in the nursing laboratory for students to learn and develop competency of physical assessment skills. Physical assessment demonstrations are done using a systems perspective that follows the theory format from NURS 535.

Corequisite: NURS 535

NURS 538

EPIDEMIOLOGY & HEALTH PROMOTION

2 credit hours

Introduction to epidemiologic concepts for advanced nursing practice. Selected concepts of epidemiology are presented as well as specific epidemiologic methods that can be applied to the study of both well population and those with chronic or acute disease or injury. Applies evidence-based health promotion, risk reduction, and disease prevention strategies with a focus on health promotion theories and models to improve health status and access to care for diverse populations.

NURS 542

HEALTH, CULTURE & COMMUNITY

3 credit hours

Uses the basic concepts of person, health, nursing and environment and their interrelationships as developed in previous science and nursing courses as a foundation. Frameworks, theories and models that explore culture and health, generally, and among selected populations, specifically, are identified. Focus is on the assessment and analysis of selected cultures. Within a crosscultural perspective, quality health care is

considered from the perspectives of the individual, family, aggregate or community client and the nurse.
Prerequisite: NURS 562
Corequisite: NURS 543

NURS 543

CLINICAL: ADVANCED COMMUNITY HEALTH NURSING
3 credit hours
Advanced practice roles within the community setting are practiced with guided clinical preceptorship. Application of community health theory and research is used to effectively identify health promotion, health protection and health restoration needs of a target population. Emphasis on community assessment and design of programmatic interventions with a focus on improving population health outcomes and bridge prevention and illness treatment.
Prerequisite: NURS 562
Corequisite: NURS 542

NURS 555

PRIMARY CARE OF CHILDREN
3 credit hours
Provides the knowledge and skill base necessary for the advanced practice nurse to deliver services to the pediatric population. History taking and physical exam skills tailored to the pediatric client are taught. Developmental frameworks of Erikson, Piaget and Kohlberg are utilized with emphasis on normal growth and development including the influences of temperament and environment with this population. Both well-child management, with emphasis on anticipatory guidance, as well as management of common acute and chronic health problems in the pediatric ambulatory setting are studied.
Prerequisite: NURS 530, NURS 570/572
Corequisite: NURS 556

NURS 556

CLINICAL: PRIMARY CARE OF CHILDREN
2 credit hours
Guided preceptorship in the clinical role of the advanced family nurse practitioner with emphasis on the pediatric population. The student develops a knowledge base that focuses on health assessment, health promotion and disease prevention and the diagnosis and advanced management of congenital, acute and stable chronic conditions in the pediatric population.
Prerequisite: NURS 530, NURS 570/572
Corequiste: NURS 555

NURS 562

COMMUNITIES, POPULATIONS AND SYSTEMS: THEORETICAL PERSPECTIVES
3 credit hours
Provides students with a framework for advanced practice in community health. Emphasis is on application of public and community health theory and research in providing health care for aggregate populations at risk and the community as a whole. Principles of epidemiology, population demographics, and culture care are integrated into the design and evaluation of community-focused health care delivery models to

improve health status of the population. Explores in-depth sociocultural, ecological and systems of care delivery factors that contribute to health disparities. Health promotion, disease prevention and risk reduction are emphasized in order to identify population needs, community resources, and programmatic interventions.

NURS 565

SCHOLARSHIP OF TEACHING I

3 credit hours

Overview of the scholarship of teaching as an educator, strategies for working with students/clients in the community, designing learning experiences, using learning resources, and evaluation of learning. Topics include the Boyer Paradigm of Scholarship; educational theories; the role of the educator; the shifting educational paradigm from teaching to learning; an overview of teaching-learning methods; investigation of a variety of legal and ethical issues in education. Includes development of a beginning teaching portfolio.
Corequisite: NURS 566

NURS 566

EDUCATIONAL ROLE PRACTICUM I

2 credit hours

Practicum in the community/educational setting of student's choice. Analyzes role responsibilities, policies, quality management, legal and ethical issues related to educational role in the selected community/educational setting. Seminars are used for guidance and to facilitate analysis.
Co: NURS 565

NURS 567

SCHOLARSHIP OF TEACHING II

3 credit hours

Focuses on curriculum development and evaluation, in-depth exploration of a variety of teaching-learning strategies to change human behavior including creating dynamic technology assisted learning experiences for learners, and assessment of learning outcomes.
Prerequiste: NURS 565/566
Corequisite: NURS 568

NURS 568

EDUCATIONAL ROLE PRACTICUM II

2 credit hours

Practicum in the community/educational setting of student's choice. Synthesis of current and emerging research and theories related to learning into selected role to promote quality learning outcomes for individuals, aggregates, and communities. Seminars are used for guidance and to facilitate analysis.
Prerequisite: NURS 565/566;
Corequisite: NURS 567

NURS 570

PRIMARY CARE OF ADULTS

3 credit hours

Provides an in-depth study of the healthcare management of adults within the framework of advanced nursing practice. Focus is placed on wellness, and the pathophysiology and epidemiology underlying acute and chronic adult health problems in primary health care settings. Emphasis is placed on development of diagnostic reasoning and decision making/critical thinking in primary adult health care. Proposed case management will focus on principles of health promotion, maintenance, restoration and disease prevention.

Prerequisite: NURS 535/537;
Corequisite: NURS 572

NURS 572

CLINICAL: PRIMARY CARE OF ADULTS

2 credit hours

Guided preceptorship in the clinical role of the advanced family nurse practitioner in primary adult care. Synthesis of previous learning from the natural/behavioral sciences and from nursing science as a foundation for managing physical and emotional health and illness states. Emphasis is on development of diagnostic reasoning in primary health care. Strategies such as health promotion, risk analysis and reduction, non-traditional therapies, lifestyle change, disease detection and prevention and health restoration are incorporated into aspects of advanced therapeutic nursing practice.

Prerequisite: NURS 535/537;
Corequisite: NURS 570

NURS 573

CLINICAL: BANKING FOR ADVANCED PRACTICE RESIDENCY

1 credit hour (if needed by part time students for financial aid)

Students are permitted to bank clinical hours toward NURS 595 clinical hour requirements. See “Banking” policy in Clinical Information section of this handbook.

NURS 574

MARKETING, ENTREPRENEURSHIP AND MANAGEMENT

3 credit hours

Marketing, Entrepreneurship, and Strategic Planning 3

Social, legal, global, and environmental aspects of strategic planning and marketing are analyzed. Impact of micro-and macroeconomic theory on an organization’s service offerings are examined. Emphasis on the changing health care arena, especially within the context of health care reform on entrepreneurial endeavors and the management thereof.

(NURS 574 is part of MSN-NHS track which will end Spring 2009).

NURS 575

PRIMARY CARE OF WOMEN

2 credit hours

Focus is on the advanced health assessment, health promotion and disease prevention from a holistic perspective covering menarche through menopause. Course content covers physical and environmental assessment, non-traditional therapies, risk analysis and reduction and the health restoration in the diagnosis and management of acute and

chronic health conditions specific to women. Emphasizes the reproductive, genitourinary and endocrine systems as a basis for the comprehensive assessment, diagnosis, and advanced management of women in the primary care setting. Family, nursing and developmental theories and evidence based practice are incorporated to promote effective patient-centered care.
Prerequisite: NURS 570/572
Corequisite: NURS 578

NURS 578

CLINICAL: PRIMARY CARE OF WOMEN

1 credit hour

Guided preceptorship in the clinical role of the advanced family nurse practitioner with emphasis on the primary care of women. Application of comprehensive assessment, diagnosis, and advanced management of women during the childbearing years is incorporated into the primary care setting. The student develops a knowledge base for clinical decision making in the advanced health assessment, health promotion, disease prevention, diagnosis and treatment of acute and stable chronic illnesses of women from menarche through menopause.
Prerequisite: NURS 530, NURS 570/572
Corequisite: NURS 575

NURS 581

PRIMARY CARE OF ADULTS & AGING

3 credit hours

Continuation of Primary Care of Adults with an emphasis on elder care within the framework of advanced nursing practice. Evaluation and synthesis of advanced pathophysiology concepts applied to nursing and health-related theories, and research is fostered in the diagnosis, management, monitoring and evaluation of common acute, emergent health conditions with an emphasis on chronic health conditions and diseases affecting the elderly.
Prerequisite: NURS 530, NURS 570/572
Corequisite: NURS 582

NURS 582

CLINICAL: PRIMARY CARE OF ADULTS & AGING

2 credit hours

Guided preceptorship in the clinical role of the advanced family nurse practitioner focusing on management of chronic conditions and conditions affecting the elder adult. This course assists students to develop and broaden clinical judgment and skills in the care of adult clients. Focus is on the differential diagnosis, clinical decision making and management, as well as patient and family education within the context of primary care.
Prerequisite: NURS 530, NURS 570/572
Corequisite: NURS 581

NURS 586

WRITING GRANT PROPOSALS

2 credit hours

Explores the basics of grantmanship including researching potential funders, preparing proposal materials, and making long-range programmatic and financial plans. Using online and print resources, students will learn about the variety of grant opportunities

available through private foundation, corporations, and state and federal government. Other topics include understanding the review process, the politics of grantmanship and using technology to support the grant proposal.
Prerequisite or Corequisite: NURS 562

NURS 588

ADVANCED COMMUNITY HEALTH & EDUCATION ROLES & ISSUES
2 credit hours
Role development of the professional advanced practice community health nurse emphasizing integration of evidenced based practice and the implications of legal, ethical, cultural, and social issues on the professional role. Overview of health care delivery systems, policy formation, and trend data at the local, regional, national and global level and their impact on community health nursing. Examines current issues of health promotion, disease prevention, informatics, and healthcare economics related to optimal care and improved community health outcomes.
Corequisite: NURS 595

NURS 595

CLINICAL: ADVANCED PRACTICE RESIDENCY & SYNTHESIS
6 credit hours
Designed to provide students with the opportunity to synthesize and integrate knowledge of nursing theory, evidence based nursing practice, physiologic/pathophysiologic foundations, ethical and legal principles, leadership, health policy, and health care systems into advanced clinical practice. In consultation with their DNP faculty advisor and preceptor, students will implement advanced clinical decision-making in the provision of holistic, evidence based nursing care into advanced practice nursing appropriate to their area of specialization. Expertise gained from this course will be used in the development of the final project proposal. Students will develop case presentations from their experiences that will serve as exemplars in their final portfolio. Includes occasional seminar meetings.
Prerequisites: NURS 555/556;
Corequisite: NURS 510;
Pre or Co NURS 575/578)

NURS 630

ROLE TRANSFORMATION & INTERPROFESSIONAL COLLABORATION
3 credit hours
Explores role socialization, interprofessional collaboration, advancement of clinical and leadership abilities as an advanced practice nurse, new opportunities for professional growth, and marketing the advanced practice role. Focus on integration of evidence-based practice and culturally sensitive approaches to address emerging clinical problems, improve patient outcomes and cost effectiveness, and impact the health system. Development and evaluation of effective strategies for managing ethical dilemmas inherent in patient care and healthcare organizations are explored.
(Prerequisite : NURS 501, NURS 528)

NURS 640

THEORY OF LEADERSHIP ROLES I

4 credit hours

This course consists of modules that are individually negotiated with each student in order to provide direction for specific nursing activities in various health systems. Overall topics include historical perspectives, leadership roles, focused health system assessment, teaching-learning theory, case management, community nursing, problem management, and aggregate change management.
Prerequisites: NURS 510
Corequisite: NURS 641
(NURS 640 is part of MSN-NHS track and will be offered for the last time Fall 2008).

NURS 641

CLINICAL: ROLE PRACTICUM I

2 credit hours (96 clinical hours)

This practicum varies depending upon individual students' selection of focused modules in NURS 640. Students are paired with expert nurse managers in their respective fields of practice in the health care arena.
Prerequisites: NURS 510
Corequisite: NURS 640
(NURS 641 is part of MSN-NHS track and will be offered for the last time Fall 2008).

NURS 650

THEORY OF LEADERSHP ROLES II

3 credit hours

This course consists of modules that are individually negotiated with each student in order to provide direction for specific nursing activities in various health systems. Overall topics include effective communication skills, information technology, personal and career management, and change in dynamic health care systems.
Corequisite: NURS 651
(NURS 650 is part of MSN-NHS track which will end Spring 2009).

NURS 651

CLINICAL: ROLE PRACTICUM II

2-4 credit hours (96-192 clinical hours)

This practicum varies depending upon individual students' selection of focused modules in NURS 650. Students are paired with expert nurse managers in their respective fields of practice in the health care arena.
Corequisite: NURS 650
(NURS 651 is part of MSN-NHS track which will end Spring 2009).

NURS 694

THEORY, PRACTICE AND RESEARCH SYNTHESIS

2 credit hours

Capstone theory course designed to provide a synthesis of all learning experiences in the MSN program. Students synthesize nursing theory, research, and clinical practice into their advanced nursing roles.
To be taken in the final semester

Department of Physician Assistant Studies

Master of Science in Physician Assistant Studies (MS)

Program Overview

The University of Saint Francis Physician Assistant program is an intense, full-time 27-month curriculum comprised of 98 credits. A Master of Science degree in Physician Assistant Studies is awarded upon completion of the curriculum and fulfillment of University of Saint Francis requirements. Students must attend the program on a full-time basis. The first 15 months of the program are spent primarily in the classroom obtaining a foundation of medical knowledge in the areas of anatomy, physiology, pharmacology, physical assessment and various medical specialties. Problem-based learning techniques are used exclusively in the third and fourth semesters in medical diagnosis and therapeutic courses. During the last 12 months of the program, students are assigned to clinical rotations spending a minimum of 40 hours per week working with a physician preceptor in settings such as physician offices, clinics, extended care facilities and hospitals. All students complete a core of rotations in areas of Family Medicine, Emergency Medicine, General Surgery, Internal Medicine, and an elective. Students also choose from a series of rotations in the areas of trauma/surgery subspecialty, hospital inpatient care, family practice, or internal medicine.

Program Outcomes

Upon completion of the program the student will:

- Successfully complete the National Certifying Examination for Physician Assistants.
- Provide primary health care services with an emphasis on human caring and the underserved.
- Perform diagnostic and therapeutic health services appropriate for a wide range of pathophysiologic processes.
- Develop and implement effective treatment plans for care of common conditions.
- Perform technical and surgical procedures within the scope of practice.
- Monitor and manage patient care in acute, long term and ambulatory settings.

- Facilitate patient referral to appropriate specialty practices and community agencies.
- Use clinical problem solving to integrate knowledge from the biological and behavioral sciences with medical knowledge and current standards of clinical practice.
- Demonstrate a commitment to professional growth and life-long learning.
- Enlarge the knowledge of the discipline by participating in research projects.
- Demonstrate professional behavior.

Admission Criteria

In addition to University of Saint Francis admission requirements, the minimum requirements for admission to the Physician Assistant program are:

- Submission of scores from the Graduate Record Exam (GRE)
- Satisfactorily complete 12 semester hours of credit in chemistry courses, including general chemistry, organic chemistry, and biochemistry.
- Satisfactorily complete 15 semester hours of credit in biology courses, including anatomy/physiology and microbiology.
- Satisfactorily complete 6 semester hours of credit in the area of psychology.
- Possess direct patient care experience.
  The most direct and responsible forms of patient care experience in a compensated position are preferred.

  Clinical components of the educational experience required for other health care professions are considered but will not totally fulfill this requirement.

  Volunteer activity and/or appropriate life experience will be considered but will not totally fulfill this requirement.

Note: The personal computer (PC) is used extensively throughout the program for communication, instruction and assessment. It is advisable for students to

own a personal computer with hardware and software compatible with that of the university. A laptop is very helpful in class activities. Being “on line” with an Internet Service Provider (ISP) is also recommended. The university does provide these services on campus for students during normal business hours.

Applications are accepted by the PA Program Admissions Committee from June 1 through December 1 for classes beginning the following May. Selected qualified applicants are offered an interview. All applicants are encouraged to apply as early as possible.

Up to five seats in each class are reserved for early entry applicants who apply to the undergraduate university with a dual admission to an undergraduate major and the PA Program.

Enrollment Requirements

Before an applicant is accepted into the PA program, the following requirements must be met:

- Validation of ability to meet the Technical Standards of the School of Health Sciences.

  The University of Saint Francis has identified non-academic technical standards critical to the success of students in health sciences programs. These standards are designed not to be exclusionary, but to establish performance expectations that will enable students to provide safe patient practice with or without accommodations. The standards are program requirements, not individual functional ability requirements.

  1. **Observation**: Candidates and students must be able to observe lectures, demonstrations, research, and patient situations in the practice of health care professions. Observation is necessary to perform competent health assessments and interventions and necessitates functional use of vision, hearing, tactile and somatic senses.

  2. **Communication**: Candidates and students must have the ability to use multiple communication techniques (verbal, written, nonverbal, group processes, and information technology) that enable them to communicate effectively with clients, teachers and all members of the health care team. They must be able to speak, read and write in English. Candidates and students must be able to report to members of the health care team, express appropriate information to others,

communicate with sensitivity and teach, explain, direct and counsel clients.

3. **Intellectual, Conceptual, Integrative and Quantitative Abilities**: Candidates and students must have the ability to measure, calculate, reason, analyze and synthesize data in a timely manner. Problem solving, a critical skill demanded of health care practitioners, requires all these intellectual abilities. Additionally, candidates and students must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.

4. **Motor Skills**: Candidates and students must possess fine and gross motor function necessary to perform patient assessment and therapeutic interventions. Such interventions require coordination of both gross and fine muscular movements, stamina, equilibrium and functional use of touch and vision.

5. **Behavioral and Social Attributes**: Candidates and students must possess the emotional health required for full use of their intellectual abilities, demonstration of good judgment, prompt and safe completion of all responsibilities, and development of mature and effective relationships with patients. They must be able to work cooperatively with others, adapt to rapidly changing environments, think clearly and tolerate physically and mentally taxing workloads under stressful situations. Additionally they must demonstrate moral reasoning and ethical behaviors.

In addition to the technical standards stated above, students must be able to successfully complete all required components of the curriculum.

1. **Tests and Evaluations:** Periodic examinations, both written and practical, are an essential component of the curriculum. In order to progress through the curriculum students must successfully fulfill examination requirements.
2. **Clinical Assessment:** Essential to the success of a student enrolled in a health care program is the demonstration of clinical competency. The process of evaluation of the clinical performance is an essential component of the curriculum. Participation in clinical experiences and evaluation of that performance is required.

It is the policy of University of Saint Francis to provide reasonable accommodations to qualified students with disabilities to provide equal opportunity to meet the performance and technical standards. Determination of a reasonable accommodation will be considered on an individual basis and is an interactive collaboration with the disability services director, the student, faculty advisor, and Program Director when indicated. Students with disabilities will adhere to the same admission, progression, dismissal, and readmission policies as all students.

- Completion of Health and Physical Exam form.
- Completion of Hepatitis B Vaccination form.
- Acknowledgement of receipt of the PA Program Bulletin which describes the program's policies and expectations.
- Acknowledgement of the program's class and clinical attendance policy.
- Agreement to a full-time student commitment which does not permit time for extracurricular employment.
- Completion of "Informed Consent to Participate in Laboratory" agreement.
- Completion of "Patient Confidentiality" agreement.
- Acknowledgement of and commitment to the PA Honor Code.

Progression Criteria

In order to advance in the Physician Assistant program, the student must:

- Complete all courses with a minimum grade of "C" or equivalent.
- Comply with the PA Program Attendance Policy.
- Maintain a minimum cumulative GPA of 3.0.
- Complete all didactic courses before entry into the clinical year curriculum.
- Complete any incomplete grades prior to the conclusion of the next grading period.
- Satisfactorily complete all clinical rotation objectives.
- Successfully complete didactic and clinical comprehensive exams.
- Successfully complete didactic year summative evaluations.
- Successfully complete clinical year summative evaluations.

Failure to comply with any of the progression criteria standards will result in an academic review by the Physician Assistant Program Director and faculty.

Graduation Requirements

The following requirements must be met in order to graduate with a Master of Science degree in Physician Assistant Studies:

- Complete all 98 credit hours in the Physician Assistant program curriculum with a minimum of “C” or its equivalent in each course.
- Maintain a minimum cumulative GPA of 3.0.
- Successfully complete summative evaluations.
- Fulfill all financial obligations to the University of Saint Francis.

All courses contained within the Physician Assistant curriculum must be completed prior to graduation without exception or exemption. No transfer credit or credit by portfolio is accepted. No students are exempt from classes because of prior courses, training or experience.

Certification

Students who graduate from an accredited PA program are eligible to take the certification examination offered by the National Commission on Certification for Physician Assistants. Successful completion of the examination allows the individual to use the title “Physician Assistant-Certified” or PA-C.

Accreditation

The University of Saint Francis Physician Assistant Program is accredited by the Accreditation Review Commission for the Education of Physician Assistant, Inc. (ARC-PA).

Didactic Year Course Descriptions

First Summer Semester

PAC 510
BIOMEDICAL SCIENCES
6 credit hours
Anatomical studies concentrate on an understanding of human neuroanatomy with an emphasis on the peripheral somatic and autonomic nervous systems. Students study the

muscles, bones, vessels, organs, and tissues of the body and the nerve paths supplying them. Students study the physiologic control systems of the human body including both nervous and endocrine mechanisms. Medical microbiology is emphasized with the topics of controlling microbial growth, immunology, epidemiology, and infection. Human molecular genetics is studied as it applies to medicine and disease.
Prerequisite: Enrollment in the PA program.

PAC 520

FOUNDATIONS OF PA STUDIES

4 credit hours

The course provides instruction in the systemic evaluation of patient problems through comprehensive history taking and physical examinations. Emphasis is placed upon techniques of interviewing and physical examination that ensure the acquisition of an accurate database that is essential for diagnosis and the preparation of a treatment plan. Students are introduced to the general principles of research design and implementation. Reliability and validity of published studies are considered. Students learn to collect and critique medical journal articles, conduct literature searches, and produce referenced papers. Medical laboratory and diagnostic procedures such as ECG, CBC, CHEM 7, radiographs, CT, and MRI are reviewed. Basic ECG patterns are mastered.
Prerequisite: Enrollment in the PA program.

PAC 530

PHARMACOLOGY FOR PA'S

2 credit hours

Students are introduced to the concepts of pharmacokinetics and pharmacodynamics. Emphasis is given to the classes of commonly used drugs, general principles of clinical use, drug pathways, effects and side effects of drugs, and the mechanism of action in the body.
Prerequisite: Enrollment in the PA program.

First Year Fall Semester

PAC 540

PHARMACOLOGY II

2 credit hours

This course deals with the practical aspects of pharmacology as they relate to the primary care Physician Assistant. Representative generic and brand name drugs will be discussed as well as their therapeutic indications. Information about prescription writing as well as indications and contraindications for various therapies will be outlined.
Prerequisite: PAC 530 Pharmacology for PAs.

PAC 545

CLINICAL MEDICINE FOR PA'S

2 credit hours

This course has two principle elements. The first is to introduce the student to the broad concepts of medical care emphasizing health promotion, disease prevention, nutrition, lifestyle, and the psychosocial aspects of disease. The second is to begin surveying the

etiology, pathophysiology, diagnosis, and treatment of some common diseases and disorders found in each body system.
Prerequisite: PAC 520 Foundations of PA Studies.

PAC 550
PATHOPHYSIOLOGY
2 credit hours
Students will study the biological basis for disease. Emphasis is given to the disruption of homeostasis and how that is manifested in certain disease states. Topics include altered cellular and tissue states; fluid, electrolyte, and acid-base balance; genetic impact on disease; infection and inflammation; and disturbances in cellular proliferation.
Prerequisite: PAC 510 Biomedical Sciences.

PAC 555
CLINICAL PROBLEM SOLVING
6 credit hours
This course introduces students to the methods of inductive and deductive reasoning used to solve medical problems. Students learn how to assimilate patient data and ask questions that generate additional significant data. Using the skills of patient history taking and physical examination, differential diagnoses are derived and a medical diagnosis is determined. Treatment and follow up plans are established based on the diagnosis.
Prerequisite: PAC 520 Foundations of PA Studies.

First Year Spring Semester

PAC 560
MEDICAL DIAGNOSTICS
6 credit hours
This course addresses the clinical problems encountered by the physician assistant and the professional role of the PA in primary care, as well as surgical and specialty care of adults, children, and geriatric populations. The learning method is a problem-oriented approach, which merges critical thinking with clinical skills to arrive at a differential diagnosis. Students consider both acute and chronic cases as well as the prevention of disease through detection, education, and preventive treatment. Community and public health concepts include a model of public health care delivery and payment systems, epidemiology, infectious disease control, community health assessment, and community health services.
Prerequisite: PAC 555 Clinical Problem Solving.

PAC 565
MEDICAL THERAPEUTICS
6 credit hours
This course addresses the clinical problems encountered by the physician assistant and the professional role of the PA in primary care, as well as surgical and specialty care of adults, children, and geriatric populations. The learning method is a problem-oriented approach, which challenges students to seek diverse treatment options for a particular disorder, understand the consequences of each option, and develop an optimal treatment

plan. The course allows for extensive study of certain drug therapies as well as physical therapies, psychological therapies, nutritional therapies, and various methods of alternative medicine.
Corequisite: PAC 560 Medical Diagnostics.

PAC 570
RESEARCH METHODS FOR PA'S 1
1 credit hour
This course provides a basis of research that can be done by physician assistants as they practice. There is an overview of the topics and methods relative to the profession. Students learn how to formulate a problem, review the literature on selective topics, design a research project, and plan how a project can be funded and completed.
Corequisites: PAC 560 Medical Diagnostics and PAC 565 Medical Therapeutics.

Second Summer Semester

PAC 580
MEDICAL DIAGNOSTICS II
5 credit hours
Using a problem-oriented approach, this course is a continuation of PAC 560.
Prerequisite: PAC 560 Medical Diagnostics.

PAC 585
MEDICAL THERAPEUTICS II
5 credit hours
Using a problem-oriented approach, this course is a continuation of PAC 565.
Prerequisite: PAC 565 Medical Therapeutics.

PAC 590
MEDICAL ETHICS
1 credit hour
This course provides a study of medical issues in relationship to various cultures and belief systems. Discussion involves contemporary medical dilemmas, historical perspective, and societal demands placed upon the health care system.
Corequisites: PAC 580 Medical Diagnostics II and PAC 585 Medical Therapeutics II.

PAC 615
MASTER'S PROJECT I
1 credit hour
This course provides an opportunity for students to carry out a major project that contributes to their professional development and supplements the body of knowledge within the profession. This involves identification of a problem or question, review of current knowledge and planning for materials and methods used in the research process. The project will be either an application of evidence based medicine or original research. It is expected that this work continue throughout the entire clinical year.
Prerequisite: PAC 570 Research Methods for PAs

Clinical Year Course Descriptions

The clinical year of instruction begins in the fall semester and continues for 12 months with a total of 50 credits. In the clinical experience, courses titled Clinical Experience I-XI, the student is assigned a specific physician preceptor for a rotation period of four weeks. Each student will complete a series of 11 clinical rotations during the 12-month period.

There is a core of seven rotations completed by all students. The additional four rotations will be chosen from a particular clinical track designed to meet the professional goals of the student. Concurrent with the clinical rotations are clinical decision making courses that meet the needs of the graduate student in medical science related to clinical problem solving and research.

PAC 610, 611, 612

CLINICAL DECISION MAKING I, II, III

1 credit hour

This series of courses is designed to enhance the problem solving skills in a clinical setting by presenting problem-oriented cases. These are opportunities for students to use clinical reasoning to formulate differential diagnoses and develop treatment and care plans. These courses run concurrently with the clinical experiences.
Prerequisite: Completion of the PA didactic year curriculum.

PAC 616

MASTER'S PROJECT II

1 credit hour

This course is a continuation of PAC 615 Master's Project I. Students implement the proposed research method, collect data and begin analysis.
Prerequisites: Completion of the PA didactic year curriculum and
PAC 615 Master's Project I.

PAC 617

MASTER'S PROJECT III

1 credit hour

This course is the completion of the series of project courses begun in the fall semester. Students complete the analysis of collected data and derive a conclusion and summary. The project is presented to peers, professional groups, and/or submitted for publication.
Prerequisites: Completion of the PA didactic year curriculum and PAC 616 Master's Project II.

PAC 621-631

CLINICAL EXPERIENCE I-XI

4 credit hours

These clinical experiences are medical rotations of four-weeks duration each. Students are assigned with a physician preceptor who supervises the clinical experience. Students work with a physician for a minimum of 40 hours per week during which they

have opportunities to observe the medical care provided by the physician. In addition, students are expected to practice learned skills with patients and are evaluated by the physician and PA faculty. All students will complete a core of clinical experiences, which includes two rotations in family medicine, two rotations in internal medicine, and one rotation in emergency medicine, general surgery, and an elective. Beyond the core rotations, students may choose to complete one of four clinical tracks. These tracks include a series of various rotations in the areas of trauma/surgery subspecialty, internal medicine, family practice, or hospital care. At least one rotation during the clinical year will be with an underserved population. Students must complete certain clinical experiences by the end of the clinical year (i.e. pediatric, prenatal, geriatric, psychiatric, long term care). If these experiences are not met satisfactorily during core rotations, students will be assigned required supplemental activities during all or part of one or more elective or track rotations to generate the additional experiences needed.

Clinical Rotations to Fulfill the Requirements of Clinical Experience Courses I-XI

Core Rotations

(All students complete each of the following rotations, totaling 28 weeks.)

FAMILY MEDICINE ROTATION I, II

This is a series of two four-week rotations which provide the opportunity for students to gain knowledge and skill in the area of primary care. Emphasis is also placed on proper data collection, formulation of accurate problem lists, thorough investigation of presenting complaints and formulation of appropriate treatment plans. Students are also evaluated on their professional manner and emphasis is placed upon their acquaintance with available community resources. Students will assist physicians in a wide range of medical treatments and procedures and will participate in the counseling and education of patients on current health problems and preventive medicine.

INTERNAL MEDICINE ROTATION I,II

This is a series of two four-week rotations which provides the student with knowledge and skill in the area of internal medicine. The rotation focuses on the indications for therapeutic measures used in the treatment of common medical disorders. The student will be exposed to outpatient as well as inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan.

GENERAL SURGERY ROTATION

This four-week general surgery rotation is designed to prepare the student to be an assistant to the generalist. The student's time will be divided between inpatient and outpatient services. Each student will perform admission history and physical examinations and will be involved in assisting during surgery as well as preoperative and postoperative care. In this manner, the student learns to assist in the management of routine surgical cases as well as the treatment for various post-surgical complications.

EMERGENCY MEDICINE ROTATION
This four-week rotation is intended to familiarize the student with the types of patients, presenting problems, procedures and overall environment of an acute care emergency department. Methods of triage, initial stabilization and rapid assessment and diagnoses of emergency department patients are emphasized, as well as the care and treatment of minor trauma. Students are expected to participate in and observe the care of various clinical presentations and to develop confidence in their ability to provide appropriate intervention and/or referral.

ELECTIVE ROTATION
This elective four-week rotation is provided for students to gain knowledge and skill in an area of medicine which they have not experienced or to have additional exposure to an area of interest. The program faculty must approve elective rotations. Individualized objectives for the elective rotation will be established prior to student placement.

Specialty Tracks

Students choose one of the following tracks and complete the rotation requirements as identified in each area.

Trauma/Surgery Subspecialty Track

(*for students interested in working with accident victims or surgical patients)*
Students must first complete the Emergency Medicine Rotation in the Core Rotations before completing a trauma-focused emergency medicine Rotation. Students should first complete the General Surgery Core Rotation before completing a surgery subspecialty rotation. Track rotations may be selected from office orthopedics, radiology, outpatient clinic-occupational medicine, surgery subspecialty, trauma-focused emergency medicine, or other PA faculty-approved specialty. Students may repeat the surgery subspecialty rotation in more than one surgical discipline during the track rotations.

OUTPATIENT CLINIC-OCCUPATIONAL MEDICINE ROTATION
This clinical rotation is designed to prepare the student to diagnose and treat on-the-job injuries as well as a variety of acute and chronic primary care problems. Students will assist the physician with methods of evaluation of primary problems, which include the performance of proper physical exams, ordering of laboratory and diagnostic studies, and developing/implementing appropriate treatment plans. Suturing and minor wound care, as well as other office procedures, will be performed at the discretion and under the supervision of the attending physician.

SURGERY SUBSPECIALITIES ROTATION
This clinical rotation is designed to prepare the student to be an assistant in an area of surgical specialization. The student will participate in all aspects of the surgical specialty chosen, which includes but is not limited to performing history and physical examinations, dictating admission notes and consultations, assisting in operative procedures, performing discharge summaries, and facilitating preoperative, postoperative, inpatient, and outpatient services.

TRAUMA-FOCUSED EMERGENCY MEDICINE ROTATION

This clinical rotation is designed to familiarize the student with the types of patients, presenting problems, procedures, and overall environment of the acute care emergency department. Methods of triage, initial stabilization and the rapid assessment and diagnoses of emergency department patients are emphasized, as well as the care and treatment of trauma

MEDICAL OFFICE ORTHOPEDICS ROTATION

This rotation is designed to prepare the student in the diagnoses and treatment of musculoskeletal problems. The student will perform duties required in an outpatient orthopedic office. The student will become familiar with orthopedic examination procedures and treatment techniques. Interpretation of diagnostic imaging, casting and splinting procedures as well as aspiration/injection techniques will be emphasized.

RADIOLOGY ROTATION

This clinical rotation is designed to prepare the student in the implementation and interpretation of various radiographic and diagnostic imaging procedures. The student will become familiar with ordering of appropriate procedures indicated by the medical condition presented. The student will also interpret the imaging procedure under the direction of the supervising physician.

Family Practice Track

(for students interested in family practice primary care of diverse populations) Students must first complete a four-week series of Family Medicine Rotations within the Core Rotations before continuing with the Family Practice Track Rotations listed below. Students must complete the pediatrics and may select three additional rotation specialties from obstetrics/ gynecology (highly recommended), geriatrics, mental health, urgent care, or other PA faculty-approved rotation specialty.

PEDIATRICS ROTATION

During this four-week rotation, emphasis is placed on normal and abnormal variations in growth and development and common childhood illnesses. The student is also expected to gain knowledge of well-child care, immunizations, nutrition, and general patient/parent education. The student will be exposed to the assessment, diagnosis and management of acutely ill children in the office as well as hospital settings and will perform, record, and interpret history and physical examinations appropriate to different ages of infants and children.

GERIATRICS ROTATION

This rotation is designed to familiarize the student with the physical, psychological, and social issues related to the elderly population. The student will perform history and physical exams pertaining to the elderly population and manage biological and physiological changes that occur with the aging process. Counseling of the patient population will be strongly emphasized in all aspects of geriatric medicine.

OBSTETRICS AND GYNECOLOGY ROTATION

This four-week rotation is designed to provide an opportunity for PA students to develop proficiency in conducting history and physical examinations with female patients. The student will be exposed to the management principles of pregnancy, labor and delivery, and both prenatal and postnatal complications. The gynecologic component emphasizes methods and programs related to cancer detection, venereal disease and birth control. By the end of the rotation, the student will display fundamental knowledge of obstetric and gynecologic disorders commonly encountered in primary care.

MENTAL HEALTH ROTATION

This four-week rotation is designed to increase the PA student's knowledge and awareness of psychiatry and mental health. Emphasis will be placed upon common problems found in primary care settings. The objectives are centered on proper data collection, problem recognition, basic counseling techniques and referral mechanisms. There is an emphasis on the patient's legal rights and common treatment modalities. The student will also become acquainted with the community and mental health framework and those agencies that provide services.

URGENT CARE ROTATION

This rotation will provide the student with the opportunity to gain knowledge and skill in the area of primary care. Emphasis is placed on proper data collection, formulation of accurate problem lists, thorough investigation of presenting complaints and formulation of appropriate treatment plans. Students will assist physicians in a wide range of medical treatments and procedures as well as participating in the counseling and education of patients on current health problems and preventive medicine.

Hospital Inpatient Care Track

(for those students wanting to work as hospital staff)

Students must first complete a four-week Internal Medicine Core Rotation before beginning the Hospital Inpatient Care Track (adult focus). Students desiring pediatric specialty rotations must first complete a four-week rotation in Family Medicine Core Rotation OR Pediatrics Elective Rotation before beginning the Hospital Inpatient Care Track (pediatric focus). Students in this track are required to take the intensive/critical care unit rotation. The other three rotations may be chosen from cardiology, pulmonology, oncology, geriatrics, neurology, endocrinology, gastroenterology, nephrology, or other PA faculty-approved specialty.

CARDIOLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of cardiology. The rotation focuses on the indications for therapeutic measures used in the treatment of common cardiovascular diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of cardiology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation

of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

PULMONOLGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of pulmonology. The rotation focuses on the indications for therapeutic measures used in the treatment of common pulmonary diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence- based clinical problem solving in the field of pulmonology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

ONCOLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of oncology. The rotation focuses on the diagnosis and treatment of oncologic diseases. The student will be exposed to assessment, diagnoses, and treatment of cancer patients in the hospital setting. The student will gain a working knowledge of the systemic effects of cancer as well as the patient's response to and side effects of treatment modalities. The student will be expected to integrate written knowledge from the didactic year with knowledge and skills gained in the clinical rotation.

GERIATRICS ROTATION

This rotation is designed to familiarize the student with the physical, psychological, and social issues related to the elderly population. The student will perform histories and physical exams pertaining to the elderly population and manage biological and physiological changes that occur with the aging process. Counseling of the patient population will be highly emphasized in all aspects of geriatric medicine.

INTENSIVE/CRITICAL CARE UNIT ROTATION

This clinical rotation is designed to prepare the student for the procedures performed in the treatment of the critically ill patient. Students will monitor and implement appropriate techniques to enhance the well-being of the patient. Daily logging of patient progress, medication and vital sign monitoring will be conducted by the student. Interpretation of cardiac and pulmonary functions as well as laboratory results will be emphasized. ACLS techniques are essential prerequisites for this rotation.

NEUROLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of neurology. The rotation focuses on the indications for therapeutic measures used in the treatment of common neurologic diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of neurology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

ENDOCRINOLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of endocrinology. The rotation focuses upon the indications for therapeutic measures used in the treatment of common endocrine diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence- based clinical problem solving in the field of endocrinology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

GASTROENTEROLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of gastroenterology. The rotation focuses on the indications for therapeutic measures used in the treatment of common gastrointestinal diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of gastroenterology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

NEPHROLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of nephrology. The rotation focuses on the indications for therapeutic measures used in the treatment of common renal diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of nephrology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

Internal Medicine Track

(for the student interested in the subspecialties of internal medicine)
Students must complete a four-week Internal Medicine Rotation within the Core Rotations before beginning the Internal Medicine Track. Students must complete the cardiology rotation. Three other rotations may be chosen from pulmonology, nephrology, gastroenterology, endocrinology, neurology, rheumatology, geriatrics, or other PA faculty-approved specialty.

CARDIOLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of cardiology. The rotation focuses on the indications for therapeutic measures used in the treatment of common cardiovascular diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so

that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence- based clinical problem solving in the field of cardiology. The student will be exposed to inpatient and outpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

PULMONOLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of pulmonology. The rotation focuses on the indications for therapeutic measures used in the treatment of common pulmonary diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of pulmonology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

NEUROLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of neurology. The rotation focuses on the indications for therapeutic measures used in the treatment of common neurologic diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of neurology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

NEPHROLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of nephrology. The rotation focuses on the indications for therapeutic measures used in the treatment of common renal diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of nephrology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

GASTROENTEROLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of gastroenterology. The rotation focuses on the indications for therapeutic measures used in the treatment of common gastrointestinal diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of gastroenterology.

The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

ENDOCRINOLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of endocrinology. The rotation focuses upon the indications for therapeutic measures used in the treatment of common endocrine diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence- based clinical problem solving in the field of endocrinology. The student will be exposed to inpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.

GERIATRICS ROTATION

This rotation is designed to familiarize the student with the physical, psychological, and social issues related to the elderly population. The student will perform history and physical exams pertaining to the elderly population and manage biological and physiological changes that occur with the aging process. Counseling of the patient population will be strongly emphasized in all aspects of geriatric medicine.

RHEUMATOLOGY ROTATION

This four-week rotation provides the student with knowledge and skill in the area of rheumatology. The rotation focuses upon the indications for therapeutic measures used in the treatment of common rheumatoid diseases and disorders. Students will be expected to integrate written information from prior didactic courses with clinical experiences so that by the end of the rotation they demonstrate an appropriate fund of knowledge in evidence-based clinical problem solving in the field of rheumatology. The student will be exposed to inpatient and outpatient problems and will obtain and interpret medical histories, physical examinations, and diagnostic tests that will lead to the development and implementation of an appropriate treatment plan. The student will be exposed to admission and discharge procedures as well as hospital records.