

# Addendum I

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### Doctor of Medicine (MD) Program Degree Plan

#### Phase I

##### **Year 1 (75.5QH)**

HIPS 515 Foundations for Interprofessional Practice (2QH)

MCBA 500 Clinical Anatomy (8.5QH)

MCMS 500 Clinical Foundations of Medicine (6QH)

MCMS 505 Infection, Immunology, & Hematology (9.5QH)

MCMS 510 Scientific Foundations of Medicine (10.5QH)

MCMS 515 Gastroenterology (8QH)

MCMS 520 Skin (3.5QH)

MCMS 525 Cardiovascular, Pulmonary, & Renal (15QH)

MCUR 502 Essentials of Clinical Reasoning I (7.5QH)

MMTD 509 Clinical Epidemiology (1.5QH)

MMTD 510 Bioethics (2QH)

MOSA 500 Clinical Reflections I (1.5QH)

##### **Year 2 (56.5QH)**

MCMS 600 Musculoskeletal (4QH)

MCMS 605 Neurobehavioral Health (19.5QH)

MCMS 610 Endocrine & Reproductive (13QH)

MCMS 615 Multisystem (6.5QH)

MCUR 602 Essentials of Clinical Reasoning II (5.5QH)

MCUR 606 Clinical Skills (2QH)

MMTD 601 Patient Safety (2QH)

MOSA 600 Clinical Reflections II (1QH)

Electives (3QH)

#### Phase II

##### **Year 3 (73QH)**

MFPM 701 Family Medicine/Primary Care Clerkship (9QH)

MMED 700 Medicine Clerkship (12QH)

MNEU 700 Neurology Clerkship (6QH)

MOBG 700 Obstetrics/Gynecology Clerkship (9QH)

MOSA 700 Clinical Reflections III (1QH)

MPED 700 Pediatrics Clerkship (9QH)

MPSY 700 Psychiatry Clerkship (9QH)  
MSUR 700 Surgery Clerkship (12QH)  
Electives: 4-weeks (6QH)

### Phase III

#### **Year 4 (54.5QH)**

MCUR 898 Transition to Internship (1QH)  
MOSA 805 Clinical Reflections IV (1QH)

4 weeks Internal Medicine, Family Medicine, Pediatric or Emergency Medicine Sub-Internship (6QH)

31 weeks Electives (46.5QH):

- 12 weeks minimum intramural CMS electives
- 19 weeks maximum extramural electives
- 8 weeks maximum non-clinical electives
- 12 weeks maximum specialty (except medicine or pediatrics)

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### Doctor of Nursing Practice (DNP) Program Degree Plan

#### **36-Month, Entry-Level Doctor of Nursing Practice Program of Study (RN BS to DNP)**

##### **Year 1 (55QH)**

HIPS 515 Foundations of Interprofessional Practice (2QH)  
HNAS 698 Scholarly Writing (2QH)  
HNAS 701 Principles of Anesthesia I (4QH)  
HNAS 710 Chemistry and Physics in Anesthesia (2QH)  
HNAS 711 Clinical Correlations I (2QH)  
HNAS 720 Advanced Nurse Anesthesia Pharmacology I (2QH)  
HNAS 725 Advanced Health Assessment (4QH)  
HNAS 750 Advanced Physiology, Pathophysiology, and Pharmacology I (6QH)  
HNAS 751 Advanced Physiology, Pathophysiology, and Pharmacology II (6QH)  
HNAS 901 Translational Research I (3QH)  
HNAS 902 Translational Research II (3QH)  
HNAS 906 Organizational Theory/Leadership and Management in Healthcare (3QH)  
HNAS 903 Health Policy (3QH)  
HNAS 909 Economics and Finance in Healthcare (3QH)  
MCBA 501 Clinical Anatomy (10 QH)

##### **Year 2 (60QH)**

HNAS 702 Principles of Anesthesia II (4QH)  
HNAS 703 Principles of Anesthesia III (4QH)  
HNAS 706 Principles of Regional Anesthesia and Pain Management (3QH)  
HNAS 712 Clinical Correlations II (2QH)

HNAS 713 Clinical Correlations III (2QH)  
HNAS 714 Clinical Seminar I (1QH)  
HNAS 715 Clinical Seminar II (1QH)  
HNAS 721 Advanced Nurse Anesthesia Pharmacology II (2QH)  
HNAS 722 Advanced Nurse Anesthesia Pharmacology III (2QH)  
HNAS 810 Clinical Residency I (12QH)  
HNAS 820 Clinical Residency II (12QH)  
HNAS 904 Entry-Level Doctoral Project Planning I (2QH)  
HNAS 905 Entry-Level Doctoral Project Planning II (2QH)  
HNAS 907 Quality and Safety/Outcomes Management (3QH)  
HNAS 921 Entry-Level Doctoral Immersion Residency I (3QH)  
HNAS 922 Entry-Level Doctoral Immersion Residency II (3QH)  
HNAS 911 Professional Dissemination Skills (2QH)

### **Year 3 (60QH)**

HNAS 716 Clinical Seminar III (1QH)  
HNAS 717 Clinical Seminar IV (1QH)  
HNAS 718 Clinical Seminar V (1QH)  
HNAS 719 Clinical Seminar VI (1QH)  
HNAS 830 Clinical Residency III (10QH)  
HNAS 840 Clinical Residency IV (12QH)  
HNAS 850 Clinical Residency V (12QH)  
HNAS 860 Clinical Residency VI (11 QH)  
HNAS 923 Entry-Level Doctoral Immersion Residency III (4QH)  
HNAS 931 Entry-Level Doctoral Project I (3QH)  
HNAS 932 Entry-Level Doctoral Project II (3QH)  
HNAS 913 Professional Role Transition (1QH)

## **24-Month, Completion-Level Doctor of Nursing Practice Program of Study (CRNA to DNP)**

### **Core Courses**

HNAS 698 Scholarly Writing (2QH)  
HNAS 901 Translational Research I (3QH)  
HNAS 902 Translational Research II (3QH)  
HNAS 903 Health Policy (3QH)  
HNAS 915 Completion-Level Doctoral Project Planning I (1QH)  
HNAS 916 Completion-Level Doctoral Project Planning II (1QH)  
HNAS 917 Completion-Level Doctoral Project Planning III (2QH)  
HNAS 906 Organizational Theory/Leadership and Management in Healthcare (3QH)  
HNAS 907 Quality and Safety-Outcomes Management (3QH)  
HNAS 927 Completion-Level Doctoral Immersion Residency I (3QH)  
HNAS 928 Completion-Level Doctoral Immersion Residency II (3QH)  
HNAS 929 Completion-Level Doctoral Immersion Residency III (4QH)  
HNAS 909 Economics and Finance in Healthcare (3QH)  
HNAS 911 Professional Dissemination Skills (2QH)

HNAS 938 Completion Doctoral Project I (3QH)  
HNAS 939 Completion Doctoral Project II (3QH)

**Specialty Electives (6QH)**

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### Doctor of Nursing Practice (DNP) Graduation Requirements

- Total quarter hours required for Entry-Level Degree: 175
- Total quarter hours required for Completion-Level Degree: 48

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### Master of Science (MS) in Psychology: Clinical Counseling Program Degree Plan

**Year 1 (38QH)**

HIPS 515 Foundations for Interprofessional Practice (2QH)  
HPCC 501 Ethical Issues and Standards for Professional Counselors (4.5QH)  
HPCC 502 Diagnostic Interviewing and Report Writing (4QH)  
HPCC 503 Cognitive and Behavioral Therapy – Child and Adolescent (4.5QH)  
HPCC 505 Personality Assessment in Counseling (4.5QH)  
HPSC 520 Descriptive Psychopathology (4.5QH)  
HPSC 577 Socio and Cultural Foundations of Behavior (4.5QH)  
HPSC 690 Cognitive and Behavioral Interventions (5QH)  
HPSC 669 Theories of Counseling and Psychotherapy (4.5QH)

**Year 2 (35.5QH)**

HPCC 600 Substance Abuse Assessment and Treatment (4.5QH)  
HPCC 601 Group Dynamics and Counseling (4.5QH)  
HPCC 602 Career Counseling and Development (4.5QH)  
HPCC 603A Practicum/Internship and Seminar I (5QH)  
HPCC 603B Practicum/Internship and Seminar II (5QH)  
HPSC 668 Theories of Personality and Emotion (3QH)  
HPSC 754 Lifespan Developmental Psychology (4.5QH)  
HPSC 783 Family Systems and Therapy (4.5QH)

**Concentration-Specific Courses**

*Standard (16.5QH):*

HPCC 500 Research Methods for Counselors (4.5QH)  
Electives (12QH)

*Research Concentration (29QH):*

HPSC 510 Psychological Statistics I (5QH)

HPSC 515 Experimental Design and Program Evaluation I (4QH)

HPSC 850 Research Practicum (14QH)

Electives (6QH)

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### Master of Science (MS) in Psychology: Clinical Psychology Program Degree Plan

#### Core Courses

HIPS 515 Foundations for Interprofessional Practice (2QH)

HPSC 510 Psychological Statistics I (5QH)

HPSC 511 Psychological Statistics II (4QH)

HPSC 515 Experimental Design and Program Evaluation (4QH)

HPSC 520 Descriptive Psychopathology (4.5QH)

HPSC 560 Cognition and Cognitive Assessment (4QH)

HPSC 576 Essentials of Physiological Psychology and Behavioral Neuroscience (3QH)

HPSC 669 Theories of Counseling and Psychotherapy (4.5QH)

HPSC 690 Cognitive and Behavioral Interventions (5QH)

HPSC 750 Advanced Physiological Psychology Lab (1QH)

HPSC 755 Ethical Issues and Professional Standards in Clinical Psychology I (1QH)

HPSC 784 Professional Seminar in Clinical Fundamentals (3QH)

HPSC 664 Personality Assessment (4QH)

HPSC 668 Theories of Personality and Emotion (3QH)

HPSC 754 Lifespan Developmental Psychology (4.5QH)

#### Practica

HPSC 800 Clinical Practicum (12QH)

HPSC 850 Research Practicum (12QH)

HPSC 500 Clinical Practicum Supervision (3QH) – Year 1

HPSC 610 Clinical Practicum Supervision (3QH) – Year 2

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### Master of Science (MS) in Psychology: Clinical Psychology Graduation Requirements

- Complete the required courses totaling 82.5 quarter hours, with passing grades in conformity with general department criteria for maintaining good standing in the program.

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## Certificate in Health Professions Education Program Plan

### Core Courses (15QH)

HHPE 510 Learning Theories (3QH)  
HHPE 535 Instructional Design for Health Professions Education (4QH)  
HHPE 540 Classroom Assessment (4QH)  
HHPE 685 Portfolio Presentation (1QH)  
HHPE 512 Instructional Presentation Skills (3QH)

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## Certificate in Population Health Analytics Program Plan

### Core Courses (13QH)

HHCM 507 Healthcare Informatics (3QH)  
HHCM 630 Public Health Epidemiology (4QH)  
HPOP 508 Health Program Planning and Evaluation (3QH)  
HPOP 530 Research Methodology I (3QH)

## Certificate in Population Health Analytics Graduation Requirements

- Successful completion of a minimum of 13 quarter hours of program courses

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## Doctor of Pharmacy (PharmD) Program Degree Plan

### Year 1 (51QH)

HIPS 515 Foundations for Interprofessional Practice (2QH)  
YPHP 500 Introduction to Pharmacy Practice (1QH)  
YPHP 502 Introduction to Drug Information Resources (1QH)  
YPHP 505 Research and Statistics (2QH)  
YPHP 506 Pharmacy Skills Lab I (3QH)  
YPHP 507 Pharmacy Skills Lab II (3QH)  
YPHP 508 Pharmacy Skills Lab III (2QH)  
YPHP 510 Self-Care and Non-Prescription Medications (3QH)  
YPHP 511 Pharmacy-Based Immunization Delivery (1QH)  
YPHP 515 Introductory Pharmacy Practice Experience (6QH)  
YPHP 519 Pathophysiology I (2QH)  
YPHP 520 Pathophysiology II (2QH)  
YPHS 501 Pharmaceuticals I: Introduction to Pharmaceutical Sciences (3QH)

YPHS 502 Pharmaceutics II: Dosage Forms (2QH)  
YPHS 503 Pharmaceutical Calculations (3QH)  
YPHS 504 Biochemical Principles for Pharmacy I (2QH)  
YPHS 506 Medicinal Chemistry (2QH)  
YPHS 510 Fundamentals in Physiology I (4QH)  
YPHS 511 Fundamentals in Physiology II (3QH)  
YPHS 512 Biochemical Principles for Pharmacy II (2QH)  
YPHS 514 Fundamentals of Pharmacology (2QH)

### **Year 2 (52QH)**

MMTD 510 Bioethics (2QH)  
YPHP 504 Health Care Systems (2QH)  
YPHP 604 Clinical Pharmacokinetics and Pharmacodynamics (2QH)  
YPHP 606 Pharmacy Skills Lab IV (3QH)  
YPHP 607 Pharmacy Skills Lab V (3QH)  
YPHP 608 Pharmacy Skills Lab VI (3QH)  
YPHP 615 Introductory Pharmacy Practice Experience (6QH)  
YPHP 620 Pharmacotherapy I (4QH)  
YPHP 621 Pharmacotherapy II (4QH)  
YPHP 622 Pharmacotherapy III (4QH)  
YPHP 625 Applications of Drug Information (1QH)  
YPHS 509 Pharmaceutical Non-Sterile Compounding (1QH)  
YPHS 600 Basic Pharmacokinetics and Pharmacodynamics (3QH)  
YPHS 610 Advanced Medicinal Chemistry I (1.5QH)  
YPHS 611 Advanced Medicinal Chemistry II (1.5QH)  
YPHS 612 Advanced Medicinal Chemistry III (1QH)  
YPHS 620 Life-Long Learning Seminar (1QH)  
YPHS 625 Pharmacology I (2.5QH)  
YPHS 626 Pharmacology II (2QH)  
YPHS 627 Pharmacology III (2.5QH)  
YPHS 709 Epidemiology (2QH)

### **Year 3 (39.5QH)**

YPHP 703 Pharmacy Management and Leadership (2QH)  
YPHP 706 Pharmacy Skills Lab VII (2QH)  
YPHP 707 Pharmacy Skills Lab VIII (2QH)  
YPHP 708 Pharmacy Skills Lab IX (1QH)  
YPHP 709 Health Care and Pharmacy Law (3QH)  
YPHP 710 Pharmacotherapy IV (3QH)  
YPHP 711 Pharmacotherapy V (4QH)  
YPHP 712 Pharmacotherapy VI (3QH)  
YPHP 713 Pharmacogenomics (2QH)  
YPHP 714 Pharmacoeconomics (2QH)  
YPHP 715 Introductory Pharmacy Practice Experience (3.5QH)  
YPHP 716 Interprofessional Case Collaborations (3QH)  
YPHP 719 Gateway to Clinical Practice (2QH)

YPHS 720 Life-Long Learning Seminar (1QH)  
Electives (6QH)

**Year 4 (58QH)**

YPHP 800 Practical Approaches to Professional Development (4QH)  
YPHP 801 Advanced Pharmacy Practice Experience – Acute Care (9QH)  
YPHP 802 Advanced Pharmacy Practice Experience – Ambulatory Care (9QH)  
YPHP 803 Advanced Pharmacy Practice Experience – Community Pharmacy (9QH)  
YPHP 804 Advanced Pharmacy Practice Experience – Hospital (9QH)  
*and two electives (18QH total) from one or both of the following:*  
YPHP 805 Advanced Pharmacy Practice Experience – Elective (9QH)  
YPHP 806 Advanced Pharmacy Practice Experience – Non-Patient Care Elective (9QH)

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### Doctor of Podiatric Medicine (DPM) Program Degree Plan

**Year 1 (69QH)**

HIPS 515 Foundations for Interprofessional Practice (2QH)  
PAPB 501 Understanding and Implementing Clinical Research (2QH)  
PAPB 502 Biomechanics (6QH)  
PBBS 500 Clinical Anatomy (9QH)  
PBBS 502 Biochemistry (4QH)  
PBBS 503 Structure and Function (11QH)  
PBBS 504 Neuroscience (5QH)  
PBBS 505 Microbiology and Immunology (7QH)  
PBBS 506 Lower Extremity Anatomy (8QH)  
PBBS 507 Genetics and Medicine (2QH)  
MCUR 502 Essentials of Clinical Reasoning I (7.5QH)  
PMED 502 Podiatric Medicine and Surgery (3.5QH)  
PMED 503 Podiatric Clinical Skills and Reasoning I (2QH)

**Year 2 (68.5QH)**

PAPB 604 Orthotic Laboratory Workshop (0.5QH)  
PAPB 605 Sports Medicine (3QH)  
PAPB 606 Pediatric Orthopedics (4QH)  
PBBS 601 Pharmacology (8.5QH)  
PBBS 602 Pathology (10.5QH)  
PDPM 600 Basic Biomedical Science Comprehensive Exam (2QH)  
PMED 603 Dermatology (2.5QH)  
PMED 605 Podiatric Clinical Skills and Reasoning II – Workshop (4QH)  
PMED 606 Podiatric Clinical Skills and Reasoning II – Clinic (4QH)  
PMED 608 Medicine (8QH)  
MCUR 602 Essentials of Clinical Reasoning II (5.5QH)  
PRAD 602 Podiatric Radiology (6QH)



PSUR 602 General Surgical Principles and Anesthesiology (10QH)

**Year 3 (42.5QH)**

PAPB 705 Podiatric Orthopedics Capstone Clinical Experience – Workshop (6QH)

PMED 702 Peripheral Vascular Diseases (1.5QH)

PMED 707 Podiatric Medicine Capstone Clinical Experience – Workshop (8.5QH)

PMED 708 Podiatric Clinical Skills and Reasoning III – Clinic (7QH)

PMED 709 Community Health, Ethics and Professional Responsibility (3QH)

PRAD 702 Podiatric Radiology Capstone Clinical Experience – Workshop (9QH)

PSUR 704 Podiatric Surgery Capstone Clinical Experience – Workshop (5.5QH)

PSUR 706 Lower Extremity Traumatology (2QH)

**Year 4 (61QH)**

PACE 801 Stroger (Cook County) Hospital Core Podiatry Clerkship (8QH)

PACE 802 James A. Lovell Federal Health Care Center Core Podiatry Clerkship (8QH)

PACE 803 Jesse Brown VA Core Podiatry Clerkship (8QH)

PACE 804 Hines VA Core Podiatry Clerkship (8QH)

PACE 805 Scholl College of Podiatric Medicine Clerkship (4QH)

PDPM 800 Clinical Competency Exam (1QH)

PMED 801 Internal Medicine Clerkship (8QH)

PMED 802 Emergency Medicine Clerkship (8QH)

PSUR 802 General Surgery Clerkship (8QH)

**PELE 700 & PELE 800 Third and Fourth Year Electives (56QH)**

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### Doctor of Podiatric Medicine (DPM) Graduation Requirements

- Passed all 297 hours of instruction in didactic and clinical courses

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### School of Graduate and Postdoctoral Studies: Transfer Applicant Policy

The School of Graduate and Postdoctoral Studies (SGPS) considers requests for admission from students who wish to transfer from a doctoral or masters graduate program in a different academic institution. Prospective transfer students may request transfer at any time during their current degree progression.

To be considered for acceptance into a SGPS graduate program, each of the following conditions must be satisfied at the time the application is made and maintained throughout the application review and matriculation process (if offered admission):

- The student is currently enrolled as a full time student in a regionally accredited academic institution of higher education.
- The student holds a bachelor's degree from a regionally accredited academic institution.
- The student is in good academic standing as defined by SGPS.
- The student has a compelling reason for transfer, e.g. relocation of the research advisor, extenuating family circumstances, as determined by SGPS.
- For those students requesting transfer into a research-based graduate program, a primary research advisor must be already identified and preliminary arrangements made with agreement by the advisor for the student to conduct research in the advisor's research group before a transfer request will be considered. These arrangements will be formally documented and considered as part of the transfer request. It should be noted that preliminary arrangements do not constitute any obligation on the part of RFUMS to offer transfer admission.

Transfer applicants must submit the following to SGPS Admissions:

- Application form or formal petition document
- Official transcripts from current and all post-secondary institutions attended
- Current Curriculum Vitae
- Statement of reason for transfer
- Letter of support from the proposed research advisor regarding the applicant's transfer and qualifications as a graduate student

Materials submitted by the transfer applicant will be reviewed by the Chair of the Graduate Admissions Committee. The academic standards for offers of admission are those usual and accepted standards, established by the Graduate Admissions Committee, for admission of all students into the relevant academic program. Upon completion of evaluation of the applicant's credentials, the Chair will forward a written recommendation of acceptance or denial to the Dean of SGPS. A final decision by the Dean will be forwarded, in writing, to the applicant and the Chair of the Graduate Admissions Committee.

Additional Considerations:

- Transfer applicants admitted into an SGPS graduate program must fulfill all the requirements of the SGPS degree program for conferral of the degree. The specific requirements are those stated in the University catalog at the time of entry into the SGPS program.
- Transfer applicants admitted into a SGPS graduate program may petition for transfer of credit earned previously at a different academic institution. The policies and procedures for this petition are stated in the SGPS Policies and Procedures Manual.

## Course Descriptions

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#### **HNAS 698 Scholarly Writing (2 QH)**

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

### Page 265

*Remove course descriptions for HNAS 905A, HNAS 905B, HNAS 905C, and HNAS 905D*

#### **HNAS 904 Entry-Level Doctoral Project Planning I (2 QH)**

This introductory course focuses on the beginning planning stages of undertaking a doctoral project. Guided by course faculty, students will develop a research question, or problem statement, that demonstrates significance in the field of anesthesiology. Students will determine which project type best suits their research focus: E-portfolio, faculty supervised research, or a Joanna Briggs Institute (JBI) Systematic Review. Students will search the literature for evidence to support the project and develop a Doctoral Project Prospectus. A thorough literature review will be required to demonstrate feasibility of the project.

#### **HNAS 905 Entry-Level Doctoral Project Planning II (2 QH)**

A continuation of HNAS 904, students will undertake key activities to complete a comprehensive Doctoral Project Proposal. Depending on the project type (E-portfolio, faculty supervised research, or Joanna Briggs Institute Systematic Review) students will complete a needs assessment, SWOT analysis, identify a model to support evidence translation, identify necessary resources, plan for change management, and determine methods for project evaluation. Students will be assigned a doctoral project advisor during this quarter, and will be expected to create a shared drive for ongoing collaboration on their project. Students will begin the institutional and university IRB processes, if necessary.

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*Remove course descriptions for HNAS 908A, HNAS 908B, and HNAS 908C*

### **HNAS 907 Quality and Safety-Outcomes Management (3 QH)**

This course explores the theoretical basis of human error, patient safety and quality improvement activities in patient care. It introduces a systems approach to error investigation and analysis, and integrates concepts of teamwork, interprofessional practice, and evidence-based quality improvement management models. An emphasis is placed on acquiring and demonstrating the skills needed to utilize data for ethical healthcare decision-making through the process of outcomes management. Students will demonstrate the ability to: (1) assess and evaluate health outcomes in a variety of populations, clinical settings and systems; (2) effectively use technology and data management skills; (3) develop and assess strategies to improve healthcare environments by mitigating risk factors, preventing medical errors and reducing harm and injury; and (4) formulate an outcomes management plan that supports a culture of safety. Course content will also include integration of informatics to support culturally responsive, evidence-based practice at a leadership level.

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*Remove course descriptions for HNAS 912A and HNAS 912B*

### **HNAS 915 Completion-Level Doctoral Project Planning I (1 QH)**

This introductory course focuses on the beginning planning stages of undertaking a doctoral project. Guided by course faculty, students will develop a research question, or problem statement, that demonstrates significance in the field of anesthesiology. Students will search the literature for evidence to support the project and develop a Doctoral Project Prospectus. A thorough literature review and SWOT analysis will be required to demonstrate feasibility of the project. Acceptance of the Doctoral Project Topic Approval Form by the course director is required.

### **HNAS 916 Completion-Level Doctoral Project Planning II (1 QH)**

A continuation of HNAS 915, students will undertake key activities to complete a comprehensive Doctoral Project Proposal. Students will conduct a needs assessment, develop planning models, identify resources to facilitate project implementation, and formulate a plan for project evaluation using key indicators.

### **HNAS 917 Completion-Level Doctoral Project Planning III (2 QH)**

A continuation of the work done in HNAS 915 and 916, students will accomplish key activities to complete their Doctoral Project Proposal. Students will engage necessary resources within the local context of the doctoral project, enroll a project facilitator, and develop a plan to manage change. A doctoral project advisor will be assigned during this quarter. Students will begin the institutional and university IRB processes and present their doctoral proposal during an in-person presentation to core faculty and invited guests.

### **HNAS 921 Entry-Level Doctoral Immersion Residency I (3 QH)**

This course series (HNAS 921-922-923) focuses on specific aspects of the implementation of an evidence-based doctoral project. Guided by faculty and their Doctoral Project Advisor, students

undertake key activities outlined in their project proposal. Activities may include (depending on project type): a systematic literature review, data collection, and stakeholder engagement. The student will complete the requirements of this course series within the domain of patient care, leadership/management, education or health care/public policy advocacy. Students will also continue to populate their portfolio with work demonstrating attainment of clinical residency goals such as reflective writing assignments, self-evaluations, and clinical evaluation documentation from preceptors.

#### **HNAS 922 Entry-Level Doctoral Immersion Residency II (3 QH)**

A continuation of HNAS 921, students will proceed with implementation of their doctoral project proposal. Activities may include (depending on project type): development of a data matrix or evidence table, contextual implementation steps, and ongoing data collection. Students will also continue to populate their portfolio with work demonstrating attainment of clinical residency goals such as reflective writing assignments, self-evaluations, and clinical evaluation documentation from preceptors.

#### **HNAS 923 Entry Level Doctoral Immersion Residency III (4 QH)**

A continuation of HNAS 922, students will complete the implementation of their doctoral project and begin writing their final manuscript. Activities include finalizing implementation steps at the local level and synthesis of evidence into a draft of a manuscript. Students will also continue to populate their doctoral portfolio with work demonstrating attainment of clinical residency goals such as reflective writing assignments, self-evaluations, and clinical evaluation documentation from preceptors.

#### **HNAS 927 Completion-Level Doctoral Immersion Residency I (3 QH)**

This course series (HNAS 927-928-929) focuses on specific aspects of the implementation of an evidence-based doctoral project. Guided by faculty and their Doctoral Project Advisor, students undertake key activities outlined in their project proposal within the domain of patient care, leadership, change management, education or health care policy advocacy.

#### **HNAS 928 Completion-Level Doctoral Immersion Residency II (3 QH)**

A continuation of HNAS 927, students will proceed with implementation of their evidence-based doctoral project. Activities may include contextual implementation steps, change management, project management, and ongoing data collection. Students will collaborate with the Doctoral Project Advisor and on-site facilitator to ensure project completion.

#### **HNAS 929 Completion-Level Doctoral Immersion Residency III (4 QH)**

A continuation of HNAS 928, students will complete the implementation of their doctoral project, finalize data collection, and begin writing their final manuscript. Activities include steps to conclude the implementation phase at the local level and synthesis of evidence and findings into a draft of a manuscript. Students will collaborate with the Doctoral Project Advisor and on-site facilitator to ensure project completion.

**HNAS 931 Entry-Level Doctoral Project I (3 QH)**

The doctoral program culminates with the completion of a scholarly work that demonstrates the ability to critically evaluate research and translate findings into practice. This is an opportunity for the student to prepare a substantial final written work product that reflects the breadth of skills and knowledge the student has gained throughout the program of study. The Doctoral Project Guide for Entry-Level DNP students provides information regarding the project, as well as key deadlines associated with each project item.

**HNAS 932 Entry-Level Doctoral Project II (3 QH)**

A continuation of HNAS 931, this course builds upon the final doctoral manuscript by guiding the student through dissemination of their findings. Dissemination of the results of the doctoral project will be accomplished through submission for professional publication, presentation at an industry meeting, or poster session presentation at a University event. In addition to the final work product, students will complete the remaining requirements of their portfolio of work, which demonstrates competency in all areas of didactic preparation, clinical training, and doctoral scholarship. The Doctoral Project Guide for Entry-Level DNP students provides information regarding the project requirements, as well as key deadlines associated with each project item.

**HNAS 938 Completion-Level Doctoral Project I (3 QH)**

The doctoral program culminates with the completion of a scholarly work that demonstrates the ability to identify a problem, critically evaluate evidence to support a practice change, develop an evidence-based project that translates findings into practice, and evaluate the impact of that change. This is an opportunity for the student to prepare a substantial final written work product that reflects the breadth of skills and knowledge the student has gained throughout the program of study. The Doctoral Project Guide for Completion-Level DNP students provides information regarding the project requirements, as well as key deadlines associated with each project item.

**HNAS 939 Completion-Level Doctoral Project II (3 QH)**

A continuation of HNAS 938, this course builds upon the final doctoral manuscript by guiding the student through dissemination of their findings. Dissemination of the results of the doctoral project will be accomplished through submission for professional publication, presentation at an industry meeting, or poster session presentation at a University event. The Doctoral Project Guide for Completion-Level DNP students provides information regarding the project requirements, as well as key deadlines associated with each project item.

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*Remove course descriptions for HNUT 801 and HNUT 802*

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### **HPSC 500 Clinical Practicum Supervision (1 QH)**

Students will meet approximately twice a month for one hour with their training year peers and the Director of Clinical Training. During these meetings, students will discuss their clinical practicum experiences, simulations experiences, and learn from each other via discussion and presentations. Additional content will be covered through lectures and discussion led by the DCT. These content topics will be used to pay particular attention to helping students develop conceptualization, case formulation and treatment skills in order to enhance their clinical growth. Students will also contribute to content topics as they present issues from their practicum site that require clarification or that present difficulty.

### **HPSC 610 Clinical Practicum Supervision (1 QH)**

Students will meet twice a month for one hour with their training year peers and the Director of Clinical Training. During these meetings, students will discuss their clinical practicum experiences and learn from each other via discussion and presentations. Additional content will be covered through lectures and discussion led by the DCT. These content topics will be used to pay particular attention to helping students develop conceptualization, case formulation and treatment skills in order to enhance their clinical growth. Students will also contribute to content topics as they present issues from their practicum site that require clarification or that present difficulty.

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### **HPSC 810 Clinical Practicum Supervision (1 QH)**

This seminar is designed to familiarize fourth-year clinical psychology doctoral students with methods and models of clinical supervision and consultation in an ethical and multicultural context. The seminar includes a didactic component and an applied supervision training component. Each fourth-year student is assigned a first-year practicum student upon which a “vertical ladder” of supervision shall be utilized. Students will be presented with content material relevant to learning supervision and consultation. Practice of these skills will be initially exercised through meetings with assigned supervisees. Once engaged, students will supervise through the use of three simulation exercises (dates/topics to be provided). Students are required to attend the initial simulation exercise with their supervisee. Finally, opportunities for case discussions with supervisees will take place as first-year supervisees become more fully engaged in their initial clinical practicum placements. Fourth year students will meet bi-weekly with their same year peers and the Director of Clinical Training. These meetings will last 1.5 hours. In addition to learning skills of supervision and consultation, students will share their experiences via group discussions and small group practice sessions. Through the combination of didactic, practice and vicarious learning, students will develop a greater breadth of knowledge. Students will also have the opportunity to present issues for which additional clarification and/or problem-solving may assist them in their current practicum settings. Lastly, students will participate in a four-week professional development module aimed at providing

information/experience to ease the transition into the world of work. Specific topics will be discussed at the initial seminar meetings.

### **HPSC 505 Psychological Trauma: Assessment and Treatment (3 QH)**

This course will introduce students to current trauma theory and important issues within this field. Instruction will begin broadly and will move toward more focused areas with the field of child, adolescent, and adult trauma. These focused areas include: simple vs. complex PTSD, Polyvictimization, Adverse Child Events, Trauma-focused Assessment, Phase-based Trauma Treatment, Vicarious Trauma and Burnout, Traumatic Loss and Community Violence.

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### **HPSC 512 Longitudinal Models (4 QH)**

This course will focus on statistical analysis of longitudinal data common in psychological research. Focus will be on longitudinal structural equation modeling. Topics may include measurement invariance, growth curves, latent difference score models, dynamic factor analysis, and multilevel structural equation models. Use of software (e.g., Mplus, R) is required, but no background in software is assumed.

### **HPSC 513 Categorical Models (4 QH)**

This course is focused on statistical analysis of categorical data. We will start with logistic regression and look in-depth at ordinal and nominal logistic models. We will proceed through taxometric methods (e.g., MAMBAC, MAXEIG, L-Mode). Finally, we will deal with latent variable models - specifically, latent class analysis and latent profile analysis. If time permits, growth mixture models will also be discussed. Use of software (e.g., Mplus, R) is required, but no background in software is assumed.

### **HPSC 532 Introduction to Pediatric/Child Neuropsychology (2 QH)**

This course provides basic introduction to the field of pediatric/child neuropsychology. Broad aspects of brain development/plasticity will be presented followed by discussion of more practical issues of child neuropsychological assessment (history taking/interviewing, test selection/testing issues, communication of test findings) and the presentation of specific medical neurological conditions.

### **HPSC 541 History and Systems of Psychology and Philosophy of Science (2 QH)**

Historical antecedents through contemporary positions involving philosophy and clinical developments are analyzed and critiqued in the framework of current knowledge, problems and future directions.

## **Page 285**

*Remove course description for HPSC 785*



**HPSC 890 Dissertation Research (12 QH)**

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

## Page 286

**HPSC 891 Internship (12 QH)**

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

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**MCMS 500A, B & C Clinical Foundations of Medicine (6 QH)**

Clinical Foundations of Medicine is a course designed to develop standardized clinical performance skills and an initial approach to the patient, providing patient care that is safe, effective and efficient through accurate initial data collection and screening, application of appropriate stabilization protocols, transport and turnover of the patient at the receiving hospital site.

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**MCSC 602 Integration of Nutrition into Medical Practice (1 QH)**

This course provides the healthcare professional with an up-to-date overview of evidence-based human nutrition knowledge focusing on benefits and determinants of healthy dietary practices and their individualization to meet specific patient needs. A practical approach for incorporation into a busy medical practice will be explored using communication skills and motivational techniques to guide patients towards healthy practices. Content will include assessment of diets and how nutritional needs can be met by consumption of specific foods as integrated into the overall diet. The influence of factors such as culture, literacy level, religion, skills and socioeconomic background as they impact diet will be explored.

**MCSC 805 Introduction to Nutrition Throughout the Life Cycle (3 QH)**

Employing an inter-health professional orientation this course will introduce students to the management of healthy eating throughout the human life cycle using best practice approaches. Multiple influences on the diet of individuals will be addressed including social, cultural, environmental, and medical factors. This course is designed to keep students engaged and require them to think critically in order to apply their knowledge to problem solve real life situations. Course learning activities will include discussions, assignments, interprofessional health provider case

studies, clinical case studies, online lectures and a final project which is the creation of a written nutrition knowledge dissemination article.

### **MCSC 806 Introduction to Chronic Disease Management and Prevention (6 QH)**

Case-based instruction will be employed to inform students about nutritional risk factors and treatment of chronic diseases that are most commonly encountered in primary care practice. The course will explore cutting edge research that validates the role of food and therapeutic diets for chronic disease management and prevention. A multi-dimensional approach to learning will be offered including discussions, assignments, interprofessional health provider case studies, clinical case studies, online lectures and the production of a knowledge dissemination article.

### **MCSC 804 Introduction to Nutrition in Critical Care (1 QH)**

An overview of malnutrition as it relates to critically ill adult patients including recognizing the signs, symptoms, and risks of malnutrition as well as foregone opportunities for the healthcare organization. Students will also gain familiarity with performing nutrition-focused physical assessments and determining when it might be appropriate to consult with a registered dietitian. This course will also introduce the critical role of specialized nutritional support (enteral and parenteral nutrition) in improving healthcare outcomes.

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### **MCUR 619 Epidemiology Course Facilitator (1 QH)**

During the Clinical Epidemiology course, small groups work together to develop and present a PICO (Population, Intervention, Comparison, Outcome) research question. A course facilitator will be responsible for approving the group's PICO question. Each student in the group will conduct a literature search to find one peer-reviewed research article that addresses the group's topic. Students will critique an article using a specific format provided for them on the D2L course site (Randomized Control Trial, Systematic Review, Cohort or Case-Control Study) and submit their report to the facilitator for review and formative feedback. The facilitator will evaluate the group's PowerPoint presentation according to a standardized rubric.

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### **MELE 800-899 and MELC 800-899 Extramural Electives**

M4 elective opportunities are designed to supplement the required learning activities of the curriculum by allowing students to deepen their understanding of medical specialties, function at a more advanced level in preparation for residency training, care for a diverse patient population, and learn how health care is delivered in a variety of settings. Extramural electives offer students the opportunity to gain training and experience at another medical school or healthcare organization. Learning activities and assessment methods are specified by the host institution. Arrangements for an extramural elective are made between the student and host institution.

Students must obtain administrative approval from the host institution and the Office of Student Affairs and Education.

## Page 300

### **MFSH 601 Anatomy Lab Teaching Assistant (1-2 QH)**

Teaching Assistants will be available for minimum of 10 hours during laboratory sessions for the Clinical Anatomy course. The responsibilities of the teaching assistants may include, but are not limited to, assisting with dissection during laboratory time, tagging for laboratory exams, and grading laboratory exams. Students who take this elective for credit cannot also serve as paid Anatomy T/A's.

### **MFSH 804 Stories of Health Disparities (2 QH)**

This 2-week online course will provide students with the opportunity to read/view, discuss, and reflect upon key literature and documentaries featuring health disparities and social determinants of health. Experiential activities relating to social determinants will be incorporated.

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### **MMTD 510 Bioethics (2 QH)**

This Bioethics is a course designed to show that moral theories and social political frameworks are necessary for the advancement of social healthcare policy and patient centered decision-making. Topics covered will include: Deontological and Utilitarian Theories; Social Political Philosophy, Codes of Ethics, Principlism, Informed Consent, Competency, Types of Information Disclosures, Institutional Review Boards (IRBs), CITI Clinical Certification and mastery of: USMLE Ethics Guidelines and Accreditation Council for Pharmacy Education (ACPE) Standards.

## Page 327

*Remove course description for PMED 500*

## Page 328-329

*Remove course description for PMED 611*

## Page 334

### **YPHP 500A, B & C Introduction to Pharmacy Practice (1 QH)**

This course provides an orientation to the profession of pharmacy. The history and development along with the scope of the practice of pharmacy will be discussed. The ethical and regulatory foundation for pharmacy, contemporary issues, healthcare policy and career opportunities (licensure requirements, residency/fellowship options, etc.) will be introduced and examined in an open forum of discussion with students and faculty.

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### **YPHP 800A, B, C & D Practical Approaches to Professional Development (4 QH)**

This course will provide opportunities for students to better transition from a fourth professional year student to an entry level practitioner. Throughout the course, student pharmacists will be expected to develop preparatory approaches for the NAPLEX and MPJE, actively participate in interprofessional simulations, and demonstrate growth in areas related to co-curricular activities.