College of Health Professions

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Communication Sciences and Disorders,  
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Dental Hygiene, (316) 978-3614—Denise Maseman, chairperson
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The College of Health Professions offers graduate programs leading to a Master of Science in Nursing, Master of Physician Assistant, Master of Communication Sciences and Disorders, Doctorate in Audiology, Doctorate in Communication Sciences and Disorders, and Doctorate in Physical Therapy. Admission to these programs requires a bachelor’s degree and the fulfillment of requirements listed for each program elsewhere in the Graduate Catalog.

Licensing

Many state and national licensing and governing organizations will not grant a license, certification, registration, or other similar document to practice one’s chosen profession if one has been convicted of a felony, and in some cases a misdemeanor. Prospective applicants are encouraged to consult with one’s chosen professional governing or licensing organization for more detailed information before applying.

Clinical Learning

As noted above, learning in clinical settings is an important aspect of programs of study in the College of Health Professions. Many health care facilities require personal information on students engaged in clinical learning experiences to be listed on the U.S. General Services Administration’s Excluded Individual’s list; any registered sex offender lists; listing on the U.S. background checks; verification of education; listing of name, address and social security number; personal information on students engaged in clinical learning experiences. If a student is unable to fulfill the clinical experiences required by their program of study, the student may be unable to to matriculate and/or graduate.

School of Health Sciences

The School of Health Sciences offers graduate programs leading to the Master of Physician Assistant, Master of Communication Sciences and Disorders, Doctor of Audiology, Doctor of Communication Sciences and Disorders and Doctor of Physical Therapy degrees. Specific requirements for each degree are described under the appropriate listing below.

Basic Health Sciences (HS)

Courses for Graduate/Undergraduate Credit

**HS 631. Normal and Clinical Nutrition. (4).** Studies human nutritional needs in normal development and the life cycles. Covers composition, classification and function of foods and nutrients, food handling and public health safety and laws, and nutrition in special situations. Includes a study of principles of nutritional support and diet as therapy. Addresses the dietary concerns of a variety of clinical disorders, including gastrointestinal disorders, diabetes mellitus, cancer, burns, liver disease, obesity and weight loss, eating disorders, HIV infections, kidney and cardiovascular disease, parental and enteral nutrition, and surgical conditions. Studies nutritional assessment, data interpretation, care planning, record keeping, and client communications. Prerequisites: general chemistry, anatomy, and physiology.


**HS 710. Applied Clinical Pharmacology. (3).** Discusses clinical applications of selected drug classes commonly prescribed in the primary care setting as well as the follow-up management of common chronic diseases. Discusses pharmacological management as to pharmacokinetics, dosages, mechanisms of action (at molecular and systemic levels), side effects, drug interactions, contraindications, therapeutic use, and expected outcomes. Emphasizes the practical application of this knowledge in various patient populations of all ages as well as rational drug selection and monitoring. Methodology includes lecture presentations, group discussions, clinical case studies, assessment of recent literature, homework assignments, quizzes, and exams. Prerequisites: HS 301, admission to graduate health professional program or PA professional program, or instructor’s consent.

**HS 711. Pharmacological Management of Acute and Chronic Diseases. (3).** Discusses the clinical application of specific categories of drugs used in the treatment of several common acute and chronic diseases. Presents pharmacokinetics, mechanisms of action, dosages, side effects, and monitoring parameters of medications as they are used in these diseases and in various patient populations. Facilitates clinical application of this knowledge through case studies, class discussions, and reviews of the latest medical literature. Prerequisites: admission to graduate nursing program and department consent or completion of HS 710 and admission to PA professional program.

**HS 720. Neuroscience. (3) 3R, 2L.** Integration of neuroanatomy and neurophysiology of the central and peripheral nervous systems with human functional abilities. Prerequisite: PHS 700 or program consent.

Health Professions-General (HP)

Courses for Graduate/Undergraduate Credit

**HP 570. Selected Topics (1-4).** Lecture/discussion; focuses on a discrete area content relevant to the health disciplines. In-depth study of a particular topic or concept, including didactic and current research findings and technological advances relevant to the topic. Repeatable to a maximum of 6 credit hours with program consent. Upper-division status.

**HP 750. Workshop in Health Professions (1-4).** An opportunity for intensive study of special topics related to health profession practice, education, or research.

Communication Sciences and Disorders (CSD)

Graduate Faculty

Professors: Kathy Coufal (chairperson), Barbara W. Hodson, Raymond H. Hull, Rosalind R. Scudder
Associate Professors: Harold T. Edwards, Julie W. Scherz
Assistant Professors: Anthony DiLollo, Chang Liu, Kathy Stratmann, Xiao-Ming Sun, David Downes, Trisha Self

Degrees and Areas of Specialization

The Department of Communication Sciences and Disorders offers courses of study leading to the Master of Arts (MA), the Doctor of Audiology (AuD), and the Doctor of Philosophy (PhD). Academic and clinical education are provided for students who wish to become professionally qualified to work with children and adults. Instructional areas include communication sciences, speech-language pathology, and clinical and rehabilitative audiology. A graduate program culminating in a master’s degree is required for professional
certification as a speech-language pathologist for work in the public schools, hospitals, clinics, rehabilitation centers, or private practice. A professional doctoral degree is required to practice as an audiologist. With an undergraduate preprofessional major, students typically can complete the master's program in two years and the AuD in four years. Upon completion, students are eligible to apply for Kansas licensure and certification by the American Speech-Language-Hearing Association.

Admission Requirements
Admission to the MA and AuD programs is considered for students who have completed an undergraduate major of at least 30 credit hours in the area of speech, language, and hearing disorders or closely allied courses. Admission also requires an overall grade point average of 2.750 and 3.000 or above for the last 60 credit hours of the undergraduate degree program and in the undergraduate major field. Scores for the general aptitude section of the Graduate Record Examination must be submitted. The Graduate Record Examination must be taken within the last five years and the sum of the verbal and quantitative portions of the exam should equal 900 or better, with a minimum score on the analytical writing section of 3.000 for the MA and 3.500 for the AuD.

Students applying for the MA program must also attain a minimum score of 350 on each of the verbal and quantitative portions of the exam. Three letters of recommendation and a personal essay are required. Non-native English speaking students, international and domestic, must submit a TOEFL score of 550 paper-based, 213 computer-based, or 79 Internet-based and a TSE score of 50 to be considered for admission to the MA or AuD programs (no waivers allowed).

Admission to the CSD doctoral program is restricted to those students whose abilities, experience, and previous coursework indicate that they are likely to be able to complete the doctoral program successfully. It is expected that the applicant will have acquired sufficient knowledge in communication sciences and disorders to be prepared for entry into an integrated program of advanced study and research. Minimum entrance requirements include: (a) Graduate Record Examination score of at least 1000 (verbal + quantitative) and 3500 (writing) and (b) Grade Point Average of at least 3.500 in the last 60 hours of coursework. A professional resume and three letters of recommendation also are required. Applications are reviewed on a continuing basis.

Master of Arts Requirements
The Master of Arts (MA) in Communication Sciences and Disorders may be earned with an emphasis in speech-language pathology (42-hour program). This program offers either a thesis option or a non-thesis option. A Plan of Study must be filed with the Graduate School after completion of 12 hours of graduate work.

The thesis option requires the presentation and oral defense of an acceptable thesis and the successful completion of the minimum credit hours required for that emphasis. Enrollment in CSD 895, Thesis, or 899, Thesis Research, is required for each semester in which the student is working with a faculty member on thesis research.

The non-thesis option requires the completion of one research credit/project, and the successful completion of the minimum credit hours required for the program emphasis. Comprehensive examinations are required during the last semester of the student's program and may not be taken during any semester in which the student is on academic probation.

All degree program students must complete two tool subjects, each for 3 credit hours and with a minimum C letter grade. One course is in statistics, and the second is research methods. All students must enroll in a clinical practicum course each semester of enrollment. No more than 8 credit hours in clinical practice may count toward the minimum credit hour requirements for the MA. Clinical competence also must be demonstrated before the completion of the graduate program by meeting the ASHA clock hour practicum requirement (minimum of 350) practicum requirement for certification.

Students enrolled in the department's clinical practicum courses are required to provide proof of medical clearance (negative tuberculin test) and purchase professional liability insurance coverage (not less than $1,000,000/$3,000,000) at the Speech-Language-Hearing Clinic prior to the start of the course. These requirements must be renewed annually. Semester clinical fees may also apply. At the graduate level, students are required to obtain a criminal background check at their own expense as part of the clinical placements.

Doctor of Audiology Requirements
The Doctor of Audiology (AuD) program requires a minimum of 115 credit hours and can typically be completed in four years. In addition, 9 hours of tool subjects in research methods, statistics, and sign language are required. A Plan of Study must be completed within the first year of the program and two-thirds of the hours must be at the 800-level or above.

Advancement to candidacy is contingent upon the successful completion of a written comprehensive examination taken during the third year. Completion of a doctoral essay, including an oral defense, is required of all candidates during their final year. Enrollment in CSD 998 is required for two consecutive semesters (maximum of 6 hours).

The fourth year of the AuD program involves a full-time residency in a hospital, clinical, or other audiology practice environment. To ensure that the placement will provide AuD candidates the best environment for that culminating experience, the placement of the candidate may not be in the metropolitan area of Wichita. Although WSU will have several sites established for the residency year, the candidate may independently seek placement for that experience. However, the final decision as to the suitability and location will be approved by the AuD program faculty. A competency-based evaluation of the students' performance will be made at regular intervals throughout the clinical experience. Enrollment in CSD 997 is required, in consecutive semesters, for one calendar year (maximum of 18 hours).

All students must enroll in a clinical practicum course each semester of enrollment. Clinical competence must be demonstrated before the completion of the AuD program by meeting the ASHA clock hour practicum requirement (minimum of 2000) for certification.

Students enrolled in the department's clinical practicum courses are required to provide proof of medical clearance (negative tuberculin test) and purchase professional liability insurance coverage (not less than $1,000,000/$3,000,000) at the Speech-Language-Hearing Clinic prior to the start of the course. These requirements must be renewed annually. Semester clinical fees may also apply. At the graduate level, students are required to obtain a criminal background check at their own expense as part of the clinical placements.

Doctor of Philosophy Requirements
The doctoral program in Communication Sciences and Disorders requires a minimum of 65 hours beyond the master's degree, or 95 hours beyond the bachelor's degree, on the Plan of Study (including a maximum of 18 hours of dissertation). In addition, 12 hours of tool courses are required. A doctoral student becomes a "Candidate for the Degree" after passing the Qualifying Examination, which typically is taken during the semester the Plan of Study requirements are completed (exclusive of dissertation hours). Doctoral Candidates enroll in at least 2 dissertation hours each term (including the term of graduation). The final requirements for the PhD are the completion of original research, the dissertation, and an oral defense.

Courses for Graduate/Undergraduate Credit
CSD 501. Speech and Hearing Science (3). Examines elements in the chain of events that lead to human communication. Studies speech production and perception at physiological and acoustical levels, emphasizing acoustics. Prerequisite: CSD 300, 306 or instructor consent.

CSD 510. Introduction to Diagnostics (3). Provides the principles underlying basic diagnostic processes for speech/language disorders across the life span. Teaches observation techniques, how to take case histories, beginning interview techniques, and how to administer and interpret formal and informal assessment measures. Requires observation of diagnostic procedures in the speech-language-hearing clinic. Prerequisites: CSD 416 and 514.

CSD 514. Speech-Sound Disorders (3). Discusses basic methods and procedures of identifying, assessing, analyzing, and remediation of speech-sound disorders. Practice in phonetic transcription of highly unintelligible speech samples. Prerequisite: CSD 306.
CSD 516. Language III: Introduction to Assessment and Intervention—Birth to School Age (3). Discussion of current language intervention strategies and programs for infants, toddlers, preschoolers, and school-age children, birth to 8 years. Examination of the development of individual and family plans. Discussion of the multidimensional nature of language and culturally different language patterns. Requires observation of clinical intervention and a laboratory experience. Prerequisites: CSD 416 and 510.

CSD 518. Deaf Culture (3). Examines various cultural aspects of the deaf community. Presents the interrelationship of language and culture along with a study of socialization, norms, and values.

CSD 519. Genetic and Organic Syndromes (3). Introduces human genetics and the impact of chromosomal and structural anomalies of communication disorders. Assessment and remediation of cleft palate speech. Prerequisite: CSD 300.

CSD 520. ASL: Nonverbal Communication (3). Non-verbal way of communication which forms an integral base for communication in American Sign Language. This course will emphasize the use and understanding of facial expression, gestures, pantomime and body language. Role play and acting out will be required as part of this class. Prerequisite: CSD 370 or instructor consent.

CSD 522. Deaf Heritage (2). Considers the history, nature, and use of language and its effect upon human thought and action. Also covers the ideas and ideals expressed by deaf people over many periods of time through drama, philosophy, painting, and related areas.

CSD 540. Senior Seminar (2). An exploration of theories, principles, practices, and pitfalls of audiology and speech-language pathology emphasizing creating dynamic models for research interpretation, clinical interaction, and professional management. Examines the current educational, professional, and ethical issues in clinical practice.

CSD 570. Accent Modification (3). Focuses upon causes of foreign accent. Analyzes speech patterns and designs an individual program in accent modification. Provides intensive practice. Not for the student who is beginning the study of English.

CSD 605. Neurology of Speech and Language I: Basic Processes (4). A consideration of basic neuroanatomy and neurophysiology necessary for obtaining an understanding of the representation of speech and language in the human central nervous system and of conditions resulting from neurological impairment. Prerequisite: senior standing.

CSD 625. Introductory Methods and Practicum in Communication Sciences and Disorders (2). Techniques and methods for development of clinical skills in a supervised practicum in a supervised practicum setting. Clients with speech, language, and/or hearing disorders are the primary focus. Development of a philosophy of clinical processes includes procedures for therapy, writing behavior objectives and progress, and conducting parent/spouse/significant other conferences. Prerequisites: 25 clock hours of observation; grade of C or better in CSD 304, 306, 351, 416, 510 (may be concurrent), and 514: 2,750 cumulative and 3,000 GPA in the major; departmental application required one semester prior to enrollment; medical clearance and insurance.

CSD 655. Graduate Methods and Practicum in Auditory Assessment-SLP (2). Methods in audiolingual evaluation for speech and language pathology students. Discusses procedures for diagnostic evaluation of a broad range of auditory disorders in infants, children, and adults in weekly class meetings, along with procedures for hearing screening, hearing aid maintenance and fitting, counseling, and others as appropriate. Speech and language pathology students engage in practicum experiences in audiolingual screening and assessment as arranged. Prerequisites: CSD 251 and 351, medical clearance, and insurance.

CSD 705. Counseling in Communication Disorders (3). Provides information on the structure and conduct of interviews, basic counseling strategies, and consideration of the “helping” role as practiced by communication disorders professionals. Focuses on information supportive of developing effectiveness in these roles. Considers multicultural concerns.

CSD 740. Selected Topics in Communication Sciences and Disorders (1-3). Individual or group study in specialized areas of Communication Sciences and Disorders. Repeatable.

CSD 750. Workshop in Communication Sciences and Disorders (1-4). Offered periodically on selected aspects of Communication Sciences and Disorders. Repeatable.


CSD 770. Communication Development and Disorders (3). Identifies communication deviations, differentiating disorders from developmental and/or cultural/linguistic differences. Evaluates potential impact of various communication disorders on academic performance of individuals. Considers strategies for facilitating development of children’s communication skills in educational settings.

CSD 780. Communication Disorders in Educational Settings (2). Organization, administration, and professional relationships in public school speech and language management programs on the elementary and secondary school levels. Emphasizes procedures and materials for surveying, scheduling, writing IEPs; therapeutic management, record keeping, and utilization of various instructional media. Should be taken prior to student teaching. CSD 821. Prerequisite: prior or concurrent enrollment in CSD 510.

CSD 781. Cooperative Education (1-3). A work-related placement that integrates theory with a planned and supervised professional experience designed to complement and enhance the student’s academic program. May not be used toward degree requirements. Repeatable for credit. Offered C/Nr.

Courses for Graduate Students Only

CSD 800. Research Methods (3). A survey of different research methods utilized in the fields of communication sciences and communication pathology. Students acquire the fundamental motivation, knowledge, and skills for conducting clinical and basic science research and for reading and critically evaluating the clinical research literature.

CSD 802. Anatomy and Physiology of the Auditory System (2). Examines in detail anatomy and function of the auditory system in light of current research knowledge. Studies the normal system as a basis for understanding the pathological system. Prerequisites: CSD 251 and 501.

CSD 803. Introduction to Psychoacoustics (3). Basic principles underlying the perceptual hearing process, emphasizing the interdependencies between sound stimuli and subjective auditory experience as related to communication behavior. Prerequisite: CSD 802.

CSD 804. Clinical Audiology I (4). Provides in-depth theoretical and clinical principles associated with the administration and interpretation of the basic comprehensive audiological test batteries. Provides hands-on learning of auditory equipment and test batteries in tandem with the theoretical background for auditory assessment. Prerequisites: CSD 251 and 351.

CSD 805. Clinical Audiology II (3). Discusses diagnostic and rehabilitative procedures in the audiological clinic. Includes application of theoretical clinical principles toward the administration and interpretation of site-of-lesion and other special tests of auditory function beyond the traditional auditory test battery. Prerequisite: CSD 804.

CSD 806. Advanced Anatomy and Physiology of the Auditory System and Human Genetics (3). Begins with an overview of basic cell biology and progresses to the study of the anatomy and neurophysiology of the sensory hair cells of the cochlea, proteins associated with cochlear function, and understanding of protein mutations leading to genetic deafness. Addresses anatomy and neurophysiology of the central auditory system. Discusses DNA structure and function, modes of genetic transmission, the molecular aspects of deafness, applications of molecular testing for deafness, the ethical implications of genetic testing, and genetic counseling. Prerequisite: CSD 802.

CSD 807. Acoustics and Instrumentation (3). Study of basic acoustics for the hearing and speech sciences, including physical and mathematical concepts in sound generation, transmission, manipulation, measurement, and wave analysis. Introduces the fundamentals of electricity and electronics related to research and clinical application in audiology, including essential concepts and function of circuits and elec-
tronic devices and technical knowledge of major forms of instrumentation.

CSD 808. Otoacoustic Emissions (2). Study of theoretical consideration of otoacoustic emissions in evaluating cochlear function and clinical applications of different types of measures, including instrumentation, stimulus, and acquisition parameters; effects of intrinsic and extrinsic variables, and interpretation of test results. Prerequisites: CSD 802 and 807.

CSD 810. Neurology of Speech and Language II: Motor Speech Disorders (3). Studies speech disorders resulting from upper and lower motor neuron lesions in the central nervous system and emphasizes evaluation and treatment strategies for intervention. Prerequisite: CSD 605.

CSD 811. Dysphagia (3). Covers the disorder of dysphagia as it affects persons of all ages. Addresses normal swallowing in infants, children, and adults. Covers the etiologies which cause dysphagia as well as assessment procedures appropriate for various ages. Examines treatment procedures. Covers the importance of team interventions for dysphagia assessment and treatment. Addresses ethical and funding issues. Prerequisite: CSD 605.

CSD 812. Neurology of Speech and Language III: Normal Aging, Aphasia, and Dementia (3). Examines the continuum of communicative abilities (including speech, language, hearing, and cognition) which may be seen in older persons. Covers normal aging as well as the influence of stroke, dementia, and other neuropsychologies on communicative function in the elderly. Prerequisite: CSD 605 or instructor’s consent.

CSD 813. Communication Disorders in Medical Settings (2). Provides the principles underlying a transdisciplinary teaming approach, emphasizing differential diagnosis and treatment of complex disorders found in medical settings. Discusses the fundamentals of private practice and legal issues in the practice of speech-language pathology. Prerequisites: CSD 810 and 812.


CSD 815. Assistive Technology for Special Populations (3). Provides information about assistive technology for persons with special needs across the life span (e.g., autism, cerebral palsy, and degenerative neurological disease). Considers physical, linguistic, and cognitive factors in the design and implementation of assistive technology resources. Studies augmentative and alternative communication systems and computer applications/modifications. Explores resources for funding.

CSD 816. Language Disabilities in Children and Adolescents (3). Examination of various approaches to working with children and adolescents with language disabilities. Practical application of language assessment procedures, individualized planning, and language intervention strategies. Language in the classroom for school-age children and adolescents and collaborative strategies. Multicultural literacy and the multidimensional nature of language in the classroom. Prerequisite: CSD 416 and 516 or departmental consent.


CSD 818. Fluency Disorders (3). Reviews current theories on the etiology and development of the disorder. Considers behaviorally based diagnostic procedures for children and adults, as well as methods for clinical intervention, including procedures for parent interviewing and counseling, and multicultural concerns. Provides opportunities for observation, one focus being demonstration of intervention methods. Prerequisites: CSD 300 and 510.

CSD 819. Acquired Brain Injury and Metacognitive Disorders Across the Life Span (3). Addresses issues of assessment and treatment of individuals with metacognitive, executive function, and behavioral disorders as a result of brain injury (traumatic, moderate, mild) and/or identified Attention Deficit Disorders (ADD), Attention Deficit with Hyperactivity Disorders (ADHD), Developmental Dyslexia (DD), Acquired Dyslexia (AD), and Specific Linguistic Impairments (SLI) influencing processing and production of narrative and discourse skills in oral and written language. Prerequisites: CSD 605 or equivalent and instructor’s consent.

CSD 820. Graduate Methods and Practicum in Speech and Language Evaluation (2). Discusses clinical methods for evaluation and diagnosis of children and adults presenting with speech and/or language disorders. Prerequisites: CSD 510, medical clearance, and insurance.

CSD 821. Graduate Methods and Practicum in Educational Settings (7). Discussion and evaluation of student teaching experiences in public schools, demonstrations of applied clinical skills, counseling on the elementary and secondary school levels. Prerequisites: CSD 780 and 816, instructor’s consent one semester prior to enrollment, medical clearance, and insurance.

CSD 822. Beginning Graduate Methods and Practicum in General Clinic (2 or 4). Provides an opportunity to relate the methods and techniques for students’ assigned practices through discussion of various management techniques and methods with regard to different types of communicative disorders and provides support for the present clinical experience. Prerequisites: CSD 625, medical clearance, and insurance.

CSD 823. Graduate Methods and Practicum in Medical Settings (4 or 6). Class discussions cover various topics pertaining to hospital and adult care practicum experiences. Relates theory and methods to students’ practicum assignments. Prerequisites: CSD 813, department approval one year prior to enrollment, medical clearance, and insurance.

CSD 824. Graduate Methods and Practicum for External Placements (2). Techniques and methods for development of clinical skills in a supervised external practicum setting. Focuses on clients with language and speech sound disorders. Development of a philosophy of clinical processes includes procedures for therapy, writing behavior objectives and progress, and conduction of parent conferences. Supervised practicum of clinical assignments in off-site settings. Prerequisites: department approval one semester prior to enrollment, medical clearance, and insurance.

CSD 825. Graduate Methods, Practicum, and Diagnostics in Autism Spectrum Disorders (2 or 4). Techniques and methods for development of clinical skills in a supervised practicum setting. Focuses on children with social language disorders. Practicum issues relate to current client needs. Prerequisites: CSD 516, 816 (can be concurrent), instructor’s consent, medical clearance, and insurance.

CSD 826. Graduate Methods, Practicum, and Diagnostics in Language and Literacy (2 or 4). Techniques and methods for development of clinical skills in a supervised practicum setting (in the WSU Speech-Language-Hearing Clinic, “After-School Program,” and the College of Education’s Assessment, Intervention Multi-Disciplinary (AIM) program). Primary focus on clients with language (oral and written) and literacy disorders. Development of a philosophy of clinical processes includes procedures for therapy; writing behavior objectives and progress, and conduction of client conferences. Prerequisites: departmental consent one semester prior to enrollment, medical clearance, and insurance.

CSD 827. Graduate Methods, Practicum, and Diagnostics in Voice (2 or 4). Techniques and methods for development of clinical skills in a supervised practicum setting (in the WSU Speech-Language-Hearing Clinic). Primary focus is on clients with voice disorders. Development of a philosophy of clinical processes includes procedures for therapy; writing behavior objectives and progress, and conduction of client conferences. Prerequisites: CSD 817, departmental consent one semester prior to enrollment, medical clearance, and insurance.

CSD 828. Graduate Methods and Practicum in Fluency (2 or 4). Develops advanced clinical skills in the diagnosis and treatment of children and adults presenting fluency disorders. Prerequisites: CSD 817, departmental consent one semester prior to enrollment, medical clearance, and insurance.

CSD 829. Graduate Methods and Practicum in Accent Modification (2). Lecture and discussion of techniques for foreign accent and dialect modification. Relates techniques to students’ practicum experience in CSD 570. Attendance in CSD 570 required. Prerequisites: CSD 625, 822, department consent one semester prior to enrollment, medical clearance, and insurance.

CSD 830. Graduate Methods and Practicum in Early Language (4). Techniques and methods for development of clinical skills in a supervised early childhood interdisciplinary preschool practicum setting. Primary focus on preschool children with language disorders. Development of a philosophy of clinical processes includes procedures for group and class-
CSD 835. Early Practicum Experience in Audiology (1). Students will experience guided observations of a variety of audiological activities. In addition, they will serve as an aide in diagnostic evaluations. Students will observe preparations for, administration of, and follow-up to clinical evaluations. Limited hands-on experience will be included.

CSD 851. Medical Audiology (2). Many hearing disorders require evaluation/treatment by both the audiology and medical professions. Reviews the audiological and physiological/medical aspects of the more common of these conditions found in children and adults. Prerequisites: CSD 251 and 802.

CSD 854. Industrial Audiology (2). Introduces the field of industrial and community hearing conservation and noise abatement. Includes the principles of establishing hearing conservation programs in industry and the federal regulations which guide those programs.


CSD 860. Amplification and Hearing Aids I (3). Study of hearing aids, including hearing aid design and components, electroacoustic characteristics and specifications, hearing aid plumbing, compression systems, and advanced signal processing schemes. Prerequisites: CSD 804 and 835.

CSD 861. Amplification and Hearing Aids II (3). Discusses candidacy for amplification; the prescribing, selecting, and verifying of hearing aid performance; problem-solving and fine-tuning of hearing aids; counseling in the hearing aid fitting process; and assessing the outcomes of hearing rehabilitation and non-standard hearing aid fittings. Prerequisite: CSD 860.

CSD 862. Pediatric Amplification (2). Covers the selection, evaluation, and validation of proper amplification with the pediatric population. Prerequisites: CSD 855, 860, and 861.

CSD 863. Professional Seminar in Audiology (3). An exploration of current topics in audiology that delve into principles, practices, innovation, conduct, and interpretation of research. Covers professional issues of the field that can impact the profession. Examines current professional, ethical, and service issues that can impact the practice of audiology.

CSD 865. Graduate Methods and Practicum in Aural Rehabilitation (2). Provides students with experiences in the provision of aural habilitation/rehabilitation on behalf of hearing-impaired children and adults. Prerequisite: CSD 764 (can be concurrent).

CSD 866. Auditory Evoked Potentials (3). Provides information on the anatomic and physiologic basis of auditory-evoked potentials generated from the peripheral and central auditory systems. Discusses techniques for the administration and interpretation of auditory-evoked potentials, including cochlear potentials (ECochG), the auditory brainstem responses (ABR), and the late-occurring evoked potentials (MLR, ALAEP, MMN, and P300). The use of evoked potentials in intraoperative monitoring will also be discussed. Lab component provides opportunities for hands-on learning and independently performing various auditory-evoked potential tests. Prerequisites: CSD 802, 804, and 806.

CSD 868. Diagnosis and Management of Vestibular Disorders (3). Provides information on the anatomy and physiologic of the human balance system and an overview of disorders/disease conditions and medications that can affect the balance system. Students learn procedures and interpretation of diagnostic tests used for the clinical evaluation of the functional status of the peripheral and central vestibular and balance systems. Discusses the unique aspects of balance disorders affecting the extremes of age—children and older adults—and addresses management techniques of balance disorders. Lab component provides opportunities for hands-on learning and independently performing tests for diagnosis and management of balance disorders. Prerequisites: CSD 605, 802, and 806.

CSD 886. Clinical Practicum in Audiology (2-4). Supervised clinical practicum at the WSU Speech-Language-Hearing Clinic and/or an off-campus clinical rotation site. Clinical expectations and responsibilities vary with the student's level of experience and the requirements of the placement site. Practicum assignments are determined by each student's competency needs, ASHA requirements, and availability of rotation sites. Prerequisites: CSD 835 or audiology faculty consent, medical clearance, and insurance.

CSD 890. Independent Study in Speech and Language Pathology or Audiology (1-3). Arranged individual, directed study in specialized content areas in speech and language pathology or audiology. Repeatable. Prerequisite: instructor's consent prior to enrollment.

CSD 891. Non-Thesis Research Project (1). A directed research project which may include literature searches, data collection or interpretation of data. Topic of project to be determined by instructor. Repeatable, but total credit hours may not exceed three. Prerequisites: CSD 800 and department consent prior to enrollment.

CSD 892. Presentation of Research (1-3). A directed research project. Repeatable, but total credit hours may not exceed 3. Prerequisites: CSD 800 and instructor's consent prior to enrollment.

CSD 895. Thesis Research (1-2). Repeatable, but total credit hours counted toward degree requirements must not exceed 2. Prerequisite: instructor's consent.

CSD 903. Speech Perception (3). Focuses on the mechanisms of speech perception, including both auditory and linguistic processing through the life span. Covers aspects of psychoacoustics, perception of segmental and suprasegmental cues, and the top-down/bottom-up processing of information. Discusses speech perception in different communicative disorders such as specific language impairment (SLI) and central auditory processing disorder (CAPD), and with altered cognition and memory as seen after cerebrovascular accident (stroke) and dementia. Addresses effects of normal aging on speech perception. Prerequisite: CSD 605.

CSD 935. Advanced Practicum in Communication Sciences and Disorders (1-4). Supervised internship in one or more of the following sections: Client Management, Clinical Supervision, Academic Instruction, Research, and Clinical and Program Administration. Intended for doctoral students or advanced master’s-level students. Repeatable; more than one section may be taken concurrently.

CSD 940. Advanced Selected Topics in Communication Sciences and Disorders (1-4). Advanced individual or group study in specialized areas of Communication Sciences and Disorders. Intended for doctoral students or advanced master’s-level students. Repeatable.

CSD 950. Advanced Independent Study in Speech and Language Pathology, Audiology, or Speech Science (1-3). Arranged individual, directed study in specialized content areas in speech and language pathology, audiology, or speech sciences. Repeatable. Prerequisites: advanced standing and instructor's consent.

CSD 992. Advanced Presentation of Research (1-3). A directed research project for doctoral students culminating in a manuscript appropriate for publication.

CSD 995. Research Proseminar (1). A weekly seminar of informal discussion and formal presentation of ongoing or planned research by the CSD faculty and doctoral graduate students. Goal is to provide CSD doctoral students with new
and valuable knowledge and insights regarding how real world research is performed. Prerequisite: doctoral student standing.

CSD 996. University Teaching (1). A weekly seminar on university teaching. The pedagogy, theories, and research of teaching will be discussed through presentation of readings, observation of teaching, and teaching experiences. The goal is to provide doctoral students with information and experience in university teaching. Repeatable. Prerequisite: doctoral student standing.

CSD 997. Audiology Residency (6). Full-time supervised clinical experience at an approved clinical facility. Repeatable. Prerequisites: successful completion of 3 years in the AuD program and the comprehensive examination.


Medical Technology (MEDT)

Course for Graduate Students Only

MEDT 800. Seminar in Laboratory Sciences (1-3). Discusses recent issues and advances in the field of clinical laboratory science, including the areas of microbiology, chemistry, hematology, immunology, and immunohematology. Students are responsible for assigned topics, using current journal articles as a resource material. Prerequisite: departmental consent.

Physician Assistant (PA)

Graduate Faculty

Associate Professors: Charles Fox, Richard Muma (chair person), LaDonna Hale
Assistant Professors: David Day, Sue Enns, Audrey Griffin, Ruth Pickard, Timothy Quigley
Instructor: Patricia Bunton

Master of Physician Assistant

The graduate program in physician assistant studies, located in the Department of Physician Assistant at Wichita State University, is the only one of its kind in Kansas. The program prepares one to practice medicine with the supervision of a licensed physician. The functions of a physician assistant include performing diagnostic, therapeutic, preventative and health maintenance services in any setting in which the physician renders care, in order to allow more effective and focused application of the physician's particular knowledge and skills.

The WSU Department of Physician Assistant, accredited by the Accreditation Review Commission on the Education of Physician Assistants (ARC-PA), offers a 26-month (full-time, lock-step) graduate course of study which leads to a professional Master Degree of Physician Assistant. The course of study is divided into two parts: a 41-semester-hour didactic phase and a 39-semester-hour clinical/research phase. One class is admitted each summer.

Professional Curriculum

The professional curriculum is divided into two phases: a didactic phase and a clinical/research phase. Each phase lasts 12-14 months. The didactic year includes graduate coursework in the basic sciences (anatomy, pharmacology, pathophysiology), clinical medicine, research methods and statistics, epidemiology, behavioral medicine, ethics, preventive medicine and community health, social and legal issues, and clinical skills.

The clinical/research year is a series of clinical rotations in a variety of medical settings primarily in Kansas and directed studies in research leading to the completion of a final research project. Students are required to complete rotations in family practice, general internal medicine, pediatric, prenatal care and gynecology, general surgery, emergency medicine, psychiatry and behavioral medicine, and geriatrics. Students complete nine rotations of 4-8 weeks each (approximately 50 total weeks). All students are required to complete a minimum of three rotations outside the city of Wichita with at least three rotations in a rural or urban underserved community. Students are expected to pay for transportation to clinical sites and, in some situations, room and board.

Admission

Minimal Requirements for Application to the PA program:

A. A bachelor degree from a regionally accredited U.S. college or university will be required prior to matriculation with additional prerequisite coursework below if not included in the bachelor degree. Coursework more than 10 years old will be subject to departmental review and in some cases applicants may be required to repeat certain courses. Acceptance of foreign bachelor degrees will be decided on an individual basis and after evaluation by a transcript evaluation service.

1. CHEM 211 (5 hrs.) General Chemistry
2. CHEM 212 (5 hrs.) General & Inorganic Chemistry
(or, for 1 and 2, the first two chemistry courses accepted for chemistry majors)
3. BIOL 210 (4 hrs.) General Biology (or zoology, botany, or cellular)
4. BIOL 220 (4 hrs.) Microbiology with Lab
5. BIOL 223 (5 hrs.) Anatomy/Physiology with Lab
6. STAT 370 (3 hrs.) Elementary Statistics (or equivalent or higher-level statistics)
7. HS 400 (3 hrs.) Pathophysiology (or upper-division pathophysiology, mammalian physiology, human physiology).

B. Preferably candidates should have a bachelor degree and all prerequisite coursework completed at the time of application. Those that do not can apply if outstanding coursework is within two semesters of completion (outstanding coursework can ONLY include FOUR prerequisite science courses). The bachelor degree and prerequisite coursework in progress must be completed before starting the program. Successful completion of degree and coursework must be verified if accepted and before acceptance is finalized.

C. GPA requirements (on a 4.000 scale) apply to both the degree and prerequisite coursework: 3.00.

D. Demonstrated commitment to diversity, leadership, and service.

E. Completion of on-site interview with program faculty, which will include (but not be limited to) an assessment of academic potential, motivation and commitment to the PA profession, and interpersonal and communication skills. Not all applicants will be offered an interview.

F. Health care experience (direct patient care) is strongly preferred, but not required.

G. To be considered for the PA program the following 3 steps must be completed:

1. Primary CASPA (National) Application (deadline Oct. 1)
2. University Graduate School Application (deadline Oct. 1)
3. Secondary applications—if determined by the program to meet minimal requirements after review of the CASPA and Graduate School Application (deadline 2 wks. after receipt)

Notes:

1. The ability to meet the Academic and Technical Standards for Physician Assistant Students is required (contact the program for more information).

2. Application to the program is competitive, which means there are more applications than positions offered each year.

3. Refer to the department’s website at chp.wichita.edu/pa for complete information.

Special Requirements

Students will be required to purchase uniforms and other clinical apparel, professional liability insurance, and health insurance coverage. Each year while enrolled in the program students are required to have an annual health history and physical examination (with documentation of appropriate immunizations and screening tests). Students, at their own expense, must also be certified in cardiopulmonary resuscitation (CPR) and pass a background check prior to entering the program.

Students are expected to provide their own transportation to and from the health care facilities used for clinical experiences (located throughout the states of Kansas and Oklahoma). During clinical assignments outside Wichita, students may be required to pay all living expenses.
Students are referred to the Department of Physician Assistant student handbooks for more details on special departmental policies and procedures.

**Financial Assistance**
Many of the MPA students seek the assistance of WSU's Office of Financial Aid in applying for loans and grants available for graduate students. In addition, the College of Health Professions awards several fellowships each academic year, and the Department of Physician Assistant has four fellowships available to MPA students once enrolled in the program. Furthermore, there are several national scholarship programs supported by the federal government and national PA associations that are available. Information about such programs is distributed to students during interviews.

**Degree Requirements/Professional Coursework**
Minimal requirements for completion of the Physician Assistant Program include maintaining a GPA of 3.00 as required by the Graduate School, maintaining acceptable academic performance as outlined in the PA student handbooks, passing all didactic/clinical courses/rotations with satisfactory grades, and autonomously demonstrating competence in all program and course objectives.

### First/Didactic Year

#### Summer Semester
- **PA 789**, Clinical Anatomy (3)

#### Fall Semester
- **PA 700**, Physician Assistant Theory I (3)
- **PA 725**, Physician Assistant Theory II (3)
- **PA 715**, Physician Assistant Practice (3)
- **PA 726**, Physician Assistant Research Methods (5)
- **HS 710**, Applied Clinical Pharmacology (3)

#### Spring Semester
- **PA 720**, Pathophysiologic Assessment I (5)
- **PA 723**, Pathophysiologic Assessment II (5)
- **PA 733**, Pathophysiologic Assessment III (5)
- **PA 736**, Applied Clinical Practice (3)
- **HS 711**, Pharmacologic Mgmt. of Acute & Chronic Diseases (3)

### Second/Clinical/Research Year

#### Summer Semester
- **PA 896**, Directed Study in Research I (2)
- **PA 810**, Advanced Clinical Management Rotation I (3)

#### Fall Semester
- **PA 812**, Advanced Clinical Management Rotation II (3)
- **PA 814**, Advanced Clinical Management Rotation III (3)
- **PA 818**, Advanced Clinical Management Rotation IV (3)
- **PA 832**, Clinical Assessment Seminar (3)
- **PA 897**, Directed Study in Research II (2)

#### Spring Semester
- **PA 819**, Advanced Clinical Management

### Courses for Graduate Students Only

- **PA 525**, Special Topics (1-4)

### PA 700. Physician Assistant Theory I (3)
Provides advanced theoretical knowledge and skills necessary to obtain an appropriate medical history and physical examination. Includes additional emphasis on the identification of normal and abnormal physical findings. Practice of methods and techniques learned takes place in a faculty-proctored laboratory setting. Opportunities are provided for observation and participation in the medical history and physical examination in inpatient and outpatient settings. Prerequisite: admission to PA professional program. Corequisite: PA 725.

### PA 715. Physician Assistant Practice (3)
Introduces the student to a wide variety of issues relevant to PA practice. Issues covered include common legal, ethical, and professional concerns facing practicing PAs in clinical, laboratory, educational, research, and administrative settings. Emphasis is placed on health care delivery, health care administration, credentialing, continuing education, medical informatics, advancements in medical technology, genetic testing, laboratory procedures and interpretation, and end-of-life decisions. Prerequisite: admission to PA professional program.

### PA 720. Pathophysiologic Assessment I (5)
An advanced pathophysiologic and clinical assessment/management course of the cardiopulmonary and gastrointestinal systems that builds on prerequisite coursework. This course covers normal physiology, major disease pathophysiology, diagnosis, treatment, prognosis, and disease prevention as it relates to cardiopulmonary and gastrointestinal medicine. Evidence-based medicine is integrated throughout the course. Evaluation of diagnostic studies is addressed as applicable to the primary care setting. Skills emphasized include x-ray, ECG, and laboratory study interpretation, pulmonary function testing, ACLS, blood gas analysis, airway management, and performing endoscopic procedures. Prerequisite: admission to PA professional program. Corequisite: PA 723 and 733.

### PA 723. Pathophysiologic Assessment II (5)
An advanced pathophysiologic and clinical assessment/management course of the reproductive, genitourinary/renal, and endocrine systems that builds on prerequisite coursework. Covers normal physiology, major disease pathophysiology, diagnosis, treatment, prognosis, and disease prevention as it relates to reproductive, genitourinary/renal, and endocrine medicine. Evidence-based medicine is integrated throughout the course. Evaluation of diagnostic studies including x-rays and laboratory studies is addressed as applicable to the primary care setting. Skills emphasized include breast, pelvic, testicular, and rectal examination and urinary catheterization. Prerequisite: admission to PA professional program. Corequisite: PA 720 and 733.

### PA 725. Physician Assistant Theory II (3)
Introduces emerging theories in the behavioral sciences, preventive medicine, public health, health promotion, and epidemiology. The goal is the development and integration of knowledge and skills that incorporates all theories. Areas of emphasis include growth and development, patient counseling, patient education, evaluation and management of psychosocial diseases in the primary care and emergency setting, risk factors for major causes of death and disability, behavioral techniques used in making health behavior change, health-risk appraisal instruments, health screening, disease and accident prevention, and further study of the distribution and determinants of disease frequency in human populations. Prerequisite: admission to PA professional program. Corequisite: PA 700.

### PA 726. Physician Assistant Research Methods (3)
An introductory course concerning the basic concepts of research methodology as appropriate to the physician assistant professional. Focuses on types of research, research questions and methods (both qualitative and quantitative), review of basic statistics, interpreting the medical literature using evidence-based techniques, literature reviews, data analysis (using computer technology), reporting results, summarizing findings, and the ethical concerns of research. Successful completion of course gives the student a foundation for designing and interpreting a research project or paper. Prerequisite: admission to PA professional program.

### PA 733. Pathophysiologic Assessment III (3)
An advanced pathophysiologic and clinical assessment/management course of the EENT, neuromusculoskeletal, and dermatologic systems that builds on prerequisite coursework. This course covers normal physiology, major disease pathophysiology, diagnosis, treatment, prognosis, and disease prevention as it relates to EENT, neuromusculoskeletal, and dermatologic medicine. Evidence-based medicine is integrated throughout the course. Evaluation of diagnostic studies including x-rays and laboratory studies is addressed as applicable to the primary care setting. Skills emphasized include nasal packing, cerumen removal, indirect laryngoscopy, orthopedic casting, wound suturing, IVs, and sterile surgical technique. Prerequisite: admission to PA professional program. Corequisite: PA 720 and 723.

### PA 736. Applied Clinical Practice (3)
Advances theories and skills learned in PA 700 by emphasizing patient management,
clinical problem solving, and critical thinking skills in both
inpatient and outpatient settings. Includes small-group dis-
cussions, problem-oriented physical examinations (POPEs),
objective-structured clinical examinations (OSCEs), and expe-
riences in cultural awareness. Medical documentation, reim-
bursement, and managed care are also emphasized. Prereq-
usitive: admission to PA professional program.

PA 789. Clinical Anatomy (5). A graduate-level comprehen-
sive clinical anatomy course that builds on prerequisite
anatomy coursework and emphasizes an advanced under-
standing and integration of human anatomy of the back,
upper extremity, lower extremity, head, neck, thorax, and gas-
trointestinal and genitourinary systems. Cadaver pro-section
is demonstrated in a laboratory setting. Prerequisite: admis-
sion to PA professional program.

PA 810. Advanced Clinical Management Rotation I (3). A four-
to six-week advanced clinical experience that builds on pathophysiologic assessment coursework in which stu-
dents are supervised by physicians and expected to func-
tion as student clinicians in a variety of medical settings.
Emphasis is on obtaining and documenting appropriate
medical histories and physical examinations, integrating and interpreting patient data, forming medical diagnoses,
developing and implementing management plans includ-
ing therapeutic regimens, and performing medical and sur-
gical procedures. Rotation assignments include one or
more of the following: family medicine, general internal
medicine, pediatrics, prenatal care, gynecology, general
surgery, emergency medicine, psychiatry/behavioral medi-
cine, and geriatrics. Prerequisite: admission to PA profes-
sional program.

PA 812. Advanced Clinical Management Rotation II (3). A four-
to six-week advanced clinical experience which is a con-
tinuation of PA 810. Prerequisite: admission to PA pro-
fessional program.

PA 814. Advanced Clinical Management Rotation III (3). A four-
to six-week advanced clinical experience which is a con-
tinuation of PA 812. Prerequisite: admission to PA pro-
fessional program.

PA 818. Advanced Clinical Management Rotation IV (3). A four-
to six-week advanced clinical experience which is a con-
tinuation of PA 814. Prerequisite: admission to PA pro-
fessional program.

PA 819. Advanced Clinical Management Rotation V (3). A four-
to six-week advanced clinical experience which is a con-
tinuation of PA 818. Prerequisite: admission to PA pro-
fessional program.

PA 822. Advanced Clinical Management Rotation VI (3). A four-
to six-week advanced clinical experience which is a con-
tinuation of PA 819. Prerequisite: admission to PA pro-
fessional program.

PA 825. Advanced Clinical Management Rotation VII (3). A four-
to six-week advanced clinical experience which is a con-
tinuation of PA 822. Prerequisite: admission to PA pro-
fessional program.

PA 826. Advanced Clinical Management Elective Rotation (3). A four-
to six-week advanced clinical experience which is a con-
tinuation of PA 825. Prerequisite: admission to PA pro-
fessional program.

PA 832. Clinical Assessment Seminar (3). An advanced
assessment/seminar course geared toward the second-year
physician assistant student. Primary focus is to assess cogni-
tive and clinical skills as required by accrediting body.
Emphasis includes further assessment of knowledge and
skills through standardized means, discussion of profession-
al practice and malpractice issues, and review sessions for
national certification exam. Prerequisite: admission to PA pro-
fessional program.

PA 896. Directed Study in Research I (2). First in a series of
three courses following PA 726 in which students work
with an assigned PA faculty advisor to plan and begin a
research project or paper. Emphasis is placed on develop-
ing a research question, conducting a literature review, and
formulating a methodology for a research project or paper.
Prerequisites: PA 726 and admission to PA professional
program.

PA 897. Directed Study in Research II (2). Second in a series
of three courses following PA 726 in which students work
with an assigned PA faculty advisor to continue their
research project or paper. Emphasis is placed on collecting
data and statistical analysis as appropriate for a research
project or paper. Prerequisites: PA 726, 896, and admission
to PA professional program.

PA 898. Directed Study in Research III (2). Third in a series
of three courses following PA 726 in which students work
with an assigned PA faculty advisor to continue their
research project or paper. Emphasis is placed on interpret-
ing and reporting data as appropriate for a research project
or paper. Submission of a final research project or paper
is required before graduation. An oral presentation and
defense of the paper and project is required before gradu-
ation. Prerequisite: PA 726, 896, 897, and admission to PA pro-
fessional program.

PA 899. Clinical Preceptorship (6). An eight-week course
that is a culmination of the student's professional training.
Emphasis is student placement with a physician, enabling
them to function as members of the health-care team simi-
lar to what would be encountered by the graduate physi-
cian assistant. Students are expected to integrate didactic,
clinical, and research skills. Prerequisites: PA 726, 896, 897,
and admission to PA professional program.

Physical Therapy (PT)

Graduate Faculty
Professor: Kenneth Pitetti
Associate Professors: John Carter, Kathleen Lewis,
Barbara Smith, Camilla Wilson (chairperson)
Assistant Professors: Robert Manske, Michael Reiman

Doctor of Physical Therapy

The program prepares individuals to enter beginning
practice as a physical therapist. The graduates are pre-
epared to evaluate neuromuscular, musculoskeletal,
sensorimotor, and related functions to determine the
degree of muscle strength, motor development,
motion, respiratory ventilation, or peripheral circula-
try efficiency of individuals. The physical therapist
plans and implements appropriate interventions for
clients. Graduates are prepared to work in preventive
health care as well as rehabilitative care. The program
requires full-time study for a period of 36 consecutive
months. Students enter the program in the summer
semester only.

Admission Requirements

1. Bachelor's degree from regionally accredited instit-
tution.
2. Minimum Grade Requirements: 3.000 GPA in the
last 60 semester credit hours; 3.000 GPA in prerequisite
courses; and 3.000 overall GPA. Receive a ‘C’ grade or
better in all prerequisite courses.
3. Prerequisite courses must be completed by the end of
the spring semester prior to the beginning of sum-
mer courses in the curriculum: biology—one semester
of introductory biology with a laboratory; anatomy and
physiology—minimum of 5 hours with laboratory; col-
lege chemistry—two semesters with laboratories; col-
lege physics—two semesters with laboratories; English
composition—two semesters; exercise physiology—
one semester; medical terminology—one semester
hour minimum; speech—one semester; mathematics—
college trigonometry or equivalent; statistics—one
semester; social sciences—psychology, one introducto-
ry course and one advanced course.
4. Evidence of computer proficiency for word pro-
cessing, spreadsheets, and using the Internet.
5. Physical Therapy clinical observation of twenty
(20) hours in one or more physical therapy depart-
ments.
6. International students must submit a minimum
TOEFL score of 600 paper-based, 250 computer-based,
or 100 Internet-based.
7. Official scores from the General Aptitude section
of the Graduate Record Examination (GRE), taken
within the last five years.

To be reviewed for admission, applicants should do
the following:

1. Seek an application packet from the Department of
Physical Therapy and the Graduate School.
2. Submit the designated Application for Admission
and supporting transcripts to the Graduate School.
3. Submit the designated Physical Therapy Application, along with two references by the published deadline, and the $20 program application fee.

Any applicant who has completed entry-level physical therapist education, regardless of degree or location of program, will NOT be considered for admission to the entry level DPT program at Wichita State University.

Complete applications are reviewed when received by the department in a timely manner. Applicants will be notified of their admission status by the Graduate School. Once an applicant has been admitted, he or she will be asked to submit a $100 nonrefundable tuition deposit to reserve a space for the summer admission.

Once the student enrolls, this money will be counted toward payment of tuition.

Students are advised to contact the department for any changes in the program course requirements or in prerequisite requirements. Information is also available on the department website: www.wichita.edu/pt

Degree Requirements

The student must maintain a 3.000 GPA as required by the Graduate School and achieve a grade of “C” or better in each of the following courses:

First Year

Summer Semester

PT 700, Pathophysiology for Physical Therapists ...........................................[3]
PT 708, Introduction to Professional Practice .............................................[2]
PT 709, Foundations of Therapeutic Exercise .............................................[3]
PT 721, Clinical Practicum & Seminar I ..................................................[2]

Fall Semester

PT 725, Anatomy for Physical Therapists ..................................................[6]
PT 731, Clinical Kinesiology .................................................................[3]
PT 736, Physical Agents ....................................................................................[4]
PT 741, Clinical Practicum & Seminar II ...................................................[2]
PT 751, Foundations of Research ............................................................[2]
PT 755, Clinical Pharmacology for Physical Therapists ...........................[2]

Spring Semester

PT 761, Clinical Practicum & Seminar III ...................................................[2]
PT 770, Musculoskeletal Clinical Medicine ................................................[2]
PT 771, Critical Inquiry I ..............................................................................[2]
PT 772, Foundations of Clinical Skills .......................................................[2]
PT 773, Neurosciences I ..............................................................................[2]
PT 774, Neuromuscular Interventions I .......................................................[2]
PT 781, Foundations of Musculoskeletal Examination and Intervention .[3]
PT 788, Lifespan of the Adult .....................................................................[2]
PT 791, Principles of Orthotics .................................................................[1]

Second Year

Summer Semester

PT 800, Clinical Education I ......................................................................[4]
PT 850, Clinical Education II ......................................................................[4]

Fall Semester

PT 821, Professional Practice I ...................................................................[2]
PT 751. Foundations of Research (2). Critical analysis of the scientific literature focusing on design and statistics for physical therapy and related disciplines. Successful completion of this course gives the student a foundation for designing and interpreting a research project or paper.

PT 755. Clinical Pharmacology for Physical Therapists (2). Details major classes of pharmacological agents. Pharmacokinetics, mechanisms of action, side effects, drug interactions, contraindications, therapeutic use, and appropriate drug monitoring will be addressed. Clinical application of this knowledge emphasizes the physical therapist’s role in assessment, management, and proper referral of patients experiencing sub-therapeutic benefits or drug related problems.

PT 761. Clinical Practicum & Seminar III (2). This is the last of a three course series that culminates with the integration of physical therapy knowledge, skills and professional values within a seminar setting and part-time clinical experience. A variety of professional and practice issues will be examined.

PT 770. Musculoskeletal Clinical Medicine (2). This course differentiates etiology, diagnosis, pathology, medical treatment, and prognosis for orthopedic conditions that are managed by physical therapists.

PT 771. Critical Inquiry I (2). This is first in a series of three consecutive research application courses following Foundations of Research for physical therapy and related disciplines. In this first course, students work with an assigned advisor to plan either a research project or a research paper, that will be implemented and evaluated in subsequent courses.

PT 772. Foundations of Clinical Skills (2). Provides specialized instruction for common patient care skills including bed positioning, transfers, gait training with assistive devices, vital signs, infection control, and selected screening tests.

PT 773. Neuroscience I (2). First of three courses describing the relationship of structure and function of the nervous system with selected neuromuscular conditions. This course specifically covers the spinal cord and cerebral circulation and the effects of injury/disease to these structures.

PT 774. Neuromuscular Interventions I (2). First of three courses detailing examination, assessment and interventions for patients with neuromuscular conditions. Patients with spinal cord injuries and cerebral vascular accident will be assessed and evaluated.

PT 781. Foundations of Musculoskeletal Examination & Intervention (3). This course emphasizes the scientific foundation and clinical rationale used during assessment, evaluation and intervention with musculoskeletal conditions. This course provides specialized instruction in the art of palpating surface anatomy, performance of manual muscle testing, and goniometric measurements. An emphasis will be placed on the clinical and scientific literature pertaining to evaluation and treatment of musculoskeletal conditions.

PT 788. Lifespan of the Adult (2). This course focuses on the relationship of structure and function to the development of movement skills in adulthood.

PT 790. Selected Topics in Physical Therapy (1-4). Intensive study of current issues, technology, research, and application of selected topic.

PT 791. Principles of Orthotics (1). This course addresses the art and science of orthotics, the concepts underlying the selection and application of common orthotic devices, recent developments in materials and fabrication methods, and clinical decision making about appropriate recommendations and use of orthotic devices.

PT 800. Clinical Education I (4). Prepares the student to provide physical therapy care in varied settings requiring communication and interpersonal relations skills; professional socialization; application of physical therapy procedures; beginning development of a generalist in physical therapy.

PT 821. Professional Practice I (2). This is the first of three courses designed to provide students with an overview of health systems, health regulation, risk management, and administrative theory and principles as related to the practice of physical therapy. The primary focus of this course is health policy and health systems.

PT 831. Musculoskeletal Management of the Upper Quarter (3). This course emphasizes the scientific foundation and clinical rationale used during assessment, evaluation, and intervention with musculoskeletal conditions. The course builds on the foundations from various courses during the first year of the DPT curriculum. It provides an in depth study of different injuries and lesions, specific evaluation techniques, and treatments of those injuries and pathologies of the upper quarter. Emphasis will be placed on organizing and synthesizing information from courses throughout the physical therapy curriculum to allow integration and problem solving skills that will enable students to better make the transition from students to competent practicing physical therapists.

PT 840. Directed Study (1-3). Individual study with a focus developed in collaboration with a departmental faculty member. Allows students to pursue an area of special interest in physical therapy.

PT 848. Lifespan of the Older Adult (2). This course focuses on the relationship of structure and function to the development of movement skills through older age. Second of three courses.

PT 850. Clinical Education II (4). Continuing development of physical therapy care in varied settings requiring communication and interpersonal relations skills; professional socialization; application of physical therapy procedures; continuing development of a generalist in physical therapy.

PT 851. Critical Inquiry II (2). This is the second in a series of three consecutive research application courses following Foundations of Research for physical therapy and related disciplines. In this second course, students work with an assigned advisor to collect data, complete statistical analyses (as appropriate), and complete a preliminary draft of either a research project or a research paper.

PT 853. Neuroscience II (2). Second of three courses describing the relationship of structure and function of the nervous system with selected neuromuscular conditions. This course specifically covers the medulla, basal ganglia, and cranial nerves and the effects of injury/disease to these structures.

PT 854. Neuromuscular Interventions II (2). Second of three courses detailing examination, assessment and interventions for patients with neuromuscular conditions. Patients with problems of the visual system and the basal ganglia will be assessed and evaluated.

PT 857. Integrative Conditions & Other Medical Interventions (4). This course addresses selected integrative system conditions and special conditions. The primary focus is examination, clinical decision making, and treatment planning for these conditions. Roles of other health care team members and interactions with physical therapists will be discussed relative to these conditions.

PT 861. Professional Practice II (2). This is the second of three courses designed to provide students with an understanding of health systems, health regulation, risk management, and administrative theory and principles as related to the practice of physical therapy. The primary focus of this course is health regulation and administration theory and principles.

PT 871. Critical Inquiry III (2). This is the third in a series of three consecutive research application courses following Foundations of Research for physical therapy and related disciplines. In this third course, students work with an assigned advisor to finalize and disseminate either a research project or a research paper and give a formal oral presentation of their work.

PT 873. Neuroscience III (2). Third of three courses describing the relationship of structure and function of the nervous system with selected neuromuscular conditions. This course specifically covers the cerebellum, cerebrum and limbic system and the effects of injury/disease to these structures.

PT 874. Neuromuscular Interventions III (2). Third of three courses detailing examination, assessment and interventions for patients with neuromuscular conditions. Patients with problems of sensory integration, motor control and the vestibular system will be assessed and evaluated.
PT 877. Clinical Knowledge & Practice in Cardiovascular & Pulmonary Conditions (2). This course develops clinical skills in the examination, assessment, and managing patients/clients with cardiovascular and pulmonary impairments. Common pathophysiology of the cardiovascular and pulmonary system will be covered.

PT 881. Musculoskeletal Management of the Lower Quarter (3). This course reviews the basic scientific foundation and clinical rationale used during evaluation, assessment and treatment of musculoskeletal conditions of the lower quarter. This course further elaborates on the foundations brought forth from various courses during the first year of the DPT curriculum. It evokes an in-depth study of different injuries and lesions, specific evaluation techniques, and treatments of those injuries and pathologies. Emphasis will be placed on organizing and synthesizing information from courses throughout the physical therapy curriculum to allow integration and problem solving skills that will enable students to better make the transition from students to competent practicing physical therapists.

PT 898. Lifespan of the Infant & Child (2). This course details the relationship of structure and function to the development of movement skills from birth through adolescence. Third of three courses.

PT 899. Principles of Education for Physical Therapists (2). This course applies teaching and learning theories as they apply to physical therapy education of patients, students, health professionals and community. Methods of evaluating instruction, content, strategies and learners will be included.

PT 900. Clinical Education III* (8). First in a series of three eight-week courses offering continued development of clinical management of patients in varied clinical settings. Includes managerial aspects of care, teaching and some opportunities for clinical research.

PT 901. Clinical Education IV* (8). Second in a series of three eight-week courses offering continued development of clinical management of patients in varied clinical settings. Includes managerial aspects of care, teaching and some opportunities for clinical research.

PT 902. Clinical Education V* (8). Last in a series of three eight-week courses offering continued development of clinical management of patients in varied clinical settings. Includes managerial aspects of care, teaching and some opportunities for clinical research.

PT 920. Clinical Education III* (8). First in a series of three final clinical courses, students experience three opportunities for clinical research.

PT 931. Musculoskeletal Management of the Spine (3). Introduces the student to the basic scientific foundation and clinical rationale used during evaluation, assessment and treatment of musculoskeletal conditions of the spine. This course is designed to build on the foundations brought forth from previous courses. We will study in-depth different injuries and lesions, specific evaluation techniques, and treatments of those injuries and pathologies of the spine, sacroiliac joint and pelvis. Emphasis will be placed on organizing and synthesizing information from courses throughout the physical therapy curriculum to allow integration and problem solving skills that will enable students to better make the transition from students to competent practicing physical therapists.

PT 932. PT Sports Orthopedics (2). This course overviews the foundation of sports physical therapy. This course will include education related to assessment and treatment of sports related injuries, emergency care, and musculoskeletal conditions, skin conditions, environmental condition and use of protective equipment. This course is designed for individuals ultimately seeking specialization the area of sports physical therapy and eventually working toward ABPTS - Sports PT Section Advanced Clinical Competencies.

PT 933. Advances in Orthotics for Orthopedics (1). This course examines the rationale and the clinical application of a variety of treatment approaches for patients with hand or foot pathology. Splint fabrication and application for the upper and lower extremities and orthotics prescription, ordering, fabrication and fitting will be covered.

PT 934. PT Advanced Strength & Conditioning in the Athletic Population (2). This course imparts the foundation of strength and conditioning principles. This course includes education related to assessment of strength and power in the athletic population, adaptations to such training, and program designed for this specialized population. This course is designed for physical therapists ultimately seeking specialization in the area of athletic strength and conditioning, with goals of pursuing certification in Olympic weightlifting and/or as a certified strength and conditioning specialist.

PT 941. PT Program Planning, Implementation and Evaluation I (2). This is the first of two courses in which the student will develop a service learning or clinical program with five primary components: needs analysis, program proposal, marketing, delivery, and assessment.

PT 942. PT Program Planning, Implementation and Evaluation II (2). This is the second of two courses in which the student will complete and present a service learning or clinical program with five primary components: needs analysis, program proposal, marketing, delivery, and assessment.

PT 943. Practice Management (2). This course is designed for the student whose goals are to manage a therapy department and/or start a private practice. Assessment of the marketplace, development of policies and procedures for the department/practice, planning for and designing a facility, identifying considerations for the hiring of personnel and other staffing, marketing the department/practice, budgeting, knowing requirements necessary to meet local, state and federal regulations, and developing a business plan will be completed and assessed by each student.

PT 950. Clinical Education IV* (8). Second in a series of three eight-week courses offering continued development of clinical management of patients in varied clinical settings. Includes managerial aspects of care, teaching and some opportunities for clinical research.

PT 951. Evidence Based Research (1). This course focuses on the use of current best evidence from clinical care research in the management of patients. Transitional DPT students will gain knowledge of how to understand and appraise evidence from research.

PT 970. Clinical Education V* (8). Last in a series of three eight-week courses offering continued development of clinical management of patients in varied clinical settings. Includes managerial aspects of care, teaching and some opportunities for clinical research.

PT 975. Diagnostic Imaging for the Physical Therapist (1). Normal and abnormal radiographic findings in the spine and extremity will be covered. Cinemaradiography, functional radiographs, MRI, C-Scan, and tomography will be studied. A variety of pathologies affecting the practice of physical therapy will be identified. Radiographic findings will be correlated to common surgical procedures seen by the physical therapist. Radiographic findings as well as physical findings that require prompt referral to other disciplines within the health care team will also be addressed.

PT 990. Clinical Conference I (1). Clinical Conference (CC) is a forum for discussion of a clinical case presented by a group of students. The focus of this course is to facilitate application and integration of didactic information from the classroom into clinical practice by expanding clinical problem solving through examination of clinical cases. A formal presentation covering selected background information is followed by a presentation of the case. Ideally, research supporting the reliability/validity of evaluation tools and efficacy of a course is designed to afford students the opportunity to work as a team to present clinical cases to their peers and faculty.

PT 991. Clinical Conference II (1). Clinical Conference (CC) is a forum for discussion of a clinical case presented by a group of students. The focus of this course is to facilitate application and integration of didactic information from the classroom into clinical practice by expanding clinical problem solving through examination of clinical cases. A formal presentation covering selected background information is followed by a presentation of the case. Ideally, research supporting the reliability/validity of evaluation tools and efficacy of treatment is presented as well. CC is designed to afford students the opportunity to work as a team to present clinical cases to their peers and faculty.

In the series of three final clinical courses, students experience three different settings including general and rehabilitation practices and a selected area of specialization not limited to pediatrics, geriatrics, and orthopedics. The order of the settings is flexible. There is an increase in the level of expectation of performance with each clinical course which is guided by the evaluation process.

Public Health Sciences (PHS)

Graduate Faculty

Peter Cohen, dean

The Department of Public Health Sciences no longer offers the Master of Public Health degree. A graduate
Master of Public Health (MPH)

Developing Leadership Capacity to Promote a Healthy Society

After due consideration, the university has decided to suspend the MPH program at the conclusion of the Spring 2006 semester. All current students will be afforded the opportunity to complete the coursework through Spring 2006 and graduate from an accredited program. No new applications will be considered for admissions.

Administrator-in-Training (AIT) Practicum Placement Program

The AIT is designed to place qualified applicants in a 9 credit hour, 480 clock hour practicum placement with a qualified nursing home administrator, as part of the preparation necessary for becoming a licensed nursing home administrator in the state of Kansas.

The AIT practicum placement program is available to individuals with a bachelor’s degree, who have had course work in gerontology or long-term care, management concepts, and finance or accounting. The required courses are available through the Department of Public Health Sciences, for those interested applicants who have not taken such coursework prior to considering a career as a nursing home administrator. The Master of Public Health provides program majors with the course work required for AIT placement. Interested program majors may pursue the AIT requirements while completing their degree program. Additional information on the AIT is available through the Department of Public Health Sciences.

Graduate Certificate in Public Health Program

A graduate certificate in public health provides documentation that you have completed a core set of public health courses beyond the bachelor's degree level. Through the graduate certificate in public health program you will bring population-based health knowledge to your work in health and medicine. The program covers principles and issues in health care policy and administration, the social and behavioral aspects of public health, epidemiology, environmental health, and biostatistics.

The required courses for this certificate are based on the five areas defined by the council on Education for Public Health to be the basic areas of public health knowledge. The courses are offered on a fixed schedule so that all are taught once a year. You can complete the coursework (15 credit hours) in 12-24 months. The courses are offered at 4:30 p.m. or later to accommodate working professionals.

Admission to this graduate certificate program in public health requires that the applicant meets the following criteria:

1. Possess a bachelor’s degree from a regionally accredited institution, or a foreign university with substantially equivalent requirements for the bachelor’s degree, and have a minimum GPA of 2.750 in the last 60 hours of coursework.

2. Demonstrate evidence of training and/or experience indicative of adequate preparation for the curriculum. This could include a degree in a recognized health profession, one or more years of responsible work experience in the health field, or other relevant evidence. Assessment of work experience will be conducted on the basis of written job description(s) or other description(s) of the scope of duties obtained from prior or current employer(s).

3. Submit an official report of completion of the Test of English as a Foreign Language (TOEFL) with a composite score of 570 or above, if the native language is not English. This report must be no more than two years old at the time it is reviewed by the certificate admissions committee.

The total number of credit hours required for the certificate in public health is 15, with a cumulative grade point average of 3.000 or above and no grades below C. Students must complete the following courses:

PHS 804, Principles of Statistics in Health Sciences (3)

PHS 808, Principles of Epidemiology (3)

PHS 812, Health Care Policy and Administration (3)

PHS 814, Social & Behavioral Aspects of Public Health (3)

PHS 816, Environmental Health (3)

The deadline for application to the public health certificate program is June 1 for the fall semester, and November 1 for the spring semester.

Courses for Graduate/Undergraduate Credit

PHS 643. Geographic Information Systems (3). This course provides hands-on learning of ArcView, the Geographic Information System (GIS) that uses computer mapping to identify and illustrate the presence and distribution of community assets and needs. Taught in the Computer lab in our College of Health Professions, each student is assisted in mastering this powerful analytical tool. Public health data captured in the low-income, multiethnic neighborhood of Planeview, our community learning partnership site, provide exciting real-world problems for students to explore and analyze through various mapping techniques. Students learn the utility of mapping for linking theory and research with program planning and policy development.

PHS 660. AIT Long-Term Care Practicum (3, 6 or 9). Needs for health services will increase dramatically in the future because of the rising increase in the elderly population. A broad range of services, including long-term care, is required to address the health care needs of the older population. The Administrator-in-Training (AIT) Practicum is an academic long-term care administrator-training program. The purpose of the AIT is the development of a professional competency and personal code of ethics for the field of long-term care administration. The course prepares students for the state nursing home administrator licensure examination. The 480 clock hour practicum is completed in a licensed long-term care facility, under the guidance of an approved preceptor. Prerequisites: Undergraduates must have senior standing. All students must have course work in gerontology/long-term care, leadership, and financing/accounting; may take one course concurrent with the AIT practicum.

PHS 663. Community Action Research (3). This course is one of a series of community epidemiology courses that focus on community assessment and development. Community action research is an applied, interdisciplinary field in which hands-on learning occurs while involving participation of the target population. Action research has three basic components: 1) it deals with social practices (e.g., help seeking behaviors) that are potentially mutable (able to be improved); 2) it spirals through cycles of planning, acting (initiating and intervention), observing (collecting & analyzing data) and reflecting; and 3) it involves collaboration between the researchers, those who engage in the social practices of interest and those who are affected by them. The class learns to develop case studies and collects data through face-to-face surveys of neighbors in Planeview, our community learning partnership site.

Courses for Graduate Students Only

PHS 804. Principles of Statistics in the Health Services (3). This course is intended as an introductory in statistics for graduate students in the social and health sciences with little or no background in statistics. Its purpose is to provide first year (or equivalent) MPH students with a basic understanding of certain statistical techniques, the appropriate application of these techniques, and use of the software package, SPSS.

PHS 808. Principles of Epidemiology (3). An introductory graduate level course concerning epidemiological principles and how these form the scientific basis for public health.

PHS 812. Health Care Policy and Administration (3). An in-depth look at policy and management issues in the health system from a public health perspective. Topics include health policy, trends in the health care system, and administrative issues. Topics are critiqued with regard to public health goals, the interests of consumers and providers, and ethics.

PHS 814. Social and Behavioral Aspects of Public Health (3). Examines the characteristics, beliefs and behaviors of individuals and groups involved in the process of health care. Draws on concepts and principles of the social, behavioral, and clinical sciences, especially dynamics that define the interactions of providers and consumers of health care. Explores why people react to perceived symptoms the way they do, the reasons providers respond as they do to patients in different social attributes, the factors which predispose individual reactions to illness and its correlates, and the effects on health of societal agreements and expectations.

PHS 816. Environmental Health (3). A survey course in environmental health designed to provide an understanding of
PHS 818. Fundamental Research Methods in Public Health (3). Stresses mastery of basic concepts and techniques of research methodology used in the health professions. Focuses on acquisition of the generic tools of research design and their application to the real-world problems confronting those who deliver health care, those who facilitate and/or manage the delivery of care, those who conduct clinical and health services studies, and those who make policy affecting the delivery arrangements. Prerequisites: PHS 804 and 808.

PHS 821. Community Assessment & Development (3). This community epidemiology course introduces public health theories and methods used to conduct community assessments and to apply the results to positive social change. We first examine the meaning of the key terms “community”, “community-building” and “community development” within historical and contemporary perspectives. We learn the importance of starting with such questions as “whose community?”, “whose health?”, “whose assessment?” and “for whose benefit?” We review strategies for community mapping, issue selection, community organizing, and coalition building. We then study several approaches for identifying community needs, including the organizing, and coalition building. We then study several approaches for identifying community needs, including the use of secondary data sources, interview methods, focus groups and surveys. Finally, we apply our work to the design (or revision) of a study of the assets and needs of a local target community in regard to a health-related issue.

PHS 824. Cultural Competency in Health Care (3). This course uses a community epidemiology approach to examine the changing demographics in 21st century United States, and to analyze the effects of those changes on our health care system. We explore differences in the distribution of disease among various cultural groups, taking into account the social, biological and political causes behind those differences. We look at gaps between ethnic groups in service availability and access, in therapy options, and in treatment outcomes. Then, we show how culture affects lifestyle choices, attitudes toward health and illness, help-seeking behaviors, and service utilization.

PHS 826. Politics of Health Policy Making (3). This course covers the basic principles of public policy making in health care and public health. It then offers the opportunity to students to apply that knowledge in a community-based attempt to impact a positive public health policy development. It is a skills-based course that demonstrates why things happen as they do in policy-making arenas and what can be done to ensure desired policy outcomes.

PHS 831. Essentials of Health Insurance and Managed Care (3). Health insurance is one of the most powerful ingredients in the U.S. health care system and yet the majority of the general public misunderstands it. It is important for those that currently work, and those who are planning to work, in the health care field to understand the underlying dynamic of the insurance process. In this course the student is introduced to the concept of risk and the role of insurance in handling risk. It also examines health care expenditures as an insurable event; health insurance and managed care as a form of risk handling.

PHS 833. Health Economics (3). An application of classical economic theories, principles and concepts to the traditional U.S. medical care. Both the traditional and unique determinants of demand and supply are considered with emphasis on the role of need for care, provider-induced demand, and health insurance. The legitimate role of government in health care is also considered.

PHS 834. Financing Health Care Services (3). Provides an examination of the principles of financial analysis and management used in health care institutions, which are most useful to non-financial personnel. It emphasizes understanding and application of general financial concepts to health setting and includes consideration of financial organization, sources of operating revenues, budgeting and cost allocation.

PHS 838. Applied Data Analysis (3). This course will teach: 1) the practical skills necessary to analyze and manage data using the SPSS software; 2) the application of statistical tools introduced in the MPH Program’s introductory courses in biostatistics; and 3) an introduction to regression analysis.

PHS 840. Practicum (1-6). Links academic studies with practical experience through observation and participation in the administrative and educational processes of public, voluntary, and private health organizations, under the direction of a preceptor from the host agency. Prerequisites: students must meet with their faculty advisor at least one semester prior to seeking to enroll in the practicum; faculty advisor’s consent.

PHS 841. Leadership and Change Agency in Public Health (3). Explores the essential leadership competencies and characteristics necessary to effectively promote innovation and facilitate adaptation in today’s complex and rapidly evolving health care system. Combines classic theory and cutting edge concepts to ground students in the principles which underpin the current emphasis on leaders as change agents. Explores and applies strategies for effective change in the thinking and behavior of people, the design and vision of organization, and the health and well being of communities. Emphasizes the generalizability of leadership principles across the various sectors of public health.

PHS 842. Public Health Applications to the World Wide Web (2). This course documents the creation and evolution of the Internet and World Wide Web and applications that allow these tools to be of relevance to public health and preventive medicine in the community setting. There are no official prerequisites other than an understanding bio statistics and familiarity with computer systems.

PHS 843. Health Program Planning (3). Development and practice of planning and evaluation skills through the development of a health program in a community of interest.

PHS 845. Coalitions in Health Care (3). This course is designed to familiarize students with the factors influencing successful collaboration in public health. The course emphasizes the application of this material to the development of community-based coalitions/ alliancer/ committees/partnerships. Course format will include lecture, group and individual examination of the literature, analysis of case studies, and fieldwork.

PHS 846. Concepts of Quality (3). Quality of health care is a much discussed concept that is currently receiving a great deal of attention. Unfortunately, with all of the attention from a variety of providers, third-party payers, employers and other client organizations, considerable confusion regarding the definition and measurement of quality has arisen. Not only is there a tendency to use the word “quality” as an adjective rather than a noun, each of the constituent players adopt their own definition for their own purpose. This course is designed to provide the student with the conceptual underpinnings provided by the scholarly approach to the definition and assessment of quality of health care, which will permit the various quality assessment and improvement methodologies to be placed in context.

PHS 858. Long Term Care Systems (3). Analyzes long-term care in the U.S. as a response to chronic illness and disability, emphasizing the diversity of long-term care systems addressing the needs of persons of all ages. Addresses systemic and organizational concerns affecting costs, outcomes and quality. Explicitly applies a trajectory model of chronic illness and disability, conceptualizing long-term care systems in their response to chronically ill and disabled individuals. Students are encouraged to have taken PHS 812 or to take it concurrently.

PHS 876. Directed Study (1-3). Individual study of the various aspects and problems within public health. Repeatable for credit with departmental consent. A maximum of 3 credit hours may count toward degree requirements. Prerequisites: faculty advisor and instructor consent.

PHS 885. Thesis (1-3). Repeatable to a maximum of six hours. Prerequisite: Consent of thesis advisor.

School of Nursing (NURS) Graduate Faculty
Professor: Donna Hawley (director of Institutional Research), Alicia Huckstadt (director of graduate program), Janice Riordan, Elaine Steinke, Associate Professors: Juanita Tate (CHP associate dean and chair), Betty Smith-Campbell Assistant Professors: Betty Elder, Loretta Forlaw, Karen Hayes, Mary Koehn, J. Bryan Mann, Martha
Shawver (associate vice president of Academic Affairs)

**Master of Science in Nursing**

The program is individualized to meet the needs and professional goals of each student. The curriculum has been developed to accommodate part-time study (8 or fewer credit hours), as well as full-time study (9-12 credit hours). The purpose of the graduate program is to prepare advanced practitioners who function as clinical nurse specialists, nurse practitioners, administrators, and educators.

**Admission Requirements**

In addition to the general university requirements for admission to graduate studies (see the Graduate Catalog for full details), the School of Nursing requires:

1. A bachelor’s degree with a major in nursing from a nationally accredited (NLN or CCNE) school. RN applicants with a degree in another discipline or those seeking the RN to BSN/MSN accelerated plan will be considered and counseled on an individual basis.
2. Admission to the Graduate School at Wichita State University.
3. A cumulative grade point average of 3.00 or higher in the last 60 hours for full standing.
4. School of Nursing approval.
5. Evidence of Registered Nurse licensure in Kansas.
6. Coverage by professional liability insurance in the amount of $1/3 million individual/aggregate, to be renewed annually.
7. One year of nursing practice following professional licensure is highly recommended but not required.
8. Computer literacy including word processing skills is essential.

Students may be admitted conditionally until all requirements for admission are completed.

9. A clinical learning background check is required. The School of Nursing can provide details for obtaining the background check.

**Prerequisites:** A recent course in statistics accepted by the School of Nursing and an undergraduate nursing research course are required. Prerequisite courses are not credited to the degree. Students who have not completed a prerequisite may be admitted conditionally and are allowed one year to complete it. Some graduate courses may not be available to students while completing the prerequisites.

**Comprehensive Examination**

A comprehensive written examination, thesis or research project is required of all graduate nursing students. The exam is completed within the student’s last two semesters.

**Options Available**

Clinical Nurse Specialist (39-42 hrs)

**Acute Care**

Nursing Practice

- Psychiatric/Mental Health

**Nurse Midwifery** (42 hrs); Offered in collaboration with the University of Kansas.

**Nursing and Health Care Systems Administration** (42 hrs)

- Dual Degree MSN and MBA (63 hrs); offered in collaboration with the W. Frank Barton School of Business.

Graduate Certificates (Post Master’s)

**Acute Care**

Family

Pediatrics

Psychiatric/Mental Health

**Nurse Midwifery** (42 hrs); Offered in collaboration with the University of Kansas.

**Nursing and Health Care Systems Administration** (42 hrs)

Dual Degree MSN and MBA (63 hrs); offered in collaboration with the W. Frank Barton School of Business.

Graduate Certificates (Post Master’s)

**Clinical Nurse Specialist**

**Adult Health and Illness** (39-42 hrs)

NURS 701/702, Advanced Health Assessment /Lab 2/1

NURS 703, Scientific Inquiry I ......................... 3

NURS 705, Scientific Inquiry II ......................... 3

NURS 715, Advanced Nursing Practice: Roles and Issues ........................ 3

NURS 805, Health Promotion through the Life Span ........................ 3

NURS 810, Advanced Role Practicum .................... 3

NURS 834, Adult Nursing Practicum .................... 3

NURS 839, Management of Acute and Chronic Health Problems of the Adults ........................ 3

NURS 851, Clinical Management* ........................ 3

NURS 852, Adult Nursing Practicum II ................ 3

Elective courses, Thesis or Project ........................ 3-6

**Pediatrics** (39-42 hours)

NURS 701/702, Advanced Health Assessment /Lab 2/1

NURS 703, Scientific Inquiry I ......................... 3

NURS 705, Scientific Inquiry II ......................... 3

NURS 715, Advanced Nursing Practice .................. 3

NURS 793, Advanced Pathophysiology ................ 3

NURS 795, Applied Drug Therapy ....................... 3

NURS 805, Health Promotion ............................. 3

NURS 808, Advanced Role Practicum ................... 3

NURS 829, Health Care during Growth and Development of Children and Families ........................ 3

NURS 832, Pediatric and/or Women’s Health Nursing: Practicum ........................ 3

NURS 836, Pediatric and/or Women’s Health Nursing: Practicum II ......................... 3

NURS 851, Clinical Management* ........................ 3

NURS 854, Management of Chronic and Critical Care .................. 3

Elective courses, Thesis or Project ........................ 3-6

* NURS 851 is not required of those completing the thesis option

**Nurse Practitioner**

Acute Care (46 hours)

NURS 701/702, Advanced Health Assessment /Lab ................. 2/1

NURS 703, Scientific Inquiry I ......................... 3

NURS 705, Scientific Inquiry II ......................... 3

NURS 715, Advanced Nursing Practice: Roles and Issues ........................ 3

NURS 718, Advanced Technologies ....................... 2

NURS 786, Advanced Health Assessment .................. 2

NURS 789, Advanced Pathophysiology ................ 3

NURS 793, Advanced Pathophysiology ................ 3

NURS 805, Health Promotion through the Life Span .................. 3

NURS 829, Health Care during Growth and Development of Children & Families ........................ 3
NURS 847, Pediatric Primary Care I: Common Problems .......................... 3
NURS 848, Pediatric Primary Care I: Practicum .......................... 3
NURS 857, Pediatric Primary Care II: Complex Issues .................................. 3
NURS 858, Pediatric Primary Care II: Practicum .......................... 3
NURS 849, Nurse Practitioner Preceptorship .......................... 3
NURS 851, Clinical Management ....................................................... 3

Psychiatric-Mental Health (45 hrs)
NURS 701/702, Advanced Health Assessment /Lab .................................. 2/1
NURS 703, Scientific Inquiry I ....................................................... 3
NURS 705, Scientific Inquiry II ....................................................... 3
NURS 715, Adv Nursing Practice: Roles & Issues .................................. 3
NURS 731, Psychopharmacology ....................................................... 3
NURS 783, Assessment in Psychiatric-Mental Health .................................. 3
NURS 793, Advanced Pathophysiology .................................................. 3
NURS 795, Applied Drug Therapy .................................................... 3
NURS 805, Health Promotion ....................................................... 3
NURS 819, Foundation of Psychiatric-MH Nursing .................................. 3
NURS 822, Psychiatric-MH Nursing: Practicum I .................................. 3
NURS 843, Perspectives in Psychiatric-MH Nursing .................................. 3
NURS 844, Psychiatric-MH Nursing: Practicum II .................................. 3
NURS 849, Nurse Practitioner Preceptorship .................................. 3
NURS 851, Clinical Management ....................................................... 3

Nurse Midwifery
This option is offered in collaboration with the University of Kansas School of Nursing. Students will apply to both WSU and KU. Please contact the WSU School of Nursing for details. Graduates will receive the MSN degree from WSU and a Certificate of Nurse Midwifery from KU.

CURRICULUM ..............................................(42 credit hours)

Core and Advanced Practice Courses (WSU School of Nursing) ................................ Total 24
NURS 701/702, Advanced Health Assessment /Lab .................................. 2/1
NURS 703, Scientific Inquiry I ....................................................... 3
NURS 705, Scientific Inquiry II ....................................................... 3
NURS 715, Advanced Nursing Practice: Roles & Issues .................................. 3
NURS 793, Advanced Pathophysiology .................................................. 3
NURS 795, Applied Drug Therapy .................................................... 3
NURS 805, Health Promotion ....................................................... 3
NURS 851, Clinical Management ....................................................... 3

(KU School of Medicine) ................................................................. Total 14
NURS 830/831, Care of Women in the Antepartal Period/Practicum .............. 2/2
NURS 832, Nurse Midwifery in the Neonatal Period w/Practicum .............. 1
NURS 836/837, Nurse Midwifery in the Interpartal/postpartal Period/Practicum .................................. 3/2
NURS 840, Care of Women Integration Practicum 4 (University of Missouri Kansas City) ................................ Total 4
NURS 564W, Primary Care of Women .................................. 4

Nursing and Health Care Systems Administration (42 hours)
NURS 703, Scientific Inquiry I ....................................................... 3
NURS 705, Scientific Inquiry II ....................................................... 3
NURS 715, Advanced Nursing Practice: Roles & Issues .................................. 3
NURS 775, Health Care Information Systems .................................. 3
NURS 811, Foundations of Nursing & Health Care System Administration .................................. 3
NURS 812, Nursing & Health Care System Administration Practicum .................. 6
NURS 827, Resource Management in Nursing .................................. 3
NURS 851*, Clinical Management ....................................................... 3
NURS 863, Capstone Seminar ....................................................... 3
Practicum (choose one):
NURS 812, (Administration), NURS 814 (Education) or NURS 776 (Informatics) ....................................................... 3
PHS 834, Financing Health Care Services .................................. 3
PHS 848, Concepts of Quality ....................................................... 3
Elective courses, Thesis or Project ....................................................... 3-6
*NURS 851 is not required for students completing the thesis option.

Dual MSN/MBA Degree
The School of Nursing and the W. Frank Barton School of Business offer a dual degree program in which both degrees are received. The 63-credit program includes a minimum of 27 credits in nursing, 33 credits in business administration and 3 credits in health care administration. Seeking these degrees separately would require 87-93 credit hours.

There are additional admission requirements for the Master of Business Administration portion of the dual degree.

Admission to the MBA program is granted to students who show high promise of success in postgraduate business study and who hold a bachelor’s degree from a regionally accredited institution. Although various criteria are considered in granting admission, special attention is given to the applicants’ grade point averages on academic work completed, and to their test scores on the Graduate Management Admission Test (GMAT).

To be admitted, applicants must have 1,050 points based on the formula: 200 times a student’s overall grade point average (GPA), plus the GMAT score; or 1,100 points based on 200 times the GPA in the last 60 hours of graduate and undergraduate work completed, plus the GMAT score.

Curriculum Notes
The prerequisites, MSN core curriculum and MBA background fundamentals are taken before the practicum courses and the required MBA courses. Practica should be planned late in the program. Either full or part-time enrollment is possible.

Curriculum Plan
Master of Science in Nursing portion .................................. 30 hours

Core Curriculum
NURS 831, Nursing and Computer Technology .................................. 3
NURS 703, Scientific Inquiry I ....................................................... 3
NURS 705, Scientific Inquiry II ....................................................... 3
NURS 715, Advanced Nursing Practice: Roles and Issues .................................. 3

Specialization Courses
NURS 811, Foundations of Nursing & Health Care Systems Administration .................................. 3
NURS 812, Nursing & Health Care Systems Administration Practicum .................. 6
NURS 827, Resource Management in Nursing .................................. 3
PHS 834, Financing Health Care Services .................................. 3

Master of Business Administration portion .................................. 33 hours
Prerequisites (not included in degree hours)
MATH 111, College Algebra ....................................................... 3
MATH 144, Business Calculus ....................................................... 3
CESP 704, Introduction to Educational Statistics (or equivalent) .................................. 3

Background Fundamentals
MBA 800, Financial Statement Analysis .................................. 3
ECON 800, Analysis of Economic Theory .................................. 3
MIS 874, Management Information Systems .................................. 3
MBA 801, Management and Marketing .................................. 3

Required Courses
ACCT 801, Managerial Accounting .................................. 3
ECON 804, Managerial Economics .................................. 3
FIN 850, Managerial Finance .................................. 3
MGMT 803, Business Decision Making & Analysis .................................. 3
MGMT 862, Organizational Behavior .................................. 3
MGMT 885, Advanced Strategic Management .................................. 3
MKT 801, Marketing Management .................................. 3

Graduate Certificates (Post Master’s)
Registered Nurses with master’s degrees (MN or MSN) from a nationally accredited (CCNE or NLN) master’s program may be admitted to a certificate option in the graduate nursing program. Those requesting a clinical program must have a degree with a clinical emphasis. The following options will have prerequisites which must be fulfilled prior to acceptance.

Nursing and Health Care Systems Administration Graduate Certificate .................................. 15 hours

Course and experience prerequisites may be required. Please contact department for requirements.
NURS 839, Management of Acute and Chronic Health Problems of the Adult .................................. 3
NURS 852, Adult Nursing Practicum II .................................. 3
NURS 855, Management of the Acute and Critically Ill Adult .................................. 3
NURS 849, Nurse Practitioner Preceptorship .................................. 6

Acute Care Nurse Practitioner Graduate Certificate .................................. 15 hours

Nursing and Health Care Systems Administration Graduate Certificate .................................. 15 hours
Course and experience prerequisites may be required. Please contact department for prerequisites.

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<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 812, Nursing Administration Practicum</td>
<td>.6</td>
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<tr>
<td>NURS 827, Resource Management in Nursing Practicum (choose one):</td>
<td>.3</td>
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<tr>
<td>NURS 776 Health Care Information Systems Practicum, or NURS 814 Nursing</td>
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<td>and Health Care Systems Administration Practicum, or NURS 814 Nursing</td>
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<td>Education Practicum</td>
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<tr>
<td>NURS 863, Capstone Seminar</td>
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**Adult Health and Illness Clinical Nurse Specialist Graduate Certificate**

Course and experience prerequisites may be required. Please contact department for prerequisites.

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<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 808, Advanced Role Practicum</td>
<td>.3</td>
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<tr>
<td>NURS 834, Adult Nursing Practicum I</td>
<td>.3</td>
</tr>
<tr>
<td>NURS 839, Management of Acute and Chronic Health Problems of the Adult</td>
<td>.3</td>
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<tr>
<td>NURS 852, Adult Nursing Practicum II</td>
<td>.3</td>
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</tbody>
</table>

**Pediatric Clinical Nurse Specialist Graduate Certificate**

Course and experience prerequisites may be required. Please contact department for prerequisites.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 803, PC I: Management of Common Health Problems</td>
<td>.3</td>
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<tr>
<td>NURS 804, Primary Care I: Practicum</td>
<td>.4</td>
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<tr>
<td>NURS 809, PC II: Management of Complex Health Problems</td>
<td>.3</td>
</tr>
<tr>
<td>NURS 810, Primary Care II: Practicum</td>
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<tr>
<td>NURS 849, Nurse Practitioner Preceptorship</td>
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</table>

**Pediatric Nurse Practitioner Graduate Certificate**

Course and experience prerequisites may be required. Please contact department for prerequisites.

<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 821, Thesis *</td>
<td>.6</td>
</tr>
<tr>
<td>NURS 823, Scholarly Project</td>
<td>.3</td>
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<tr>
<td>NURS 851, Clinical Management</td>
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</tbody>
</table>

* Suggested electives are listed at the end of this section.

**Psychiatric-Mental Health Nurse Practitioner Graduate Certificate**

(for non-Psych-MH CNS graduates)  18 hours

Course and experience prerequisites may be required. Please contact department for prerequisites.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 819, Foundation of Psych-MH Nursing</td>
<td>.3</td>
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<tr>
<td>NURS 822, Psychiatric-MH Nursing: Practicum I</td>
<td>.3</td>
</tr>
<tr>
<td>NURS 843, Perspectives in Psych-MH Nursing</td>
<td>.3</td>
</tr>
<tr>
<td>NURS 844, Psychiatric-MH Nursing: Practicum II</td>
<td>.3</td>
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<tr>
<td>NURS 849, Nurse Practitioner Preceptorship</td>
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</table>

**Pediatric Nurse Practitioner for ARNPs**

An MSN degree in two Nurse Practitioner (NP) options is offered for those who hold current ARNP certification in the appropriate option.

The degree for ARNPs is offered in the following options: Family Nurse Practitioner or Pediatric Nurse Practitioner.

Admission requirements for entrance include the same requirements as the MSN program for those without ARNP certification as well as the following:

- *BSN-prepared RN with ARNP certification in the option in which the degree is being sought.*
- *Minimum GPA of 3.00 in undergraduate work.*
- *A college level health assessment course is a prerequisite.*
- *An approved statistics course as a Pre or Corequisite.*
- *Transcript or certification of completion of NP training.*
- *Current ARNP certification in state of residence.*

**MASTER OF SCIENCE IN NURSING DEGREE FOR ARNPs**

An MSN degree in two Nurse Practitioner (NP) options is offered for those who hold current ARNP certification in the appropriate option.

The degree for ARNPs is offered in the following options: Family Nurse Practitioner or Pediatric Nurse Practitioner.

Admission requirements for entrance include the same requirements as the MSN program for those without ARNP certification as well as the following:

- *BSN-prepared RN with ARNP certification in the option in which the degree is being sought.*
- *Minimum GPA of 3.00 in undergraduate work.*
- *A college level health assessment course is a prerequisite.*
- *An approved statistics course as a Pre or Corequisite.*
- *Transcript or certification of completion of NP training.*
- *Current ARNP certification in state of residence.*

**Courses for Graduate/Undergraduate Credit**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS 505. Directed Study in Nursing (1-4)</td>
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</table>

Elective. Individual study of the various aspects and/or problems of professional nursing. Repeatable. Prerequisite: departmental consent.

**NURS 506. Transcultural Nursing (3)**

Transcultural nursing is the provision of nursing care sensitive to the needs of individuals, families, and groups. Since health and illness are strongly influenced by an individual's cultural background, an awareness of the cultural aspects of lifestyle, health beliefs, and health practices enhance nursing assessment and care. Course examines the cultural influences on health and illness in a variety of groups, emphasizing developing more sensitive and effective nursing care. Prerequisites: admission to School of Nursing or instructor's consent.

**NURS 530. Concepts of Loss (3)**

Elective. Strategies for helping clients and families cope with broad aspects of loss, from temporary transient illness to death. Includes human response, through the life span, to changed body image, dis-
ability and disfigurement, chronic illness, dying, and death. Includes grief and mourning. Open to non-nursing majors.

NURS 331. Nursing and Computer Technology (3). Focuses on basic terminology and use of computer software for nursing education, practice, and administration. Opportunity for hands-on experience with microcomputers. Prerequisite: admission to the nursing program or instructor's consent. Previous knowledge of computers or computer technology is not required.

NURS 434. Women and Health Care (3). Cross-listed as WOMS 434. Examines the historical development of the women's health movement, focuses on current issues relevant to women and health care, and explores the roles of women in the health care system and as consumers of health care. Examines self-care practices of women and studies ways to promote positive health practices. Open to non-nursing majors.

NURS 566. Perspectives on Self-Help Groups (3). Cross-listed as PSY 566 and SCWK 566. Provides an interactive format that constitutes a community resource for health and human service professionals and promotes an interdisciplinary understanding of the nature and diversity of self-help groups for persons with virtually any health problem or personal issue. Reviews contemporary theory and research, examining the attractiveness and effectiveness of self-help groups. Panels of support group members share their experience with self-help groups on such topics as addiction, cancer and other illnesses, eating disorders, bereavement, mental illness, and parenting.

NURS 701. Advanced Health Assessment (2). Designed to assist students to refine history-taking, psychosocial assessment, and physical assessment skills. Focuses on assessment of individuals throughout the life span. Emphasizes detailed health history-taking, differentiation, interpretation, and documentation of normal and abnormal findings. Includes lecture, discussion and demonstration of history-taking, and an integrated physical assessment. Prerequisite: admission to graduate nursing program. May be taken concurrently with or prior to NURS 702.

NURS 702. Advanced Health Assessment Laboratory (1). Companion course for NURS 701. Apply history-taking and assessment skills within a laboratory setting. Emphasizes differentiation, interpretation, and documentation of normal and abnormal findings. Requires a complete history and physical examination of a client. Prerequisite: admission to graduate nursing program. May be taken concurrently with, or within one year of completion of, NURS 701.

NURS 703. Scientific Inquiry I (3). Emphasizes the role of theory in scientific inquiry in nursing. Traces the evolution of nursing theory and explores projections for the future. Addresses relationships among theory, research, and practice. Analyzes selected models/frameworks relevant for nursing. Prerequisite: admission to graduate nursing program.

NURS 704. Scientific Inquiry II (3). Builds on NURS 703. Discusses the research process in relationship to concepts, frameworks/theories. Explores various methodological approaches to research. Considers current issues in nursing research. Demonstrates the research process in a preliminary proposal related to student's practice area. Prerequisite: NURS 703 or departmental consent and admission to graduate nursing program.

NURS 707. Alternative and Complementary Health Care (3). Analyzes the theoretical and empirical basis for various alternative and complementary modalities. Includes an exploration of issues involved with the use of specific modalities within today's health care environment. Research-based discussion focuses on how to best prepare the health care professional to provide guidance to a client and the family to best achieve a physiological, mental, emotional, and spiritual state most responsive to therapeutic interventions. Emphasizes total evaluation and support of health influences on lifestyle, environment, culture, and other cognitive, safety, and affective factors. Open to non-nursing majors.

NURS 708. School Nurse Practicum (2). An intensive clinical experience; students analyze, design, implement, and evaluate nursing systems to promote the health of individuals in the school-health delivery system and the broader community system. Open to RN and graduate students.

NURS 715. Advanced Nursing Practice: Roles and Issues (3). Designed for students preparing for advanced practice. Discusses historical development of advanced practice role; the ethical, legal, political, and economic issues of such a role; and current trends and future directions. Focuses on issues ranging from concerns within the local practice setting to national policy issues related to advanced nursing practice. Prerequisite: admission to graduate nursing program.

NURS 718. Advanced Technologies (2). Focuses on application of clinical skills and interpretation of technologies utilized in a variety of clinical settings. Nurse practitioner students practice these skills in laboratory and/or clinical settings. Prerequisites: admission to one of the NP options and departmental consent. Enrollment is limited.

NURS 720. Human Lactation (3-4). For the graduate student preparing for practice as a lactation consultant. Provides an in-depth focus on the anatomical and physiological basis of lactation and breastfeeding. Explores factors that impact maintenance of health during lactation and clinical decisions for disease prevention. Addresses preparation for lactation consultant certification. Students work on case studies, develop a paper for publication, and take a final examination via the Internet. Open to non-nursing majors. Prerequisite: admission to graduate program.

NURS 722. Foundations of Nursing Education (3). Assists the student to explore theoretical and practical aspects to curriculum development and teaching of nursing in higher education and continuing education. Prerequisite: departmental consent.

NURS 724. Nursing Education Practicum (3 or 6). Student, under professional guidance, becomes directly involved in clinical and classroom teaching, curriculum development and participation in other faculty functions in higher education and continuing education. A seminar accompanies the field experience. Prerequisites: departmental consent and NURS 723.

NURS 725. Alternative and Complementary Health Care (3). Analyzes the theoretical and empirical basis for various alternative and complementary modalities. Includes an exploration of issues involved with the use of specific modalities within today's health care environment. Research-based discussion focuses on how to best prepare the health care professional to provide guidance to a client and the family to best achieve a physiological, mental, emotional, and spiritual state most responsive to therapeutic interventions. Emphasizes total evaluation and support of health influences on lifestyle, environment, culture, and other cognitive, safety, and affective factors. Open to non-nursing majors.

NURS 727. Low Back Pain (1-3). Interactive online course guides students through an instructional program based on the low back pain guidelines from the Agency for Health Care Policy and Research. Case study format stimulates critical thinking. Linked information gives information needed to make clinical decisions. Prerequisite: senior rule or admission to the Graduate School or instructor's consent.

NURS 731. Psychopharmacology (3). Basic brain biology, brain disorders and psychopharmacology are reviewed as a basis for assessment and administration of psychopharmacologic medications and education of clients. Prerequisite: admission to graduate program.

NURS 733. Diabetes Mellitus Nursing (3). Exploration of clinical theories; identifies and studies appropriate nursing systems for clients with diabetes mellitus. Emphasizes attaining and maintaining optimal levels of functioning and the psychological adjustment of the client and family to a potentially devastating disease. Open to non-nursing majors.

NURS 734. Diabetes Mellitus Practicum (3). An intensive clinical experience; the student studies, designs, and implements nursing systems for individuals or groups in the area of diabetes mellitus nursing management. A weekly one-hour seminar accompanies the practicum. Open to non-nursing majors.

NURS 750. Workshops in Nursing (1-4). An opportunity for intensive study of special topics related to nursing practice, education, or research. Open to non-nursing majors.

NURS 757. Clinical Teaching Strategies (3). Explores alternative teaching strategies for the clinical educator to accommodate the changing health care scene. Discusses clinical teaching methods. A clinical rotation plan with accompanying clinical evaluation tool is constructed after the student, subject, and setting are delineated. Investigates roles of the educator in teaching clinically.

NURS 775. Health Care Information Systems (3). Examines information systems as they relate to health care. Analyzes information systems in clinical management, administration, education, and research. Emphasizes issues surrounding information systems and hands-on experience with selected health care information management exercises.
NURS 776. Health Care Information Systems Practicum (3).
Provides an individualized opportunity to apply the concepts/theories of information systems to a health care setting. Includes analyzing existing information programs, identifying applications for automation, and undertaking small-scale development efforts. Prerequisite or Corequisite: NURS 775.

NURS 781. Pathophysiology for Acute and Critical Care (3).
Examines pathophysiological concepts relevant to acute and critical care nursing practice. Explores the scientific knowledge base for selected clinical problems in acute care. Emphasizes pathophysiologic mechanisms of disease and the relevance to clinical decision making. Prerequisite: admission to graduate program.

NURS 783. Assessment in Psychiatric Mental Health Nursing (3). For the student preparing for advanced practice in psychiatric mental health nursing. Explores current diagnostic issues in psychiatric nursing practice. Emphasizes application of current biological, psychological, social, and other relevant theories and knowledge within the nursing and related fields to the assessment and planning of interventions for psychiatric clients. Prerequisite: admission to graduate program.

NURS 786. Advanced Health Assessment Practicum (2). A concentrated assessment practicum focusing on application of knowledge from advanced health assessment courses. Students apply history-taking and assessment skills in a specified setting. Emphasizes differentiation, interpretation, and documentation of normal and abnormal findings. Graded S/U. Prerequisites: NURS 701, 702, and departmental consent and admission to one of the NP options.

NURS 791. Special Studies in Nursing (1-8). Students engage in extensive study of particular content and skills directly or indirectly related to nursing practice. Repeatable. Open to graduate or undergraduate students. Prerequisite: departmental consent.

NURS 793. Advanced Pathophysiology (3). Explores in-depth scientific knowledge base relevant to selected pathophysiological states confronted in primary care. This provides the basis for the foundation of clinical decisions related to diagnostic tests and the initiation of therapeutic regimens. Age specific and developmental alterations are correlated with clinical diagnosis and management. Application is made through age appropriate examples. Prerequisites: admission to graduate nursing program and departmental consent.

NURS 795. Applied Drug Therapy (3). Discusses the clinical application of specific categories of drugs commonly encountered in primary care settings. Explains the use of protocols, prescription writing, and the ethical/legal and economic issues surrounding the advanced nurses' role in prescribing and monitoring pharmacologic effects in the ambulatory setting. Discusses factors such as age appropriate content related to pharmacokinetics, dosages, expected outcomes, and side effects of the drugs. Addresses first line versus second line drugs, alternate drugs, drug interactions, adjusting drug dosages, patient education, and compliance issues related to drug therapy. Explores the nurse's role and responsibility related to data collection, problem identification, and consultation with the physician. Application is made through age appropriate case studies. Prerequisites: admission to graduate nursing program and department consent.

NURS 796. Nursing Practicum in Special Setting (1-6). Opportunity for directed practice in various settings including clinical specialties, nursing administration, nursing education, and consultation. Prerequisite: departmental consent.

NURS 799. Directed Readings in Nursing (1-2). Student engages in critical search of the literature in areas related to the profession and practice of nursing. Prerequisites: departmental consent.

Courses for Graduate Students Only

NURS 803. Primary Care I: Management of Common Health Problems through the Life Span (3). Focuses on common health problems seen in individuals and families throughout the life span. Stresses applications of current research and theory-based interventions appropriate for management by advanced registered nurse practitioners. Emphasizes strategies and protocols to manage common problems in urban and rural patients, interventions to restore individual and family levels of pre-illness health, and positive behaviors. Prerequisites: all core courses, NURS 718, 786 and admission to the FNP option. Pre- or Corequisites: NURS 715, 793 and 795. Corequisite: NURS 804.

NURS 804. Primary Care I: Practicum (4). Concentrated clinical practicum in a primary care setting that addresses individuals and families throughout the life span within the context of the community. Theory and research used in clinical settings. Health promotion, maintenance, and prevention interventions emphasized. Prerequisite: admission to the FNP option. Corequisite: NURS 803.

NURS 805. Health Promotion through the Life Span (3). Focuses on the wellness of individuals and families through the life span seeking to maintain or improve health and prevent illness. Interventions reflect a preventative framework, enhanced by theory and research that provide an understanding of health and lifestyle behaviors. Prerequisite: NURS 703. Pre- or Corequisite: NURS 705.

NURS 808. Advanced Role Practicum (3-6). Prepares the student for advanced nursing practice. An intensive practicum experience; the student works with an advanced nurse practitioner in a selected clinical setting. Emphasizes role development, case management and analysis of strategies to improve nursing practice. Prerequisites: all core courses, NURS 795 or HS 711, pathophysiology (NURS 781, 783 or 793) and all other clinical courses in the specialty option.

NURS 809. Primary Care II: Management of Complex Health Problems through the Life Span (3). Focuses on complex problems seen in individuals and families through the life span. Stresses applications of current research and theory-based interventions appropriate for management by advanced registered nurse practitioners. Emphasizes strategies and protocols to manage complex patient problems in urban and rural patients, interventions to restore individual and family levels of pre-illness health, including secondary and tertiary prevention. Prerequisites: NURS 803, 804 and admission to the FNP option. Corequisite: NURS 810.

NURS 810. Primary Care II: Practicum (4). Emphasizes assessment and management of common health problems across the life span, based upon knowledge of theory and research. Primary care clients with common conditions affecting major body systems assessed and managed. Weekly seminars focus upon analysis and evaluation of clinical situations and cases. Prerequisites: admission to the FNP option. Corequisite: NURS 810.

NURS 811. Foundations of Nursing and Health Care Systems Administration (3). The course assists the student in acquiring theoretical knowledge of organizations. Considers current issues and research in nursing and health care systems and its impact on nursing practice. Prerequisites: 703 and 705. Pre- or Corequisite: NURS 715.

NURS 812. Nursing and Health Care Systems Administration Practicum (1-6). This is a practicum in a health care setting; students, under professional guidance, become directly involved in existing leadership, administrative and management systems. A seminar (recitation) accompanies the field experience. Types of experience may include roles in nursing education or service, mid-level nursing administration, staff development, community health or other related area as arranged. Repeatable for credit with instructor consent up to a maximum of 6 hours. Pre- or Corequisite: NURS 811 or 827.

NURS 819. Foundations of Psychiatric Mental Health Nursing (3). Evaluates major theories, clinical concepts and current research in psychiatric/mental health in relation to formulating a conceptual model for nursing practice. Prerequisites: NURS 701, 702, 703 and 705. Pre- or Corequisite: NURS 715.

NURS 821. Thesis (1-6). Graded S/U only. The student, in conjunction with the academic advisor and a three-member thesis committee, designs and conducts a formal research project. Prerequisites: admission to graduate nursing program and departmental consent.

NURS 822. Psychiatric/Mental Health Nursing Practicum I (3). Intensive clinical experience; the student plans, implements and evaluates nurse-therapist strategies with individual clients/patients. A seminar accompanies the practicum. Prerequisite or Corequisite: NURS 819.

NURS 823. Graduate Project: Alternative to Thesis (1-3). Graded S/U only. An opportunity to develop and pursue a scholarly project other than a thesis. This may take the form of a position paper, a historical study, a philosophical paper or other type project developed in conjunction with the stu-
NURS 825. Independent Study (1-6). Provides opportunity for the student to develop, in collaboration with a school faculty member, objectives and protocol for independent work related to the practice of nursing. Prerequisites: admission to graduate nursing program and departmental consent.

NURS 827. Resource Management in Nursing (3). Focuses on the assessment and management resources necessary to operate nursing and health care systems including: informational systems needed to manage resources; budget process management; personnel management from recruitment through termination, including staffing and scheduling; and management of relationships with patients, physicians, and diverse departments with different philosophical views and beliefs. Prerequisites: NURS 703 and 705. Pre- or Corequisite: NURS 715.

NURS 832. Pediatric and Women's Health Nursing: Practicum I (3). An intensive clinical experience; the student focuses on the process of systematic developmental, psychosocial and health assessment of individuals within a family system. Experiences based on the student's clinical interests. Prerequisite: all core courses. Pre- or Corequisite: NURS 829.

NURS 834. Adult Nursing Practicum I (3). An intensive clinical experience in which the student is expected to design, implement and evaluate nursing care for adults. Specialized areas of study are selected and may involve health maintenance or illness care of acutely or chronically ill adults. Prerequisites: all core courses, NURS 781, NURS 805 and HS 711. Pre- or Corequisite: NURS 839.

NURS 836. Pediatric and Women's Health Nursing: Practicum II (3). An intensive clinical experience; the student analyzes, prioritizes and designs therapeutic interventions in the management of common health problems affecting individuals and family systems. Experiences based on the student's clinical interests. Prerequisites: all core courses and NURS 805. Pre- or Corequisite: NURS 853.

NURS 839. Management of Acute and Chronic Health Problems of the Adult (3). This course examines clinical concepts and issues related to major disruptions in the health status of adults. Emphasis is placed on assessment, measurement and interventions related to acute and chronic health problems. Prerequisites: all core courses, NURS 781, NURS 805 and HS 711.


NURS 847. Pediatric Primary Care I: Management of Common Health Issues (3). Focuses on comprehensive assessment, diagnosis, and management of health and common health problems seen in children and families during the infant, childhood, and adolescent years. Stresses applications of current research and theory-based interventions appropriate for management by Advanced Registered Nurse Practitioners. Emphasizes strategies and protocols to manage common problems in urban and rural patients, interventions to restore children's and family's levels of pre-illness health, and positive behaviors. Prerequisites: NURS 701, 702, 703, 705, 718, 786, 829 and admission to the PN option. Pre- or Corequisites: NURS 715, 793 and 805.

NURS 848. Pediatric Primary Care I Practicum: Clinical Management of Common Health Issues (3). Concentrated clinical practicum in a primary care setting that addresses individuals and families during the infant, childhood, and adolescent age span, within the context of the community. Emphasizes history taking; cultural, developmental, nutritional, and physical assessment; and documentation skills. Seminars focus on analysis and evaluation of clinical situations. Prerequisites: admission to the PN option. Prerequisite or Corequisite: NURS 847.

NURS 849. Nurse Practitioner Preceptorship (3 or 6). A concentrated clinical practicum in an acute or primary health care setting that emphasizes the management of care for individuals. Students synthesize concepts and principles from previous classes and clinical experiences, applying theoretical and research content to acute, chronic, urgent and/or common health problems. Preceptorship is in a clinical agency appropriate to the student's clinical interests. Prerequisites: departmental consent and admission to one of the NP options.

NURS 851. Clinical Management (3). Management of clinical data and analysis of professional issues including business skills necessary for advanced nursing practice. Students use existing data to determine health care outcomes and evaluate delivery of care. Extensive computer use in laboratory setting with technical support. Prerequisites: all core courses. Prerequisite or Corequisite: enrollment in a course within the student's clinical or administration option. Computer literacy is expected.

NURS 852. Adult Nursing Practicum II (3). An intensive clinical experience in which the student is expected to design, implement, and evaluate nursing care for adults. Specialized areas of study are selected and may involve health maintenance or illness care of acutely or chronically ill adults. Prerequisite: NURS 854

NURS 855. Management of the Acutely and Critically Ill Adult (3). Examines advanced nursing interventions focused on client stabilization and management of complications in the acutely/critically ill adult. Emphasizes the management of the adult with complex health problems. Interventions focus on application of advanced practice nursing care to the restoration of health/well being. Prerequisites: NURS 805, 834, 839, 852, admission to the ACNP option and departmental consent.

NURS 857. Pediatric Primary Care II: Management of Common Health Issues (3). Focuses on health promotion, health maintenance, and risk reduction for children and adolescents with special health care needs. Emphasizes comprehensive assessment, diagnosis, and management of health, developmental, and chronic health problems within a family and developmental framework. Considers children with developmental and learning disabilities and children with selected complex and chronic health problems. Emphasizes the collaborative and interdisciplinary nature of a child's care in school and other settings. Addresses the unique needs of children in underserved communities. Stresses applications of current research and theory-based interventions appropriate for management by advanced registered nurse practitioners. Emphasizes strategies and protocols to manage complex patient problems in urban and rural patients and interventions to restore children's and family levels of pre-illness health, including secondary and tertiary prevention. Prerequisites: NURS 847 and 848.


NURS 863. Nursing and Health Care Systems Administration: Capstone Seminar (3). Assists the student to integrate knowledge from nursing and administration courses to develop the individual's own management/administration practice. Utilizes a seminar approach with case studies, student presentations, and presentations by executives and other experts from the community. Prerequisites: NURS 703, 705, 715, 775, 811, 812 (3 hours), 827; PHS 848 and either 834 or 442. Pre- or Corequisites: NURS 812 (3 hours) and 851.