



# Baylor College of Medicine

## **Catalog Academic Year 2019-2020**

### **Baylor College of Medicine's Mission, Vision and Values**

#### College's Mission

Baylor College of Medicine is a health sciences university that creates knowledge and applies science and discoveries to further education, healthcare and community service locally and globally.

#### College's Vision

Improving health through science, scholarship and innovation

#### College's Values

##### Respect

- ❖ Value others and treat them with courtesy, politeness and kindness
- ❖ Promote and support diversity, inclusion and equity
- ❖ Encourage civil dialogue that considers diverse opinions and ideas

##### Integrity

- ❖ Interact with honesty, consistency and transparency
- ❖ Operate in ways that demonstrate ethical behaviors
- ❖ Foster personal accountability to build trust

##### Innovation

- ❖ Cultivate creative ideas and unique talents across the organization
- ❖ Embrace a culture of continuous improvement
- ❖ Inspire the creation and application of new knowledge

##### Teamwork

- ❖ Sustain a culture that values collaboration
- ❖ Communicate openly to enhance understanding
- ❖ Establish effective partnerships

##### Excellence

- ❖ Promote the highest standards of safety, quality and service
- ❖ Strive to excel in every aspect of our mission
- ❖ Support an environment that inspires the best from our people



**Catalog**  
**Academic Year 2019-2020**

Baylor College of Medicine is committed to a safe and supportive learning and working environment for its learners, faculty and staff. College policy prohibits discrimination on the basis of race, color, age, religion, gender, gender identity or expression, sexual orientation, national origin, veteran status, disability or genetic information.

Harassment based on any of these classifications is a form of discrimination and also violates College policy (02.2.25, 02.2.26) and will not be tolerated. In some circumstances, such discriminatory harassment also may violate federal, state or local law.

Baylor College of Medicine fosters diversity among its students, trainees, faculty and staff as a prerequisite to accomplishing our institutional mission, and setting standards for excellence in training healthcare providers and biomedical scientists, promoting scientific innovation, and providing patient-centered care.

Diversity, respect, and inclusiveness create an environment at Baylor that is conducive to academic excellence, and strengthens our institution by increasing talent, encouraging creativity, and ensuring a broader perspective. Diversity helps position Baylor to reduce disparities in health and healthcare access and to better address the needs of the community we serve. Baylor is committed to recruiting and retaining outstanding students, trainees, faculty and staff from diverse backgrounds by providing a welcoming, supportive learning environment for all members of the Baylor community.

# SCHOOL OF HEALTH PROFESSIONS

## Our Mission

The School of Health Professions administers exemplary educational programs driven by continuous quality improvement to deliver an exceptionally prepared healthcare workforce grounded in evidence-based care and competent interprofessional practice.

## Our Vision

The BCM School of Health Professions will be the leader in developing a diverse workforce that will transform healthcare through science, scholarship, and innovation.

## Our Values

### Respect

*Value others and treat them with courtesy, politeness and kindness*

*Promote and support diversity, inclusion and equity*

*Encourage civil dialogue that considers diverse opinions and ideas*

### Integrity

*Interact with honesty, consistency and transparency*

*Operate in ways that demonstrate ethical behaviors*

*Foster personal accountability to build trust*

### Innovation

*Cultivate creative ideas and unique talents across the organization*

*Embrace a culture of continuous improvement*

*Inspire the creation and application of new knowledge*

### Teamwork

*Sustain a culture that values collaboration*

*Communicate openly to enhance understanding*

*Establish effective partnerships*

### Excellence

*Promote the highest standards of safety, quality and service*

*Strive to excel in every aspect of our mission*

*Support an environment that inspires the best from our people*



**Catalog**  
**Academic Year 2019-2020**

Description of Programs

Doctor of Nursing Practice, Nurse Anesthesia

The Baylor College of Medicine Doctor of Nursing Practice Program-Nurse Anesthesia produces future generations of professional nurse anesthetists who are leaders in clinical practice, as well as healthcare research, education, and policy. The program is designed in two tracks including a BSN-DNP track for RNs desiring to become CRNAs and a MS-DNP track for masters-prepared CRNAs desiring to obtain the DNP degree.

Physician Assistant Program

Our program mission is to educate physician assistants who will provide excellent healthcare to individuals and communities in a broad range of settings. The core values embraced by the program's faculty include honesty, integrity, self-motivation, flexibility, lifelong learning, reflective practice, teamwork, and primary concern for the patient's welfare.

Orthotics and Prosthetics Program

The mission of the Orthotics and Prosthetics Program at Baylor College of Medicine is to provide the highest level of education through evidence-based teaching and curriculum design, integrated clinical residency, direct contributions to Orthotics and Prosthetics research, and collaboration with the local and national rehabilitative care community.

Genetic Counseling Program

The Genetic Counseling Program offered at Baylor College of Medicine provides an integrated medical genetics graduate education. Students benefit from the School of Health Professions and Baylor College of Medicine environment, which places emphasis on the values of respect, integrity, innovation, teamwork, and excellence.

Students and faculty will adhere to the policies, procedures, and guidelines referenced within this Catalog.

Course Catalogs include an overview of BCM's health sciences mission and values (e.g., preamble), student handbooks (which detail expectations of students and obligations of the institution), course descriptions, and degree requirements for each academic year that are generated by, and specific to, each BCM school and its corresponding academic program(s).

Five years of archived catalogs are available online at [www.bcm.edu/registrar](http://www.bcm.edu/registrar)

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Baylor  
College of  
Medicine

**Baylor College of Medicine  
School of Health Professions**

# **Student Handbook**



Revised June 2019

## **Student Handbook Baylor College of Medicine School of Health Professions**

As a student enrolled in the Baylor College of Medicine School of Health Professions' academic programs, you should be knowledgeable of the College's policies, rules, regulations, and administrative procedures that affect you. This Student Handbook provides guidelines and policies for all Health Professions students as well as specific information for your particular academic program. Students are responsible for all the information presented in this book.

While every effort has been made to verify the accuracy of information, Baylor College of Medicine reserves the freedom to change, without notice, degree requirements, curriculum, courses, teaching personnel, rules, regulations, tuition, fees, and any other information published herein. This publication is not to be regarded as a contract.

Further information can be obtained from personnel in the following offices:

Office of Student Services  
Baylor College of Medicine  
One Baylor Plaza  
Cullen Bldg., Room 415A  
Houston, Texas 77030  
(713) 798-6950

School of Health Professions  
Baylor College of Medicine  
One Baylor Plaza, Mail Stop BCM115  
DeBakey Bldg., Suite M108  
Houston, Texas 77030  
(713) 798-4613

Doctor of Nursing Practice Program  
(Nurse Anesthesia)  
Baylor College of Medicine  
One Baylor Plaza, Mail Stop BCM115  
DeBakey Bldg., Suite M108  
Houston, Texas 77030  
(713) 798-8650

Orthotics & Prosthetics Program  
Baylor College of Medicine  
One Baylor Plaza, Mail Stop BCM115  
DeBakey Bldg., Suite M108  
Houston, Texas 77030  
(713) 798-3098

Physician Assistant Program  
Baylor College of Medicine  
One Baylor Plaza, Mail Stop BCM115  
DeBakey Bldg., Suite M108  
Houston, Texas 77030  
(713) 798-3663

Genetic Counseling Program  
Baylor College of Medicine  
One Baylor Plaza, Mail Stop BCM115  
DeBakey Bldg., Suite M108  
Houston, Texas 77030  
(713) 798-5400

Baylor College of Medicine admits students of any race, sex, religion, marital status, sexual orientation, color, national or ethnic origin, disability, or age to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, sex, religion, marital status, sexual orientation, color, national or ethnic origin, disability, or age, in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other school-administered programs.

## NOTICE OF NONDISCRIMINATION

Baylor College of Medicine is committed to a safe and supportive learning and working environment for its learners, faculty and staff. College policy prohibits discrimination on the basis of race, color, age, religion, gender, gender identity or expression, sexual orientation, national origin, veteran status, disability or genetic information. Harassment based on any of these classifications is a form of discrimination and also violates College policy (02.2.25, 02.2.26) and will not be tolerated. In some circumstances, such discriminatory harassment also may violate federal, state, or local law.

If you believe that you have experienced or observed discrimination or harassment based on gender, gender identity or expression, or sexual orientation, please contact the College's Title IX Coordinator.

### **Mikiba W. Morehead, Title IX Coordinator**

Office of Institutional Diversity & Inclusion  
One Baylor Plaza – Main Campus  
Cullen Building, Suite 415A  
MailStop: BCM119  
Houston, Texas 77030  
Phone: 713.798.4346 Email: [mikiba.morehead@bcm.edu](mailto:mikiba.morehead@bcm.edu)

If you believe that you have experienced or observed discrimination or harassment based on race, color, age, religion, national origin, veteran status, disability, or genetic information, please contact the College's Employee Relations Team in the Office of Human Resources.

### **Employee Relations Team, Office of Human Resources**

Phone: 713.798.4346 Email: [employeerelations@bcm.edu](mailto:employeerelations@bcm.edu)

To make a report outside of the College you may file a complaint with the U.S. Department of Education's Office of Civil Rights (OCR).

#### **TEXAS LOCATION:**

**Office for Civil Rights**  
**U.S. Department of Education**  
1999 Bryan St., Suite 1620  
Dallas, Texas 75201-6810  
Telephone: 214.661.9600  
Fax: 214.661.9587; TDD: 800.877.8339  
Email: [OCR.Dallas@ed.gov](mailto:OCR.Dallas@ed.gov)

#### **NATIONAL HEADQUARTERS:**

**U.S. Department of Education**  
**Office for Civil Rights**  
Lyndon Baines Johnson  
Department of Education Bldg.  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Telephone: 800.421.3481  
FAX: 202.453.6012; TDD: 800.877.8339  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

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# Section 1

The logo for Baylor College of Medicine, featuring the text "Baylor College of Medicine" in white serif font on a dark blue rectangular background.

Baylor  
College of  
Medicine®

## **Baylor College of Medicine**

History & Mission

Diversity

Student Rights

Compact Between Teachers, Learners, and Educational Staff

Code of Conduct

Outside Speakers

Fundraising

Distance Education

## **School of Health Professions**

Mission & History

Governance

Accreditation

Administration. Faculty. Staff

## Baylor College of Medicine

**History:** Baylor College of Medicine, a private medical school, was chartered by the State of Texas in 1900 and organized as the University of Dallas Medical Department, an independent, nonsectarian institution. In 1903, it became affiliated with Baylor University in Waco as Baylor University School of Medicine. The College moved to Houston in 1943 and became the nucleus of the Texas Medical Center. Baylor College of Medicine separated from Baylor University in 1969 and became an independent corporation.

**Mission:** Baylor College of Medicine is a health sciences university that creates and applies science and discoveries to further education, healthcare and community service locally and globally.

**Diversity:** Baylor College of Medicine fosters diversity among its students, trainees, faculty and staff as a prerequisite to accomplishing our institutional mission, and setting standards for excellence in training healthcare providers, promoting scientific innovation, and providing patient-centered care.

- Diversity, respect, and inclusiveness create an environment that is conducive to academic excellence, and strengthens our institution by increasing talent, encouraging creativity, and ensuring a broader perspective.
- Diversity helps position Baylor to reduce disparities in health and healthcare access and to better address the needs of the community we serve.
- Baylor is committed to recruiting and retaining outstanding students, trainees, faculty and staff from diverse backgrounds by providing a welcoming, supportive learning environment for all members of the Baylor community.

**Student Rights:** Baylor College of Medicine is committed to creating an environment for students that is conducive to academic success and academic freedom commensurate with all applicable laws and regulations. As students are not only members of the Baylor academic community but are also members of society as a whole, Baylor works to ensure that all rights, protections, and guarantees that students are assured as citizens of society are also provided to them within Baylor.

Baylor College of Medicine's Statement of Student Rights aligns with the College's mission as a health sciences university that creates knowledge and applies science and discoveries to further education, healthcare and community service locally and globally. These rights embody our values of respect, integrity, innovation, teamwork, and excellence, our vision to improve health through science, scholarship and innovation and our adherence to the Institutional Code of Conduct.

Students have the right to freedom of expression within an atmosphere of culturally responsive inclusiveness and sensitivity. The free dissemination of ideas is key to promoting the academic, personal, and professional growth of Baylor students.

Students have the right to a safe learning environment that is free of discrimination, violence, and harassment. Baylor seeks to provide a community of respect, open communication, collaboration, and inclusiveness.

Students have the right to due process in incidents of alleged student misconduct, and have the right to appeal decisions in this regard. Baylor strives to guarantee accuracy in academic results and decisions.

Students have the right to confidentiality of education records. Explicit written confidentiality policies and procedures are in place to achieve the protection of all personal information and academic records.

Baylor College of Medicine supports a healthy balance of study or work and parenting. The institution recognizes the importance of breastfeeding for the health of both mother and child, and actively supports women who breastfeed while continuing employment or study. The full policy is available in the BCM Policy and Procedure Manual.

[https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=02.2.50](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=02.2.50)

## **Compact between Teachers, Learners, and Educational Staff**

*Learners pursuing a professional career at Baylor College of Medicine assume responsibility to develop in-depth knowledge, acquire and apply special skills, and demonstrate professionalism. Teachers guide and educate learners, and model appropriate attitudes, interpersonal skills and professional behaviors. Core educational staff support both learners and teachers. This Compact serves both as a pledge and a reminder to teachers, learners, and educational staff that moral, ethical and professional behavior by all Baylor personnel is essential to the basic principles of this institution.*

### **Guiding Principles of the Educational Compact**

- DUTY** All participants in the education mission have a duty to sustain a learning environment conducive to maintaining the knowledge, attitudes, and skills necessary for providing contemporary standards of professional behavior.
- INTEGRITY** All education participants/parties will behave in a manner that reflects individual and institutional commitment to intellectual and moral excellence.
- RESPECT** Fundamental to the ethic of professions is respect for every individual. Mutual respect between learners, as newer members of the profession, and their teachers, as experienced professionals, is essential for nurturing that ethic. In addition to individual respect, all educational parties must respect and follow established professional policies.

#### **As a teacher, I pledge to:**

- **Maintain** currency in my professional knowledge and skills
- **Ensure** excellence of the educational curriculum
- **Be a Model** of professionalism in all of my interactions with faculty, learners, patients, colleagues, and staff
- **Respect** all faculty, learners, patients, colleagues, and staff as individuals, without regard to gender, age, race, national origin, religion, or sexual orientation; and oppose observed disrespect or bias
- **Nurture** learner commitment to achieve personal, family, and professional balance
- **Recognize** and acknowledge expressions of professional attitudes and behaviors as well as the achievement of quantifiable academic excellence
- **Respond** vigorously to unprofessional behavior and indications of abuse or exploitation of faculty, learners, patients, colleagues, or staff
- **Create** a safe environment in which individuals can communicate any concern about breaches of this compact
- **Accept** responsibility for instilling these attributes in learners and faculty for whom I have responsibility

#### **As a learner, I pledge to:**

- **Acquire** the knowledge, skills, attitudes, and behaviors necessary to fulfill all established educational objectives
- **Embody** the professional virtues of integrity, empathy, altruism, compassion, respect, honesty, courage, and trustworthiness
- **Respect** as individuals, without regard to gender, race, national origin, religion, or sexual orientation, all patients, peers, faculty and staff
- **Uphold** the highest professional standards and conduct myself accordingly in all interactions with patients, peers, faculty and staff
- **Assist** my fellow learners in meeting their professional obligations, while fulfilling my own obligations as a professional
- **Help create** a safe environment in which individuals can communicate any concern about breaches of this compact

### **As Educational Staff, I pledge to:**

- **Maintain** currency in my professional knowledge and skills
- **Help ensure** excellence of the educational curriculum
- **Embody** professionalism in all of my interactions with faculty, learners, patients, colleagues, and staff
  
- **Respect** all faculty, learners, patients, colleagues, and staff as individuals, without regard to gender, age, race, national origin, religion, or sexual orientation; and oppose observed disrespect or bias
- **Help create** a safe environment in which faculty, learners, and staff can communicate any concern about breaches of this compact

**Code of Conduct:** The Code of Conduct defines Baylor College of Medicine's long-standing commitment to integrity and defines the professional and ethical ways in which we work with one another. The Code of Conduct also includes our expectations for ethical behavior, respect, work within teams and the day-to-day of each person at Baylor College of Medicine. Information regarding the Code of Conduct can be found by visiting the webpage <https://www.bcm.edu/about-us/compliance>.

**Outside Speakers:** Baylor College of Medicine (BCM) students or student groups may from time to time invite outside speakers to address BCM functions. Outside speakers must be approved in advance by the Dean or designee. The names and credentials of proposed speakers, purpose of the presentation, and proposals for any costs such as travel, expenses, and honoraria, must be presented to the Dean or designee for review and approval at least three weeks prior to the event. All outside speakers will be required to meet the professional standards expected of BCM faculty, with evidence based presentations when applicable and complete disclosure of funding and conflict of interest.

**Fundraising Policy:** BCM publishes a fundraising policy to ensure appropriate fundraising practices and purposes at Baylor College of Medicine (BCM).

[http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=17.1.03](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=17.1.03)

[https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=17.1.07](https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=17.1.07)

**Distance Education Policy:** BCM publishes a long distance education policy to ensure the institution adheres to the standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and state and federal regulations in regards to distance education.

[http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.10](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.10)

## **School of Health Professions**

**History:** The Division of Health Professions (DHP) began in 1976 as a component of Baylor College of Medicine's (BCM) Department of Community Medicine. In 1988, the DAHS was transferred to the Dean of Medical Education's Office. In 2004, the Academic Council approved the conversion of DAHS to an independent School of Health Professions (SHP). In 2007, the SHP was administratively positioned to answer directly to the Executive Vice President and Executive Dean of the College. Currently, the Dean answers directly to the Provost of the College.

**Mission:** To promote the well-being of the people of Texas and beyond by educating outstanding health professionals, providing quality health care services, and contributing to research to improve health professions education and health care delivery.

**Definition of "Health Professions:** The term "Health Professions" has been used for the past 35 years to identify a cluster of health professions and educational programs that are administratively aligned as an academic unit of a school, college or university. The health professions represented in each cluster vary across colleges, universities, and governmental agencies. At Baylor College of Medicine, the "Health Professions" cluster currently includes the disciplines of Genetic Counseling, Nurse Anesthesia, Orthotics and Prosthetics, and Physician Assistant, which are administratively aligned within the School of Health Professions (SHP).

**Governance:** The School of Health Professions is an academic unit of Baylor College of Medicine. The School is the academic home for allied health faculty, degree programs, and students. The

faculty and students are responsible for understanding and following current policies and procedures as published in the SHP Student Handbook for each program, including periodic updates. Faculty and students are notified of updates to the SHP Student handbook via email.

The academic policies of the School are established by the College and the Health Professions Education Executive Committee. Health Professions Admissions, Curriculum, Student Promotions and Academic Achievement, and Faculty Appointments and Promotions Committees are subcommittees of the Health Professions Education Executive Committee. These subcommittees implement the College's policies in their respective areas and recommend new policies to the Health Professions Education Executive Committee for consideration.

**Accreditation:** Baylor College of Medicine and the School of Health Professions' Programs are accredited as follows:

Baylor College of Medicine is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award masters and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Baylor College of Medicine.

Council on Accreditation of Nurse Anesthesia Educational Programs (222 S. Prospect Ave., Park Ridge, IL, 60068, (847) 655-1160). The DNP Program (Nurse Anesthesia) is accredited through May 2024.

Accreditation Review Commission on Education for the Physician Assistant (12000 Findley Road, Suite 150, Johns Creek, GA, 30097, 770-476-1224). The Physician Assistant Program is accredited through 2018.

Commission on Accreditation of Health Professions Education Program (1361 Park Street, Clearwater, FL 33756, 727-210-2350. Masters programs in Orthotics and Prosthetics are accredited by CAAHEP. The program is accredited through January 2018.

Accreditation Council for Genetic Counseling (PO Box 15632, Lenexa, KS 66285, (913) 222-8668. The Genetic Counseling Program was granted new program accreditation status on February 6, 2018. Accreditation will remain in effect until a determination is made following the program's application for Full Accreditation in 2022.

Baylor College of Medicine is legally authorized to grant degrees, and grant credits toward degrees, in the State of Texas by the Texas Higher Education Coordinating Board (P.O. Box 12788, Austin, TX, 78711, 512-427-6225).

**Administration and Faculty** – The administration, faculty, and staff of the School of Health Professions are listed below along with their telephone numbers and email addresses.

**School of Health Professions**

Dean

Robert McLaughlin, PhD [robertm@bcm.edu](mailto:robertm@bcm.edu) 713-798-4613

Assistant Dean for Evaluation and Research

Aimee Gardner, PhD [aimee.gardner@bcm.edu](mailto:aimee.gardner@bcm.edu) 713-798-4613

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Administrative Coordinator III

Diana Romero [djromero@bcm.edu](mailto:djromero@bcm.edu) 713-798-4489

Academic Faculty

T. David Johnson, PhD [tjohnson@bcm.edu](mailto:tjohnson@bcm.edu) 713-798-8604

**Doctor of Nursing Practice Program (Nurse Anesthesia)**

Director

James R. Walker, DNP, CRNA, FAAN [jrwalker@bcm.edu](mailto:jrwalker@bcm.edu) 713-798-8650

Associate Directors		
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Megan Bullerwell, DNP, CRNA	<a href="mailto:bullerwe@bcm.edu">bullerwe@bcm.edu</a>	713-798-8650
Academic Faculty		
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Cora Rabe, DNP, CRNA	<a href="mailto:cora.rabe@bcm.edu">cora.rabe@bcm.edu</a>	713-798-8650
Academic Administrator		
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Senior Administrative Coordinator		
Ramona Miller	<a href="mailto:ramonam@bcm.edu">ramonam@bcm.edu</a>	713-798-8650
<b>Genetic Counseling Program</b>		
Director		
Daniel Riconda, MS, CGC	<a href="mailto:daniel.riconda@bcm.edu">daniel.riconda@bcm.edu</a>	713-798-4569
Associate Director		
Salma Nassef, MS, CGC	<a href="mailto:salma.nassef@bcm.edu">salma.nassef@bcm.edu</a>	713-798-8625
Academic Faculty		
Tanya Eble, MS, CGC	<a href="mailto:tanya.eble@bcm.edu">tanya.eble@bcm.edu</a>	832-822-4288
Pilar Magoulas, MS, CGC	<a href="mailto:magoulas@bcm.edu">magoulas@bcm.edu</a>	713-798-8321
Senior Administrative Coordinator		
Tasha Winfree	<a href="mailto:tasha.winfree@bcm.edu">tasha.winfree@bcm.edu</a>	713-798-5400
<b>Orthotics &amp; Prosthetics Program</b>		
Director		
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## **Section 2**

### **Academic and Administrative Policies, Procedures, and Operational Guidelines**

### **School of Health Professions**

The logo for Baylor College of Medicine, featuring the text "Baylor College of Medicine" in a white serif font centered within a solid blue square.

**Baylor  
College of  
Medicine®**

(Approved by Academic Council on November 15, 2004)

(Approved by BCM Board of Trustees on January 26, 2005)

(Approved by Health Professions Education Executive Committee on June 26, 2008)

(Revisions approved by Health Professions Education Executive Committee on September 10, 2014)

## **Article 2 Academic Governance**

The SHP academic governance is based on College policies and procedures and administered through the Health Professions Education Executive Committee, an institutional committee of the College, and through its four school committees that are appointed by the Dean, and the program executive and admissions committees appointed and chaired by each Program Director. (See Illustration 1).

**Article 2.1 Health Professions Education Executive Committee** – The Health Professions Education Executive Committee is a Standing Committee of the College. The Executive Committee sets policies regarding the governance of Health Professions programs that are consistent with BCM's Policies and Procedures and Faculty Bylaws. The Executive Committee: (1) reviews existing Health Professions programs for quality, needed improvements, and future growth; (2) develops strategies for promoting Health Professions programs, internally and externally; and (3) recommends new Health Professions programs to the Academic Council. The Executive Committee is chaired by the Dean, and includes Health Professions Program Directors, chairs of the Health Professions Admissions, Curriculum, Student Promotions, and Faculty Appointments and Promotions Committees, 3-4 BCM faculty members, at-large, with interest in Health Professions programs, and 1-2 public members (as required by accrediting agencies). The Executive Committee's membership is approved annually by the Academic Council.

**Article 2.2 Health Professions Curriculum Committee** – The Health Professions Curriculum Committee provides oversight, guidance, and evaluation of the curricula for Health Professions programs. The Committee oversees curriculum planning, scheduling, development, and assessment. The Health Professions Curriculum Committee Chair reports to the Health Professions Education Executive Committee regarding major curricular revisions, and results of course assessments. The Committee's membership is composed of Health Professions faculty and students, an interdisciplinary cross section of BCM faculty members with teaching responsibilities in Health Professions programs, and non-voting ex officio members representing other School of the College and additional bodies, as approved by the Dean. Committee members are appointed by the Dean, School of Health Professions, with input from the Health Professions program directors.

**Article 2.3 Health Professions Student Promotions Committee** – The Health Professions Student Promotions Committee is charged with monitoring student academic performance. The Committee ensures that each student satisfactorily completes each required course in the curriculum, meets all criteria for promotion from year to year, and ultimately satisfies all the requirements for graduation. The Health Professions Student Promotions Committee Chair reports to the Health Professions Education Executive Committee regarding grading policies, assessment of academic achievement, and other topics related to students' academic progress. The Committee is composed of Health Professions faculty and faculty, at large, who participate in activities of each Health Professions program.

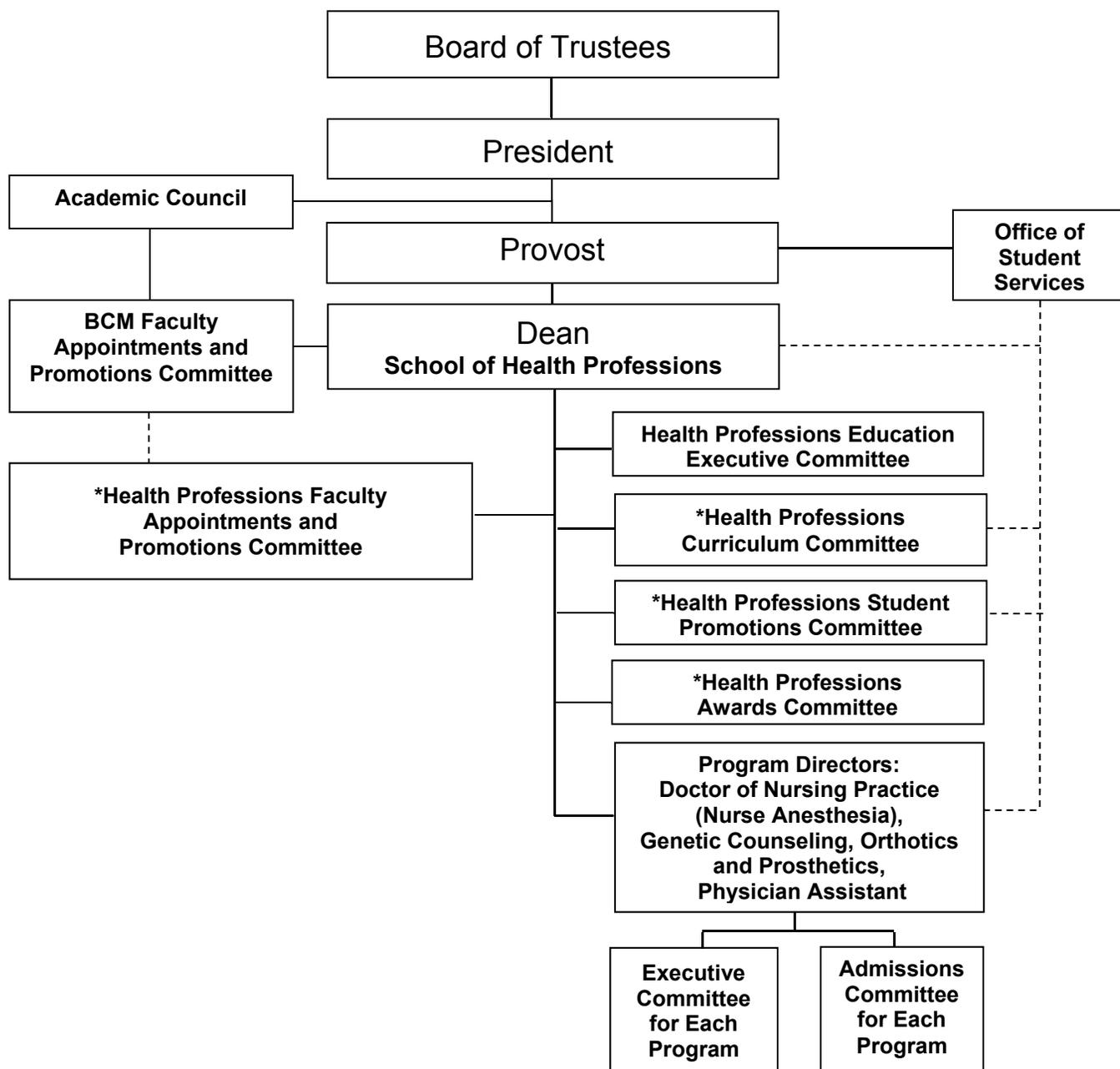
**Article 2.4 Health Professions Faculty Appointments and Promotions Committee** – The Health Professions Faculty Appointments and Promotions Committee advises the Dean regarding faculty appointment and promotions policies and specific promotion decisions, including periodically reviewing appointment and promotions criteria and recommending revisions, as needed. The Committee reviews qualifications of individuals to be recommended for appointments and/or promotions in the SHP. The Committee assists the Dean in planning and implementing faculty development initiatives.

**Article 2.5 Health Professions Awards Committee** – The purpose of the Awards Committee is to recognize excellence in education for the School of Health Professions by developing and monitoring processes for award dissemination across the School and its programs. Nominees for membership will be solicited from the Committee Chair and appointed by the Dean.

**Article 2.6 Program Executive Committees** – Each Health Professions program has a Program Executive Committee responsible for developing program policies/procedures and curriculum, and for evaluating all aspects of the program including its outcomes. The membership of each Program Executive Committee is composed of program faculty and leadership, as well as other key stakeholders for the program. The Program Director appoints and chairs the Program Executive Committee and reports to the SHP Dean and other SHP committees, seeking policy approvals when necessary.

**Article 2.7 Program Admissions Committees** – The Health Professions Admissions Committee for each academic program reviews and ranks each applicant who meets or exceeds the minimum requirements for admission and who complete the admission interview process. The Committee submits its rankings and recommendations for acceptance to the Dean. The Admissions Committees also make recommendations to the Health Professions Education Executive Committee on policies concerning applicants to the SHP. The Admissions Committees review admissions requirements as outlined in application materials for accuracy and consistency. Each Admissions Committee is chaired by the Program Director, or designee, who appoints its members from Health Professions faculty and students and other BCM faculty members.

Illustration 1: Academic Governance  
School of Health Professions



\*Health Professions committees are responsible to the SHP Dean with the oversight of the Health Professions Education Executive Committee.

## Article 5 Health Professions Students

**Article 5.1 Admissions** -- Students enrolled in the SHP's programs are selected after being screened by Health Professions faculty members, interviewed by Health Professions and other College faculty members and students, reviewed and ranked by the Health Professions Program Admissions Committee, and officially accepted to the College by the Dean.

Minimum admissions requirements for the SHP's degree programs include the following:

- a baccalaureate degree from an accredited college/university in the United States.
- completion of specific course requirements (prerequisites).
- an overall grade point average (GPA) of 3.0 on a 4.0 scale. Candidates seeking admission to the Physician Assistant Program must have a minimum overall 3.20 GPA
- competitive scores on the Graduate Record Examination.
- a completed application submitted on or before the published deadline for receipt of applications.

Additional program-specific admission requirements are published on each program's website. Transfer credit from other institutions will not be accepted (Reference: BCM Policy and Procedure Manual 23.1.05 [http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&PolicyNumber=23.1.05](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&PolicyNumber=23.1.05)). The Health Professions Program Admissions Committee may grant advanced standing in accordance with program-specific policies.

**Article 5.2 Non-Discrimination Policy** – The College and the SHP admit students of any race, religion, sex, marital status, sexual orientation, color, national or ethnic origin, disability, or age to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The College and the SHP do not discriminate on the basis of race, religion, sex, marital status, sexual orientation, color, national or ethnic origin, disability or age, in administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs.

**Article 5.3 Background Checks** – All applicants who receive an offer of admission must complete a background check as a condition of matriculation in the SHP. The background check will include a criminal records search, social security number trace, and professional license verification. Applicants have the right to review the reported information for accuracy and completeness and to request that the vendor verify that the background information provided is correct.

- All applicants must complete a background check authorization form when requested. Admission may be denied if an applicant refuses to sign the background check authorization form, omits material facts on the form, or provides false information.
- Any offer of admission will be contingent upon completion of the background check with results deemed satisfactory. Admission may be denied or rescinded based on a review of the background check report.
- If a student is unable to participate in clinical rotations at the College's affiliated clinical sites due to criminal or other adverse activities that are revealed in a background check, he or she will not be able to fulfill the program requirements. An offer of admission will be rescinded based on the student's inability to complete the curriculum.

The School of Health Professions will arrange for an outside vendor to conduct background checks and assume the cost of this service. Reports issued directly to the SHP will be kept confidential at all times. Background check reports will be reviewed by a committee comprised of the Dean of the SHP, the Assistant Dean of the SHP, the matriculant's Program Director and, as needed, a representative from the General Counsel's office. If the report does not contain any negative findings as determined by the committee, the applicant will be allowed to enroll and participate in clinical rotations. If a report does contain negative findings, the Program Director may request that the applicant submit additional information regarding the negative finding. The Program Director, in consultation with the Dean, the Assistant Dean, and, as needed, the College's General Counsel, will review all information available and determine appropriate action.

**Article 5.4 Enrollment** – All Health Professions students must enroll officially through the Registrar's Office. Students are encouraged not to be employed while concurrently enrolled in a SHP program.

**Article 5.5 Tuition and Fees** – Tuition and fees are set by the President each academic year. Health Professions students are required to pay 2 - 3 years' tuition charges, based on the program in which they are enrolled. Students who repeat coursework or otherwise extend their enrollment beyond the typical length of their programs will be charged tuition and fees for each additional period of enrollment. Title IV Federal financial aid recipients who meet degree requirements prior to the end of the semester will be subject to the Return of Title IV Funds Policy. All other students will be subject to the Institution's Refund and Repayment Policy.

[http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.04](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.04)

The full tuition and fee assessment policy, including information regarding leaves of absence, is available in the BCM Policy and Procedure Manual 23.1.02

[http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.02](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.02)

A student on an approved leave of absence should also consult Article 7.1 regarding participation in the student health insurance program while on leave.

**Article 5.6 Falsification of Admission Application** – Occasionally candidates make inaccurate statements or submit false material in connection with their admissions application. In most cases, these misrepresentations are discovered during the application process and the application is rejected. If the misrepresentation is discovered after the candidate is admitted, the offer for admission is normally withdrawn. If misrepresentation is discovered after a student is registered, the offer of admission normally will be revoked and the student will be required to leave the school. If the discovery is made after a degree has been awarded, the degree may be rescinded. The determination that the application is inaccurate or contains misrepresentation rests solely with the Dean, and will be resolved outside the student disciplinary process.

**Article 5.7 Attendance** – For students in good standing in didactic courses, attendance at lectures is highly recommended, but not obligatory; however, laboratory and small group learning attendance may be required. At departmental discretion, attendance in laboratory and conferences may be a factor in deriving a student's grade. Students who are repeating a course because of previous academic failure are required to attend all lectures and labs of the course in question. If a faculty member in a department finds that a student is not meeting attendance requirements, the student will be notified by the faculty of the department in writing with a copy of the letter sent to the Program Director and the Dean. A student who is on Academic Probation is required to attend all lectures, laboratory sessions, and conferences in the curriculum. A student enrolled in an online course is required to participate in online course activities with regular frequency.

**Article 5.8 Attendance: Clinical Curriculum** - Attendance during all aspects of clinical courses is expected and considered an important part of the student's responsibility and education, and may be an important component in the evaluation of student performance. Students form an integral part of the clinical team and are accorded active clinical roles based on the expectation that they will fulfill their educational and patient care responsibilities. All students are required to be present on the first day of a new clinical course. Participation in the orientation session of a new clinical course is mandatory since important information regarding course expectations and procedures is covered on the first day. Requests for exceptions must be arranged with the Program Director. Course expectations and attendance requirements for clinical courses are determined and recorded by the department or clinical site. In addition, students are expected to remain available to discharge clinical responsibilities until released from duty on the final day of the applicable term.

**Article 5.9 Leave of Absence** – The Dean or Designee may approve a student Leave of Absence upon the Program Director's recommendation. Please see Baylor College of Medicine's [Student Leave of Absence Policy 23.1.2](#) for conditions and definitions.

Please complete the [School of Health Professions Leave of Absence Request form](#) to begin the Leave of Absence process.

**Article 5.10 Withdrawal from the College** – A student who wishes to withdraw from the SHP must personally meet with the Dean and/or the Program Director and submit a letter to the Dean requesting withdrawal. A request to withdraw will not be granted for a student who has been

dismissed by action of the Health Professions Student Promotions Committee or whose dismissal is in the appeals process.

The office of the Dean and/or the Program Director will advise the student about the check-out process to be completed within five business days. After five business days, the student who withdraws from a program but has not completed the check-out process is considered withdrawn.

The official records of a student who is withdrawing or has been dismissed from the College will be placed on hold until the check-out process is complete. The College will not release any official records until the student has obtained the required signatures on the check-out form and returned it to the Program Director. The student shall remain responsible for tuition and fees up to the date that the Program Director certifies that the clearance process has been completed. Once the check-out process is deemed complete by the Program Director and the Student Clearance Form is processed by the Registrar's Office, the hold will be removed from the student's records.

**Article 5.11 Reinstatement of Students Previously Dismissed or Voluntarily Withdrawn** A student who wishes to be re-admitted to the College should apply to the respective program in the same way as any new applicant. The respective program shall have available the student's entire permanent record at the College. The Admissions Committee may request any additional information that might help them in their decision. This might include documentation of additional academic and work experience, medical and psychiatric data, etc.

This procedure is applicable to the following:

- Students dismissed for academic reasons
- Students dismissed for nonacademic reasons
- Students who have withdrawn from Baylor College of Medicine

**Article 5.12 Credit Hour Assignment** – One credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement. Credit hour assignment is an institutionally established equivalency and reasonably approximates the following:

1. Academic credit will be awarded in credit hours. One clock hour will serve as the base unit for awarding academic credit.
2. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement.
3. The program will ensure reasonable equivalency for one credit hour across all courses.
4. Reasonable approximations of the time spent in student instruction and learning will receive the following academic credit:
  - a. One credit hour of classroom learning = 15 hours of classroom instruction and a minimum of 2 hours of out-of-class student work per hour of classroom instruction.
  - b. One credit hour of laboratory learning = 30 hours of laboratory learning and a minimum of 1 hour of out-of-class student work per hour of laboratory learning.
  - c. One credit hour of distance learning = 45 hours of learning activities considering both time spent online and student work off-line.
  - d. One credit hour of clinical learning = 100 hours of clinical time where the average across the clinical phase of the program is 50 hours per week.
5. Credit hour assignment for courses including a combination of learning modalities will follow the above criteria in a combined summative fashion.

<b>Program Name</b>	<b>Semester Credit Hours Required for Completion</b>
Genetic Counseling	65 (proposed)
Doctor of Nursing Practice	132
Orthotics and Prosthetics	128
Physician Assistant	136

The full policy is available in the BCM Policy and Procedure Manual.

[http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.11](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.11)

## Article 5.13 Grading and Grading Policies

**Article 5.13.1 Assignment of Grades** – Interim term grades are assigned for courses that continue into the following term; final grades are not available until the course is completed. Individual departments and course directors determine how to calculate course grades and the weight given to each component used to compute interim and final grades. At the conclusion of each didactic and clinical course, the department or course director shall render a final course grade for each enrolled student.

In all pre-clinical courses, clinical courses, clinical rotations, and clinical elective rotations, grades are rendered as shown in Table 1, with the exceptions of specific courses identified below for which grades are rendered as shown in Table 2. If all requirements have not been met for a course, or a targeted remediation is offered but not completed, a grade of “Incomplete” (I) is assigned.

Table 1. Grade assignments and point values of SHP courses.

Grade	Score Range	Quality Points	Interpretation
A	90 – 100	4.0	Exceptional performance
B	76 – 89	3.0	Performance meeting expectations
C	70 – 75	2.0	Unsatisfactory performance (failure)
D	65 – 69	1.0	Unsatisfactory performance (failure)
F	0 – 64	0.0	Unsatisfactory performance (failure)

Grades for the following courses are to be rendered as shown in Table 2.

- Clinical Biochemistry
- Anatomical Science 1 & 2
- Human Physiology 1 & 2
- Medical Ethics (OP and PA Students)
- Nervous System (NA students)

Table 2. Alternate grade assignments and point values for selected SHP pre-clinical courses.

Grade	Score Range	Quality Points	Interpretation
A	90 – 100	4.0	Exceptional performance
B	70 – 89	3.0	Performance meeting expectations
C	65 - 69	2.0	Unsatisfactory performance (failure)
D	60 - 64	1.0	Unsatisfactory performance (failure)
F	0 – 59	0.0	Unsatisfactory performance (failure)

**Article 5.13.2 Reporting of Grades** – Course directors for all didactic and clinical courses report interim and final scores in whole numbers to the appropriate Program Director. Following the completion of exam week each academic term, Program Directors may release course grades with scores to students. Each Program Director reports grades to the Registrar and maintains a cumulative grade sheet that shows all interim and final grades by term for each student in the program.

**Article 5.13.3 Course Grade Requirements** – All courses require a final grade of B or better. Any final grade lower than a B is a failing grade and the stipulations below under “Final Grades” apply. All grades of Incomplete in pre-clinical courses must be replaced by passing grades before a student may progress to the clinical phase of each program. An incomplete may be assigned in clinical courses where faculty have determined that remediation is necessary and appropriate. The type and extent of remediation will be determined by the Program Director with consideration of the individual student’s learning needs and patient safety. Students may only be assigned two incompletes in clinical courses during the entire program (exclusive of incompletes in pre-clinical courses). If student performance is less than passing in a third clinical course, a final grade of fail will be assigned, after which the SHP Student Promotions Committee will determine whether or not remediation will be offered. All grades of Incomplete must be replaced by passing grades prior to graduation from an SHP program.

#### **Article 5.13.4 Interim Grades**

1. All course grades must be A, B, C, D, or F. Course grades of pass or fail alone may not be used.
2. All interim course grades that fall below a B result in a Letter of Jeopardy from the Program Director. The purpose of this letter is to document that the program has informed the student of the interim score and the requirement that performance must improve in order to pass the course. The letter will offer the student educational support, if desired (e.g., meet with course director/faculty, student counseling service).
3. Interim grades that fall below the minimal passing requirement cannot be remediated.

#### **Article 5.13.5 Final Grades**

1. Students must achieve a final passing grade of B or better in all courses.
2. Only final course grades can result in formal academic action by the Program Director or AHSPC (e.g., academic probation, dismissal).
3. When a student achieves a final grade of C, D, or F, the Course Director will evaluate for areas of focused knowledge deficits.
  - a. If a single area of focused knowledge deficit is identified, the Course Director may direct a targeted remediation in the area of weakness.
    - i. Targeted remediation should occur prior to the AHSPC meeting; if this is not possible, the Course Director reports a grade of incomplete (I) to the Program Director and confers with the Program on a date the remediation will be completed.
    - ii. Successful targeted remediation results in the lowest passing grade in that course (B) being reported as a final grade to the Program Director.
    - iii. Unsuccessful targeted remediation results in the original failing grade (C, D, or F) being reported as a final grade to the Program Director.
  - b. If more than one area of knowledge deficit is identified, the student is not eligible for targeted remediation and the original failing grade (C, D, or F) is reported as a final grade to the Program Director.
4. If a student has a single failing final course grade, the responsible Program Director places the student on academic probation, and arranges comprehensive remediation of the course. The Program Director can authorize comprehensive remediation of two failing final course grades, provided they do not occur concurrently.
  - a. Comprehensive remediation includes a course examination and/or clinical remediation activities representing all course content areas.
    - i. Successful comprehensive remediation will result in the lowest passing grade (B) in the course being reported as a final grade to the Program Director. The Program Director will report this grade to the Office of the Registrar.
    - ii. Failure of comprehensive remediation results in the original failing grade (C, D, or F) being reported as a final grade to the Program Director. The Program Director will report this grade to the Office of the Registrar and refer the matter to the AHSPC. The AHSPC may require the student to repeat the course in its entirety, or other actions deemed appropriate.
5. If a student has two or more concurrent failing final course grades (C, D, or F), the responsible Program Director places the student on academic probation, does not authorize remediation, and refers the matter to the AHSPC. The AHSPC will consider options deemed appropriate, including dismissal.
6. If after successfully remediating two failing final course grades, a student has a third failing final course grade, the responsible Program Director places the student on academic probation, does not authorize remediation, and refers the matter to the AHSPC. The AHSPC will consider options deemed appropriate, including dismissal.

**Article 5.14 Transcripts** – All final grades appear on transcripts. If all course requirements have not been met, a grade of "I" (Incomplete) will appear on the transcript.

When a completed course has been failed, or remediation is not successful, the initial failing grade of C, D, or F becomes part of the official transcript. When a course has been successfully remediated through targeted or comprehensive remediation the transcript will show only the final grade, which will be the lowest possible passing grade (B) in that course. When a course has been repeated in its entirety, that transcript will show both the original failing grade and the grade

achieved in the repeated course.

**Article 5.15 Student Records** – The College's policy regarding integrity, confidentiality, and retention of student academic records is based upon practices recommended by the American Association of American Collegiate Registrars and Admissions Officers, accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges, and the Family Educational Rights and Privacy Act. The full policy is available in the BCM Policy and Procedure Manual 23.1.06 [http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&PolicyNumber=23.1.06](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&PolicyNumber=23.1.06)

**Article 5.16 Release of Information** – The College adheres to the Family Educational Rights and Privacy Act (FERPA) that affords students over 18 years of age certain rights with respect to their education records.

1. The right to inspect and review the student's education record.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent (directory information).
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

Students may request in writing that the College withhold their directory information from inquiring educational sources. Directory Information includes but is not limited to: name, local address and telephone number, major field of study, dates of attendance, class schedules, degrees granted and graduation dates, class standing, and the College's email address. Official Grades may only be transmitted from the College to another institution through an official transcript issued by the Office of the Registrar.

If a student requests a letter of recommendation, the individual faculty member may state only the official grade received in the course and a narrative. Official grades are A, B, C, D and F. Departments and faculty of College may not transmit any numerical grade to another institution or individual faculty member. Program directors may transmit required numeric information at the request of the student to academic institutions, licensing agencies, or other official entities.

Departments may discuss grades with individual students and release an individual sealed, confidential report to each student. Departments may post or release general information about course grades including: mean scores and grade distributions; however, Federal Law prohibits the general posting or group release of individual grade information which in any way identifies individual students including the use of a code.

Program faculty will communicate with clinical sites, preceptors and/or coordinators regarding student performance. This communication may be in verbal or written form.

**Article 5.17 Student Grievance Policy** – This Student Grievance Policy does not supersede policies and procedures concerning student rights, responsibilities, and appeals (Articles 7.8 – 7.9). Moreover, nothing in the policy supplants actions/decisions of the Health Professions Student Promotions Committee. A student's dissatisfaction with an examination or grade is not grounds for a grievance against the faculty member who assigned the grade.

A grievance is a complaint arising out of any alleged unauthorized or unjustified act or decision by a member of the faculty, administration, or staff that adversely affects the status, rights, or privileges of a member of the student body. The burden of proof shall rest with the complainant.

Student complaints or grievances should initially be addressed, if possible, by the student with the individual (student, faculty, staff) most closely related to the grievance. If no resolution is established, the student must ask her/his Health Professions Program Director for assistance. If the problem cannot be resolved informally or with the assistance of the respective Health Professions

Program Director, the student may file a formal, written grievance with the Dean, SHP.

The full policy, including appeals procedures, is available in the BCM Policy and Procedure Manual.  
[http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.08](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.08)

## **Baylor College of Medicine School of Health Professions** **Technical Standards for Admission and Graduation**

It is the policy of Baylor College of Medicine that no person shall be denied admission to the school, or awarded a degree from the school on the basis of any disability, pursuant to the Americans with Disabilities Act (ADA) of 1990 and section 504 of the Rehabilitation Act of 1973, provided that the person demonstrates ability to meet the minimum standards set forth herein. Baylor College of Medicine will reasonably accommodate individuals with disabilities, provided that the standards required by the school of all graduates and the integrity of the school's curriculum are upheld. Mastery of essential skills is required of all students.

These standards are developed as criteria to achieve the Doctor of Nursing Practice or Master of Science degree in preparation for practice as a Genetic Counselor, Nurse Anesthetist, Orthotist/Prosthetist, Physician Assistant. The faculty is equally cognizant of its responsibilities to patients who will be a part of the educational process and to future patients who will entrust their welfare and lives to graduates of our school. The safety of the patient, on whom the medical education process is largely focused, has been given a primary consideration in developing these standards. Therefore, the faculty must carefully consider the personal and emotional characteristics, motivation, industry, maturity, resourcefulness, and personal health of the aspiring health care professional.

**Abilities and Skills Requisite for Genetic Counseling, Nurse Anesthesia, Orthotist/Prosthetist, or Physician Assistant Program Completion** – A candidate for the Master of Science degree in either Genetic Counseling, Orthotics and Prosthetics, or Physician Assistant Studies, or the Doctor of Nursing Practice degree in Nurse Anesthesia must have abilities and skills in six essential areas: (1) observation, (2) communication, (3) motor, (4) conceptual, integrative, and quantitative, (5) behavioral and social, and (6) ethical. Technological compensation can be made for disabilities in certain of these areas, but a candidate must be able to perform certain basic functions in a reasonably independent manner. The use of a trained intermediary to observe or interpret information or to perform procedures is deemed to compromise the essential function of the health care professional and may jeopardize the safety of the patient. The six areas of abilities/skills are detailed as follows:

1. **Observation.** The candidate must be able to:
  - a. observe demonstrations and experiments in the basic sciences
  - b. observe a patient accurately at a distance and close at hand
  - c. discriminate variations in human responses to disease using visual, auditory, tactile, and other sensory cues
  - d. discriminate changes in monitoring devices and alarms using visual and auditory senses
2. **Communication.** The candidate must be able to:
  - a. communicate clearly, effectively, and sensitively in English through oral and written methods in order to communicate with other health care providers and patients of all ages
  - b. speak, to receive information in oral form, and to observe patients in order to elicit information, to describe changes in mood, activity and posture, and to perceive non-verbal communications
3. **Motor.** The candidate must have sufficient motor function to:
  - a. elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers
  - b. execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of general care and emergency treatment reasonably required of Nurse Anesthetists and/or Physician Assistants include, but are not limited to, cardiopulmonary resuscitation, airway management, vascular access, medication administration, catheter insertions, suturing, application of pressure to stop bleeding, obstetrical maneuvers, etc. Examples of general care and emergency treatment reasonably required of Orthotists/Prosthetists include, but are not limited to, safe patient handling in transfers and during weight-bearing activities, and cardiopulmonary resuscitation.

- c. coordinate gross and fine motor movements, equilibrium and functional use of the senses of touch and vision
  - d. Orthotist/Prosthetist candidates must be able to lift up to 25 pounds, operate power tools safely, and manipulate materials and components to fashion devices for patient use.
4. **Intellectual-Conceptual Integrative and Quantitative Abilities.** The candidate must be able to:
- a. use reason, analysis, calculations, problem solving, critical thinking, synthesis, self-evaluation and other learning skills to acquire knowledge, comprehend and synthesize complex concepts
  - b. independently access and interpret medical histories or files
  - c. identify significant findings from history, physical examination, and laboratory data
  - d. provide a reasoned explanation for likely diagnoses and prescribed medications, therapies, and devices
  - e. interpret information derived from auditory, visual, written, and other visual data to determine appropriate patient management plans
  - f. recall and retain information in an efficient and timely manner
  - g. incorporate new information from peers, teachers, and the medical literature in formulating diagnoses and plans
  - h. identify and communicate knowledge to others when indicated
5. **Behavioral and Social Attributes.** The candidate must possess the emotional health required:
- a. for full utilization of his/her intellectual abilities
  - b. for the exercise of good judgment
  - c. for the prompt completion of all responsibilities attendant to the diagnosis and care of patients
  - d. for the development of mature, sensitive, and effective relationships with patients
  - e. to tolerate physically taxing workloads
  - f. to function effectively under stress
  - g. to adapt to changing environments
  - h. to function flexibly and effectively in stressful and rapidly changing situations
  - i. to learn to function in the face of uncertainties and ambiguities inherent in the clinical problems of many patients
  - j. to employ compassion, integrity, concern for others, interpersonal skills, interest and motivation
  - k. to accept criticism and respond by appropriate behavior modification
  - l. to use supervision appropriately, and act independently when indicated
  - m. to demonstrate personal and professional self-control as well as tactfulness, sensitivity, compassion, honesty, integrity, empathy, and respect
6. **Ethical Standards:** The candidate must demonstrate professional demeanor and behavior, and must perform in an ethical manner in all dealings with peers, faculty, staff, and patients.

Certain disabilities can be accommodated without sacrificing the standards required by the school or compromising the integrity of the curriculum. The school is committed to development of competitive and qualified candidates with disabilities. At the same time, the school recognizes the essential need to preserve the standards and integrity of the curriculum requisite for competent and effective practice as a Genetic Counselor, Nurse Anesthetist, Orthotist/Prosthetist, or Physician Assistant. Questions about any additional program-specific technical requirements should be addressed to the respective program director. Since the treatment of patients is an essential part of the educational program, the health and safety of those patients must be protected as a first priority.

## **Article 6 Student Services**

Baylor College of Medicine has designated certain College leaders as Responsible Employees based on either their administrative title (Director Level and above) or responsibilities by serving in a major education role. Responsible Employees have a duty to promptly report incidents of sex based discrimination, and Prohibited Conduct directly to the Title IX Coordinator. Additionally, Responsible Employees are not confidential reporting resources. View a listing of groups of College administrators designated by Baylor College of Medicine as Responsible Employees.

**Article 6.1 Policy on Harassment** –BCM prohibits sexual harassment or harassment of and by faculty, staff, students, post doctoral trainees, residents, fellows and non-employees. Violation of

this policy by an employee shall subject him/her to disciplinary action, up to and including discharge. Other available remedies may be utilized for violation of this policy by a non-employee.

Harassment includes, but is not limited to:

- Slurs
- Jokes
- Verbal, graphic, or physical conduct related to an individual's race, color, sex, religion, national origin, age, physical or mental disability, or marital or veteran status.

Harassment also includes unwelcome sexual advances and requests for sexual favors from a party of the same or different sex. These behaviors constitute harassment when submission is a condition of:

- Employment
- Promotion
- Evaluation
- Educational advancement
- Submission to or rejection of such is used as the basis for employment or academic decisions.

BCM also prohibits retaliation against any faculty, staff, student, post doctoral trainee resident, or fellow who rejects, protests, or complains about harassment. Retaliation is a violation of College policy.

Complaints of harassment will receive prompt attention. Information obtained during the course of an investigation of harassment will be maintained in a confidential manner to the extent possible and will be shared only with individuals who have a need to know for the purposes of the investigation and resolution of the complaint. Individuals who make false statements during the course of a harassment investigation may be subject to discipline, which may include discharge. All faculty, staff, students, post doctoral trainees, residents, and fellows are expected to cooperate fully with such investigations. There will be no discrimination, recrimination, or reprisal against any faculty, staff, students, post doctoral trainees, residents, or fellows for making a good faith report of harassment.

Any faculty, staff, students, post doctoral trainees, residents, or fellows who believes that he, she or another individual is being harassed in any manner by a supervisor, manager, co-work, customer, vendor or other person should inform the alleged harasser that his or her actions are offensive, unwelcome, and/or inappropriate and immediately bring the matter to the attention of his or her supervisor or any of the following individuals:

- Program Director of Doctor of Nursing Practice, Genetic Counseling, Orthotics and Prosthetics, or Physician Assistant Program
- Dean
- Chairperson of the Committee on the Prevention of Sexual Harassment
- Office of Student Affairs
- Departmental Administrator
- Direct Supervisor/Manager
- Human Resources/Employee Relations or Vice President of Human Resources
- Corporate Officers of BCM

**Article 6.2 Students with Disabilities** – Baylor College of Medicine is committed to providing equitable access to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical) or temporary injuries (fractures, sprains, tears). To ensure access to allied health program activities, please contact Student Disability Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively; therefore, students are encouraged to register with Student Disability Services as soon as they begin the program. More information can be found online by visiting the Student Disability Services [website](#) or by contacting Student Disability Coordinator, Mikiba W. Morehead at [mikiba.morehead@bcm.edu](mailto:mikiba.morehead@bcm.edu).

The full policy, including criteria for requesting reasonable accommodations and procedures for appeal, is available in the BCM Policy and Procedure Manual 23.1.07 [http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.07](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.07).

**Article 6.3 Sexual Harassment and Sexual Violence** – Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, prohibits discrimination based on sex in all programs or activities that receive Federal financial assistance. Title IX also prohibits sexual harassment, including same-gender harassment and student-to-student harassment. BCM does not discriminate based on sex and will not tolerate discrimination which includes sexual harassment, sexual violence, dating violence, domestic violence and stalking. Incidents of sexual harassment, sexual violence, dating violence, domestic violence and stalking are taken seriously. Reports will be promptly investigated and appropriate actions will be taken to remedy the effects of the harassment or violence and prevent the reoccurrence.

A student who experiences sexual harassment, sexual violence, dating violence, domestic violence and/or stalking may contact the BCM Title IX Coordinator for assistance.

Title IX Coordinator

Mikiba W. Morehead

Office of Student Services

Baylor College of Medicine

One Baylor Plaza- Main Campus

Cullen Building, 415A

[mikiba.morehead@bcm.edu](mailto:mikiba.morehead@bcm.edu) (713) 798-8137

A student may also report to the BCM Security Office via the campus emergency line at 8811 or the non-emergency campus extension of 8-8300. The BCM Security Office can assist students with filing a report with local law enforcement and in the case of any emergency encourages you to call the police at 911. BCM complies with the Family Educational Rights and Privacy Act (FERPA), and to the extent possible will protect the privacy of all persons involved in a report of sexual harassment, sexual violence, dating violence, domestic violence and/or stalking.

BCM does not tolerate acts of retaliation. Individuals responsible for retaliation against any person who provides information, participates in an investigation, or the adjudication of a report will be met with disciplinary action up to and including removal from the BCM community. [http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&policy\\_number=02.10.10](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&policy_number=02.10.10)

BCM provides prevention programs and education to faculty, staff and students in an effort to dispel the myths, address the effects, and reduce the occurrence of sexual harassment, sexual violence, dating violence, domestic violence and stalking. More information on our efforts, options for reporting and available support services can be found by visiting the Office of Student Services webpage at <https://www.bcm.edu/education/academic-faculty-affairs/student-services/support-services>.

The full Sexual Harassment and Sexual Violence policy is available in the BCM Policy and Procedure Manual 02.2.26. The policy can be found on webpage <https://www.bcm.edu/education/academic-faculty-affairs/academic-policies>.

#### **Article 6.4 Academic Advising, Career Advising, Tutoring**

**Academic Advising:** The PA, DNP and OP programs assign a faculty advisor to each enrolled student. The relationship continues throughout their education. The role of the faculty advisor is to provide a consistent academic and professional resource to the student. Periodic meetings with the faculty advisor are mandatory; optional additional meeting times are available and encouraged.

**Tutoring and Academic Support:** Health Professions programs provide faculty-directed timely review sessions throughout each academic term to prepare students for knowledge and skill-based examinations.

**Career Advising:** The DNP, GC, OP, and PA programs assign a faculty advisor to each enrolled student. The relationship continues throughout their education. The role of the faculty advisor is to provide a consistent professional resource to the students regarding discipline-specific career planning and initial employment in the field or post-graduate training opportunities. Mandatory and on-request meetings with the faculty advisor include career advising at key points as students progress toward graduation.

In addition, programs require participation in career development programs to assist with their preparation for the workforce. Students are given ample opportunity to meet with advisors or other faculty members to discuss employment opportunities and career advancement.

## **Article 7 Student Wellness**

**Article 7.1 Student Health Insurance** – Baylor College of Medicine believes student wellness is essential to academic progress and requires that all individuals enrolled in any Baylor academic program maintain medical coverage through the program or are enrolled in alternative coverage that meets the coverage requirements established by the College. The program ensures students have access to health and dental insurance to cover the costs of routine care and/or unexpected illness or injury.

Information regarding the student health insurance program, including enrollment requirements, eligible dependents, costs of coverage, benefits, and coverage during leave of absence is available at <https://www.bcm.edu/education/schools/medical-school/student-affairs/student-handbook/insurance>.

**Article 7.2 Personal Responsibility** – Learning and practicing medicine has always involved exposure to infectious agents. Personal risks can be minimized by intelligent attention to immunizations, standard precautions and other preventable measures. Each student must take personal responsibility for being aware of his/her status and taking proper precautions.

The College subscribes to the American Association of Medical Colleges' statement of responsibility in treating patients with HIV: students, residents, and faculty have a fundamental responsibility to provide care to all patients assigned to them regardless of diagnosis. Failure to accept responsibility violates a basic tenant of the medical profession to place the patient's interest and welfare first.

**Article 7.3 Infection Control** – Students exposed to or with infectious or communicable illnesses including chicken pox, diarrheal illness, measles, tuberculosis, group A strep infection or draining lesions on the hands must see their primary care physician or consult a physician in the Family Medicine department. In addition, students with such circumstances should consult with the infection control office in the institution where the infection occurred or where the student is doing a clerkship about the advisability of working with patients to be sure that he or she is following the local regulations. When caring for patients with TB, students should adhere to local regulations. Precautions may include wearing appropriate masks, or custom fitted masks.

**Article 7.4 Institutional Policy on AIDS** – The risk to health care workers of acquiring Human Immunodeficiency Virus (HIV) infection in the routine performance of duties is quite low. Students, house officers, faculty, and staff will be expected to care for patients so infected as they would any patient suffering from other potentially communicable diseases in accordance with the recommendations of the Center for Disease Control (CDC) and existing hospital policies.

Students, house officers, faculty, staff with HIV infection will be handled as any other medical problem in that restrictions on activities will be based on the advice of that individual's physician and guidelines set forth by the CDC.

The College does not have routine, mandatory testing of HIV for students. However, the State of Texas requires health care workers who know they are infected with HIV or hepatitis B to seek a fitness for duty evaluation from the institution. Students who are known to be infected with HIV, hepatitis B or hepatitis C must seek an evaluation with the Occupational Health Program to determine whether restrictions on activities are necessary. Restrictions on activities, if any, will be based on the advice of that individual's physician, standards of medical practice and guidelines set forth by the CDC.

**Article 7.5 Standard Precautions** – Baylor College of Medicine students ("Students") are expected to provide the appropriate level of care to all patients while following standard precautions to prevent the spread of infectious diseases due to exposure to human blood or bodily fluid. Information regarding standard precautions, needle stick injuries, and exposure to blood or bodily fluids is available at <https://www.bcm.edu/education/schools/medical-school/student-affairs/student-handbook/health-services>.

**Article 7.6 Health Requirements and Services** – Before registration, all students must complete the Student Health Assessment, and show proof of immunizations/serologic confirmation required by the Texas Education Code and BCM:

Tetanus/Diphtheria	Rubella
Measles (rubella)	Mumps
Hepatitis B	Polio
Meningitis	Varicella (Chicken Pox)
Tuberculosis* (PPD/Mantoux)	

\*If positive, a chest x-ray is required.

Health care services are offered by primary care providers chosen by the student at the time of registration. The Occupational Health Program Office consults with students in regard to safety and health related issues pertinent to all health care professionals and conducts TB testing annually. All student health records are maintained in accordance to guidelines specified by the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

**Article 7.7 Training** – The Office of Environmental Safety requires that all students view the annually updated OSHA Bloodborne Pathogens (BBP) Training Film and be trained to prevent transmission of tuberculosis. Students may consult with a dean in the Office of Student Affairs in regard to all available health care service options in the Texas Medical Center. The Office of Corporate Compliance Programs requires that all BCM students, visiting students and Observers complete the on-line training in regard to HIPAA.

**Article 7.8 BCM Student and House Medical Staff Mental Health Service.**

**Wellness Intervention Team:** The Baylor College of Medicine (BCM) Wellness Intervention Team (WIT) effectuates a coordinated institutional response to a health or wellness crisis causing student distress, when the student is referred by the Dean or Designee such as a Dean of Students or Program Director. WIT does not provide emergency services or immediate, direct intervention with students purported to be in distress, but primarily coordinates an acute care assessment of the health and safety of students and links them with necessary resources to promote mental, emotional, psychological, or physical wellness and well-being. The School Dean or Designee will activate the WIT to initiate one of these primary functions, as appropriate: Acute Care & Crisis Management, Access to Academic & Non-Academic Support Resources, or Processing of Long-Term Leave of Absence (LOA) Requests & Returns from LOA. Students referred to WIT may register dissent or concern regarding the WIT process by filing a Grievance, as described in the Student Appeals and Grievances Policy (23.1.08). For further details about the WIT purpose and process, contact your School Dean or [studentservices@bcm.edu](mailto:studentservices@bcm.edu)

**The Student and House Staff Mental Health Service**, directed by the Department of Psychiatry & Behavioral Sciences, provides confidential, free counseling for students, spouses, significant others, or couples. Students and spouses interested in obtaining counseling may call 713-798-4881. An appointment will be made to see a BCM faculty psychiatrist, or other professional, usually within two or three days. The telephone line has a 24-hour answering service. Through the service, consultation, counseling (including marital counseling), crisis intervention or psychotherapy up to 12 sessions are provided free of charge.

Information given to the counselor will be treated as confidential. It will not be available to the administration, faculty, or any committee of the College. Limited information may be given with the permission of or at the request of the student. No claim will be made against medical insurance.

The counselor will not participate in any academic decision concerning students. If a psychiatric evaluation is requested by the school administration to aid in decisions concerning admission, leave of absence, disciplinary issues, etc., such matters will be referred to psychiatrists who do not serve as counselors.

In the event of a psychiatric emergency or when a faculty psychiatrist cannot be reached immediately, a student may go directly to Houston Methodist Hospital or Ben Taub Hospital emergency rooms.

For extended treatment of psychiatric problems requiring hospitalization, a student may be referred to other specialists in the Department of Psychiatry and Behavioral Sciences or to one in the community. For psychiatric treatment in these instances, there will be fees which will come under

the provisions of the student's health insurance policy and the student's own resources. One option among these is the BCM Psychiatry Clinic, where a student or spouse can be seen for ongoing psychotherapy by a Psychiatry resident at the clinic's minimum fee. In addition, if a student needs ongoing psychotherapy in order to remain enrolled and cannot afford to pay for it, BCM will pay for the treatment-which will be provided by a voluntary faculty psychiatrist as often as once a week for up to one year. This will be available only to a few students at a time and will be determined on the basis of financial need.

Students also have access to WellConnect, a service that provides a 24/7 hotline for crisis counseling (<http://www.wellconnectbysrs.com/>).

**Article 7.9 Substance and Alcohol Abuse Policy** –The federal Drug-Free Workplace Act is the foundation for the BCM Substance and Alcohol Abuse Policy (Number 02.5.34). Particular areas of emphasis in this Act are:

- Publishing a policy statement notifying BCM Persons of prohibitions against the use, possession, distribution, dispensing, or manufacture of any Prohibited Substance in the workplace and on BCM premises and against the excessive consumption of alcohol, in the circumstances described in this policy.
- Establishing an ongoing drug-free awareness program that periodically informs BCM Persons of the dangers of drug abuse and explains our drug-free workplace policy, possible penalties for policy violations, and of the available drug counseling, rehabilitation and assistance programs.
- Establishing a mechanism for reporting suspected violations of this policy.

Creating a healthy and safe work environment is a top priority of the College. This substance and alcohol abuse policy has been established to help keep BCM Persons healthy, productive, and free from injury. Compliance with this policy is a condition to continued employment, enrollment, or association, as applicable, of all BCM Persons.

The term “BCM premises” includes any and all property owned or leased by BCM, hospitals, clinics, and any other practice site affiliated with BCM, and any vehicle engaged in BCM operations.

The term “prohibited substance” includes illegal drugs, controlled substances being misused, and prescription and over-the-counter drugs with abuse potential being taken in amounts not in accordance with the prescribed or recommended dosage.

**Prohibited Substance.** All BCM Persons are strictly prohibited from engaging in the use, possession, distribution, dispensing, manufacture, or sale of any Prohibited Substance while on BCM premises, while conducting BCM business, or while representing BCM in any educational, research, clinical, or community service activity. Any BCM Person who comes to work or class, as applicable, under the influence of any Prohibited Substance will be subject to discipline, up to and including dismissal and referral to law enforcement agencies.

In situations in which a supervisor of a BCM Person at work or in class has a reasonable suspicion that such BCM Person may be using a Prohibited Substance, BCM may require the Person to submit to testing. A reasonable suspicion of use does not necessarily imply a reasonable suspicion of impairment. A supervisor is either defined by an approved job description or identified by title as a Chair or Section Chief or similar title.

Circumstances that may create reasonable suspicion of use include, but are not limited to, physical symptoms of impairment; observable phenomena, such as direct observation of drug use or possession; a pattern of abnormal or erratic behavior; arrest or conviction for a drug-related offense, or identification of an employee as the focus of a criminal investigation into illegal drug possession, use or trafficking; or reports from reliable and credible sources.

**Alcohol.** BCM persons found to have consumed alcohol in excess of the applicable legal limit while on BCM premises, while on BCM business, or while representing BCM in an educational, research, clinical, or community service activity also may be subject to testing and/or discipline under the terms of this policy. Any BCM person who comes to work or class, as applicable, under the influence of alcohol, in excess of the applicable legal limit, will be subject to discipline, up to and including dismissal.

If authorized in advance by the Office of Public Affairs, alcohol may be consumed on BCM premises.

Additional Guidelines. Vendors who appear at BCM under the influence of any Prohibited Substance or under the influence of alcohol will be removed from the premises and possibly prohibited from doing future business with the College.

BCM Persons convicted of a criminal drug offense that occurred on BCM premises (or while the Person was engaged in BCM business) must notify BCM in writing of the conviction within five (5) days thereof and satisfactorily complete an approved rehabilitation program.

BCM will establish such procedures as it deems necessary to effectively enforce its substance and alcohol abuse policy. Refusing to cooperate with these procedures may be cause for disciplinary action, up to and including dismissal.

BCM will make every effort to keep the results of drug and alcohol tests confidential. The BCM Person's supervisor will be notified of the test results, and other management personnel may be notified of the test results. BCM Persons should be aware that test results may be used in administrative hearings and court cases. Results also may be sent to state and/or federal agencies as required by applicable law.

BCM Persons who perform activities in the College's affiliated institutions are also subject to the substance and alcohol abuse policies of each such affiliated institution.

## **Article 8 Regulations Concerning Student Conduct**

**Article 8.1 Academic Rules** – Honesty and integrity are essential to the academic functions of the SHP. The following rules, which constitute the School's Honor Statement, are promulgated in the interest of protecting the validity of the College's grades and degrees, and to assist students in developing standards and attitudes appropriate to academic life and the practice of health care. Violation of academic rules can result in dismissal from the College.

- No student shall receive assistance not authorized by an instructor in the preparation of any assignment, laboratory exercise, report, or examination submitted as a requirement for an academic course or rotation.
- No student shall knowingly give unauthorized assistance to another student in such preparation.
- No person shall sell, give, lend, or otherwise furnish to any unauthorized person material that can be shown to contain the questions or answers to any examination scheduled to be given at any subsequent date, in any course of study offered by the SHP, excluding questions and answers from tests previously administered when supplied by the department.
- Any persons taking, or attempting to take, steal, or otherwise procure in any unauthorized manner any material pertaining to the conduct of a class, including examinations, laboratory equipment, etc., shall be in violation of this regulation.
- Plagiarism is prohibited. Plagiarism includes "an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of the author's words as one's own, as by not crediting the original author." (dictionary.com).

**Article 8.2 Non-Academic Rules** – The rules of conduct listed below are intended for all students; however, it is hoped that all persons within the College complex, faculty and students alike, will adhere to these rules. Any student who feels that any person's conduct is not in keeping with appropriate and acceptable behavior in the areas listed below, either in an academic or non-academic setting should notify the relevant Program Director, the Dean, or other appropriate college official depending on the nature of the offense.

Students must continually maintain congruence with all laws and regulations. Conduct that fails to maintain congruence will be reported to the appropriate State regulatory authority as required.

**Article 8.3 Disorderly Assembly** – No person shall assemble on campus for the purpose of causing a riot or destruction or disorderly diversion that interferes with the normal educational process and operation of the College. This does not deny any student(s) the right of peaceful assembly in accordance with College policy. Likewise, no person or group of persons shall obstruct the free movement of other persons about the campus, interfere with the use of College facilities, or prevent the normal operation of the College.

**Article 8.4 Prohibited Conduct** – When violation of any federal, state, or local law by a student indicates that the student’s continued presence on campus creates a substantial likelihood of danger to the educational process of the College community; the College may institute disciplinary action.

Behavior that disrupts the academic pursuits, or infringes upon the privacy, rights, or privileges of other persons is prohibited. In this regard:

- No student shall push, strike, physically assault, haze or threaten any member of the faculty, staff, or student body or any visitor to the College community.
- Bullying behavior is prohibited, whether it is emotional, verbal, physical, or cyber.
- Drunken misbehavior on College property, at functions sponsored by the College or any recognized College organization is prohibited.
- Conduct which is lewd, indecent, or obscene, or which is offensive to the prevailing standards of an academic community is prohibited.
- No student shall interfere with, or fail to cooperate with, any properly identified College faculty or staff personnel while these persons are in the performance of their duties.
- Dress shall be primarily a matter of individual judgment, but within acceptable standards of good taste. Students are expected to be neat and clean. Students not meeting clinical department standards of dress may be denied access to patients and may thereby jeopardize their grade and satisfactory completion of the rotation or elective. Allowances may be made for mandated dress codes by some religions. Students should ask their Program Director for information on religion-related dress code allowances.
- The use, possession, or distribution of narcotics, amphetamines, barbiturates, marijuana, hallucinogens, and any other dangerous or controlled drugs, not prescribed by a properly licensed healthcare provider, is prohibited.
- Malicious damage or destruction of property belonging to the College or to its affiliated institutions is prohibited.
- Fire and Explosion Safety
  - No student shall tamper with fire safety equipment.
  - No student shall set or cause to be set any unauthorized fire in or on College property.
  - The possession or use of firearms, fireworks, or explosives on College property is strictly forbidden.
  - No student shall make, or cause to be made, a false fire alarm.
- Gambling is prohibited on College property.
- Consumption of alcoholic beverages is prohibited on College property.
- No person shall take, attempt to take, or keep in his or her possession, items of College property or items belonging to students, faculty, staff or student groups without proper authorization.
- No student shall make unauthorized entry into any College building, office or other facility, nor shall any person remain without authorization in any building after normal closing hours.
- No person shall make unauthorized use of any College facility. Upon appropriate notice by College officials, authorization for the use of College facilities may be withdrawn or otherwise restricted.

Additional prohibited conduct includes:

- Dishonesty.
- Serious breach of trust or confidence.
- Serious misconduct, misrepresentation, or failure in personal actions, or in meeting obligations that raise serious unresolved doubts about the integrity, character and faithfulness of the student in meeting the overall obligations of a healthcare career are all considered inappropriate behavior.
- Any violation of the College’s Substance and Alcohol Abuse Policy (see Article 7.9)

Illegal, unethical, or professionally inappropriate behavior outside the BCM community may be considered and addressed.

**Article 8.5 Personal Electronic Devices** - The use of personal electronic devices must be consistent with the needs of the healthcare learning environment. When engaged in patient care, providers are expected to provide their uninterrupted, full attention to the patient for whom they are caring. It is not acceptable to engage in any activity that is not directly related to the care of the patient.

Classroom/seminars:

1. Electronic devices are prohibited except for approved curricular purposes. Accessing other forms of information (e.g., internet search, database search, email communications) are restricted to the policy of the individual instructor.
2. Video/audio recording is strictly prohibited. Instructors may allow limited video/audio recording in certain situations. However, the instructor must give explicit permission, which applies only to that particular class/session/event, and does not apply to any other situation.

Patient care areas:

1. When engaged in direct patient care that is intensive in nature (e.g., anesthesia administration):
  - a. Electronic personal communication (e.g., voice call, text message, email) is strictly prohibited.
  - b. All electronic personal communication must occur while on breaks.
  - c. Utilization of electronic/computing devices (e.g., smart phone) to access reference information (e.g., pharmacologic information, calculations, disease processes) to facilitate care for the current patient is discouraged. At faculty discretion, it will be permitted provided constant vigilance to patient status/care is maintained at all times. The provider must immediately display device screen for verification that appropriate reference information is being accessed.
  - d. Reading materials unrelated to a patient's care during anesthesia is prohibited.
2. When engaged in direct patient care occurring in a clinic or hospital ward environment (e.g., clinic, preoperative screening clinic, etc.):
  - a. Electronic personal communication (e.g., voice call, text message, email) is strictly prohibited.
  - b. All personal electronic communication must occur while on breaks.
  - c. Utilization of electronic/computing devices (e.g., smart phone) to access reference information (e.g., pharmacologic information, calculations, disease processes) to facilitate care for the current patient is permissible.
3. When not engaged in direct patient care:
  - a. Audible electronic personal communication is prohibited.
  - b. Text messaging is acceptable provided it does not disrupt the work environment.
4. To protect privacy and confidentiality of patients, guests, family members, and staff, the use of a personal smart phone for photographs (e.g., patients, medical records, surgery schedule), digital images, videos, and other types of voice or digital recording, is strictly prohibited in the clinical facilities. Healthcare facility-approved photographic equipment may be used in accordance with facility policy. Any violation of this policy, or the HIPAA requirements regarding protected health information (PHI), is grounds for immediate termination from Baylor College of Medicine.

**Article 8.6 Falsification of College Records** – Intentional falsification of any records used by the College relative to a student's enrollment, performance, and graduation is prohibited.

- Students must complete all College records honestly.
- No student shall alter, counterfeit, forge, falsify or cause to be altered any record, form, or document used by the College.

**Article 8.7 Requirement to Report Arrests or Convictions Immediately** – Health Professions students must report any criminal offense allegations or convictions, including those pending appeal, to their respective Program Director immediately (i.e., within 24 hours). Offenses required to be reported include any instance in which the student has been:

- Cited or charged with any violation of the law
- Arrested or have any pending criminal charges
- Convicted of a misdemeanor or felony
- Sentenced to serve jail or prison time
- Subject of a court martial

Students are not required to report class C misdemeanor traffic violations.

**Article 8.8 Review of Student Behavior** – It is the responsibility of the SHP to ensure that its students refrain from engaging in prohibited behavior. Students will be held accountable for their own actions. If a student is engaged in prohibited behavior, it shall be brought to the attention of the relevant Program Director or the Dean. The Dean, in conjunction with the Program Director and or other relevant faculty members, when appropriate, will investigate and review the allegations. If allegations prove to be frivolous, lacking in credibility, or personal in nature, the matter may be dismissed or handled informally. If the allegations are deemed to be of a serious nature and appear to be valid, the Program Director or the Dean may require the student to refrain from clinical activities or restrict contact with certain individuals. A student may be placed on administrative probation, suspended, or dismissed from the College for engaging in prohibited behavior such as discussed in Article 8. The outcome of the investigation and decision(s) by the Dean are final. Decisions of the Dean may be appealed through the Adverse Academic Action Appeal Procedure.

The full Student Grievances Policy is available in the BCM Policy and Procedure Manual.

[http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.08](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.08)

**Article 8.9 Acceptable Use Policy** – Access to computers, information systems and networks owned or operated College impose certain responsibilities and obligations on those granted such access. An individual user's access must always be in furtherance of the user's responsibilities at the College. Use by BCM personnel, or third parties granted access by BCM, should always be legal, ethical, academically honest and in accord with community or professional standards.

No use of BCM computers, information systems and networks should be made that would subject the user or BCM to any legal action or which would be generally perceived as improper or inappropriate. Use of BCM computers, information systems and networks must be consistent with the intellectual property rights of the BCM, other BCM users and third parties. The rights of other Authorized Users to access the BCM computers, information systems and networks must be respected, and each user should consider such other users' rights and needs with respect to shared resources. Violations of the AUP may result in a range of disciplinary actions including informal warning, formal warning, temporary or permanent suspension of access to the College's equipment, suspension or dismissal from the user's position with the College or criminal prosecution.

The above summary statement is not to be construed as a replacement for the detailed policy. The full Acceptable Use Policy is available in the BCM Policy and Procedure Manual ([http://intranet.bcm.tmc.edu/index.cfm?fuseaction=Policies.Display\\_Policy&policy\\_number=12.2.01](http://intranet.bcm.tmc.edu/index.cfm?fuseaction=Policies.Display_Policy&policy_number=12.2.01)).

**Article 8.10 Use of Health Professions Student Listserv** – Official class listservs (e.g. pa14-L, bsdnp13-L, msdnp14-L, or msop14-L) are designed strictly to transmit messages related to program activities. Do not exploit listservs for purposes beyond their intended scope, such as to distribute unsolicited electronic communications. Unauthorized usage includes:

- Any solicitation shall not be allowed, as indicated in the BCM Policy and Procedures Manual Section 11.2.10: "Internal Solicitations". Baylor College of Medicine prohibits unauthorized solicitations of any sort or distribution of literature by any college employees, students or any other person or persons on college premises. Solicitation is defined to include the following:
  - Sale of goods and services
  - Collection of debt
  - Solicitation of gifts or charitable contributions
  - Solicitation in support of any candidate, political party, or political action committee

- Circulation of petitions
- Solicitation of membership in non-Baylor organizations
- Distribution of display of product samples or catalogues not related to a program of the college
- Postings originated by non-BCM personnel are expressly prohibited without approval by the student's program director.
- Posting of copyrighted materials is expressly prohibited by penalty of law. (e.g., text that is down-loaded from web sites, or taken from books, journals, or magazines)
- Posting of libelous material or material intended as a mechanism of attack shall not be allowed.
- Posting of chain letters or alerts of any kind shall not be allowed, including warnings of computer viruses.
- Posting of items of general interest that are not copyrighted (e.g., jokes, stories) but are not related to program activities.

These guidelines may be amended as the need arises.

In addition to the official class listserv, a non-official listserv is available for each class through which BCM will announce special events that are not part of your educational program. Students may use these listservs (ahc-na, ahc-op, ahc-pa) to communicate items that are not program activities yet may be of interest to student colleagues: a garage sale, the sale of used textbooks, need for a roommate, or suitable social functions. This listserv also uses BCM email addresses; therefore, the above provisions and good social and professional judgment apply. Specific guidelines may be added as needed. Non-official listservs are monitored by the SHP as well as by the Office of Information Technology.

**Article 8.11 Use of Copyrighted Materials** – It is the policy of BCM to fully respect all rights that exist in any material protected by the copyright laws of the United States while also encouraging usage of the material that furthers its mission. BCM intends that College Members take full advantage of all relevant licenses, exemptions and exclusions, such as the Fair Use exception, that are provided for under the copyright laws, to respect the proprietary rights of owners of copyrights and to refrain from actions that constitute infringement of copyright. If there is no applicable license, exemption or exclusion to permit use of the material, permission must be obtained from the copyright holder. Reference: BCM Policies and Procedures Manual 20.8.03.  
[http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=20.8.03](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=20.8.03).

## **Article 9 Faculty Review of Student Performance**

**Article 9.1 Academic Standards** – Health Professions students are expected to meet standards of academic excellence established by the faculty of the SHP. These standards are reviewed on an annual basis by the didactic and clinical faculty through the activities of the Health Professions Student Promotions Committee. The documentation of academic standard achievement is accomplished through scheduled programs of testing and the observation of student performance. The testing and observation of student performance may also be independent of courses and rotations. Various methods are employed to provide students with a measure of their progress as they transition through their education and training. Examples of these processes and instruments include: written examinations, skill-based tests, faculty observations, oral presentations, student self-assessments of progress, daily and/or monthly faculty performance evaluations, and quarterly evaluations by the student's academic advisor.

**Article 9.2 Review of Didactic Performance** – Each student's didactic performance is assessed by the faculty at specified intervals throughout the didactic phase of the curriculum. This is accomplished using methods of evaluation such as written, demonstrative, and verbal assessments of knowledge and skills. All course coordinators/directors will submit grades to the Program Director upon course completion. The responsible Program Director will report all grades to the Office of the Registrar. The responsible Program Director will prepare grade reports for review by the SHP Dean and the Health Professions Student Promotions Committee. To begin clinical rotations, a student must achieve a passing grade in all courses in the didactic phase of the curriculum.

**Article 9.3 Review of Clinical Performance** – Each student's clinical performance will be evaluated by the program faculty as well as the clinical faculty and preceptors with whom they work. This will be accomplished using faculty performance evaluations, written examinations, patient

simulation testing, and skills tests. These evaluations are submitted to the Program Director. The Health Professions Program faculty will review these evaluations, in conjunction with all other available credible information concerning the student's performance, to determine the grade. The responsible Program Director will submit grades to the Office of the Registrar. The responsible Program Director will prepare grade reports for review by the SHP Dean and the Health Professions Student Promotions Committee. The responsible Program Director will take academic action consistent with Article 5.13.5 and may make recommendations to the Health Professions Student Promotions Committee regarding academic action(s). Any such recommendations are not final until accepted by the Health Professions Student Promotions Committee, at which point they become actions of the committee.

**Article 9.4 Review of Professional Behavior** – It is also the responsibility of the SHP to ensure that its graduates meet local and national standards of professional conduct and responsibility. Students will be held accountable for their own actions. Integrity, respect, personal demeanor and appearance, accountability, collegial interaction, commitment to excellence, empathy and self-reflection have been identified as those professional attributes that facilitate honest communications, nurture confidentiality, facilitate boundary maintenance, encourage lifelong learning, engage in compassionate care provision, and acknowledge the value of others in the caring process. Students will be assessed, in part on their reliability, honesty and integrity, responsibility, and professional relationships with patients, families, and colleagues as well as their responsibility related to substance use and abuse. Any behavior that calls into question a student's professionalism or potential capabilities as a future healthcare provider will be reviewed by the Program Director, who may institute sanctions, with consultation as needed by the Dean, or may be referred by the Program Director to the Health Professions Student Promotions Committee if it has implications for didactic or clinical course grades or the student's standing in the program.

**Article 9.5 Suspension of Clinical Privileges** – In the event that the Program Director determines that a student's conduct has presented concerns regarding patient safety, substandard care, or was unprofessional in nature, the student will be placed on academic probation and the student's clinical education will be immediately suspended. The matter will be forwarded to the Health Professions Student Promotions Committee for further consideration and action. Following the suspension of clinical privileges by the Program Director, the student is prohibited from any clinical activities pending the outcome of the deliberations of the Health Professions Student Promotions Committee. During the period between clinical privileges being suspended and the decision(s) of the Health Professions Student Promotions Committee, the student shall remain in good standing. The Program Director may require the student to participate or prohibit the student from participating in non-clinical activities during this time.

**Article 9.6 Health Professions Student Promotions Committee** – The Health Professions Student Promotions Committee is charged with monitoring student academic performance during the program. It is composed of faculty members from Basic Science and Clinical departments, usually including faculty from Basic Science courses, clinical rotations, and the SHP Dean. The academic progress and professional development of each student is reviewed at regular intervals throughout each academic year. Grades, examination scores, narrative summaries and professional conduct and development are assessed to ensure the successful progress of each student. The Health Professions Student Promotions Committee has the primary responsibility for the following:

1. setting academic standards and requirements necessary for promotion and graduation;
2. recommending qualified students for promotion;
3. setting requirements for remedial work or revised academic course load for students whose academic work is unsatisfactory;
4. ensuring that each student demonstrates the academic competency of a genetic counselor, nurse anesthetist, physician assistant, or orthotist/prosthetist;
5. rendering a decision and taking action on students whose academic work is consistently unsatisfactory;
6. addressing conduct and professional behavior of students when brought for deliberation by a Program Director
7. proceeding with suspension, withdrawal, or dismissal of students;

8. recommending awarding of the Master's or Doctoral Degree, or appropriate certificate after careful review of academic records;
9. designating awarding of the Master of Science or Doctor of Nursing Practice degree with Highest Honor, High Honor and Honor for exceptional academic work throughout the period of education; and
10. reviewing the system of evaluation of student performance (i.e., grading system and narrative summaries).

The Health Professions Student Promotions Committee is scheduled to meet three times a year: at the end of the Fall term (December), at the end of the Spring Term (August), and in October to determine graduation status. Additional meetings may be called as deemed necessary

**Article 9.7 Academic Performance** – Periodic promotion and ultimately recommendation to the President of the College to grant the Master of Science or Doctor of Nursing Practice degree require the satisfactory completion of all required courses, examinations and credits as well as demonstration by the student that he or she is capable of conduct appropriate within the discipline for which he or she is receiving education and training.

In the case of a student whose academic performance has been unsatisfactory in one or more courses or clinical rotations, the Health Professions Student Promotions Committee may require the student to:

1. take a special make-up examination;
2. be placed on Academic Probation;
3. enroll in a remedial course of study;
4. repeat specific courses or rotations even if previously passed;
5. repeat an academic year of study;
6. withdraw from the College;
7. be dismissed from the College and not be allowed to pursue further studies at the institution; and/or
8. comply with other actions as appropriate.

Students who are required to repeat a didactic or clinical course are responsible for the same academic work and examinations as required of other students taking the course. It is contrary to policy to offer an examination or re-examination to a student who has been suspended, withdrawn, dismissed, or is on a leave of absence.

BCM publishes a course repeat policy to explicate the Baylor College of Medicine (BCM) criteria for calculating repeats in coursework. The full policy is available in the BCM Policy and Procedure Manual.

[http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.09](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.09)

To be promoted and begin clinical courses, a student must achieve passing grades in all courses of the preclinical curriculum. All grades reflected on the transcript including remedial and repeated courses are counted. Students required to repeat an entire year of study are expected to complete successfully all the courses in the curriculum. Request for dispensation and waivers of this latter policy must be made in writing and requires advance approval of the Health Professions Student Promotions Committee.

The Health Professions Student Promotions Committee reviews at regular intervals all grades and evaluations regarding academic and clinical performance. Both academic performance and professional behavior by a student in connection with his or her academic and clinical activities will be considered by the committee under these procedures. Unacceptable behaviors include those listed under Article 8 "Regulations Concerning Student Conduct," as well as misrepresentation, distortions or serious omissions in data reports, research and clinical care; abuse, misrepresentation or seriously improper conduct in relation to patients or colleagues in clinical training or academic settings; repeated failures without adequate excuse to meet assigned obligations in professional, clinical, and research clinical training; and breaches of other standards of professional conduct and responsibility.

**Article 9.8 Policies and Procedures Concerning Rights, Responsibilities, and Appeals to SHP Student Promotions Committee Actions** – In general, procedures regarding appeals are implemented with every effort made to ensure fairness, objectivity and thoroughness. The confidentiality of these procedures is maintained to every extent possible and consistent with other obligations of the faculty and the College, including the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

These are academic, not legal, procedural matters. Any evidence that a review committee deems relevant and trustworthy may be considered. In any matter under appeal, the review committee has access to and may consider a student's academic and disciplinary record as a whole. Although a student may seek legal advice with respect to these procedures, a student may not be represented by an attorney before a reviewing body and attorneys do not attend interviews of a student or other witnesses. The student must represent him/herself. The Dean and/or a Department Chair with whom the Program is affiliated may attend hearing(s) held by the Appeals Review Subcommittee, which is described below. Information obtained in confidence by a student counseling service or other health care providers, whether medical or psychiatric, will not be sought or disclosed to a person or committee without the student's consent. Any information relative to a student's health history that is requested in such instances will be managed in accordance with relevant State and Federal laws, including HIPAA regulations. The absence of such information may preclude the person or committee from considering a medical excuse. A reviewing body, in connection with its deliberations or as part of a remedial or corrective action, may require a student to obtain medical or psychiatric assistance and may require a student to consent to disclosure of relevant information from that health care provider in order for the committee to make its final recommendation. Procedures and timelines outlined below may be somewhat modified by prior notice to the student when necessary to achieve a full and fair resolution of the matter. Remedial and corrective actions and sanctions that may be imposed under the appeals procedure include, but are not limited to, academic remediation, personal counseling, reprimand, warning, probation, suspension, withdrawal and dismissal. The Health Professions Student Promotions Committee is responsible for assessing the satisfactory completion of the conditions of any probation and its termination.

**Article 9.9 Actions, Sanctions, and Appeals Regarding Student Performance**

1. Grades are rendered by course directors and reflect the students' performance. They become official when accepted by the Program Director. Students' concerns about grades or evaluations of academic or clinical performance should be directed to the course director. If such concerns are not satisfactorily resolved, the student should bring the matter to the attention of the Program Director who may consult with the course director to discuss the grade, evaluation or report to assist the student in understanding and resolving the matter.
2. The Program Director takes academic action on any student who demonstrates a deficiency of academic or clinical performance, or where concerns arise about inappropriate, irresponsible, or unprofessional conduct. The student is notified in writing of the decision, including rationale for the decision, and action regarding recommendations or sanctions. Sanctions imposed by Program Directors may include, but are not limited to, reprimand, probation, or suspension. Formal actions taken by a Program Director are reported to the SHP Dean and the AHSPC.
3. The Health Professions Student Promotions Committee, upon their review of the student's performance, may impose other sanctions in addition to those taken by the Program Director including, but not limited to, requirements to remediate or repeat courses, withdraw, or be dismissed.
4. The Program Director shall be available to counsel students whose academic work has been deemed unsatisfactory. The Dean shall be available to interpret the actions of the Health Professions Student Promotions Committee to the student, to inform students of written narrative comments by the faculty concerning unsatisfactory academic work, to review with a student the steps in the Appeal process and to counsel students.
5. Decisions of the Program Director or AHSPC may be appealed through the Adverse Academic Action Appeal Procedure.

The full Student Grievances Policy is available in the BCM Policy and Procedure Manual.  
[http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.08](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.08)

## Article 10 Academic Standards for Financial Aid Eligibility

All students enrolled in the School of Health Professions are considered to be making satisfactory progress unless otherwise determined by the School of Health Professions Student Promotions Committee.

This policy has been developed to ensure that the BCM Student Financial Aid Program meets or exceeds the requirements set forth by federal regulations governing Academic Standards of Progress for Financial Aid Eligibility for students who receive Title IV funding. The full Financial Responsibilities, Financial Aid Eligibility, and Satisfactory Academic Progress Requirements for Students is available in the BCM Policy and Procedure Manual 23.1.02

[http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display\\_Policy&Policy\\_Number=23.1.02](http://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.1.02).

This policy applies to those students receiving Title IV financial aid. The policy may also serve as a guide to regulate non-Title IV or private funding.

**Article 10.1 Time Limits on Financial Aid Eligibility** – A student will be permitted a time limit of 150% the length of the standard required length of study as a full-time student to complete the program for which he or she is enrolled.

	Standard	Maximum
Master of Science/Genetic Counseling	21 Months	32 Months
Master of Science/Orthotics & Prosthetics	30 Months	45 Months
Master of Science/Physician Assistant	30 Months	45 Months
Doctor of Nursing Practice/Nurse Anesthesia	36 Months	54 Months

Transfer Physician Assistant students completing only the Clinical Phase of training at Baylor College of Medicine will be permitted a time limit of 150% the length of the standard required length of study to complete the clinical phase. The Nurse Anesthesia and Orthotics/Prosthetics programs do not accept transfer students into the clinical phase of their programs.

	Standard	Maximum
Clinical Phase – Physician Assistant	17 Months	25 Months

There is no lightened-load program in the School of Health Professions.

Students electing a leave of absence for academic or personal reasons will be measured for financial aid eligibility based on the timeline during their full-time academic enrollment only.

A student failing to complete the program by the maximum time permitted will be suspended from financial aid eligibility.

**Article 10.2 Grade Requirements upon Completion of Courses** - School of Health Professions students will be evaluated for Academic Progress as follows during their academic career:

### Physician Assistant Students and Orthotic and Prosthetic Students

- December, upon completion of Fall 1
- July, upon completion of Spring 1
- December, upon completion of Fall 2
- June, upon completion of Spring 2
- November, upon completion of clinical training in Fall 3 for students with incomplete requirements

### Nurse Anesthesia Students

- July, upon completion of Spring 1
- December, upon completion of Fall 1
- July, upon completion of Spring 2
- December, upon completion of 5 clinical rotations

- July, upon completion of 12 clinical rotations
- December, 3rd–year students with incomplete requirements

## Grade Requirements

A student's academic progress for financial aid purposes will be reviewed in accordance with the guidelines used by the Health Professions Sciences Student Promotions Committee. Students can apply for federal aid at any time during their enrollment period prior to the deadlines posted. Students repeating a semester or an academic year are eligible to apply for aid. Students repeating for a third time in a semester or academic year are not eligible for federal aid, although they may apply for an outside alternative loan.

Any BCM student who fails to meet grade and/or course requirements will be placed on financial aid probation for a full year by the Director of the Office of Financial Aid. Students on probation for financial aid eligibility must, by the end of the probationary enrollment year, attain satisfactory academic status. Failure to do so will result in suspension of financial aid eligibility by the Director of the Office of Financial Aid.

The School of Health Professions assigns letter grades and a student may be placed on academic probation or warning due to a GPA below 3.0. Students are considered to be making Satisfactory Academic Progress until and unless they are dismissed from their program. Students are required to successfully complete all required coursework.

**Article 10.3 Appeals of Financial Aid Probation or Suspension** – Students who do not meet the minimum standards for satisfactory academic progress may appeal to the Office of Student Financial Aid for reinstatement of their financial aid eligibility. Circumstances which may be considered as a basis for an appeal may include family emergency, death in the student's immediate family, a student's medical illness or injury, or other undue hardships. Appeals should be submitted in writing and must include relevant documentation. Office of the Student Financial Aid must receive the written appeal no later than 60-days after the start of the academic period for which the financial aid is requested. Appeal decisions will follow the procedures outlined in BCM's Student Grievance Policy (Other Academic or Student Services Issues Section). Refer to BCM's Student Grievances website for the policy and additional details (<https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-grievances>).

**Article 10.4 Compliance** – The Office of Student Financial Aid in coordination with the Office of Compliance will monitor BCM's Student Financial Aid Program's compliance with the requirements set forth by federal regulations governing academic standards of progress for financial aid eligibility pertaining to students who receive Title IV funding.

## Article 10.5 Institutional Refund Policy

Students who withdraw from school, go on a leave of absence for longer than 60 days, are dismissed or otherwise stop attending classes will have Tuition and the Facility Fee refunded as indicated below. Refunds are calculated based on the length of the enrollment period for which the students are charged. Students are charged in half-year increments.

- Withdraws prior to the first day of classes or never attends classes: **100 percent\*\***
- Withdraws or stops attending during the first three weeks of classes: **90 percent\*\***
- Withdraws or stops attending during the fourth week of classes: **80 percent\*\***
- Withdraws or stops attending during the fifth week of classes: **70 percent\*\***
- Withdraws or stops attending during the sixth week of classes: **60 percent\*\***
- Withdraws or stops attending during the seventh week of classes: **50 percent\*\***
- Withdraws or stops attending during the eighth through thirteenth weeks of classes: **25 percent\*\***
- Withdraws or stops attending after the thirteenth week of classes: **No Refund\***
- Ph.D. students are charged tuition for the number of months attended.

\*\*Rounded to the nearest dollar

Federal financial aid students who receive federal financial aid and do not complete at least 60 percent of the enrollment period for which they are charged are subject to return of Title IV funds

calculation. This calculation allows for the refund of charges equal to the percentage of time remaining in the enrollment period.

Baylor College of Medicine determines the official date of a student's withdrawal and the official date a leave of absence begins (based on last class day of attendance). The Office of Student Financial Aid makes the refund and repayment calculations. Examples of refund calculations are maintained in the Office of Student Financial Aid and are available upon request.

Students who are placed on an official leave of absence may, and are encouraged to, continue their health insurance plan. These charges would be excluded from any refund calculation. Those who do not wish to continue their health insurance while on a leave of absence will have those charges pro-rated once the appropriate forms are filed with the Benefits Division.

If Title IV federal funds were used to pay institutional charges, any refund calculated must first be returned to the Title IV programs. The amount of the refund must be allocated to the Title IV programs in the following order:

- Unsubsidized Federal Stafford Loan Program
- Subsidized Federal Stafford Loan Program
- Federal Perkins Loan Program
- Any other Title IV program
- Other federal, state, private or institutional sources

**Note:** Only those programs administered by the College are listed above. All students are required to attend an exit interview prior to the date they stop attending the College. Group sessions are scheduled for graduating students. Students are responsible for calling to schedule their exit interviews and should ensure they schedule their appointments well in advance of their last day of attendance. Any refund due a student will be made either on the student's last day of attendance or mailed to the address provided.

Students who believe that individual circumstances warrant exception from published policy may send a letter of appeal to the director of Operational Accounting. Appeals will be reviewed and a decision made by the director of Operational Accounting.

**Note:** Any reference to the return of the Title IV federal aid is subject to change in order to comply with federal regulations.

# SCHOOL OF HEALTH PROFESSIONS



## Course Descriptions Academic Year 2019-2020

This document includes all degree requirements for programs in the School of Health Professions.  
A table of contents is included below.

- Doctor of Nursing Practice Program-Nurse Anesthesia.....Page 2
- Genetic Counseling Program ..... Page 9
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- Physician Assistant Program ..... Page 32

## DNP Course Descriptions

### **Advanced Health Assessment (NAAHA-63401)**

This course focuses on the development of advanced practice nursing skills in health assessment for diverse populations. Critical thinking, diagnostic reasoning and communication techniques will be developed through individual and group interaction, as well as case-guided learning experiences.

Credit: 3 semester hours

Course Director: [Megan Bullerwell](#)

### **Advanced Pathophysiology I (NPAT-62105)**

This course focuses on the pathophysiological processes experienced throughout the lifespan. Evidence-based practice resulting from relevant research of pathophysiological disease states is incorporated to develop interventions and a plan of care for patients with health status alterations.

Credit: 2 semester hours

Course Director: [Rachel Davis](#)

### **Advanced Pathophysiology II (NPAT-62106)**

This course focuses on the pathophysiological processes experienced throughout the lifespan. Evidence-based practice resulting from relevant research of pathophysiological disease states is incorporated to develop interventions and a plan of care for patients with health status alterations.

Credit: 2 semester hours

Course Director: [Rachel Davis](#)

### **Advanced Principles of Anesthesia (NANPA-65802)**

This course builds on basic concepts and information covered in Principles of Anesthesia, including the evaluation and management of patients with increased complexity. Advanced principles of anesthesia are introduced and incorporated. Evidence-based practice will be utilized to formulate an anesthetic plan for increasingly complex surgical procedures and/or comorbidities, as well as patients of diverse populations.

Credit: 5 semester hours

Course Director: [Aimee Langley](#)

### **Anatomical Sciences I (HPANA-65101)**

This course is designed to provide the student an extensive background in the fundamentals of human anatomy through lecture, small group laboratory, and independent study formats. Embryology coupled with structures of the upper and lower extremities, cardiovascular and pulmonary systems, abdomen and pelvis, and reproductive organs are described and illustrated in lecture followed by laboratory experiential learning that emphasizes the location, identification, function, and relationships of pertinent structures using cadavers, prosections, radiograph images, and static models. The course is intended to provide an anatomical basis for understanding the physical examination and structural changes associated with illness and injury of each major organ and body system.

Credit: 5 semester hours

Course Director: [Ming Zhang](#)

### **Anatomical Sciences II (HPANA-62102)**

This course is designed to provide the student an extensive background in the fundamentals of human anatomy utilizing lecture, small group laboratory, and independent study formats. Anatomic structures

of the head and neck are described and illustrated in lecture followed by laboratory experiential learning to include location and identification as well as function and relationships of structures using cadavers, prosections, radiographic images, and static models. The course is intended to provide an anatomical basis for understanding the physical examination and structural changes associated with illness and injury of each major organ and body system.

Credit: 2 semester hours

Course Director: [Ming Zhang](#)

### **Approaches to Healthcare Education (NAAHE-83107)**

This course will introduce, contrast, and apply adult teaching-learning theories in the design of effective education. Innovative teaching strategies, including a web-based approach to education, will be incorporated to provide the student with tools to become an effective educator. Students will gain practical experience in planning and presenting educational projects and course development utilizing various technology mediums.

Credit: 3 semester hours

Course Director: [Rachel Davis](#)

### **Biomedical Instrumentation (NABMI-62603)**

This course is designed to educate the student about the essentials of biomedical and instrument technologies commonly used in anesthesia practice.

Credit: 2 semester hours

Course Director: [Megan Bullerwell](#)

### **Biostatistics (NBIOS-83110)**

This course provides a comprehensive overview of frequently used descriptive and inferential biostatistical methods. The course includes application of the theories of measurement, statistical inference, and decision trees, which all contribute to better clinical decisions and improved patient care outcomes. Conceptual understanding, rather than computational ability, is the focus of the course. Development of an adequate vocabulary, an examination of fundamental principles, and a survey of widely used procedures or tools to extract information from data will form a basis for fruitful collaboration with a professional biostatistician when appropriate.

Credit: 3 semester hours

Course Director: [James Walker](#)

### **Clinical Biochemistry (HPBIO-63121)**

This course is designed to provide the student with the basics of clinical biochemistry in order to prepare them for their further studies. The course will review basic organic chemistry pertinent to understanding metabolic pathways with emphasis on different aspects of clinical biochemistry including structure and function of proteins, enzyme kinetics, and the metabolism of carbohydrates, lipids and amino acids. Special attention will be given to the nutritional needs of humans.

Credit: 3 semester hours

Course Director: [Kristina Hulten](#)

### **Clinical Skills Inquiry (NACLO-61608)**

This course is designed to acclimate beginning nurse anesthesia students to the clinical anesthesia arena. Basic clinical and geographical orientation is designed to facilitate the student transition from the didactic phase into the anesthesia provider role. Students will be given a checklist of objectives that must be accomplished during the orientation period. Under the guidance, direction and supervision of

clinical faculty, patient care activities are strongly encouraged. Students will be assigned to four morning rotations at Ben Taub Hospital 4th floor general/trauma OR. Additionally, one morning rotation at the Michael E. DeBakey Veterans Affairs Medical Center is required. There are additional group learning experiences scheduled during Term 2 and Term 3 of Clinical Skills Inquiry.

Credit: 1 semester hour

Course Director: [Megan Bullerwell](#)

### **Comprehensive Examination in Anesthesia (NACEA-70810)**

The comprehensive examination in anesthesia is given seven weeks prior to the date of graduation (i.e., the second Saturday in November for those graduating on Dec. 31). This examination serves to assure continued development of the core fund of anesthetic knowledge, retention of previously introduced concepts and assimilation of the didactic curriculum into clinical practice. The student will be expected to demonstrate depth and breadth of knowledge of the practice of anesthesia.

Credit: none

Course Director: [James Walker](#)

### **Critical Concepts in Anesthesia I (NACCA-71802)**

This course is designed to enhance the student's theoretic foundation and aid in the development of critical thinking abilities. The course consists of a series of clinically relevant reviews and examinations of critical anesthesia concepts in order to foster continued academic development and integration of theoretical knowledge into clinical practice. Concepts and principles pertinent to each examination will be formally reviewed with students on a monthly basis. Additionally, two core competency simulation assessments are utilized to evaluate learner integration of core anesthesia concepts into simulated clinical practice.

Credit: 1 semester hour

Course Director: [Rachel Davis](#)

### **Critical Concepts in Anesthesia II (NACCA-71805)**

This course is designed to enhance the student's theoretic foundation and aid in the development of critical thinking abilities. The course consists of a series of clinically relevant reviews and examinations of critical anesthesia concepts in order to foster continued academic development and integration of theoretical knowledge into clinical practice. Concepts and principles pertinent to each examination will be formally reviewed with students on a monthly basis. Additionally, two core competency simulation assessments are utilized to evaluate learner integration of core anesthesia concepts into simulated clinical practice.

Credit: 1 semester hour

Course Director: [Rachel Davis](#)

### **DNP Project I (NAPIA-83901)**

This course emphasizes the synthesis, critique, and application of learning gained in the program to support quality clinical practice and organizational systems. The DNP candidate, in consultation with their DNP project chair, proposes a project that begins with a thorough and scientific evaluation of a current healthcare issue. Following approval of the proposal by the DNP project chair and the program director, the DNP candidate will complete the doctoral project within two academic semesters as evidenced by the rendering of recommendation(s) or design of an innovative clinical practice or program addressing a healthcare issue.

Credit: 3 semester hours

Course Director: [James Walker](#)

**DNP Project II (NAPIA-84902)**

This course emphasizes the synthesis, critique, and application of learning gained in the program to support quality clinical practice and organizational systems. The DNP candidate, in consultation with their DNP project chair, proposes a project that begins with a thorough and scientific evaluation of a current healthcare issue. Following approval of the proposal by the DNP project chair and the program director, the DNP candidate will complete the doctoral project within two academic semesters as evidenced by the rendering of recommendation(s) or design of an innovative clinical practice or program addressing a healthcare issue

Credit: 4 semester hours

Course Director: [James Walker](#)

**Decision Science and Informatics in Healthcare (NHIDS-83109)**

This course introduces students to concepts related to health information system management and provides an overview of the role of information systems in healthcare organizations. Coursework emphasizes the integration of evidence-based research into clinical decision making and the influence of information systems on health outcomes. This course explores technical, organizational, and cost-benefit issues related to healthcare information systems, including clinical decision-support, integrated networking and distributed computing technologies, telemedicine applications, and artificial intelligence solutions.

Credit: 3 semester hours

Course Director: [Cora Rabe](#)

**Emerging Sciences in Healthcare (NEMER-82111)**

This course surveys emerging sciences and technologies in health care including genetics, genomics, proteomics, robotics, stem cells, nanotechnology, tissue engineering, patient safety, and emerging mechanical technologies. Additional topics will be covered as they emerge.

Credit: 2 semester hours

Course Director: [Megan Bullerwell](#)

**Ethical and Multicultural Healthcare (NAEMH-83106)**

This course will provide a basic theoretical framework that will enable students to apply multicultural health care principles and concepts in their professional practice. An awareness of cultural influence on the biological, psychological, sociological, intellectual, and spiritual dimensions of the individual will be developed and specific health care values and practices of different cultural groups will be identified.

International healthcare perspectives and issues will be explored.

Credit: 3 semester hours

Course Director: [Aimee Langley](#)

**Evidence Based Anesthesia Practice (NAEBP-72804)**

This course is designed to enhance the student's theoretic and clinical foundations via an incorporation of evidence-based theory into clinical anesthesia practice. The course requires a review and synthesis of current published research germane to the student's area of interest for their DNP project. Students are required to conduct an evidence-based practice literature review utilizing an evidence-based framework that integrates research evidence into current clinical practice.

Credit: 2 semester hours

Course Director: [James Walker](#)

**Human Physiology I (HPPHY-64221)**

This course is designed to provide the student an extensive understanding of human physiology from the cellular to the organ and body systems level with a focus on the mechanisms of normal organ function and the consequences of malfunction of the nervous, cardiovascular, respiratory, renal and digestive systems along with temperature regulation. Clinical examples that illustrate the consequences of malfunction are used to emphasize, by comparison, normal physiology.

Credits: 4 semester hours

Course Director: [David Johnson](#)

**Human Physiology II (HPPHY-62222)**

This course is designed to provide an extensive understanding of human physiology from the cellular to the organ and body systems level with a major emphasis on the mechanisms of normal organ function and the consequences of malfunction of the endocrine and reproductive systems along with energy and metabolism, bone, and the physiology of normal pregnancy. Clinical examples that illustrate the consequences of malfunction are used to emphasize, by comparison, normal physiology.

Credits: 2 semester hours

Course Director: [David Johnson](#)

**Immunology for Health Professions (HPIMM-62131)**

This course will provide an overview of basic immunological concepts including components of the immune system, innate, and adaptive immune responses. The immune responses against infectious microbes, as well as immunologic diseases will also be addressed.

Credits: 2 semester hours

Course Director: [Elisabeth Shell](#)

**Influencing Healthcare Policy (NAIHP-83104)**

This course will provide an overview for understanding healthcare policy, organization, and economics within a systems analysis framework. Current literature and research related to healthcare policy development and healthcare delivery systems will be examined. The role of leadership in policy development and in changing healthcare delivery and healthcare education systems will be highlighted.

Credit: 3 semester hours

Course Director: [James Walker](#)

**Leading and Managing Healthcare Systems (NLMHS-83105)**

This course provides in-depth analysis and synthesis of the healthcare delivery system emphasizing improvement of healthcare delivery and access. It examines the complex organizational dynamics and structures that predicate the interaction among major components of the United States healthcare system. Individual strategies for effectively leading and managing organizational change, building strong organizational culture, developing effective teams, resolving conflicts, implementing effective motivational systems and nurturing a learning organization are investigated.

Credit: 3 semester hours

Course Director: [James Walker](#)

**Nervous System (NANEU-66301)**

This comprehensive course is a survey of the nervous system. It incorporates not only basic science disciplines, such as, neuroanatomy, chemistry, and physiology, but also neuropathology, pathophysiology, and pharmacology.

Credit: 6 semester hours

Course Director: [J. Clay Goodman](#)

### **Pharmacology in Advanced Practice I (NANAP-63901)**

This course begins with an in-depth study of basic human pharmacology principles. The course progresses to detailed explorations of the uptake, distribution, biotransformation, and elimination of currently used clinical anesthesia pharmacotherapeutics. Pharmacogenetic disorders with specific anesthesia implications are examined. Various agents affecting the autonomic nervous system are detailed.

Credit: 3 semester hours

Course Director: [Rachel Davis](#)

### **Pharmacology in Advanced Practice II (NANAP-64902)**

This course is an in-depth study of the pharmacology of drugs currently used in human medicine. The student should gain an understanding of the uptake, distribution, biotransformation, and elimination of drugs that are currently prescribed for specific human conditions, such as endocrine disorders, hypertension, rheumatic/inflammatory disorders & obstetrics. An in-depth study of the pharmacology of drugs currently utilized in the management of central nervous system disorders is included. Cancer chemotherapeutic and antimicrobial agents are addressed along with attendant anesthetic implications. The pharmacology of drugs used to treat cardiovascular conditions and hemostatic derangements is also discussed. Phytopharmaceuticals, toxicology and agents that may be encountered in biological and chemical warfare are also described.

Credit: 4 semester hours

Course Director: [Rachel Davis](#)

### **Physics for Anesthesia Practice (NAPAP-61602)**

This course is designed to review and reinforce concepts in physics specifically as it relates to anesthesia. Clinical concepts and application are emphasized and reinforced.

Credit: 1 semester hour

Course Director: [Rachel Davis](#)

### **Principles of Anesthesia (NANPA-64801)**

This course investigates the basic concepts in anesthesia care delivery including pre-anesthetic and post-anesthetic evaluation, premedication, formulation of anesthesia management plans, anesthetic techniques and procedures, equipment requirements, monitoring, and record keeping.

Credit: 4 semester hours

Course Director: [Aimee Langley](#)

### **Professional Philosophy and Scholarship (NAPAS-83102)**

This course will draw upon the disciplines of philosophy, ethics, and the social sciences to examine key concepts of professional practice that form the foundations for many advanced practice roles in nursing and anesthesia, with a focus on leadership and scholarship. Emergence and foundations of nurse anesthesia practice will be explored. Scholarship within the discipline will be investigated.

Credit: 3 semester hours

Course Director: [Aimee Langley](#)

### **Quality Outcomes Management (NAQOM-83108)**

This course analyzes problems raised by various levels of quality found in healthcare systems, educational institutions and other organizations. It includes knowledge about the major theories for the measurement of quality. This course will also explore the definitions of quality, how to measure quality, analyze outcome data, and implement improvements in a healthcare system.

Credit: 3 semester hours

Course Director: [Cora Rabe](#)

### **Radiology for Nurse Anesthesia Practice (NARAD-61151)**

This course acquaints the student with basic principles involved in, and the clinical value of, various radiologic examinations. The module will emphasize normal radiographic anatomy as compared with abnormalities and findings associated with various disease states. The primary effort is directed at teaching students how to use radiology examinations in evaluating various medical diseases/disorders.

Credit: 1 semester hour

Course Director: [Aimee Langley](#)

### **Seminars in Anesthesia (NASEM-71801)**

This course consists of weekly seminars by students and faculty members on research topics, current literature, and case presentations. The course is designed to enhance the student's theoretic foundation as well as develop critical thinking abilities.

Credit: 1 semester hour

Course Director: [James Walker](#)

### **Theories and Concepts in Healthcare (NPTHC-83101)**

This course reviews the history and evolution of the philosophy of science in nursing, laying the foundation for the generation and expansion of new professional knowledge that will guide evidence-based practice for nursing and healthcare. Selected approaches to concept/theory development, analysis, and evaluation are examined and applied. Concepts related to acceptable theories in the scientific community and epistemology and ontology of nursing will be explored. This course allows doctoral students to gain appreciation for the underpinnings of philosophical frameworks and epistemological paradigms in future research.

Credit: 3 semester hours

Course Director: [James Walker](#)

### **Translational Research (NATRR-83112)**

This course is designed to provide the tools for the advanced practice nurse to evaluate, translate and integrate published research results into clinical practice. During the course, students will learn how to conceptualize clinical practice problems, how to transform these problems into answerable clinical research questions, how to search for the best clinical evidence, how to assess clinical evidence using basic epidemiological, biostatistical and scientific principles and how to integrate the research results with patients' values and preferences across clinical sites. Critical appraisal and research synthesis will provide understanding of models used to inform evidence-based advanced practice nursing. The course will culminate in development of the DNP project proposal.

Credit: 3 semester hours

Course Director: [James Walker](#)

## **First Year, FALL (15 semester credit hours)**

### **Foundations of Genetic Counseling I**

**Course Number: GCFG 64001**

**(Credits: 4, Fall)**

**Course Director: Daniel Riconda, MS, CGC**

**Course Description** This course is designed provide students with the foundation on which to build the skills to be a successful genetic counselor. Students will explore contexts and situations in genetic counseling that practicing genetic counselors are likely to face. They will learn procedures for obtaining an accurate and relevant family history, constructing a pedigree, assessing modes of inheritance, making a diagnosis, determining risks, and assessing the need for psychosocial support and will explore diverse counseling theories. The course will include an overview of the history of the profession to provide a framework for understanding the current state of the profession. Students will be introduced to subspecialties within the profession through focused three-week blocks covering prenatal, pediatric, adult, and cancer genetic counseling and will obtain foundational knowledge specific to these subspecialties. They will also explore the role of genetic counselors in working with clients with various psychosocial needs.

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### **Medical Genetics I**

**Course Number: GCMEG 63001**

**(Credits: 3, Fall)**

**Course Co-Directors: Lindsay Burrage, MD, Ph.D. & Pilar Magoulas, MS, CGC**

**Course Description:** This course is designed for genetic counseling students in their first year of training. This course provides an overview of fundamental principles of cytogenetics, molecular genetics, cancer genetics, population genetics, biochemical genetics and skeletal genetics. This course will be taken in sequence with the Medical Genetics II with both live and pre-recorded lectures. This course will combine didactic lectures with case studies, problem sets, quizzes, and short presentations by the students to reinforce topics presented in the lectures. For example, there are three hours per week: One hour will be live, one hour will be video and one hour will include a combination of topic reviews, assignments, quizzes, and short presentations.

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### **Embryology**

**Course number: GCEMB 62003**

**(Credits: 2, Fall)**

**Course Co-Directors: Mary Brandt, MD & Salma Nassef MS, CGC**

**Course Description:** This course is designed for genetic counseling students in their first year of training. Students will understand the basics of normal human development and will apply this knowledge to a comprehensive understanding of the anatomy of the newborn and adult. Additionally, this course provides a basis for explaining the etiology and process of developmental anomalies. It also provides an introduction to the treatment of patients with congenital anomalies and counseling options for families of affected individuals.

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**Health Behavioral Counseling****Course Number: HPHBC 62201****(Credits: 2, Fall)****Course Co-Directors: Beth Garland, Ph.D., & Josh Utay, M.Ed., CPO, & Robert McLaughlin, Ph.D.**

**Course Description:** This course introduces counseling and behavioral science theories, skills, and tools to enhance learners' communication skills and understanding of the process of health behavior change. Behavior change stages and processes are introduced using the Transtheoretical Model and social learning theories, with a focus on applying Motivational Interviewing skills. Learning activities include role play, observation of self-help support group sessions, simulated patient encounters, and critical reflection to help learners develop an intimate understanding of the process of change and increase empathy for patients attempting to change health behaviors.

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**Preparing for Genetic Counseling in Practice****Course Number: GCGCP 61001****(Credits 1, Fall)****Course Director: Salma Nassef, MS, CGC & Sarah Huguenard, MS, CGC**

**Course Description:** This course is designed to provide students with a practical foundation in preparing for clinical participation in various practice areas. This hands-on course will build on didactic content learned from Foundations of Genetic Counseling I and serve as an applied course. Students will have the opportunity to practice chart review, interpretation of screening and testing reports, pedigree risk assessments, online risk models, simulated coordination of testing, application of practice guidelines in a clinical context, completion of requisition forms, and identification of genetic testing options based on insurance considerations. This practice-based exploration of clinical genetic counseling will equip students to participate in patient care on clinical rotations.

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**Research Methods in Genetic Counseling****Course Number: GCRGC 61001****(Credits 1, Fall)****Course Director: Sarah Scollon, MS, CGC**

**Course Description:** This course will introduce students to the tools necessary to conduct clinical research studies in genetics and the foundations necessary for their thesis project. Students will discuss current topics significant to the field of genetic counseling and the roles of genetic counselors in the field of research. The course will explore how research designs including quantitative, qualitative, and outcomes research are utilized in the field of genetic counseling. Students will be introduced to the use of interview and survey techniques in genetic counseling research as well as the basics in obtaining research funding. Courses will be a combination of lecture, student discussion and presentation.

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**Journal Club I**

**Course Number: GCJOC 61001**

**(Credit 1, Fall)**

**Course Director: Tanya Eble, MS, CGC & Lauren Westerfield, MS, CGC**

**Course Description:** This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases.

Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature.

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**Clinical Practicum I\***

**Course Number: GCCLP 71001**

**(Credits 1, Fall)**

**Course Co-Directors: Tanya Eble, MS, CGC; Salma Nassef, MS, CGC; & Andrea Lewis, MS, CGC**

**Course Description:** Each Clinical Practicum I through V introduces students to a new clinical training experience with the opportunity to observe cases in a variety of clinical settings. At each site, students observe cases one day per week on a rotating schedule under the supervision of genetic counselors or other medical staff. This is an opportunity for students to familiarize themselves with different components of the genetic counseling session, observe different counseling styles, and compare and contrast how different clinical sites operate. At the conclusion of the fall semester, students should be able to prepare for a case and to obtain a three-generation family pedigree. Additional skill acquisition may occur at the discretion of the clinical supervisors.

\*Clinical Practicum I, II, IV, and V will each be completed at a different site, cumulatively to expose each student to the following four core specialty clinical services. Fall Practicum III is not intended as a core clinical specialty, as described in that course description. Most of the following sites are confirmed and await affiliation contracts pending the BCM approval process for the MSGC educational program. A template for affiliation agreements has been approved by General Counsel and has been vetted by directors at several of these sites.

**Proposed Clinical Practicum Sites:**

Prenatal: Harris Health/Ben Taub General Hospital; Texas Children's Pavilion for Women; TCH community clinics (Sugarland, Katy, Woodlands, Northwest); Methodist Hospital; Fetal Center; The Center for Women and Children for the Texas Children's Health Plan;\_Consultagene Clinic;

Pediatric (also cancer): Texas Children's Pediatric; The Center for Women and Children for the Texas Children's Health Plan; TCH Woodlands; TCH West Campus

Adult (also Cancer):\_Harris Health/Smith Clinic; VA; McNair

Cancer: Lester and Sue Smith Breast Center at Baylor College of Medicine;

Outreach (samples: distant, out-of-state, or global practicum placements may be considered for advanced practicum students only on an individual basis, pending verification of state authorization and vetting by program leadership):

- The Children's Hospital of San Antonio

## **First Year, SPRING (19 semester credit hours)**

### **Foundations of Genetic Counseling II**

**Course Number: GCFG63002**

**(Credits: 3, Spring)**

**Course Director: Daniel Riconda, MS, CGC**

**Course Description:** This course is designed to continue to equip students for their ongoing clinical rotations. Emphasis will be on learning to communicate effectively a broad spectrum of genetic concepts to patients. This includes communicating both orally and in writing information about genetic disorders, procedures, laboratory tests, and risks. Students will practice oral presentation skills and develop patient education aids, which they will use in directed role-plays and standardized patient encounters. They will build upon the skills obtained in Foundations of Genetic Counseling I and will learn how to facilitate decision making, conduct psychosocial assessments, practice critical thinking, and employ ethical practice in genetic counseling. They will also build upon the specialty knowledge base obtained in Foundations of Genetic Counseling I to obtain more detailed knowledge particular to the subspecialties, including prenatal, pediatrics, adult, cancer, and laboratory sciences.

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### **Medical Genetics II**

**Course Number: GCMEG 63002**

**(Credits 3, Spring)**

**Course Director: Lindsay Burrage, MD, Ph.D. & Pilar Magoulas, MS, CGC**

**Course Description:** This course is designed for genetic counseling students in their first year of training. This course provides an overview of genetic disorders encountered in prenatal genetics, pediatric genetics and, adult genetics, as well as advanced topics in biochemical genetics. An emphasis will be placed on etiology, diagnosis, prognosis, differential diagnosis, and management of these disorders. This course will be taken in sequence with Medical Genetics I with both live and pre-recorded lectures. This course will combine didactic lectures with case studies, problem sets, quizzes, short presentations by the students, and direct patient and parent interaction to reinforce topics presented in the lectures. For example, there are three hours per week: One hour will be live, one hour will be video and one hour will include a combination of topic reviews, assignments, quizzes, and short presentations.

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### **Medical Ethics**

**Course Number: GCETH 62201**

**(Credits 2, Spring)**

**Course Director: Christi Guerrini, JD, MPH**

**Course Description:** This course introduces students from the School of Allied Health Sciences and the School of Medicine to basic concepts and terms of clinical ethics and to use of the Ethics-Work-Up to resolve clinical ethics cases. The course is comprised of didactic lectures for all learners (live and pre-recorded), small group sessions with a genetic counseling focus, and clinical ethics rounds. Topics covered include professionalism, confidentiality and privacy,

informed consent, decision-making capacity, end-of-life decision making, health policy and responsible resource management, and ethical issues in human subject research.

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### **Ethical and Legal Issues in Human Genetics: Ethics**

**Course Number: GCELI 61000**

**(Credit 1, Spring)**

**Course Director: Sarah Huguenard, MS, CGC**

**Course Description:** This course focuses on the legal and ethical issues in the practice of genetic counseling and clinical genetics. The course will utilize small group genetic counseling focused sessions in combination with other learners. The NSGC Code of Ethics will also be discussed and applied in clinical and research case scenarios. Through the exploration of topics such as eugenics, incidental findings through genetic testing including non-paternity and consanguinity, genetic privacy and GINA, and prenatal testing/PGD students will begin to appreciate ethical considerations and ethical decision making within the scope of clinical practice.

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### **Fundamentals in Epidemiology**

**Course Number: GCFEP 62000**

**(Credits 2, Spring)**

**Course Director: Michael Scheurer, Ph.D. & Philip Lupo, Ph.D.**

**Course Description:** This course introduces the basic principles and methods of epidemiology, with an emphasis on critical thinking, analytic skills, and application to clinical practice and research. Topics include outcome measures, methods of adjustment, surveillance, quantitative study designs, and sources of data. The course is designed for professionals intending to engage in, collaborate in, or interpret the results of epidemiological research as a substantial component of their career.

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### **Genetic Epidemiology and Population Genetics**

**Course Number: GCEPG 61000**

**(Credits 1, Spring)**

**Course Director: Philip Lupo, Ph.D.**

**Course Description:** This introductory level course in genetic epidemiology will build upon the topics covered in foundations in epidemiology with focus on the design of studies to identify disease-gene associations. The lectures concentrate on the two most common study designs for genetic association studies: case-control studies and case-parent trios, and address disease-gene associations, gene-environment interactions, and maternal genetic effects. Students will learn about study design and data analysis through class lectures, independent readings, completion of problem sets, and class discussions.

The objectives of this course are to provide the student with an understanding of complex genetic diseases; population genetics; common designs for studies of disease-gene association; approaches for evaluating gene-environment interactions; and approaches for assessing maternal genetic effects. At the conclusion of the course, students will be able to design case-control and family-based studies to detect disease-gene associations, and should have an

understanding of the various statistical approaches that can be used to analyze the resulting data.

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### **Thesis I**

**Course Number: GCTHE 81001**

**(Credits 1, Spring)**

**Course Director: Sarah Scollon, MS, CGC**

**Course Description:** This course will continue the work begun in Genetic Counseling Research Methods. The course is designed to prepare students for submission of their thesis projects. This course will provide the framework for development of strong thesis projects from evaluation of ideas through execution of the project to publication of the data. Students will learn about choosing research mentors, writing human research protocols, obtaining informed consent, developing research projects, study design, and presentation of research in the form of abstracts and posters. Through this course, students will present ideas and outlines of their thesis project for evaluation by their instructors and peers and will submit a protocol to the IRB for their thesis project. Thesis Advisory Committee members will be identified and thesis proposal will be presented to class and advisors for candidacy.

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### **Psychosocial Practicum I**

**Course Number: GCPSP 62001**

**(Credits: 2, Spring)**

**Course Co-Directors: Salma Nassef, MS, CGC; Patti Robbins-Furman, MS, CGC; & Tammy Solomon, MS, CGC**

**Course Description:** This course is designed to introduce and expand on various concepts pertaining to psychosocial aspects of a genetic counseling session. This will be a combined class incorporating both first and second year genetic counseling students. Students will learn through didactic lectures, group discussion, role-plays, interactive sessions, and reflective exercises. Through the exploration of topics such as ethics, cultural competency, difficult patients, and autonomy, students will be able to develop skills specific to clinical practice.

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### **Journal Club II**

**Course Number: GCJOC 61002**

**(Credit 1, Spring)**

**Course Director: Tanya Eble, MS, CGC & Lauren Westerfield, MS, CGC**

**Course Description:** This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature.

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### **Clinical Practicum II (for site listings, see Clinical Practicum I, First Year, Fall)**

**Course Number: GCCLP 72002**

**(Credits 2, Spring)**

**Course Co-Directors: Tanya Eble, MS, CGC; Salma Nassef, MS, CGC; & Andrea Lewis, MS, CGC**

**Course Description:** Students will rotate through three clinical sites for 6-week blocks. During this semester students begin to take on additional case responsibilities. These responsibilities may include case preparation, including review of the medical records and literature, obtaining family, medical and pregnancy histories, providing inheritance counseling, presenting cases to the medical staff, participating in case conferences, and composing counseling letters.

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**Laboratory Course**

**Course Number: GCLAB 71000**

**(Credits: 1, Spring I)**

**Course Director: Melissa Hsu, MS, CGC & Sandra Peacock, MS, CGC**

**Course Description:** This course is designed for genetic counseling students at the end of their first year of training. Through this course students will become familiar with current molecular, biochemical, and cytogenetic techniques. Additionally, through this course students will understand the basics of the role of a laboratory genetic counselor, processes to enhance communication with the laboratory, and the distinctive role of the diagnostic laboratory in patient care.

## **Second Year, FALL (15 semester credit hours)**

**Clinical Practicum III (for site listings, see Clinical Practicum I, First Year, Fall)**

**Course Number: GCCLP 72003**

**(Credits 2, Fall (June-July))**

**Course Director: Daniel Riconda, MS, CGC & Salma Nassef, MS, CGC**

**Course Description:** This rotation provides students with extensive clinical training and increasing case responsibilities. Students will participate in a (minimum) 5 week full time practicum. The internship can be in or outside of the state of Texas for students in good standing pending student interest and clinic site availability. Practicum III provides students with the opportunity to train in varied geographic settings, to work with novel patient populations, and to pursue individual clinical interests.

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**Advanced Genetic Counseling I**

**Course Number: GCAGC 62001**

**(Credits: 2, Fall)**

**Course Director: Daniel Riconda, MS, CGC**

**Course Description:** This course continues the work begun in Foundations of Genetic Counseling I and II. This course includes a discussion of the current state of the genetic counseling profession with a focus on current professional issues, including issues such as professional development, standards of practice, expanded roles of genetic counselors and cultural competency. The course will introduce student thesis projects as a group and address presentation skills as well as preparation for job searching and interviewing.

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**Thesis II**

**Course Number: GCTHE 84002**

**(Credits: 4, Fall)**

**Course Director: Sarah Elsea, PhD**

**Course Description:** The MSGC Program in Genetic Counseling requires completion of a research thesis. This course will continue the work begun in Research Methods in Genetic Counseling & Thesis I. Students will gather data related to their IRB approved graduate level research project developed in Thesis I under the supervision of a thesis advisory committee. Students will begin data analysis of their IRB approved graduate thesis project developed. The experience will be structured such that students are expected to meet with their primary thesis advisor at least once a week and the full advisory committee at least once a month for the purposes of ongoing project oversight, implementation, data analysis and interpretation of results, and summarizing results.

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**Journal Club III**

**Course Number: GCJOC 61003**

**(Credit 1, Fall)**

**Course Director: Tanya Eble, MS, CGC & Lauren Westerfield, MS, CGC**

**Course Description:** This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases. Through this course, students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature.

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**Variant Interpretation and Counseling**

**Course Number: GCVIC 62000 DLECT**

**(Credits 2, Fall)**

**Course Director: Linyan Meng, PhD & Patricia Ward, MS**

**Course Description:** Gene curation assists the healthcare provider to assess and classify the role of a sequence variant or copy number variant found in a gene and the potential role of the variant in a disease. In this course, students will learn the process of variant classification in laboratory result interpretation. This course is designed to provide students with the foundation on which to build the skills to utilize databases and other resources to aide in the classification and re-classification of novel gene variants as well as previously described gene variants. Genetic counseling students will be assigned projects utilizing these resources and will learn to critically review laboratory data on exome sequencing, gene panel sequencing, and other genetic testing methodologies and curate these data for report interpretation. Students will shadow Clinical Genomics Scientists to learn how professional society guidelines of variant classifications are used in clinical interpretation. Students will also be introduced to bioinformatics resources and how they can be used to inform genetic testing methodologies and reporting.

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**Clinical Practicum IV (for site listings, see Clinical Practicum I, 1<sup>st</sup> Year, Fall)**

**Course Number: GCCLP 74004 CPRAC**

**(Credits 4, Fall (August – December))**

**Course Co-Directors: Tanya Eble, MS, CGC; Salma Nassef, MS, CGC; & Andrea Lewis, MS, CGC**

**Course Description:** Students will rotate through two eight-week blocks each semester. During this semester students will take on full cases including case preparation, counseling the full session, test coordination, and follow up as needed. Through this rotation and with continuation into clinical practicum V, the students will rotate through the three main specialties (prenatal, pediatric, and adult).

## **2<sup>nd</sup> Year, SPRING (13 semester credit hours)**

### **Advanced Genetic Counseling II**

**Course Number: GCAGC 62002**

**(Credits: 2, Spring)**

**Course Director: Daniel Riconda, MS, CGC**

**Course Description:** This course focuses on advanced topics within the profession of genetic counseling. It will provide the framework for discussion and understanding of such topics as licensure, billing and reimbursement for services, supervision, and compassion fatigue and burn out, board preparation and genetic counseling outcomes as well as legal and ethical issues within the practice of genetic counseling.

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### **Psychosocial Practicum II**

**Course Number: GCPSP 62002**

**(Credits: 2, Spring)**

**Course Co-Directors: Salma Nassef, MS, CGC; Patti Robbins-Furman, MS, CGC; & Tammy Solomon, MS, CGC**

**Course Description:** This course is designed to introduce students to concepts pertaining to psychosocial aspects of a genetic counseling session. This will be a combined class incorporating both first and second year genetic counseling students. Students will learn through didactic lectures, group discussion, role-plays, interactive sessions, and reflective exercises. Through the exploration of topics such as ethics, cultural competency, difficult patients, and autonomy, students will develop skills specific to clinical practice.

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### **Thesis III**

**Course Number: GCTHE 84003**

**(Credits: 4, Spring)**

**Course Director: Sarah Elsea, PhD**

**Course Description:** The experience will be structured such that students are expected to meet with their primary thesis advisor at least once a week and the full advisory committee at least once a month for the purposes of ongoing project oversight, implementation, data analysis and interpretation of results, and summarizing results. Students will prepare manuscript and/or abstract for submission to a reputable national journal or national conference. In addition, they will orally present their dissertation in an open colloquium and then participate in a closed oral defense after their presentation with their thesis advisory committee.

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### **Journal Club IV**

**Course Number: GCJOC 61004**

**(Credit: 1, Spring)**

**Course Director: Tanya Eble, MS, CGC & Lauren Westerfield, MS, CGC**

**Course Description:** This course covers a review of current literature relating to advancements in genetic counseling, including the risk, diagnosis, and management of genetic diseases. It also includes attendance at genetics case conferences at least twice a month. Through this course,

students will be able to: 1) review published literature and summarize significant findings, 2) analyze and critically evaluate data from the literature, and 3) present relevant data to provide an overview of key findings published in the literature.

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**Clinical Practicum V (for site listings, see Clinical Practicum I, 1<sup>st</sup> Year, Fall)**

**Course Number: GCCLP 74005**

**(Credits 4, Spring)**

**Course Co-Directors: Tanya Eble, MS, CGC; Salma Nassef, MS, CGC; & Andrea Lewis, MS, CGC**

**Course Description:** This rotation is a continuation of the Clinical Practicum IV course. Students will rotate through two 8-week blocks in this semester. The first block will be in one of the core specialties (prenatal, pediatric, and adult). During this semester students will take on full cases including case preparation, counseling the full session, test coordination, and follow up as needed. The second block will be reserved for their desired specialty, remediation if needed, and/or a specialty rotation.

**Graduation Requirements:**

62 Credits (49 didactic and 13 clinical)

Completion of Master's thesis

## **Orthotics & Prosthetics Program**

### **Course Descriptions for Class of 2021, Matriculating Fall, 2019**

#### **Didactic Phase Curriculum**

##### **Fall 1 Semester**

##### **OPANA      62101      Anatomical Sciences for O&P**

This course is designed to provide the student an extensive background in the fundamentals of human anatomy through lecture, small group laboratory, and independent study formats. Structures of the central nervous system (spinal cord), upper and lower extremities, and additional elements of the musculo-skeletal system are described and illustrated in lecture followed by laboratory experiential learning that emphasizes the location, identification, function, and relationships of pertinent structures using cadavers, prosections, radiographic images, and static models. The course is intended to provide an anatomical basis for understanding the physical examination and structural changes associated with illness and injury of each major organ and body system explored.

##### **OPCC      61101      Cultural Competency for O&P**

Cultural Competency introduces students to issues surrounding cultural awareness and sensitivity pertaining to the diversity and uniqueness of populations to be encountered as health care practitioners through lectures, discussions, small group activities, and participation in community events. Specifically, the course explores personal bias, communication styles, belief systems, alternative health care practices, family roles, and the relationship of these issues to perceptions of culture and socioeconomic status.

##### **HPHBC      62201      Health Behavioral Counseling**

This course will explore the theory and practice of counseling for health behavior change with a focus on application of Motivational Interviewing skills to health-risk behaviors. The stages of behavior change will be introduced using the frameworks of the Transtheoretical Model, health/belief theories, and self-determination theory. Elements of the therapeutic alliance and the principles of harm reduction will be introduced along with aligning with the patient through strategic health behavior change counseling. Modeling through role play will be used to develop and refine the student's ability to identify behavioral risks, assess readiness for change, and use effective communication skills to elicit the patient's commitment to change. Observations of self-help and patient support group sessions will be used to further socialize students to the degree to which individuals are committed to change. Students will be prepared to incorporate the identification of risk and assessment of readiness to change into written reports of workups of patients in conjunction with Physical Examination courses. These experiences should help the student develop an intimate understanding of the process of change and thereby increase empathy for patients attempting to adhere to challenging treatment regimens and improve their own health behaviors.

**OPBMA          62101          Biomechanics I**

The study of normal human movement, performance and function through the application of biomechanical and motor control principles with emphasis on joints, moments, and ground reaction forces. Strategies include methods to study normal and pathological movements via gait analysis; the action and effects of external and internal forces on the musculoskeletal system; the body structure/function changes due to over-, under-, and non-use of body segments; and the influence of orthotic/prosthetic devices on skin integrity, muscular tissue, bone growth, posture, balance and mobility.

Biomechanics I introduces the study and practice of evaluating and quantifying normal human movement as it relates to activities of daily living. Approaches to the study of biomechanics include gross movements of the human body, musculoskeletal, and neuromuscular considerations for human movement, dynamic force distribution, materials behavior, and lever arms. Skills pertaining to goniometric observations and concepts of linear and angular kinematic and kinetic calculations are introduced. Biomechanics Fundamentals is part one of a two-part course spanning two semesters. Biomechanics Fundamentals begins with an introduction to biomechanics as a discipline and explores application to human movements. Functional anatomy of the spinal column, upper limb, and lower limb are covered with considerations given to orthotic and prosthetic clinical application. Students will be exposed to a variety of techniques for motion analysis including but not limited to: visual analysis, video analysis, and introduction to Zeno Walkway by Protokinetics.

**OPMSS          62101          Materials Science and Selection for O&P**

Material Science and Selection for O&P explores the materials used in the construction of orthotic and prosthetic devices, both custom and pre-fabricated, and strategies of selecting from among them for specific clinical uses. Classifications and properties of metals, plastics, foams, leather, and other materials are introduced and linked directly to specific application in devices and components in O&P. Choices for material properties are compared and contrasted. Numerous clinical and technical applications are exemplified throughout the course.

**OPFOP          63101          Foundations of O&P**

The Foundations of Orthotics and Prosthetics class is designed to provide an introduction to major themes covered throughout the balance of the program. Lab safety, materials selection, technical activities, tool identification and selection, professionalism, Clinical communication, and safety of self and others. The course highlights topics essential to the learning and practice of O&P are emphasized. Foundations focuses on content that is used across core curriculum and is heavily biased to developing entry level competencies and best practices for future coursework in OP program. Concepts learned and skills developed in foundations provide the framework for success in the didactic year, clinical experiences, and professional practice.

**OPPEA          62101          Physical Examination I**

Physical Examination I introduces the study and scope of physical patient examinations. Physical exam diagnostic procedures are reviewed and practiced. Characterization of diseases of the human body commonly leading to orthotic and/or prosthetic care is also reviewed.

**OPLOA          67101          Lower Limb Orthotic Management I**

Lower Limb Orthotics I covers a comprehensive range of orthotic management of all aspects of the lower limb below the knee. Examples of devices include orthoses for the ankle, foot, and various permutations thereof. Bony and muscle anatomy, surface anatomy, muscle physiology, kinesiology, weight-bearing strategies, and biometrics relative to the foot and ankle and gait are covered in depth. Pathologies and conditions commonly treated with footwear and orthoses of the feet and/or ankles are explored, historical orthotic approaches are reviewed, and modern treatment philosophies are covered in depth. Students learn about, observe, and then perform essential aspects of foot and ankle orthotic care including patient assessment and communication, device design recommendation, measurement and casting, component and material selection, positive model optimization, device fabrication, device application and fitting principles, gait deviation detection and classification, and patient device training including shoe wear, device maintenance, and patient follow up.

**OPLPA          68101          Lower Limb Prosthetic Management I**

Lower Limb Prosthetic Management I (LLP I) covers a comprehensive range of prosthetic management of amputation levels of the lower limb through the tibia and points distal. Bony and muscular anatomy, surface anatomy, kinesiology, and biometrics relative to the lower limb are covered in depth with special attention on amputees. Conditions resulting in lower limb amputation are explored, historical prosthetic approaches to prosthetic practices are reviewed, and modern prosthetic devices, components, and approaches are covered in depth. Students learn about, observe, and then perform essential aspects of prosthetic care for amputees with an intact knee including patient assessment and communication, K-Level evaluation and designation, device design recommendation, measurement and casting, component and material selection, positive model optimization, device fabrication, prosthetic alignment and transfer, device application and fitting principles, gait deviation detection, patient device training, gait considerations, device maintenance, volume management, patient follow up, and more. LLP I also covers prosthetic foot evaluation and selection and prosthetic management specific to partial foot and Syme's amputees, children, soldiers, and bilateral amputees.

**OPULO          64101          Upper Limb Orthotic Management**

Upper Limb Orthotic Management covers a comprehensive range of orthotic management of all aspects of the upper limb. Devices include orthoses for the shoulder, elbow, forearm, wrist, hand, thumb, and/or fingers. Bony and muscular anatomy, surface anatomy, muscle physiology, kinesiology, and biometrics related to the provision of upper limb orthotic services are covered in depth. Students learn, observe, and then perform essential aspects of upper limb orthotic care including patient assessment and communication, device design recommendation, measurement and casting, component and material selection, positive model optimization, device fabrication, device application and fitting principles, patient device training, patient education, device maintenance, and patient follow up.

**OPPAT      62101      Pathophysiology for O&P**

Pathophysiology for O&P explores a range of diseases, trauma, movement disorders, congenital anomalies, and other conditions often indicated for orthotic and/or prosthetic intervention, as well as associated surgical, therapeutic, and pharmacological interventions. The goal for this course is to introduce the underlying causes, risk factors, natural history, and categorical biomechanical indications for these conditions that often warrant O&P intervention. Pathophysiology for O&P is scheduled and pulsed intentionally to coincide or precede analogous content in O&P core courses where these conditions are contextualized within the provision of comprehensive O&P clinical care.

**OPCPA      62101      Clinical Practice Management I**

This course is designed to introduce students to concepts that are second- and third-order removed from direct provision prosthetics and orthotics services for patients. Clinical documentation is covered in great detail, as are Letters of Medical Necessity (LMN's), with examples for source materials for both types of documentation being drawn from concurrent core O&P course projects. While each core O&P course covers coding concepts relative to that practice area, CPM I covers the historical derivation of L-Codes, which Federal governmental agencies perpetuate them and how, and how they are maintained, updated, and/or augmented over time. Finally, Clinical Outcome Measures are also introduced to complement direct provision of clinical services and to provide content for the other types of documentation provided. These concepts are built upon and otherwise deepened with CPM II in the subsequent Spring 1 semester.

**OPPED      64101      Pedorthic Management**

Pedorthic Management covers orthotic management of the foot and ankle. Devices covered will be those distal to the malleoli. Examples of devices include therapeutic shoes, accommodative foot orthoses, functional foot orthoses, and subtalar control foot orthoses. The course provides an overview of custom shoe wear, as well as shoe modifications. Bony, muscle, and neurological anatomy will be covered, along with pathology of the foot and ankle. Although historical treatment options will be reviewed, the focus of the course will be modern clinical applications. Foot and lower limb pathologies, kinesiology, gait analysis, and orthotic treatment will be explored. Students will learn about, observe, and the perform essential aspects of pedorthic management to include patient evaluation and initial assessment, impression taking, device design, positive model modification, material selection, device fitting, device modification, and patient outcome assessment.

**Spring 1 Semester**

**OPHRM      62201      Health Research Methods**

This course introduces the participant to research methods used in clinical and community-based research, evidence-based practices used to evaluate potential treatment alternatives, and critical evaluation of current published literature. The course uses lectures, practice exercises and online activities to involve the learner in research proposal development

and the interpretation of research performed by others. Assignments assist in learner application and reinforcement of information presented during lecture and the text and articulate knowledge gained promoting constructive criticism and critical reflection.

**OPETH            62201            Medical Ethics**

Medical Ethics focuses the development of ethical principles and standards in the practice of medicine and other types of healthcare delivery. It has emphasis in case-based scenarios and discussion groups to effectively teach and model ethical principles. This course has three components: (1) lectures, (2) small group sessions, and (3) clinical ethics rounds, and it combines students from multiple disciplines to ensure the fullest breadth and depth of clinical care is covered.

**OPPEB            62202            Physical Examination II**

Physical Examination II begins with instruction of detailed Range of Motion and Manual Muscle Testing (ROM/MMT) of the complete lower limb and assessment for such. It continues with physical exam concepts applied to orthotic and/or prosthetic care and distributed with the corresponding “core” orthotic / prosthetic courses.

**OPBMB            62202            Biomechanics II**

Biomechanics continues the study and practice of evaluating and quantifying human movement through simple and complex means begun in Biomechanics I. Established, “low-tech,” clinically-relevant measures and clinical outcomes instruments that individual practitioners may perform on a regular basis with minimum initial investment begin this course. Both quantitative and qualitative varieties are explored, including surveys. Students also gain experience evaluating novel instruments not yet validated for use in O&P. Biomechanical principles and clinical O&P concepts are applied to gait / movement studies of moderate- to high-tech approaches, up to and including fully-equipped motion-analysis laboratory. Application of fundamental biomechanical principles to clinical practice is accomplished through presentation of clinical scenarios and corresponding biomechanical rationales for orthotic and/or prosthetic intervention.

**OPLOB            64202            Lower Limb Orthotic Management II**

Lower Limb Orthotic Management covers a comprehensive range of orthotic management of all aspects of the lower limb involving the knee joint and points proximal. Examples of devices covered include orthoses for the hip and knee. Also, this course integrates principles of bracing the lower limb below the knee as indicated. Bony and muscle anatomy, surface anatomy, muscle physiology, kinesiology, weight-bearing strategies, and biometrics relative to the knee and hip and gait are covered in depth, and reviewed as indicated for the distal portions of the leg. Pathologies and conditions commonly treated with orthoses of the hip and knee are explored, historical orthotic approaches are reviewed, and modern treatment philosophies are covered in depth. Students learn about, observe, and then perform essential aspects of lower limb orthotic care including patient assessment and communication, device design recommendation, measurement and casting, component and material selection, positive model optimization, device fabrication, device application and fitting principles, gait deviation

detection and diagnosis, patient device training including shoe wear, device maintenance, and patient follow up.

**OPLPB            68202            Lower Limb Prosthetic Management II**

The Lower Limb Prosthetic Management II course comprehensively covers the full scope of practice for the prosthetic management of individuals with unilateral and bilateral amputations at or proximal to the knee joint. Additionally, the course addresses the management of patients presenting with hip disarticulations and hemi-pelvectomy amputations. The course covers standard and progressive surgical techniques, pre and post-operative prosthetic management and patient-centered multidisciplinary rehabilitation strategies and considerations for lower limb amputees at or proximal to the knee joint. Comprehensive patient evaluations will be performed and practiced; including thorough medical history, psycho-social and physical assessments as well as observational and measured gait analyses. The course requires accountable patient care including detailed documentation, patient education, outcomes measurement, and goal setting. This process culminates in the creation of prosthetic recommendations, in depth justifications of medical necessity, cross disciplinary treatment plans, and follow up care strategies.

The course delves deeply into foundational interface design principles and mechanics as well as discussing progressive interface adaptations for individual patient presentations with amputation at or proximal to the knee joint. Patient measurements for computer aided designs, plaster casting techniques and mold rectifications are performed. Material selection, prosthetic fabrication, component selection and assembly are performed for assessed patients in replicated clinical settings. The foundations of alignment progressions (bench, static, and dynamic), gait deviation analysis and biomechanics are addressed and performed. Thorough coverage and practice of the management of gait deviations through alignment and modifications of interface mechanics are performed throughout the course.

**OPSCO            66201            Spinal & Cranial Orthotic Management**

Spinal & Cranial Orthotic Management covers a comprehensive range of orthotic management of the head and all spinal levels. Examples of devices include orthoses for the cervical, thoracic, lumbar, and sacral levels, alone and in combinations, cranial molding helmets, and face masks. Bony and muscle anatomy, surface anatomy, muscle physiology, kinesiology, and biometrics relative to the spine and head are covered in depth. Pathologies and conditions commonly treated with spinal orthoses are explored, historical orthotic approaches are reviewed, and modern treatment philosophies are covered in depth. Students learn about, observe, and then perform essential aspects of spinal and cranial orthotic care including patient assessment and communication, device design recommendation, measurement and casting, component and material selection, positive model optimization, device fabrication, device application and fitting principles, patient device training, device maintenance, and patient follow up. Importance of proper patient compliance is highlighted.

**OPULP            68201            Upper Limb Prosthetic Management**

Upper Limb Prosthetic Management covers a comprehensive range of prosthetic management of all amputation levels of the upper limb. Bony and muscle anatomy, surface anatomy, surgical amputation techniques, muscle physiology, kinesiology, and biometrics relative to the upper limb are covered in depth. Pathologies and conditions resulting in upper limb amputation are explored, historical prosthetic devices and approaches are reviewed, and modern prosthetic philosophies and components are covered in depth. Students learn about, observe, and then perform essential aspects of upper limb prosthetic care including patient assessment and communication, device design recommendation, terminal device categorization and selection, measurement and casting, component and material selection, positive model N2 optimization, device fabrication, prosthetic alignment and transfer, device application and fitting principles, patient device training, device maintenance, and patient follow up.

Upper Limb Prosthetic Management is divided into two units. The first focuses on prostheses for amputation levels below the elbow, including transradial, wrist-disarticulation, partial hand, and finger levels. The second unit covers prostheses for amputation levels at and above the elbow, including elbow disarticulation, transhumeral, shoulder disarticulation, and scapula-thoracic levels.

**OPTTP            63201            Transition to Practice**

This course is designed to provide directed, pre-clinical training to students during the didactic year in order to ensure proper achievement of baseline clinical competencies prior to entering the clinical phase of their training. The course is a practical assessment course which includes a series of sequenced, graded clinical interactions designed to develop clinical skills related to: patient interaction and bed side manner, proper physical assessment, interviewing skills, formulation of a treatment plan, proper follow-up, ethical care, and adherence to sound social and business practices. Although graded assessments occur throughout the coursework, this course culminates in an Objective Skill Clinical Examination, or OSCE. The OSCE is a high-stakes exam that assess each of the basic competencies through a series of simulated clinical experiences. OSCE exams are video-recorded through simulation laboratories allowing students the opportunity to view their own interactions and learn from the experiences.

**OPPMB            62201            Clinical Practice Management II**

This course conveys and applies modern administrative and documentation principles related to the provision of comprehensive prosthetic and orthotic care. It introduces students to professional issues related to contemporary clinical practice and exposes them to proper terminology for use in the medical and healthcare field. Students demonstrate proper techniques and develop competence in coding, justification, and in the development of the clinical chart. Practice and business management topics and resources are also addressed in this course as well as an introduction and framework for addressing ethical concerns that arise as part of clinical care and business practice in the orthotics and prosthetics profession.

## **Clinical Phase Curriculum**

### **Fall 2 Semester**

#### **OPORA      62101      O&P Research I**

O&P Research I (OPR I) continues the efforts from Health Research Methods for O&P on developing and executing the research project. Students are expected to work with their research advisor(s) to independently organize research planning, data collection, data analysis, and manuscript preparations. The class is assembled at the mid-point of the semester for progress checks and group discussions about research topics and projects. Critiques by fellow students and instructors / mentors are performed resulting in direct feedback for each project. Students gather again at the end of the semester to submit the required deliverables of the project and discuss project progress with advisors and current and adjacent class cohorts.

#### **OPCRA      78101      Clinical Rotation I**

Clinical Rotation I is the first four-month clinical rotation in the completion of the dual 18-month OP residency. Residents will work with clinical preceptors and the clinical coordinator to ensure development of skills, direct and indirect supervision as deemed appropriate, completion of the NCOPE residency competencies, and any patient exposure required to round out the residency experience. Residents will be required to submit case logs representing their experience at the clinical site and keep in contact with the clinical coordinator. Residents will be assessed according to NCOPE evaluation form submitted by the clinical preceptors. This rotation will emphasize the development of technical competency.

#### **OPCRB      78102      Clinical Rotation II**

Clinical Rotation II is the second four-month clinical rotation in the completion of the dual 18-month OP residency. Residents will work with clinical preceptors and the clinical coordinator to ensure development of skills, direct and indirect supervision as deemed appropriate, completion of the NCOPE residency competencies, and any patient exposure required to round out the residency experience. Residents will be required to submit case logs representing their experience at the clinical site and keep in contact with the clinical coordinator. Residents will be assessed according to NCOPE evaluation form submitted by the clinical preceptors.

#### **OPCSA      71101      Clinical Seminar I**

Clinical Seminar I is a 1-credit hour, distance-learning course designed to run concurrently with Clinical Rotation I. This seminar will focus on reviewing foundational principles and introducing advanced clinical practice of lower limb prosthetics. The Clinical Seminars series meets bi-weekly via ZOOM Meeting and/or other web-based, synchronous platforms. In addition to exploring student perspectives on transitioning to residency phase from the classroom, and addressing any concerns voiced by students, faculty-moderated presentations and discussions are led regarding exposure to and acquisition of technical skills within field-based experiences. Guest speakers may present from anywhere online access is

granted, and current events and/or routine Program matters are also reviewed with the students.

**OPCSB          71102          Clinical Seminar II**

Clinical Seminar II is a 1-credit hour, distance-learning course designed to run concurrently with Clinical Rotation II. This seminar will focus on reviewing foundational principles and introducing advanced clinical practice of upper limb prosthetics and spinal orthotics. The Clinical Seminars series meets bi-weekly via ZOOM Meeting and/or other web-based, synchronous platforms. In addition to exploring student perspectives on transitioning to residency phase from the classroom, and addressing any concerns voiced by students, faculty-moderated presentations and discussions are led regarding exposure to and acquisition of technical skills within field-based experiences. Guest speakers may present from anywhere online access is granted, and current events and/or routine Program matters are also reviewed with the students.

**Spring 2 Semester**

**OPORB          62202          O&P Research II**

O&P Research II continues efforts from OPR I on the individual research projects. Midway through, students present progress on their projects and preliminary results to classmates and mentors. Critiques and suggestions are offered on statistical analyses and results sections by students and faculty. Students individually gather remaining data, compute results, and construct remaining sections with mentors. Students gather one more time at the end of the semester to submit the required elements of the project and for class presentation of project progress to current and adjacent class cohorts.

**OPCRC          78203          Clinical Rotation III**

Clinical Rotation III is the third, 4-month clinical rotation in the completion of the dual, 18-month OP residency. Residents will work with clinical preceptors and the clinical coordinator to ensure development of skills, direct and indirect supervision as deemed appropriate, completion of the NCOPE residency competencies, and any patient exposure required to round out the residency experience. Residents will be required to submit case logs representing their experience at the clinical site and keep in contact with the clinical coordinator. Residents will be assessed according to NCOPE evaluation form submitted by the clinical preceptors.

**OPCSC          71203          Clinical Seminar III**

Clinical Seminar III is a 1-credit hour, distance-learning course designed to run concurrently with Clinical Rotation III. This seminar will focus on reviewing foundational principles and introducing advanced clinical practice of lower limb orthotics. The Clinical Seminars series meets bi-weekly via ZOOM Meeting and/or other web-based, synchronous platforms. In addition to exploring student perspectives on transitioning to residency phase from the classroom, and addressing any concerns voiced by students, faculty-moderated presentations and discussions are led regarding exposure to and acquisition of technical skills within field-based experiences. Guest speakers may present from anywhere online access is

granted, and current events and/or routine Program matters are also reviewed with the students.

### **Fall 3 Semester**

#### **OPORC      62103      O&P Research III**

O&P Research III contains the last milestones of the research project, including creation, polishing, and presenting posters and written manuscripts. This class then meets periodically when students present their work to each other and faculty for critique. Upon approval by their Research Advisor, students prepare posters of their projects to display at the annual Health Professions Research Day in November attended by numerous members of multiple health care professions from around the region. Final master's papers are due by the end of the semester.

#### **OPCRD      76104      Clinical Rotation IV**

Clinical Rotation IV is the fourth clinical rotation in the completion of the dual 18-month OP residency. Residents will work with clinical preceptors and the clinical coordinator to ensure development of skills, direct and indirect supervision as deemed appropriate, completion of the NCOPE residency competencies, and any patient exposure required to round out the residency experience. Residents will be required to submit case logs representing their experience at the clinical site and keep in contact with the clinical coordinator. Residents will be assessed according to NCOPE evaluation form submitted by the clinical preceptors.

#### **OPCRE      76105      Clinical Rotation V**

Clinical Rotation V is the final clinical rotation in the completion of the dual 18-month OP residency. Residents will work with clinical preceptors and the clinical coordinator to ensure development of skills, direct and indirect supervision as deemed appropriate, completion of the NCOPE residency competencies, and any patient exposure required to round out the residency experience. Residents will be required to submit case logs representing their experience at the clinical site and keep in contact with the clinical coordinator. Residents will be assessed according to NCOPE evaluation form submitted by the clinical preceptors.

#### **OPCSD      71104      Clinical Seminar IV**

Clinical Seminar IV is a 1-credit hour, distance-learning course designed to run concurrently with Clinical Rotation IV. This seminar will focus on preparation for navigating a career in orthotics and prosthetics with an appreciation for leadership and lifelong learning. The Clinical Seminars series meets bi-weekly via ZOOM Meeting and/or other web-based, synchronous platforms. In addition to exploring student perspectives on transitioning to residency phase from the classroom, and addressing any concerns voiced by students, faculty-moderated presentations and discussions are led regarding exposure to and acquisition of technical skills within field-based experiences. Guest speakers may present from anywhere online access is granted, and current events and/or routine Program matters are also reviewed with the students.

**OPCSE            71105            Clinical Seminar V**

Clinical Seminar V is a 1-credit hour, distance-learning course designed to run concurrently with Clinical Rotation V. This seminar will focus on comprehensive orthotics and prosthetics assessment in preparation for the board exams. The Clinical Seminars series meets bi-weekly via ZOOM Meeting and/or other web-based, synchronous platforms. In addition to exploring student perspectives on transitioning to residency phase from the classroom, and addressing any concerns voiced by students, faculty-moderated presentations and discussions are led regarding exposure to and acquisition of technical skills within field-based experiences. Guest speakers may present from anywhere online access is granted, and current events and/or routine Program matters are also reviewed with the students.

#### Anatomical Sciences I (HPANA-65101)

This course is designed to provide the student an extensive background in the fundamentals of human anatomy through lecture, small group laboratory, and independent study formats. Embryology coupled with structures of the central nervous system, upper and lower extremities, cardiovascular and pulmonary systems, abdomen and pelvis, and reproductive organs are described and illustrated in lecture followed by laboratory experiential learning that emphasizes the location, identification, function, and relationships of pertinent structures using cadavers, dissections, radiographic images, and static models. The course is intended to provide an anatomical basis for understanding the physical examination and structural changes associated with illness and injury of each major organ and body system.

Credit: 5 semester hours

Course Director: Ming Zhang

Course Offered: Fall 1, Terms 1,2,3

#### Anatomical Sciences II (HPANA-62102)

This course is designed to provide the student an extensive background in the fundamentals of human anatomy utilizing lecture, small group laboratory, and independent study formats. Anatomic structures of the head and neck are described and illustrated in lecture followed by laboratory experiential learning to include location and identification as well as function and relationships of structures using cadavers, dissections, radiograph images, and static models. The course is intended to provide an anatomical basis for understanding the physical examination and structural changes associated with illness and injury of each major organ and body system.

Credit: 2 semester hours

Course Director: Ming Zhang

Course Offered: Spring 1, Term 1

#### Behavioral Dynamics (PABDN-63431)

A lecture and discussion course designed to provide the student with an overall view to the normal and abnormal characteristics of human psychological development and behavior. The etiology of common behavioral and mental health conditions and consequences of common congenital and environmental influences on psychological development are studied in relation to the pediatric, adult and geriatric patient populations.

Credit: 3 semester hours

Course Directors: Asghar, Ali and Richards, Jessica

Course Offered: Spring 1, Terms 2, 3

#### Clinical Biochemistry (HPBIO-63121)

This course is designed to provide the student with the basics of clinical biochemistry in order to prepare them for their further studies. The course will review basic organic chemistry pertinent to understanding metabolic pathways with emphasis on different aspects of clinical biochemistry including structure and function of proteins, enzyme kinetics, and the metabolism of carbohydrates, lipids and amino acids. Special attention will be given to the nutritional needs of humans.

Credit: 3 semester hours

Course Director: Kristina Hulten

Course Offered: Fall 1, Terms 1, 2

#### Clinical Genetics (HPGEN-61141)

The genetics course introduces students to the basics of clinical genetics in order to prepare them for their further studies and practice in primary care. The course will review fundamental genetic concepts, principles and information (patterns of inheritance, mitosis & meiosis, the structure of DNA, RNA and protein synthesis) as well as concepts underlying clinical genetics (human development, gene analysis, disease producing mutations).

Credit: 1 semester hour

Course Director: Claudia Soler-Alfonso

Course Offered: Fall 1, Term 3

#### Clinical Medicine I (PACMD-61501)

The PIM module introduces the basic principles cell injury, adaptation and death, acute and chronic inflammation, cell regeneration and fibrosis, hemostasis, thrombosis and shock, immune-mediated injury, benign and malignant neoplasms, atherosclerosis along with an introduction to the mechanisms underlying viral, bacterial, and fungal pathogens to include innate host defense mechanisms prior to studying organ system pathophysiology.

Credit: 1 semester hour

Course Director: Katherine Erdman

Course Offered: Fall 1, Term 1

#### Clinical Medicine II (PACMD-61502)

The CVS module introduces the pathophysiology, clinical manifestations differential diagnosis, and treatments of acute and chronic disease involving the cardiovascular system. Critical Thinking Sessions are used to integrate and apply the acquired from lectures and readings.

Credit: 1 semester hour

Course Director: Katherine Erdman

Course Offered: Fall 1, Term 2

#### Clinical Medicine III (**PACMD-63503**)

The PRI module introduces the pathophysiology, clinical manifestations, differential diagnosis, and treatments of acute and chronic disorders involving the pulmonary, renal and integument systems. Critical Thinking Sessions are used to integrate and apply the acquired from lectures and readings.

Credit: 3 semester hours

Course Director: Katherine Erdman

Course Offered: Fall 1, Term 3

#### Clinical Medicine IV (**PACMD-62511**)

The GGMR module introduces the pathophysiology, clinical manifestations, differential diagnosis, and treatments of acute, chronic and obstructive disorders involving the gastrointestinal, genitourinary, musculoskeletal, and rheumatologic systems. Critical Thinking Sessions are used to integrate and apply the acquired from lectures and readings.

Credit: 2 semester hours

Course Director: Katherine Erdman

Course Offered: Spring 1, Term 1

#### Clinical Medicine V (PACMD-62512)

The EON module introduces the pathophysiology, clinical manifestations, differential diagnosis, and treatments for acute and chronic disorders involving the ears, eyes, and central and peripheral nervous systems. Critical Thinking Sessions are used to integrate and apply the acquired from lectures and readings.

Credit: 2 semester hours

Course Director: Katherine Erdman

Course Offered: Spring 1, Term 2

#### Clinical Medicine VI (PACMD-62513)

The EGHOUID module introduces the pathophysiology, clinical manifestations, differential diagnosis and treatments for urgent, acute and chronic disorders involving the endocrine and hematologic systems coupled with disorders effecting older adults and the management of HIV infection. Critical Thinking Sessions are used to integrate and apply the acquired from lectures and readings.

Credit: 2 semester hours

Course Director: Katherine Erdman

Course Offered: Spring 1, Term 3

#### Clinical Prevention (PACLP-62301)

This Fall 1 semester course introduces students to the history, underlying theory, basic concepts, and interplay associated with public health, lifestyle medicine, and clinical prevention in the United States. Strategies for illness prevention, risk characterization, early screening for asymptomatic disease, risk stratification, and the reduction of risk at the individual and community level will be addressed. The content within the course is designed to provide a foundation for parallel learning experiences in Health Behavioral Counseling, Clinical Medicine, Genetics, and Health Research Methods. The need to identify health behaviors and risks will be reinforced within the Physical Diagnosis course through patient write-ups and through this course using case integrations.

Credit: 2 semester hours

Course Director: Sarah Keyes

Course Offered: Fall 1, Terms 1, 2

### Cultural Competency I (PACC-62401)

The course introduces students to issues surrounding cultural awareness and sensitivity pertaining to the diversity and uniqueness of populations to be encountered as health care practitioners using lectures, panel discussions, small group activities, and participation in community events. Over the course of a year, the course will explore personal bias, communication styles, belief systems, alternative health care practices, family roles, and the relationship of these issues to perceptions of culture and socioeconomic status.

Credit: 2 semester hours

Course Director: Jonnae Atkinson

Course Offered: Fall 1, Terms 1, 2

### Diagnostic Testing (PADIA-62701)

A course designed to acquaint students with the principals involved in and the clinical evaluation of radiographic and clinical laboratory diagnostic studies. The emphasis within the radiology section is placed on normal radiographic findings and their comparison to the abnormalities visualized in disease processes. In the laboratory medicine section, the lectures are designed to survey and relate the results of tests to clinical situations. Lectures will also introduce the techniques of more important laboratory tests to include specimen acquisition and handling.

Credit: 2 semester hours

Course Directors: Elizabeth Elliott

Course Offered: Spring 1, Term 2, 3

### Electrocardiography (PAECG-62711)

This course designed to present a systematic approach to ECG interpretation in preparation for didactic training in cardiology. The objective of the course is to teach the student to evaluate ECG tracings using the specific steps and each lecture covers a specific topic or topics and builds on the previous ones. After completing each lecture, the student will be given ECG tracings to review and apply the knowledge acquired in laboratory conferences.

Credit: 2 semester hours

Course Director: Antone Opekun

Course Offered: Spring 1, Term 3

#### Health Behavioral Counseling (HPHBC-62201)

This course introduces counseling and behavioral science theories, skills, and tools to enhance learners' communication skills and understanding of the process of health behavior change. Behavior change stages and processes are introduced using the Transtheoretical Model and social learning theories, with a focus on applying Motivational Interviewing skills. Learning activities include role play, observation of self-help support group sessions, simulated patient encounters, and critical reflection, to help learners develop an intimate understanding of the process of change and increase empathy for patients attempting to change health behaviors.

Credit: 2 semester hours

Course Director: Beth Garland

Course Offered: Fall 1, Terms 2, 3

#### Health Research Methods (HPRM-62441)

Part I of this course will introduce the principles of human research methodology and explore the impact that different types of human research have on clinical practice and the health care system. Students will develop an understanding of the skills necessary to critically review medical literature, design research study, apply medical and epidemiologic methods, prepare protocols, approach data generation, manage data, perform data analysis, conduct subject follow-up, address quality assurance concerns, and adhere to ethical, legal, and regulatory issues involved in human-subject research. Exercises in inductive reasoning skills are required. These skills include article search-and-retrieval, annotated bibliography generation, and manuscript abstractions necessary to perform critical reflections. Sources of information used to guide these processes will include the 2010 CONSORT Statement criteria and the Cochrane Handbook criteria and the texts.

Part II of this course will provide instruction in applied biostatistical principles necessary to plan and execute a clinical or outcomes-related research project with an emphasis on interpreting results stated in the medical literature, organizing alpha-numeric data and completing fundamental statistical analyses. This aspect of the course will also provide a basis for initiating discussions with statisticians about newly generated findings or engaging in pertinent discussions when larger complex studies are undertaken. Students will understand and develop skills related to descriptive and inferential statistics and develop a proficiency level necessary to complete work on a small research project. These skills include proficiency in research study design, data generation, data management, data analysis, and data display, including graphics. On-line exercises that cognitively reinforce critical content and statistical skills are required and may be completed in small groups or individually.

Credit: 2 semester hours

Course Director: Antone Opekun

Course Offered: Spring 1, Term 2, 3

#### Human Physiology I (HPPHY-64221)

This course is designed to provide the student an extensive understanding of human physiology from the cellular to the organ and body systems level with a focus on the mechanisms of normal organ function and the consequences of malfunction of the nervous, cardiovascular, respiratory, renal and digestive systems along with temperature regulation. Clinical examples that illustrate the consequences of malfunction are used to emphasize, by comparison, normal physiology.

Credit: 4 semester hours

Course Director: David Johnson

Course Offered: Fall 1, Terms 2, 3

#### Human Physiology II (HPPHY-62222)

This course is designed to provide an extensive understanding of human physiology from the cellular to the organ and body systems level with a major emphasis on the mechanisms of normal organ function and the consequences of malfunction of the endocrine and reproductive systems along with energy and metabolism, bone, and the physiology of normal pregnancy. Clinical examples that illustrate the consequences of malfunction are used to emphasize, by comparison, normal physiology

Credit: 2 semester hours

Course Director: David Johnson

Course Offered: Spring 1, Term 1

#### Immunology for Health Professions (HPIMM-62131)

This course will provide an overview of basic immunological concepts including components of the immune system, innate and adaptive immune responses. The immune responses against infectious microbes as well as immunologic diseases will also be addressed.

Credit: 2 semester hours

Course Director: Elisabeth Shell

Course Offered: Fall 1, Term 2

#### Medical Ethics (PAETH-62421)

The course introduces students from multiple disciplines to the basic concepts and language of medical ethics, presents relevant topics in medical ethics, and models the skills requisite to the application of medical ethics to clinical cases using small group sessions and clinical ethics rounds. The interdisciplinary nature of the course ensures that the breadth and depth of problems in the clinical arena are addressed.

Credit: 2 semester hours

Course Director: Christi Guerrini

Course Offered: Spring 1, Term 2

#### Pediatrics (PAPED-62531)

The Pediatrics course is designed to introduce students to the most common health problems affecting the pediatric patient from the newborn period through adolescence. The lectures focus on health promotion, disease prevention and screening, pathology identification and management, education and counseling, and injury prevention for the pediatric patient and his/her family. The laboratory components focus on skills and knowledge needed in caring for pediatric patients.

Credit: 2 semester hours

Director: Elizabeth Elliott, PA-C

Course Offered: Spring 1, Term 3

#### Pharmacology (PAPRM-63801)

This course promotes an understanding of the general principles of pharmacology and their application of these principles to patient care situations. Students will learn the mechanism of action of drugs in different therapeutic classes and understand how use of these drug interacts with the pathophysiology of the disease under treatment; learn the most common effects and side effects for prototypic drugs in each category; become comfortable with sources of information about drugs, drug side effects and drug interactions; learn the drug of choice for diseases; and know which drugs have potentially fatal side effects.

Credit: 3 semester hours

Course Director: Ramachandr Reddy

Course Offered: Fall 1, Terms 2, 3

#### Pharmacology II (PAPRM-62811)

This course continues the study of the mechanisms of action of drugs in different therapeutic classes and their effects on the pathophysiology of disease states under treatment.

Credit: 2 semester hours

Course Director: Ramachandr Reddy

Course Offered: Spring 1, Term 1

#### Physical Diagnosis I (PAPHD-66601)

The first semester of this course focuses on developing skills to perform a complete history and physical examination on patients over the spectrum of ages and clinical situations that a physician assistant may encounter in clinical practice. The learning experiences emphasize the principles, skills, routines and special tests appropriate for the assessment of disease involving the cardiovascular and respiratory systems. A secondary aim of this course is the development of skills in formulating an appropriate diagnosis and treatment plan derived from information taken in the history and identified from the physical exam. The course will stress the accurate presentation of information in both written and oral forms.

Credit: 6 semester hours

Course Director: Stephanie DeSandro

Course Offered: Fall 1, Terms 1, 2, 3

#### Physical Diagnosis II (PAPHD-63611)

The second semester continues to develop skills in performing a complete and problem-specific history and physical examination on patients over the spectrum of ages and clinical situations. The learning experiences focus upon the principles, skills, routines and special tests appropriate for the assessment of diseases involving the eyes, ears, nose, throat, gastrointestinal, genitourinary, dermatological, musculoskeletal, and nervous systems. This semester will continue the development of an appropriate

differential diagnosis and plan for the further evaluation and management of an identified problem with accurate presentation of information in both written and oral forms.

Credit: 3 semester hours

Course Director: Stephanie DeSandro

Course Offered: Spring 1, Terms 1, 2, 3

#### Problem Solving in Medicine I (PAPSM-61901)

This course assists students to develop their skills at differential diagnosis and problem identification through the integration of information presented in the Clinical Medicine and Physical Diagnosis courses. Multiple critical thinking sessions using team learning techniques are used to explore problems involving the heart and lungs.

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Credit: 1 semester hour

Course Director: Elisabeth Shell

Course Offered: Fall 1, Term 3

#### Problem Solving in Medicine II (PAPSM-62911)

This course assists students to develop their skills at differential diagnosis and problem identification through the integration of information presented in the Clinical Medicine, Physical Diagnosis and Diagnostic Testing courses. Multiple critical thinking sessions using team learning techniques are used to explore problems involving the skin, abdomen, kidney, lower urinary tract, the eye, ear, nose and throat, musculoskeletal, special sensory, central and peripheral nervous systems, and the hematopoietic system.

Credit: 2 semester hours

Course Director: Elisabeth Shell

Course Offered: Spring 1, Terms 1, 2, 3

#### Professional Role Issues I (PAPRI-62411)

This course provides students a historical perspective of the evolving professional, clinical and intra-professional roles carried out by physician assistants through a study of the organizational, political, legal and socioeconomic forces that have and continue to shape the profession. The activities of the course are likewise linked to a service learning requirement designed to develop the advocacy role of the Physician Assistant.

Credit: 2 semester hours

Course Director: Carl Fasser

Course Offered: Spring 1, Terms 1, 2, 3

#### Spanish for Health Professions (PASPEN-62441)

This language workshop provides students with the knowledge and skills required to conduct and interview and physical examination of a person with Spanish as the primary language.

Credit: 2 semester hours

Course Director: Guadalupe Quintanilla

Course Offered: Summer 1

#### Women's Health (PAWHI-62521)

The course focuses on the normal physiologic and sexual development of women, health maintenance concerns of women at various life stages, and serves as an introduction to gynecologic/obstetric history taking and physical examination skills. The manifestation, evaluation, management, and treatment of common disease entities along with routine care for both gynecologic/obstetric patients are also addressed. The course facilitates the use of critical thinking skills along with appropriate clinical decision-making strategies so that students are able to provide a sensitive approach to preventive and therapeutic healthcare, recognize common gynecologic and obstetric problems, understand appropriate therapeutic interventions, and effectively provide patient education.

Credit: 2 credit hours

Director: Elissa Love, PA-C

Course Offered: Spring 1, Term 2

## Clinical Readiness Exam (PACRE 60911)

The two-part CRE is comprehensive exam designed to assess the student's ability to recognize the clinical manifestations of illness and injury using case vignettes and standardized patients. The vignettes cover the major body systems and encompass acute and chronic health problems seen in children and adults. The cases are often accompanied by color photographs that range from skin lesions to electrocardiograms. The patient scenarios are used to assess the student's ability to select and perform components of the physical exam pertinent to the differential evaluation and management of a clinical problem. Performance on the CRE is used to judge the student's readiness to enter the experiential learning phase of their training.

Credit: None

Course Director: Katherine Erdman

Course Offered: Spring 1, Term 3

<b>Clinical Course Grid</b>					
	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks
<b>Clinical Core - 36 weeks</b>	Internal Medicine-Inpatient		Internal Medicine-Outpatient	Obstetrics Gynecology	Psychiatry
	Pediatrics-Inpatient	Pediatrics-Outpatient	Emergency Medicine	Surgery	
	4 weeks	4 weeks	4 weeks	4 weeks	
<b>Integration Core - 16 weeks</b>	Geriatrics	Physical Medicine Rehabilitation	Family and Community Medicine		
	4 weeks	4 weeks			
<b>Research Core - 8 weeks</b>	Research 1	Research 2			
	Master's Paper				
<b>Courses</b>	Professional Role Issues II				
	Cultural Competency II				

## Clinical Curriculum

Our location in the heart of the world's largest medical center affords the opportunity for students to train in a number of settings. Students care for varied populations throughout the 36-week clinical curriculum.

A mix of public and private institutions and community-based facilities provides a rich exposure to patients across the lifespan with medical, surgical, women's health, and behavioral and mental health conditions and from many cultures and ethnic groups. Exposure to health beliefs and practices influenced by cultural origins provides an understanding of how to approach providing patient-centered care.

## Clinical Core

The 36-week Clinical Core provides in-depth instruction in the evaluation and management of patients seeking medical care across the lifespan to include infants, children, adolescents, adults and elderly, women's health care to include prenatal and gynecologic care, care for conditions requiring surgical management including preoperative, intraoperative and postoperative, and care for behavioral and mental health conditions. Students evaluate and manage patients with preventive, emergent, acute and chronic illness, and injury alongside medical students, residents and faculty in emergency medicine, internal medicine, obstetrics and gynecology, pediatrics, psychiatry and behavioral medicine, and surgery within the affiliated institutions and community practice settings of Baylor College of Medicine. While in these settings students interview and examine patients, assess and stratify illness risk, identify problems requiring behavioral, medical and surgical management, communicate patient information in verbal and written form to physicians, obtain specimens for and order diagnostic tests, participate in surgeries and deliveries, monitor programs of evaluation and therapy, and discuss preventive health care behaviors with patients and families.

See descriptions of all [Clinical Core rotations and clinical phase courses](#).

## Integration Core

The 16-week Integration Core is comprised of four-week rotations in Geriatric Medicine and Physical Medicine and Rehabilitation, and an eight-week rotation in Family and Community medicine. The earlier training experiences conducted in the ambulatory clinic, emergency center, nursery, operating room, and hospital ward settings prepare PA students to deliver health care services to diverse patient populations of all ages including infants, children, and adolescents, adult and elderly with a range of preventive, emergent, acute and chronic medical, surgical and mental health and behavioral conditions. During the Family and Community Medicine rotation, students may be assigned to practices in rural community settings across Texas, or urban or suburban settings in Houston and surrounding areas. Each of these settings emphasizes the principles and practices of community-oriented primary care offering the student greater understanding of the health and disease status of individuals in the psychosocial and economic context of the family.

See descriptions of [Integration Core rotations](#).

#### Research Core

The remaining Research Core is comprised of two four-week research practicums and the Master's Paper Project.

Learn about [research opportunities and requirements](#).

Found at [“Clinical Core rotations” link.](#)

[Should be “Clinical Core rotations and clinical phase courses”](#)

### **Emergency Medicine (PAERM-74681)**

The core Emergency Medicine rotation provides an in-depth exposure to the illnesses and injuries sustained by children, adults, and the elderly that necessitate emergency care. The educational experiences emphasize the focusing of interview and examination skills and performing of techniques and procedures essential to the proper management of surgical illness and injury.

Credit: 4 semester hours

Course Directors: Eric Martinez and [Stephanie Desandro](#)

Course Offered: Fall 2, Spring 2

### **Internal Medicine – Inpatient (PAIMI-78621)**

During this core rotation the student will learn to apply basic medical knowledge to the evaluation of problems encountered on a general medicine service. The formulation of an understanding of the various medical disorders in adults and elderly is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem. The student likewise learns to view the patient in a broader context because of the emphasis given to the emotional and social needs of the individual.

Credit: 8 semester hours

Course Directors: [Andrew](#) Caruso, [Alexandria Fornerette-Harris](#) and Sarah Keyes

Course Offered: Fall 2 and Spring 2

### **Internal Medicine – Outpatient (PAIMO-74631)**

During this core rotation the student will learn to apply basic medical knowledge to the evaluation of problems encountered in an ambulatory clinic. The formulation of an understanding of the various preventive, acute and chronic medical disorders in adults and the elderly is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem. The student likewise learns to view the patient in a broader context because of the emphasis given to the emotional and social needs of the individual.

Credit: 4 semester hours

Course Directors: Elisabeth Shell

Course Offered: Fall 2 and Spring 2

### **Gynecology/Obstetrics (PAGYN-74641)**

The core Gynecology/Obstetrics rotation exposes students to the spectrum of problems and issues associated with prenatal, obstetrical and gynecologic healthcare primarily in an ambulatory setting. The learning experiences emphasize family planning and birth control, sexually transmitted disease recognition and treatment, cancer detection, prenatal care, the evaluation of common GYN problems, and offer exposures to delivery and the surgical management of GYN disorders.

Credit: 4 semester hours

Course Directors: [Jocelyn Greeley](#) and [Elissa Love](#)

Course Offered: Fall 2 and Spring 2

### **Pediatrics – Inpatient (PAPDI-74751)**

During this core rotation the student learns to apply basic medical knowledge and skills to the evaluation of problems encountered on an inpatient pediatric service. The emphasis in this setting is on the provision of secondary and tertiary care to newborns, infants, children and adolescents.

Credit: 4 semester hours

Course Directors: Elaine Fielder and [Elizabeth Elliott](#)

Course Offered: Fall 2 and Spring 2

### **Pediatrics – Outpatient (PAPDO-74761)**

During this core rotation the student learns to apply basic medical knowledge and skills to the evaluation of acute and chronic problems along with preventive care needs encountered in an ambulatory pediatric practice. The emphasis in this setting is on the provision of primary and secondary care to newborns, infants, children and adolescents.

Credit: 4 semester hours

Course Directors: [Elizabeth Elliott](#)

Course Offered: Fall 2 and Spring 2

### **Psychiatry (PAPSY-74671)**

This core rotation is designed to provide an understanding of the behavioral components of health, disease and disability. Exposure to adult and elderly patients with a variety of emergent, acute and chronic behavioral and mental health conditions are used to develop informed history taking and mental status examination skills abilities to recognize and categorize behavioral and mental health conditions and techniques of early intervention and psychiatric referral.

Credit: 4 semester hours

Course Director: [Ali Abbas Asghar-Ali](#) and [Vicki Waters](#)

Course Offered: Fall 2 and Spring 2

### **Surgery (PASUR-74691)**

This core rotation provides an orientation to patients of various ages with surgically manageable disease. The emphasis of the learning experiences are on the preoperative evaluation and preparation of patients for surgery; assistance during the intraoperative period to develop an understanding of team member roles and operative procedures; and the care of surgical wounds and postoperative complications.

Credit: 4 semester hours

Course Director: [Stephanie Gordy](#) and [Stephanie Desandro](#)

Course Offered: Fall 2 and Spring 2

Clinical phase courses

### **Cultural Competency II (PACC-71521)**

This course builds on the students' cultural awareness and sensitivity in dealing with patients from different cultures through the exploration of personal bias, communication styles, belief systems, health care practices, family roles, and their impact on the clinical encounter using the skill of crucial reflection.

Credit: 1 semester hour

Course Director: [Carl Fasser](#)

Course Offered: Fall 2, Spring 2, and Fall 3

### **Professional Role Issues II (PAPRI-71511)**

This course introduces students to jurisprudence and professional practice issues. Through lectures, seminars, and individual assignments the student will learn about the healthcare marketplace, Texas medical jurisprudence, risk management, and professional practice issues to include employment and credentialing, insurance reimbursement, and medical coding. The course also addresses the alternative roles played by PAs in the community and the therapeutic uses for common drugs.

Credit: 1 semester hour

Course Director: [Sarah-Ann Keyes](#)

Course Offered: Fall 2, Spring 2, and Fall 3

[Found at "Integration Core rotations" link](#)

### **Community Family Medicine (PACFM-78731)**

This applied integration core rotation provides an exposure to the principles and practices of community-oriented primary care with an emphasis on disease prevention and health maintenance in patients across the lifespan to include infants, children, adolescents, adults and elderly as well as the opportunity to further techniques in history taking, physical examination, and health behavior

counseling. Students also gain insight to the socio-environmental factors effecting the provision of healthcare services.

Credit: 8 semester hours

Course Directors: [Elissa Love](#)

Course Offered: Fall 3

### **Geriatric Medicine (PAGER-74721)**

This integration rotation provides an opportunity to apply knowledge of the physiological, behavioral, psychological and sociological changes associated with aging to the multidimensional assessment of elderly individuals. The student acts as a member of an interdisciplinary team of health professionals managing disorders common to older individuals with particular attention to the maintenance of autonomy across alternative care settings.

Credit: 4 semester hours

Course Directors: Angela Catic, Michael Anderson and Vicki Waters

Course Offered: Fall 2, Spring 2, and Fall 3

### **Physical Medicine and Rehabilitation (PAPMR-74781)**

This clinical core rotation emphasizes medical rehabilitation in the adult population to enhance maintenance of independence in daily personal care and ambulatory household and community activities. It is designed to enable the student to develop skills in the examination of the spine and extremities; develop knowledge of basic kinesiology and biomechanics; and to begin to understand techniques of dynamic assessment. The student will perform comprehensive exams of the neurologic, muscular and skeletal system in young, mature and older adults while learning about the unique aspects of medical care of persons with major trauma, traumatic brain injury, amputation, and spinal cord injury.

Credit: 4 semester hours

Course Directors: [Kathleen](#) Thompson

Course Offered: Fall 3

Found at link "[research opportunities and requirements](#)"

Research I & II

### **Research I (PARS1-74531)**

This faculty-guided research seminar is devoted to the refinement of strategies for the evidenced-based search and interpretation of scientific literature; critique of study designs for IRB-approved student research projects involving the prospective and retrospective collection and analysis of data; resolution of questions surrounding database construction and data entry verification; draft of the introduction, background and methods sections of the Master's Paper; and the development of skills at the oral presentation and defense of research results. Critical review and interpretation of the scientific literature begun in the Health Research Methods courses is extended in this seminar course. Students are able to give undivided attention during this period of time because they do not have clinical

responsibilities.

Credit: 4 semester hours

Course Director: [Carl Fasser](#)

Course Offered: Spring 2, Terms 3B-5B and Fall 3, Terms 6A-6B

### **Research II (PARS2-74541)**

This faculty-guided research seminar is devoted to the refinement of strategies for the evidenced-based search and interpretation of scientific literature; critique of study designs for IRB-approved student research projects involving the prospective and retrospective collection and analysis of data, draft of the results, discussion and conclusion sections of the master's paper; preparation of the poster for presentation, and practice of the oral presentation and defense of research results. Students are able to give undivided attention during this period of time because they do not have clinical responsibilities.

Credit: 4 semester hours

Course Director: [Carl Fasser](#)

Course Offered: Fall 3, Terms 6B-6E

### **Practice Readiness Exam (PAPRE 70700)**

The two-part PRE is comprehensive exam designed to assess the student's ability to recognize the clinical manifestations of illness and injury using case vignettes and standardized patients. The vignettes cover the major body systems and encompass acute and chronic health problems seen in children and adults. The cases are accompanied by color photographs that present a range of diagnostic study findings that require interpretation. The patient scenarios are used to assess the student's ability to select and perform components of the physical exam pertinent to the differential evaluation and management of a clinical problem. Performance on the PRE is used to judge the student's readiness to enter clinical practice.

Credit: None

Course Director: Vicki Waters

Course Offered: Fall 3, Term 6C

### **Master Paper (PAMPP 74800)**

Practice-based learning and improvement using evidence constitutes one of six core competencies that should be exhibited by future entry-level PA providers. The intent of the longitudinal Master's Paper Project is to provide students with knowledge of study designs and statistical methods needed to understand clinical information, the ability to locate, critically appraise, and integrate evidence from scientific studies into clinical practice activities, to use technology to analyze and manage information on a longitudinal basis, and to review practice

experiences using a systematic method in concert with other team members as a means of improving the outcomes of care.

Course Credits: 4 semester hours

Course Director: Thomas Johnson

Course Offered: Fall 2, Spring 2 and Fall 3 all terms

<b>Clinical Course Grid</b>					
	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks
<b>Clinical Core - 36 weeks</b>	<b>Internal Medicine-Inpatient</b>		<b>Internal Medicine-Outpatient</b>	<b>Obstetrics Gynecology</b>	<b>Psychiatry</b>
	<b>Pediatrics-Inpatient</b>	<b>Pediatrics-Outpatient</b>	<b>Emergency Medicine</b>	<b>Surgery</b>	
	<b>4 weeks</b>	<b>4 weeks</b>	<b>4 weeks</b>	<b>4 weeks</b>	
<b>Integration Core - 16 weeks</b>	<b>Geriatrics</b>	<b>Physical Medicine Rehabilitation</b>	<b>Family and Community Medicine</b>		
	<b>4 weeks</b>	<b>4 weeks</b>			
<b>Research Core - 8 weeks</b>	<b>Research 1</b>	<b>Research 2</b>			
	<b>Master's Paper</b>				
<b>Courses</b>	<b>Professional Role Issues II</b>				
	<b>Cultural Competency II</b>				

## Clinical Curriculum

Our location in the heart of the world's largest medical center affords the opportunity for students to train in a number of settings. Students care for varied populations throughout the 36-week clinical curriculum.

A mix of public and private institutions and community-based facilities provides a rich exposure to patients across the lifespan with medical, surgical, women's health, and behavioral and mental health conditions and from many cultures and ethnic groups. Exposure to health beliefs and practices influenced by cultural origins provides an understanding of how to approach providing patient-centered care.

## Clinical Core

The 36-week Clinical Core provides in-depth instruction in the evaluation and management of patients seeking medical care across the lifespan to include infants, children, adolescents, adults and elderly, women's health care to include prenatal and gynecologic care, care for conditions requiring surgical management including preoperative, intraoperative and postoperative, and care for behavioral and mental health conditions. Students evaluate and manage patients with preventive, emergent, acute and chronic illness, and injury alongside medical students, residents and faculty in emergency medicine, internal medicine, obstetrics and gynecology, pediatrics, psychiatry and behavioral medicine, and surgery within the affiliated institutions and community practice settings of Baylor College of Medicine. While in these settings students interview and examine patients, assess and stratify illness risk, identify problems requiring behavioral, medical and surgical management, communicate patient information in verbal and written form to physicians, obtain specimens for and order diagnostic tests, participate in surgeries and deliveries, monitor programs of evaluation and therapy, and discuss preventive health care behaviors with patients and families.

See descriptions of all [Clinical Core rotations](#).

### **Emergency Medicine (PAERM-74681)**

The core Emergency Medicine rotation provides an in-depth exposure to the illnesses and injuries sustained by children, adults, and the elderly that necessitate emergency care. The educational experiences emphasize the focusing of interview and examination skills and performing of techniques and procedures essential to the proper management of surgical illness and injury. Credit: 4 semester hours

Course Directors: Eric Martinez and [Stephanie DeSandro](#)

Course Offered: Fall 2, Spring 2, and Fall 3

### **Internal Medicine – Inpatient (PAIMI-78621)**

During this core rotation the student will learn to apply basic medical knowledge to the evaluation of problems encountered on a general medicine service. The formulation of an understanding of the various medical disorders in adults and elderly is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem. The student likewise learns to view the patient in a broader context because of the emphasis given to the emotional and social needs of the individual.

Credit: 8 semester hours

Course Directors: [Andrew Caruso](#), [Alexandria Fornerette-Harris](#) and Sarah Keyes

Course Offered: Fall 2 and Spring 2

### **Internal Medicine – Outpatient (PAIMO-74631)**

During this core rotation the student will learn to apply basic medical knowledge to the evaluation of problems encountered in an ambulatory clinic. The formulation of an understanding of the various preventive, acute and chronic

medical disorders in adults and the elderly is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem. The student likewise learns to view the patient in a broader context because of the emphasis given to the emotional and social needs of the individual. Credit: 4 semester hours

Course Directors: Elisabeth Shell

<https://www.bcm.edu/people/view/elisabeth-shell-ph-d-m-p-a-s-pa-c/8f52b584-51de-11e8-9778-005056a012ee>Course

Offered: Fall 2 and Spring 2

#### **Obstetrics and Gynecology (PAGYN-74641)**

The core Obstetrics & Gynecology (OB/GYN) rotation exposes students to the spectrum of problems and issues associated with prenatal, obstetrical and gynecologic healthcare primarily in an ambulatory setting. The learning experiences emphasize family planning and birth control, sexually transmitted disease recognition and treatment, cancer detection, prenatal care, the evaluation of common GYN problems, and offer exposures to delivery and the surgical management of GYN disorders. Credit: 4 semester hours

Course Directors: [Jocelyn Greeley](#) and [Elissa Love](#)

Course Offered: Fall 2 and Spring 2

#### **Pediatrics – Inpatient (PAPDI-74751)**

During this core rotation the student learns to apply basic medical knowledge and skills to the evaluation of problems encountered on an inpatient pediatric service. The emphasis in this setting is on the provision of secondary and tertiary care to newborns, infants, children and adolescents..

Credit: 4 semester hours

Course Directors: Elaine Fielder and [Elizabeth Elliott](#)

Course Offered: Fall 2 and Spring 2

#### **Pediatrics – Outpatient (PAPDO-74761)**

During this core rotation the student learns to apply basic medical knowledge and skills to the evaluation of acute and chronic problems along with preventive care needs encountered in an ambulatory pediatric practice. The emphasis in this setting is on the provision of primary and secondary care to newborns, infants, children and adolescents.

Credit: 4 semester hours

Course Directors: [Elizabeth Elliott](#)

Course Offered: Fall 2 and Spring 2

#### **Psychiatry (PAPSY 74671)**

This core rotation is designed to provide an understanding of the behavioral components of health, disease and disability. Exposure to adult and elderly patients with a variety of emergent, acute and chronic behavioral and mental health conditions are used to develop informed history taking and mental status examination skills abilities to recognize and categorize behavioral and mental health conditions and techniques of early intervention and psychiatric referral.

Credit: 4 semester hours

Course Director: [Ali Abbas Asghar-Ali](#) and [Vicki Waters](#)

Course Offered: Fall 2 and Spring 2

#### **Surgery (PASUR-74691)**

This core rotation provides an orientation to patients of various ages with surgically manageable disease. The emphasis of the learning experiences are on the preoperative evaluation and preparation of patients for surgery; assistance during the

intraoperative period to develop an understanding of team member roles and operative procedures; and the care of surgical wounds and postoperative complications.

Credit: 4 semester hours

Course Director: [Stephanie Gordy](#) and [Stephanie DeSandro](#)

Course Offered: Fall 2 and Spring 2

## Clinical phase courses

### **Cultural Competency II (PACC-71521)**

This course builds on the students' cultural awareness and sensitivity in dealing with patients from different cultures through the exploration of personal bias, communication styles, belief systems, health care practices, family roles, and their impact on the clinical encounter using the skill of crucial reflection.

Credit: 2 semester hours

Course Director: [Carl Fasser](#)

Course Offered: Fall 2, Spring 2, and Fall 3

### **Professional Role Issues II (PAPRI-71511)**

This course introduces students to jurisprudence and professional practice issues. Through lectures, seminars, and individual assignments the student will learn about the healthcare marketplace, Texas medical jurisprudence, risk management, and professional practice issues to include employment and credentialing, insurance reimbursement, and medical coding. The course also addresses the alternative roles played by PAs in the community and the therapeutic uses for common drugs.

Credit: 1 semester hour

Course Director: [Sarah-Ann Keyes](#)

Course Offered: Fall 2, Spring 2, and Fall 3

### **Psychiatry (PAPSY-74671)**

## Integration Core

The 16-week Integration Core is comprised of four-week rotations in Geriatric Medicine and Physical Medicine and Rehabilitation, and an eight-week rotation in Family and Community medicine. The earlier training experiences conducted in the ambulatory clinic, emergency center, nursery, operating room, and hospital ward settings prepare PA students to deliver health care services to diverse patient populations of all ages including infants, children, and adolescents, adult and elderly with a range of preventive, emergent, acute and chronic medical, surgical and mental health and behavioral conditions. During the Family and Community Medicine rotation, students may be assigned to practices in rural community settings across Texas, or urban or suburban settings in Houston and surrounding areas. Each of these settings emphasizes the principles and practices of community-oriented primary care offering the student greater understanding of the health and disease status of individuals in the psychosocial and economic context of the family.

See descriptions of [Integration Core rotations](#).

### **Community Medicine (PAFCM-78731)**

This applied integration core rotation provides an exposure to the principles and practices of community-oriented primary care with an emphasis on disease prevention and health maintenance in patients across the lifespan to include infants, children, adolescents, adults and elderly as well as the opportunity to further techniques in history taking, physical examination, and health behavior counseling. Students also gain insight to the socio-environmental factors effecting the provision of healthcare services.

Credit: 8 semester hours

Course Directors: [Elissa Love](#)

Course Offered: Spring 2 and Fall 2

### **Geriatrics (PAGER-74721)**

This integration rotation provides an opportunity to apply knowledge of the physiological, behavioral, psychological and sociological changes associated with aging to the multidimensional assessment of elderly individuals. The student acts as a member of an interdisciplinary team of health professionals managing disorders common to older individuals with particular attention to the maintenance of autonomy across alternative care settings.

Credit: 4 semester hours

Course Directors: Angela Catic, Michael Anderson and Vicki Waters

Course Offered: Spring 2 and Fall 3

### **Physical Medicine and Rehabilitation (PAPMR-74781)**

This clinical core rotation emphasizes medical rehabilitation in the adult population to enhance maintenance of independence in daily personal care and ambulatory household and community activities. It is designed to enable the student to develop skills in the examination of the spine and extremities; develop knowledge of basic kinesiology and biomechanics; and to begin to understand techniques of dynamic assessment. The student will perform comprehensive exams of the neurologic, muscular and skeletal system in young, mature and older adults while learning about the unique aspects of medical care of persons with major trauma, traumatic brain injury, amputation, and spinal cord injury.

Credit: 4 semester hours

Course Directors: [Kathleen](#) Thompson

Course Offered: Spring 2 and Fall 2

## **Research Core**

The remaining Research Core is comprised of two four-week research practicums and the Master's Paper Project.

Learn about [research opportunities and requirements](#).

# Research Seminar 1 & 2

## **PARS1-74531 Research Seminar 1**

This faculty-guided research seminar is devoted to the refinement of strategies for the evidenced-based search and interpretation of scientific literature; critique of study designs for IRB-approved student research projects involving the prospective and retrospective collection and analysis of data; resolution of questions surrounding database construction and data entry verification; draft of the introduction, background and methods sections of the Master's Paper; and the development of skills at the oral presentation and defense of research results. Critical review and interpretation of the scientific literature begun in the Health Research Methods courses is extended in this seminar course. Students are able to give undivided attention during this period of time because they do not have clinical responsibilities.

Credit: 4 semester hours

Course Director: [Carl Fasser](#)

## **PARS2-74541 Research Seminar 2**

This faculty-guided research seminar is devoted to the refinement of strategies for the evidenced-based search and interpretation of scientific literature; critique of study designs for IRB-approved student research projects involving the prospective and retrospective collection and analysis of data, draft of the results, discussion and conclusion sections of the master's paper; preparation of the poster for presentation, and practice of the oral presentation and defense of research results. Students are able to give undivided attention during this period of time because they do not have clinical responsibilities.

Credit: 4 semester hours

Course Director: [Carl Fasser](#)

# SCHOOL OF HEALTH PROFESSIONS



## Degree Requirements Academic Year 2019-2020

This document includes all degree requirements for programs in the School of Health Professions.  
A table of contents is included below.

- Doctor of Nursing Practice Program-Nurse Anesthesia.....Page 2
- Genetic Counseling Program ..... Page 6
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- Physician Assistant Program ..... Page 9

### Doctor of Nursing Practice - Nurse Anesthesia

DNP Curriculum Overview		Semester	BSN-DNP Sem Hrs.	MS-DNP Sem. Hrs.	Course Type Abbreviations				
					Abbrev.	Interpretation			
		Spring 1	30	12	DONLN	Didactic Online			
		Fall 1	26	11	DLECT	Didactic Lecture			
		Spring 2	28	12	DLELA	Didactic Lecture & Lab			
		Fall 2	13	9	DLEOL	Didactic Lecture & Online			
		Spring 3	18	0	DHPGR	Didactic High Performance Groups			
		Fall 3	17	0	DRESR	Didactic Research			
		<b>Total Semester Hours for DNP Degree</b>	<b>132</b>	<b>44</b>	DEXAM	Didactic Examination			
					CPRAC	Clinical Practicum			
Semester	Course Begins	Course <small>*Denotes Advanced Nursing Practice Core</small>	Dept	Number	Type	BSN-DNP Sem. Hours	MS-DNP Sem. Hours	Passing Grade	Course Director
<b>2019 Nurse Anesthesia Spring 1</b>									
Spring 1	Term 1	Advanced Health Assessment	NAAHA	63401	DLELA	3	3	B	M. Bullerwell, DNP, CRNA
		*Professional Philosophy and Scholarship	NAPAS	83102	DONLN	3	3	B	A. Langley, DNP, CRNA/CR
		*Ethical and Multicultural Healthcare	NAEMH	83106	DLECT	3		B	A. Langley, DNP, CRNA
		*Leading and Managing Healthcare Systems	NLMHS	83105	DONLN	3		B	J. Walker, DNP, CRNA, FAAN
	Term 2	*Theories and Concepts in Healthcare	NPTHC	83101	DONLN	3	3	B	J. Walker, DNP, CRNA, FAAN
		*Decision Science and Informatics in Healthcare	NHIDS	83109	DONLN	3		B	C. Rabe, DNP, CRNA
		*Influencing Healthcare Policy	NAIHP	83104	DONLN	3		B	J. Walker, DNP, CRNA, FAAN
	Term 3	*Biostatistics	NBIOS	83110	DONLN	3	3	B	J. Walker, DNP, CRNA, FAAN
		*Quality Outcomes Management	NAQOM	83108	DONLN	3		B	C. Rabe, DNP, CRNA
		*Approaches to Healthcare Education	NAAHE	83107	DONLN	3		B	R. Davis, DNP, CRNA
<b>Spring 1 Semester total</b>						<b>30</b>	<b>12</b>		
<b>2019 Nurse Anesthesia Fall 1</b>									
Fall 1	Term 1	*Emerging Sciences in Healthcare	NEMER	82111	DONLN	2		B	M. Bullerwell, DNP, CRNA
		*Leading and Managing Healthcare Systems	NLMHS	83105	DONLN		3	B	J. Walker, DNP, CRNA, FAAN
		Anatomical Sciences I	HPANA	65101	DLELA	5		B	M. Zhang, PhD
		Clinical Biochemistry	HPBIO	63121	DLECT	3		B	K. Hulten, PhD
		Physics for Anesthesia Practice	NAPAP	61602	DLECT	1		B	R. Davis, DNP, CRNA
	Term 2	Advanced Pathophysiology I	NPATH	62105	DLECT	2		B	R. Davis, DNP, CRNA/MB
		Principles of Anesthesia	NANPA	64801	DLECT	4		B	A. Langley, DNP, CRNA
		Pharmacology in Advanced Practice I	NANAP	63901	DLECT	3		B	R. Davis, DNP, CRNA
		Human Physiology I	HPPHY	64221	DLECT	4		B	T. D. Johnson, PhD
		Immunology for Health Professions	HPIMM	62131	DLECT	2		B	E. Shell, PhD
	Term 3	*Decision Science and Informatics in Healthcare	NHIDS	83109	DONLN		3	B	C. Rabe, DNP, CRNA
		*Translational Research	NATRR	83112	DONLN		3	B	J. Walker, DNP, CRNA, FAAN
		*Evidence Based Anesthesia Practice	NAEBP	72804	DONLN		2	B	J. Walker, DNP, CRNA, FAAN
		<b>Fall 1 Semester total</b>						<b>26</b>	<b>11</b>

**Doctor of Nursing Practice - Nurse Anesthesia**

Semester	Course Begins	Course *Denotes Advanced Nursing Practice Core	Dept	Number	Type	BSN-DNP Sem. Hours	MS-DNP Sem. Hours	Passing Grade	Course Director
<b>2020 Nurse Anesthesia Spring 2</b>									
Spring 2	Term 1	*DNP Project I	NAPIA	83901	DRESR		3	B	J. Walker, DNP, CRNA, FAAN
		*Ethical and Multicultural Healthcare	NAEMH	83106	DLECT		3	B	A. Langley, DNP, CRNA
		Advanced Pathophysiology II	NPAT	62106	DLECT	2		B	M. Bullerwell, DNP, CRNA
		Anatomical Sciences II	HPANA	62102	DLELA	2		B	M. Zhang, PhD
		Advanced Principles of Anesthesia	NANPA	65802	DLECT	5		B	A. Langley, DNP, CRNA
		Pharmacology in Advanced Practice II	NANAP	64902	DLECT	4		B	R. Davis, DNP, CRNA
		Human Physiology II	HPPHY	62222	DLECT	2		B	T. D. Johnson, PhD
		Biomedical Instrumentation	NABMI	62603	DLECT	2		B	M. Bullerwell, DNP, CRNA
	Term 2	*Influencing Healthcare Policy	NAIHP	83104	DONLN		3	B	J. Walker, DNP, CRNA, FAAN
		*Translational Research	NATRR	83112	DONLN	3		B	J. Walker, DNP, CRNA, FAAN
		Clinical Skills Inquiry	NACLO	61608	DHPGR	1		B	M. Bullerwell, DNP, CRNA
		Nervous System	NANEU	66301	DLELA	6		B	J. Clay Goodman, MD
		Radiology for Nurse Anesthesia Practice	NARAD	61151	DLECT	1		B	A. Langley, DNP, CRNA/CR
	Term 3	*Quality Outcomes Management	NAQOM	83108	DONLN		3	B	C. Rabe, DNP, CRNA
<b>Spring 2 Semester total</b>						<b>28</b>	<b>12</b>		
<b>2020 Nurse Anesthesia Fall 2</b>									
Fall 2	Term 1	Clinical Practicum (see below)			CPRAC	12		B	J. Walker, DNP, CRNA, FAAN
		Seminars in Anesthesia	NASEM	71801	DHPGR	1		B	R. Davis, DNP, CRNA
		*DNP Project II	NAPIA	84902	DRESR		4	B	J. Walker, DNP, CRNA, FAAN
		*Emerging Sciences in Healthcare	NEMER	82111	DONLN		2	B	M. Bullerwell, DNP, CRNA
	Term 2	*Approaches to Healthcare Education	NAAHE	83107	DONLN		3	B	R. Davis, DNP, CRNA
<b>Fall 2 Semester total</b>						<b>13</b>	<b>9</b>		
<b>2021 Nurse Anesthesia Spring 3</b>									
Spring 3	Term 1	Clinical Practicum (see below)			CPRAC	12		B	J. Walker, DNP, CRNA, FAAN
		*Evidence Based Anesthesia Practice	NAEBP	72804	DONLN	2		B	J. Walker, DNP, CRNA, FAAN
		*DNP Project I	NAPIA	83901	DRESR	3		B	J. Walker, DNP, CRNA, FAAN
		Critical Concepts in Anesthesia I	NACCA	71802	DEXAM	1		B	R. Davis, DNP, CRNA
<b>Spring 3 Semester total</b>						<b>18</b>	<b>0</b>		
<b>2021 Nurse Anesthesia Fall 3</b>									
Fall 3	Term 1	Clinical Practicum (see below)			CPRAC	12		B	J. Walker, DNP, CRNA, FAAN
		*DNP Project II	NAPIA	84902	DRESR	4		B	J. Walker, DNP, CRNA, FAAN
		Critical Concepts in Anesthesia II	NACCA	71805	DEXAM	1		B	R. Davis, DNP, CRNA
	Term 3	Comprehensive Examination in Anesthesia	NACEA	70810	DEXAM	0		B	J. Walker, DNP, CRNA, FAAN
<b>Fall 3 Semester total</b>						<b>17</b>	<b>0</b>		

**Doctor of Nursing Practice - Nurse Anesthesia**

Semester	Course Begins	Course <small>*Denotes Advanced Nursing Practice Core</small>	Dept	Number	Type	BSN-DNP Sem. Hours	MS-DNP Sem. Hours	Passing Grade	Course Director
	<b>Clinical Practicum 1 - 18 (2 Sem hrs per month)</b>								
Fall 2, Spring 3, Fall 3	Terms 1-3	Anesthesia Clinical Practicum 1	NACLP	72101	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 2	NACLP	72102	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 3	NACLP	72103	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 4	NACLP	72104	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 5	NACLP	72105	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 6	NACLP	72106	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 7	NACLP	72107	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 8	NACLP	72108	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 9	NACLP	72109	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 10	NACLP	72110	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 11	NACLP	72111	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 12	NACLP	72112	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 13	NACLP	72113	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 14	NACLP	72114	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 15	NACLP	72115	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 16	NACLP	72116	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 17	NACLP	72117	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN
		Anesthesia Clinical Practicum 18	NACLP	72118	CPRAC	2		B	J. Walker, DNP, CRNA, FAAN

## Distance Learning Analysis

<b>BCM Doctor of Nursing Practice Curriculum</b>	<b>Course Type Abbreviations</b>				
	<b>Abbrev.</b>	<b>Interpretation</b>			
	DONLN	Didactic Online			
	DLECT	Didactic Lecture			
	DLELA	Didactic Lecture & Lab			
	DLEOL	Didactic Lecture & Online			
	DHPGR	Didactic High Performance Groups			
	DRESR	Didactic Research			
	DEXAM	Didactic Examination			
CPRAC	Clinical Practicum				
Course	Dept	Number	Type	Traditional Learning	Distance Learning
Advanced Health Assessment	NAAHA	63401	DLELA	3	
Approaches to Healthcare Education	NAAHE	83107	DONLN		3
Ethical and Multicultural Healthcare	NAEMH	83106	DLECT	3	
Professional Philosophy and Scholarship	NAPAS	83102	DONLN		3
Influencing Healthcare Policy	NAIHP	83104	DONLN		3
Leading & Managing Healthcare Systems	NLMHS	83105	DONLN		3
Theories and Concepts in Healthcare	NPTHC	83101	DONLN		3
Quality Outcomes Management	NAQOM	83108	DONLN		3
Biostatistics	NBIOS	83110	DONLN		3
Decision Science & Informatics in Healthcare	NHIDS	83109	DONLN		3
Translational Research	NATRE	83113	DONLN		3
Evidence Based Anesthesia Practice	NAEBP	72804	DRESR		2
Advanced Pathophysiology	NPATH	62105	DLECT	2	
Anatomical Science	HPANA	64101	DLELA	5	
Clinical Biochemistry	HPBIO	63121	DLECT	3	
Principles of Anesthesia	NANPA	64801	DLECT	4	
Pharmacology in Advanced Practice	NANAP	63901	DLECT	3	
Human Physiology	HPPHY	64221	DLECT	4	
Immunology for Health Professions	HPIMM	62131	DLECT	2	
Physics for Anesthesia Practice	NAPAP	61602	DLECT	1	
Emerging Sciences in Healthcare	NEMER	83111	DONLN		2
Advanced Pathophysiology	NPATH	62106	DLECT	2	
Anatomical Science 2	HPANA	62102	DLELA	2	
Advanced Principles of Anesthesia	NANPA	65802	DLECT	5	
Pharmacology in Advanced Practice 2	NANAP	64902	DLECT	4	
Human Physiology 2	HPPHY	62222	DLECT	2	
Biomedical Instrumentation	NABMI	62603	DLECT	2	
Radiology for Allied Health	NARAD	61151	DLECT	1	
Clinical Skills Inquiry	NACLO	61608	DHPGR	1	
Nervous System	NANEU	66301	DLELA	6	
Seminars in Anesthesia	NASEM	71801	DHPGR	1	
DNP Project 1	NAPIA	83901	DRESR	3	
Clinical Practicum (see below)				12	
DNP Project 2	NAPIA	84902	DRESR	4	
Critical Concepts in Anesthesia 1	NACCA	71802	DEXAM	1	
Clinical Practicum (see below)				12	
Comprehensive Examination in Anesthesia	NACEA	70810	DEXAM	0	
Critical Concepts in Anesthesia 2	NACCA	71805	DEXAM	1	
Clinical Practicum (see below)				12	
<b>Total Semester Hours</b>				<b>101</b>	<b>31</b>
<b>Percentage of Semester Hours</b>				<b>76.5%</b>	<b>23.5%</b>

Genetic Counseling Program Curriculum Sequencing - Class of 2021

YEAR 1						
FALL 1 (2019) MSGC						
Course	Number	Title	Term	Start/End Date	Hours	Course Director
HPHBC	62201	Health Behavioral Counseling	3	8/15/19 - 12/06/19	2	Beth Garland, Josh Utay, & Robert McLaughlin
GCFG	64001	Foundations of Genetic Counseling I	3	7/29/19 - 12/06/19	4	Dan Riconda
GCMG	63001	Medical Genetics I	3	7/29/19 - 12/06/19	3	Lindsay Burrage & Pilar Magoulas
GCGCP	61001	Preparing for Genetic Counseling in Practice	3	8/20/19 - 12/06/19	1	Sarah Huguenard & Salma Nassef
GCEMB	62003	Embryology	3	7/29/19 - 12/06/19	2	Mary Brandt & Salma Nassef
GCRGC	61001	Research Methods in GC	3	09/24/19 - 12/06/19	1	Sarah Scollon
GCJOC	61001	Journal Club I	3	8/13/19 - 12/06/19	1	Tanya Eble & Lauren Westerfield
GCCLP	71001	Clinical Practicum I	3	08/5/19 - 12/06/19	1	Tanya Eble, Salma Nassef, & Andrea Lewis
<b>TOTAL HOURS</b>					<b>15</b>	
***SPRING 1 (2020) MSGC						
Course	Number	Title	Term	Start/End Date	Hours	Course Director
GCFG	63002	Foundations of Genetic Counseling II	1	1/02/20 - 5/15/20	3	Dan Riconda
GCEH	62201	Medical Ethics	2	3/04/20 - 5/08/20	2	Christi Guerrini
GCMG	63002	Medical Genetics II	1	1/02/20 - 5/15/20	3	Lindsay Burrage & Pilar Magoulas
GCELI	61000	Ethical and Legal Issues in Human Genetics: Ethics	1	1/07/20 - 3/25/20	1	Sarah Huguenard
GCFEP	62000	Fundamentals in Epidemiology	1	1/02/20 - 3/02/20	2	Michael Scheurer & Philip Lupo
GCEPG	61000	Genetic Epidemiology and Population Genetics	2	3/04/20 - 5/15/20	1	Philip Lupo
GCTHE	81001	Thesis I	1	1/02/20 - 5/15/20	1	Sarah Scollon
GCPSP	62001	Psychosocial Practicum I	1	1/02/20 - 5/15/20	2	Salma Nassef, Patti Robbins-Furman, & Tammy Solomon
GCJOC	61002	Journal Club II	1	1/07/20 - 5/15/20	1	Tanya Eble & Lauren Westerfield
GCCLP	72002	Clinical Practicum II	1	1/02/20 - 5/15/20	1	Tanya Eble, Salma Nassef, & Andrea Lewis
GCLAB	71000	Laboratory Course	3	05/18/20 - 5/22/20	1	Melissa Hsu & Sandra Peacock
<b>TOTAL HOURS</b>					<b>18</b>	
YEAR 2						
FALL 2 (2020) MSGC						
Course	Number	Title	Start/End Date	Hours	Course Director	***NOTE: Exact start and finish dates in Spring I are subject to change
GCAGC	62001	Advanced Genetic Counseling I	8/11/20-12/1/20	2	Dan Riconda	
GCTHE	84002	Thesis II	8/11/20-12/1/20	4	Jamie Fong & Sarah Elsea	
GCJOC	61003	Journal Club III	8/11/20-12/1/20	1	Tanya Eble & Lauren Westerfield	
GCVIC	62000	Variant Interpretation and Counseling	8/11/20-12/1/20	2	Linyan Meng & Patricia Ward	
GCCLP	72003	Clinical Practicum III (June-July)	5/26/20-7/31/20	2	Dan Riconda & Salma Nassef	
GCCLP	72004	Clinical Practicum IV (August-December)	8/11/20-12/4/20	2	Tanya Eble, Salma Nassef, & Andrea Lewis	
<b>TOTAL HOURS</b>					<b>13</b>	
SPRING 2 (2021) MSGC						
Course	Number	Title	Start/End Date	Hours	Course Director	
GCAGC	62002	Advanced Genetic Counseling II	TBD	2	Dan Riconda	
GCPSP	62002	Psychosocial Practicum II	TBD	2	Salma Nassef, Patti Robbins-Furman, & Tammy Solomon	
GCTHE	84003	Thesis III	TBD	4	Jamie Fong & Sarah Elsea	
GCJOC	61004	Journal Club IV	TBD	1	Tanya Eble & Lauren Westerfield	
GCCLP	72005	Clinical Practicum V	TBD	2	Tanya Eble, Salma Nassef, & Andrea Lewis	
<b>TOTAL HOURS</b>					<b>11</b>	

**Total hours for Graduation: 57 for Class of 2021**

Course Directors	Credentials
Daniel Riconda	MS, CGC
Salma Nassef	MS, CGC
Pilar Magoulas	MS, CGC
Phillip Lupo	Ph.D.
Michael Scheurer	Ph.D.
Lindsay Burrage	MD, Ph.D.
Tanya Eble	MS, CGC

Sarah Scollon	MS, CGC
Sarah Huguenard	MS, CGC
Beth Garland	Ph.D.
Patricia Ward	MS, CGC
Christi Guerrini	JD, MPH
Sandra Peacock	MS, CGC
Patti Robbins-Furman	MS, CGC
Tammy Solomon	MS, CGC
Sarah Elsea	MD, Ph.D.
Andrea Lewis	MS, CGC
Hsu, Melissa	MS, CGC
Fong, Jamie	MS, CGC
Linyan Meng	Ph.D.

**Curriculum Sequencing for Class Graduating in 2021**  
**Orthotics and Prosthetics Program, School of Health Professions, Baylor College of Medicine**

Year 1 FALL 1						Year 2 FALL 2						Year 3 FALL 3					
Course Alpha	Course Number	Title	Start Date / End Date	Credit Hrs	Course Director	Course Alpha	Course Number	Title	Start Date / End Date	Hours	Course Director	Course	Course Number	Title	Start Date / End Date	Hours	Course Director
OPANA	62101	Anatomical Sciences for O&P	07/19/19 - 09/24/19	2	Ming Zhang	OPORA	62101	O&P Research I	07/06/20 - 12/11/20	2	Melissa Suter	OPORC	62103	O&P Research III	06/28/21 - 12/31/21	2	Melissa Suter
OPCC	61101	Cultural Competency for O&P	06/20/19 - 07/16/19	1	Joanna Atkinson	OPCRA	78101	Clinical Rotation I	07/06/20 - 10/30/20	8	Ashley Mullen	OPCRD	76104	Clinical Rotation IV	06/28/21 - 09/24/21	6	Ashley Mullen
HPHBC	62201	Health Behavioral Counseling	08/15/19 - 12/05/19	2	Beth Garland	OPCRB	78102	Clinical Rotation II	11/02/20 - 02/26/21	8	Ashley Mullen	OPCSD	71104	Clinical Seminar IV	06/28/21 - 09/24/21	1	Ashley Mullen
OPBMA	62101	Biomechanics I	06/25/19 - 10/21/19	2	Sally DiBello	OPCSA	71101	Clinical Seminar I	07/06/20 - 10/30/20	1	Ashley Mullen	OPCRE	76105	Clinical Rotation V	09/27/21 - 12/17/21	6	Ashley Mullen
OPMSS	62101	Materials Science and Selection for O&P	07/09/19 - 11/26/19	2	Jared Howell	OPCSB	71102	Clinical Seminar II	11/02/20 - 02/26/21	1	Ashley Mullen	OPCSE	71105	Clinical Seminar V	09/27/21 - 12/17/21	1	Ashley Mullen
OPFOP	63101	Foundations of O&P	06/20/19 - 07/09/19	3	Jared Howell												
OPPEA	62101	Physical Examination I	06/25/19 - 11/07/19	2	Ashley Mullen												
OPLOA	67101	Lower Limb Orthotic Management I	09/05/19 - 12/11/19	7	Sally DiBello												
OPLPA	68101	Lower Limb Prosthetic Management I	08/21/19 - 12/09/19	8	Joshua Utay												
OPULO	64101	Upper Limb Orthotic Management	7/05/19 - 08/23/19	4	Joshua Utay												
OPPAT	62101	Pathophysiology for O&P	06/26/19 - 12/6/19	2	Joshua Utay												
OPCPA	62101	Clinical Practice Mgmt. I	08/15/19 - 12/05/19	2	Fanny Schultea												
OPPED	64101	Pedorthic Management	07/02/19 - 08/26/19	4	Ashley Mullen												
<b>Total Hours</b>				<b>41</b>		<b>Total Hours</b>				<b>20</b>		<b>Total Hours</b>				<b>16</b>	
Approx hrs/week:						Approx hrs/week:						Approx hrs/week:					

SPRING 1						SPRING 2					
Course Alpha	Course Number	Title	Start Date / End Date	Credit Hrs	Course Director	Course Alpha	Course Number	Title	Start Date / End Date	Hours	Course Director
OPHRM	62201	Health Research Methods	01/07/20 - 06/03/20	2	Melissa Suter	OPORB	62202	O&P Research II	01/04/21 - 06/25/21	2	Melissa Suter
OPETH	62201	Medical Ethics	03/02/20 - 05/05/20	2	Christi Guerrini	OPCRC	78203	Clinical Rotation III	03/01/21 - 06/25/21	8	Ashley Mullen
OPPEB	62202	Physical Examination II	01/02/20 - 04/22/20	2	Ashley Mullen	OPCSC	71203	Clinical Seminar III	03/01/21 - 06/25/21	1	Ashley Mullen
OPBMB	62202	Biomechanics II	01/07/20 - 04/01/20	2	Ashley Mullen						
OPLOB	64202	Lower Limb Orthotic Management II	01/03/20 - 03/17/20	4	Sally DiBello						
OPLPB	68202	Lower Limb Prosthetic Management II	01/02/20 - 03/23/20	8	Fanny Schultea						
OPSCO	66201	Spinal & Cranial Orthotic Management	03/24/20 - 05/26/20	6	Joshua Utay						
OPULP	68201	Upper Limb Prosthetic Management	04/13/20 - 06/10/20	8	Fanny Schultea						
OPTTP	63201	Transition to Practice	06/11/20 - 06/19/20	3	Jared Howell						
OPPMB	62201	Clinical Practice Management II	01/14/20 - 05/05/20	2	Jared Howell						
<b>Total Hours</b>				<b>39</b>		<b>Total Hours</b>				<b>11</b>	
Approx. Hrs/week:						Approx. Hrs/week:					

\* Indicates Distance Learning Course.

Course Directors	Credentials	Total Hrs
Jared A. Howell	M.S., CPO, FAAOP	10
Joshua B. Utay	M.Ed., CPO	20
Ashley H. Mullen	MSAT, CPO	52
Fanny Schultea	MSOP, MSEd, CPO, LP	18
Sally A. DiBello	MPO, CPO	12
Ming Zhang	MD, Ph.D.	2
Beth Garland	Ph.D.	2
Melissa Suter	Ph.D.	8
Christy Guerrini	JD, MPH	2
Joanna Atkinson	MD	1
Total # of Credit Hours		127

MASTER OF SCIENCE PHYSICIAN ASSISTANT PROGRAM: Academic Year 2019-2020											
		Semester/Term	Sem. Hrs.	Course Type Abbreviation							
		Didactic Fall 1	36	Abbrev	Interpretation						
		Didactic Spring 1	34	DLELA	Didactic Lecture & Lab						
		Didactic Summer 1 Elective	2	DLECT	Didactic Lecture & Critical Thinking Session						
		Clinical Fall 2	16	DHPGP	Didactic High Performance Group						
		Clinical Spring 2	24	DLESP	Didactic Lecture & Simulated Practice						
		Clinical Fall 3	26	CPRAC	Clinical Practicum						
		Total MS Degree Credit Hours	136	PASPN	Spanish Simulated Practice						
				PASEM	Seminar						
		Master Course	Dept	Number	Type	Terms	Sem Hrs	PassGrade	Start Date	Stop Date	Course Director
Fall 1		Course Offerings									
	Term 1	Clinical Medicine I	PACMD	61501	DLECT	1	1	B	6/19/2019	7/19/2019	K. Erdman, MPAS, PA-C
	Term2	Clinical Biochemistry	HPBIO	63121	DLECT	1,2	3	B	6/19/2019	9/27/2019	K. Hulten, PhD
		Cultural Competency I	PACC	62401	DLECT	1,2	2	B	6/19/2019	9/27/2019	J. Atkinson, MD
		Clinical Prevention	PACLP	62301	DLELA	1,2	2	B	6/19/2019	9/27/2019	S. Keyes, MS, PA-C
		Immunology for Health Professions	HPIMM	62131	DLECT	2	2	B	7/29/2019	9/27/2019	L. Shell, PhD, PA-C
		Clinical Medicine II	PACMD	61502	DLECT	2	1	B	7/29/2019	9/27/2019	K. Erdman, MPAS, PA-C
	Term 3	Health Behavioral Counseling	HPHBC	62201	DLELA	2,3	2	B	7/29/2019	12/6/2019	B. Garland, PhD
		Human Physiology I	HPPHY	64221	DLECT	2,3	4	B	7/29/2019	12/6/2019	D. Johnson, PhD
		Pharmacology I	PAPRM	63801	DLECT	2,3	3	B	7/29/2019	12/6/2019	R. Reddy, PhD
		Anatomical Sciences I	HPANA	65101	DLELA	1,2,3	5	B	6/19/2019	12/6/2019	M. Zhang, PhD
		Physical Diagnosis I	PAPHD	66601	DLELA	1,2,3	6	B	6/19/2019	12/6/2019	S. Desandro, MS, PA-C
		Problem Solving in Medicine I	PAPSM	61901	DHPGP	3	1	B	9/30/2019	12/6/2019	E. Shell, PhD, MPAS, PA-C
		Clinical Genetics	HPGEN	61141	DLECT	3	1	B	9/30/2019	12/6/2019	Claudia Soler-Alfonso, MD
		Clinical Medicine III	PACMD	63503	DLECT	3	3	B	9/30/2019	12/6/2019	K. Erdman, MPAS, PA-C
		Semester Total Per Student					36				
Spring 1		Course Offerings									
	Term 1	Anatomical Sciences II	HPANA	62102	DLELA	1	2	B	1/2/2020	2/28/2020	M. Zhang, PhD
		Human Physiology II	HPPHY	62222	DLECT	1	2	B	1/2/2020	2/28/2020	D. Johnson, PhD
		Pharmacology II	PAPRM	62811	DLECT	1	2	B	1/2/2020	2/28/2020	R. Reddy, PhD
		Clinical Medicine IV	PACMD	62511	DLECT	1	2	B	1/2/2020	2/28/2020	K. Erdman, MPAS, PA-C
	Term 2	Clinical Medicine V	PACMD	62512	DLECT	2	2	B	3/2/2020	5/8/2020	K. Erdman, MPAS, PA-C
		Medical Ethics	PAETH	62421	DLESP	2	2	B	3/2/2020	5/8/2020	C. Guerrini, JD, MPH
		Women's Health	PAWHI	62521	DLECT	2	2	B	3/2/2020	5/8/2020	E. Love, MS, PA-C

	Term 3	Clinical Medicine VI	PACMD	62513	DLECT	3	2	B	5/18/2020	7/16/2020	K. Erdman, MPAS, PA-C	
		Physical Diagnosis II	PAPHD	63611	DLELA	1,2,3	3	B	1/2/2020	7/16/2020	S. Desandro, MS, PA-C	
		Problem Solving in Medicine II	PAPSM	62911	DHPGP	1,2,3	2	B	1/2/2020	7/16/2020	E. Shell, PhD, MPAS, PA-C	
		Professional Role Issues I	PAPRI	62411	DLECT	1,2,3	2	B	1/2/2020	7/16/2020	C. Fassler, PA	
		Pediatrics	PAPED	62531	DLECT	3	2	B	5/18/2020	7/16/2020	E. Elliott, MS, PA-C	
		Health Research Methods	HPHRM	62441	DLECT	2,3	2	B	3/2/2020	7/16/2020	A. Opekun, MEd. PA-C	
		Diagnostic Testing	PADIA	62701	DLECT	1,2,3	2	B	1/2/2020	7/16/2020	E. Elliott, MS, PA-C	
		Electrocardiography	PAECG	62711	DLELA	3	2	B	5/18/2020	7/16/2020	A. Opekun, MEd. PA-C	
		Behavioral Dynamics	PABDN	63431	DLECT	2,3	3	B	3/2/2020	7/16/2020	A. Ali, MD	
		Clinical Readiness Exam	PACRE	60911	DHPGP	3	0	P	7/16/2020	7/16/2020	K. Erdman, MPAS, PA-C	
		Semester Total Per Student					34					
Summer 1		Course Offerings										
		Spanish for Health Profesions	PASPN	62441	DLELA		2	B				
		Semester Total Per Student					2					
Fall 2		Clinical Rotation Offerings										
	Term 1AB	Clinical Rotations (16 credits per semester)										
	Term 2AB											
		Internal Medicine-Inpatient	PAIMI	78621	CPRAC		8	B	8/26/2019	12/13/2019	S. Keyes, MS, PA-C	
		Internal Medicine-Outpatient	PAIMO	74631	CPRAC		4	B	8/26/2019	12/13/2019	E. Shell, PhD, MPAS, PA-C	
		Gynecology/Obstetrics	PAGYN	74641	CPRAC		4	B	8/26/2019	12/13/2019	E. Love, MS, PA-C	
		Pediatrics-Inpatient	PAPDI	74751	CPRAC		4	B	8/26/2019	12/13/2019	E. Elliott, MS, PA-C	
		Pediatrics-Outpatient	PAPDO	74761	CPRAC		4	B	8/26/2019	12/13/2019	E. Elliott, MS, PA-C	
		Psychiatry	PAPSY	74671	CPRAC		4	B	8/26/2019	12/13/2019	V. Waters, MS, PA-C	
		Emergency Medicine	PAERM	74681	CPRAC		4	B	8/26/2019	12/13/2019	S. Desandro, MS, PA-C	
		Surgery	PASUR	74691	CPRAC		4	B	8/26/2019	12/13/2019	S. Desandro, MS, PA-C	
		Geriatric Medicine	PAGER	74721	CPRAC		4	B	8/26/2019	12/13/2019	V. Waters, MS, PA-C	
		Semester Total Per Student					16					
Spring 2		Clinical Rotation Offerings										
	Term 3AB	Clinical Rotations (24 credits per semester)										
	Term 4AB											
	Term 5AB											
		Internal Medicine-Inpatient	PAIMI	78621	CPRAC		8	B	1/6/2020	6/19/2020	S. Keyes, MS, PA-C	
		Internal Medicine-Outpatient	PAIMO	74631	CPRAC		4	B	1/6/2020	6/19/2020	E. Shell, PhD, MPAS, PA-C	
		Gynecology/Obstetrics	PAGYN	74641	CPRAC		4	B	1/6/2020	6/19/2020	E. Love, MS, PA-C	
		Pediatrics-Inpatient	PAPDI	74751	CPRAC		4	B	1/6/2020	6/19/2020	E. Elliott, MS, PA-C	

		Pediatrics-Outpatient	PAPDO	74761	CPRAC		4	B	1/6/2020	6/19/2020	E. Elliott, MS, PA-C
		Psychiatry	PAPSY	74671	CPRAC		4	B	1/6/2020	6/19/2020	V. Waters, MS, PA-C
		Emergency Medicine	PAERM	74681	CPRAC		4	B	1/6/2020	6/19/2020	S. Desandro, MS, PA-C
		Surgery	PASUR	74691	CPRAC		4	B	1/6/2020	6/19/2020	S. Desandro, MS, PA-C
		Geriatric Medicine	PAGER	74721	CPRAC		4	B	1/6/2020	6/19/2020	V. Waters, MS, PA-C
		Research I	PARS1	74531	PASEM		4	B	1/6/2020	6/19/2020	C. Fasser, PA
		Semester Total Per Student					24				
Fall 3		Clinical Rotation Offerings									
	Term 6AB	Clinical Rotations (26 credits per semester)									
	Term 6CD	Geriatric Medicine	PAGER	74721	CPRAC		4	B	7/6/2020	11/20/2020	V. Waters, MS, PA-C
	Term 6DE	Community Family Medicine	PACFM	78731	CPRAC		8	B	7/6/2020	11/20/2020	E. Love, MS, PA-C
		Physical Medicine and Rehabilitation	PAPMR	74781	CPRAC		4	B	7/6/2020	11/20/2020	K. Thompson, MS, PA-C
		Research I	PARS1	74531	PASEM		4	B	7/6/2020	11/20/2020	C. Fasser, PA
		Research II	PARS2	74541	PASEM		4	B	7/6/2020	11/20/2020	C. Fasser, PA
		Master Paper	PAMPP	74800	PASEM		4	B	7/6/2020	11/20/2020	C. Fasser, PA
		Professional Role Issues II	PAPRI	71511	PASEM		1	B	7/6/2020	11/20/2020	S. Keyes, MS, PA-C
		Cultural Competency II	PACC	71521	PASEM		1	B	7/6/2020	11/20/2020	C. Fasser, PA
		Practice Readiness Examination	PAPRE	70700	DHPGP		0	P	9/21/2020	9/21/2020	V. Waters, MS, PA-C
		Semester Total Per Student					26				
		TOTAL Curriculum Hours					136				

Date: June 3, 2019