Fiscal Unit/Academic Org: School of Allied Medical Prof - D2604
Administering College/Academic Group: Graduate School
Co-administering College/Academic Group: New Program/Plan
Semester Conversion Designation: Master of Physician Assistant Studies
Proposed Program/Plan Name: Graduate degree program
Type of Program/Plan: MPAS
Program/Plan Code Abbreviation: Master of Physician Assistant Studies
Proposed Degree Title:

Credit Hour Explanation

<table>
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<tr>
<th>Program credit hour requirements</th>
<th>A) Number of credit hours required for completion of program (Quarter credit hours)</th>
<th>B) Calculated result for 20/40s of current (Semester credit hours)</th>
<th>C) Number of credit hours required for proposed program (Semester credit hours)</th>
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<td>Required prerequisite credit hours not included above</td>
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Program Learning Goals

Note: These are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2016. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

1) Communicate in a clear and effective manner with people from various sociocultural backgrounds, both verbally and in writing;
2) Demonstrate critical thinking, professional decision making and/or psychomotor skills necessary for safe and competent practice;
3) Integrate evidence-based practice and scholarship in making and prioritizing professional decisions.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2016.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes
Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Standardized tests
- Certification or licensure examinations

Classroom assignments
* Embedded testing (i.e. specific questions in homework or exams that allow faculty to assess students' attainments of a specific learning goal)
* Pre- and post-testing
* Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

**Evaluation of a body of work produced by the student**
* Practicum, internship or research evaluation of student work
* Portfolio evaluation of student work

**INDIRECT MEASURES** (means of assessment that are related to direct measures but are steps removed from those measures)

**Surveys and Interviews**
* Student survey
* Alumni survey
* Employer feedback or survey
* Student evaluation of instruction

**Additional types of Indirect evidence**
* Job or post-baccalaureate education placement
* External program review
* Curriculum or syllabus review
* Grade review
* Comparison or benchmarking

**USE OF DATA** (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)
* Meet with students directly to discuss their performance
* Analyze and discuss trends with the unit's faculty
* Analyze and report to college/school
* Analyze and report to accrediting organization
* Make improvements in curricular requirements (e.g., add, subtract courses)
* Make improvements in course content
* Make improvements in course delivery and learning activities within courses
* Make improvements in learning facilities, laboratories, and/or equipment
* Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
* Benchmark against best programs in the field

**Program Specializations/Sub-Plans**
If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

**Pre-Major**

Does this Program have a Pre-Major? No
Attachments

- MPAS.pdf
  (Other Supporting Documentation. Owner: Herness, M Scott)

- MPAS 2.pdf
  (Other Supporting Documentation. Owner: Herness, M Scott)

- Program Development Plan_Revised for CAA.docx. Revised Proposal & School Approvals
  (Program Proposal. Owner: Keller, Brian R)

Comments

- Please replace Program Development Plan with the most current version. (by Herness, M Scott on 02/12/2014 10:29 AM)

Workflow Information

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February 3, 2014

Deborah Larson
Richard Ball
School of Health and Rehabilitation Science
College of Medicine

Master of Physician Assistant Studies – Revised

Deb and Richard,

The Graduate School Curriculum Committee (GSCC) met on January 30th and, among its agenda items, considered the revised proposal for the creation of the Master of Physician Studies degree. The GSCC felt that all their previous concerns were addressed and are satisfied with the revised proposal. They thank you for your careful attention to their previous comments. A few very minor errors were introduced in the new text which I mention here solely for the purpose of enhancing the proposal for its next set of reviewers.

- A new course has been added, MPAS 8000, as a capstone experience. Particularly since this is a summative course of the entire curriculum, it would be useful to know how students will be evaluated. For example, are there multiple instructors, group project, etc.

- Pg. 7: the reference to PAs is plural not possessive (i.e. should be PAs, not PA’s)

- Pg 8. The first sentence “One concern that we have carefully examined…” is a statement not a question.

- Pg. 9 – The proposal states the Program Director is expected to be hired by Autumn 2013. Since that date has passed, the text can be updated.

- The Appendices are labeled as “A, A, and B” rather than “A, B, C”.

I will next send the proposal for review by the Graduate Council. Following Graduate Council, the proposal will be released to the Council on Academic Affairs for their review followed by the University Senate and the Board of Trustees. I look forward to working with you on the development of the Program Development Plan (PDP) for submission to the Ohio Board of Regents.

Please don’t hesitate to contact me with questions or clarifications.

Many thanks,

Scott Herness
Associate Dean
The Graduate School
November 6, 2013

Deborah Larson
Richard Ball
School of Health and Rehabilitation Science
College of Medicine

Master of Physician Assistant Studies

Deb and Richard,

The Graduate School Curriculum Committee (GSCC) thanks both of you for attending its October 30th meeting to discuss the proposal to establish a new tagged Master's degree at Ohio State, Masters of Physician Assistant Studies. We felt the dialogue was engaging and productive. I'm writing to summarize the GSCC discussion of the proposal and outline the next steps in the approval process.

- The committee recognizes that this will become an accredited program (Accreditation Review Commission on Education for the Physician Assistant; site visit scheduled for April 17-18, 2014) and that graduates must ultimately be licensed (in the state of Ohio "registered") before they may practice. Consequently, much of this curriculum has been purposefully planned towards accreditation. This helps to explain the large number of credit hours for a Master's degree (103 hours), the large number of 1 and 2 credit hour courses (which represent the opportunity for the application of knowledge acquired from larger didactic courses), and the large number of credit hours per semester. The GSCC had no further concerns with these aspects of the curriculum.

- The proposal notes that the state of Ohio may soon move from seven to thirteen PA programs, with a number of programs in neighboring states as well. During our meeting, you mentioned that a feasibility study has been completed. Information on the average number of statewide graduates (present and projected) and their job prospects (present and projected) would strongly enhance the evidence of need section of the proposal.

- The proposal has only a cursory mention of the Graduate Studies Committee, as required by the Graduate School. The proposal should contain information on how this committee will be formed and how it will administer the program. It is acceptable to have one College Graduate Studies Committee administer multiple graduate programs.

- How will faculty advisors be assigned/chosen by students in the program?

- It would be useful to define pre-requisites for admission in the proposal. Additionally, the GRE is not a Graduate School requirement, as stated in the proposal. The program may, of course, require the GRE for their application.

- A student advising sheet should be included in the proposal.
The committee suggests that an appendix listing the learning outcomes for the program would be useful.

It is useful to define acronyms for subsequent reviewers of this proposal. For example, COGME, AAMC, AMA, and AOA were undefined.

Much narrative is devoted to defining the absence of under-represented minorities in the PA field with much less narrative devoted to defining proactive practices that address this problem. Although it is highly appropriate to enlist the help of the College’s Office of Diversity to recruit, admit, and retain under-represented minorities, this should not be the program’s sole effort in this arena. Using best practices, the program itself should additionally demonstrate its efforts at addressing this problem.

Section 3: There is no “University Graduate Studies Committee”. Perhaps you are simply referring to Graduate School approval (which includes the Graduate School Curriculum Committee and the Graduate Council) prior to CAA, (University Senate, omitted), and the Board of Trustees, and RACGS?

Section 7: Using best practices, exams should not be graded by office associates. Grading of student exams is a faculty duty.

Minor typographical errors:
  - Section One “The rational for this program is simply (sic): In answer…”
  - Section Four “These nearly 50 million possibly (sic) new patients, coupled with the tsunami (consider usage) of baby boomers…”
  - Appendix 1; (1 credits (sic)) numerous occurrences

Please submit a revised copy of the proposal to me. The GSCC would like to have a final look at the updated version prior to its moving forward in the approval process. The proposal should then be ready for review by the Graduate Council. Following Graduate Council, the proposal will be released to the Council on Academic Affairs for their review.

Please don’t hesitate to contact me with questions or clarifications.

Many thanks,

Scott Herness
Associate Dean
The Graduate School
July 18, 2013

Committee on Academic Affairs
The Ohio State University

To Whom It May Concern:

I am pleased to forward for review the proposal to implement a Master's of Physician Assistant Studies (MPAS) as a new program in the School of Health and Rehabilitation Sciences. We are very excited to expand into this critical area of health professional education; with the many changes foreseen with healthcare reform, physician assistants are critically needed across the medical fields to meet the growing physician shortage and the increased number of people needing care. The School is uniquely positioned to support this program with its extensive experience in the preparation of healthcare providers as well as its integration within the College of Medicine. This proposal has been developed with input from our advisory committee and external advisor, who is an expert in PA education. We are in the negotiation stage for our program director, who should be in place by September 2013.

The program proposal has been reviewed and approved by the Masters Graduate Studies Committee and Curriculum Committee of the School of Health and Rehabilitation Sciences, so we now forward it for College and University approval.

We look forward to answering any questions that arise. The courses outlined in the proposal will be submitted separately for approval.

Thank you for your consideration of this proposal.

Sincerely,

Deborah S. Larsen, PT, PhD, FASAHP
Professor and Director
School of Health and Rehabilitation Sciences
Associate Dean, College of Medicine
Program Development Plan

THE OHIO STATE UNIVERSITY

SCHOOL OF HEALTH AND REHABILITATION SCIENCES

MASTER'S IN PHYSICIAN ASSISTANT SCIENCES

Initially Submitted: May 16, 2013
Revised and Re-Submitted: November 21, 2013

Prepared and Submitted By the Program Development Advisory Committee:

Deborah S. Larsen, PhD
Donald Mauger, PA-C, MPAS
Melissa Bowlby, PA-C, MPAS
Rich Davis, PhD

Cynthia Koutz, PA-C, MPAS
John McConaghy, MD
Sai-Sudhakar Chittoor, MD
Larry Jones, MD
1. Designation of the new degree program, rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

The School of Health and Rehabilitation Science proposes a new master’s degree program in Physician Assistant Education to begin in summer 2015. This will be a tagged degree program, culminating in a MPAS (Masters of Physician Assistant Studies). Eighty-eight per cent of the 160 PA Programs in the USA are at the Master level. In Ohio, a Master’s Degree is required for employment and obtaining prescriptive authority.

A physician assistant (PA) is a medical professional who works as part of a team with a supervising physician. A PA must be a graduate of an accredited PA educational program and is nationally certified and state-licensed to practice medicine with the supervision of a physician. PAs perform physical examinations, diagnose and treat illnesses, order and interpret lab tests, perform procedures, assist in surgery, provide patient education and counseling and make rounds in hospitals and nursing homes. All 50 states and the District of Columbia allow PAs to practice and prescribe medications.

The PA profession was created to improve and expand healthcare. In the mid-1960s, physicians and educators recognized there was a shortage of primary care physicians. To remedy this, Dr. Eugene Stead of the Duke University Medical Center put together the first class of PAs in 1965. He selected Navy corpsmen who had received considerable medical training during their military service. The first PA class graduated from the Duke University PA program on Oct. 6, 1967.

The rationale for this program is simple: there is a current and growing need for more healthcare providers. In answer to growing physician shortages, there is a push for more PAs to help ensure access to care. Coupled with this are the prospects of an aging population (8-10,000 baby boomers turn 65 every day), who will need additional healthcare services, and the fact that more people are expected to seek care due to the Patient Protection and Affordable Care Act. PAs are well-suited to address this increase in patients, and therefore, it is a critical time to expand PA education.

OSU’s PA Program will provide the educational tools so that graduates will be able to identify, analyze and manage clinical problems, and provide effective, efficient and humane patient care with physician supervision. Having the ability to matriculate both medical students and PA students in the didactic and clinical phases of their training, this will ensure a team approach while in training and may in fact lead to medical teams that are well bonded and ready to practice together in our underserved areas.
2. Description of the proposed curriculum.

The Ohio State University will structure its Physician Assistant (PA) program into two phases; Didactic and Clinical, spanning one summer session (June-August), 4 semesters, and two additional summer terms (May – August). The first 15 months are spent in the class/laboratory setting (56 credits) and the following 12 months in various clinical sites (44 credits), using a medical apprenticeship model. Total credits for the program = 100. All courses except 2 (HRS 7900 and 7910, Evidence Based Practice) will be new courses and are under development, to be submitted separately from this proposal for approval. See Appendix B for the course objectives and Appendix C for the proposed curriculum advising sheet. Although the number of credits is much higher than the required MS credit minimum for The Ohio State University, it is consistent with the other programs within the state and across the country for PA education with credits ranging from 94 (Ohio Dominican) to 108 (University of Iowa). It is also consistent with other professional curricula (medicine, dentistry, and optometry) with 15+ credits per semester. This intensity of study is necessary to provide the requisite information to prepare students for practice in the 27 month timeframe.

The curriculum reflects the cognitive, clinical, interpersonal and professional skills needed for the supervised practice of medicine as physician assistants. Students will enter in the Summer Session and take three foundational courses: a foundational course for medical science, focused on physiological processes, genetics and immunology (MPAS 6100), an introduction to Physician Assistant clinical skills (MPAS 6200), and a comprehensive whole body system anatomy class (to be developed). For the next two semesters and one summer term, the curricular content is organized into body systems with three primary course series: 1) Medical Science (6020, 6040, 6060, 7000) that addresses organ anatomy, physiology, and pathophysiology of the body systems to be studied; 2) Clinical Medicine Lecture (6120, 6150, 7100) that addresses the epidemiology, diagnosis (including specific diagnostic tests), therapeutic management, and prognosis of disorders of the specific body systems; and 3) Clinical Medicine Laboratory (6125, 6155, 7105) that allows practice of patient care and medical procedures related to the conditions presented in the clinical science lectures. Other courses within this didactic year include: a 2 semester pharmacology series (6200, 6250), a course series on professional practice (6500, 6550), 2 semesters of Clinical Case Management (6300, 6350), which will be a case-based course taken with the medical students, and a 2 semester series on evidence-based practice that is focused on reading and understanding the literature of medicine (HRS 7900 and 7910), which will be taken with students in Physical Therapy, Occupational Therapy and Dietetics. The last summer term also has courses focused on Health Promotion and Disease Prevention in Primary Care and Fundamentals of Surgery and Emergency Medicine that bring many of the skills learned in the previous semesters together to assure readiness for transition to the clinical year.
During the clinical portion of the curriculum, students will rotate through 7 required and 4 elective 4-8 week experiences; the total weeks in clinical practice will be 44 with students returning to the program for testing in between each rotation. Required rotations are: Family Medicine, Internal Medicine and Pediatrics; Emergency Medicine, General Surgery, Obstetrics/Gynecology/Women’s Health, and Behavioral Health/Psychiatry. Many clinical departments and subspecialties at The Ohio State University Wexner Medical Center and its extended hospitals and clinics have indicated an interest in having students rotate in their programs, including orthopedics, transplant surgery, plastic surgery, physical medicine and rehabilitation, cancer, and cardiology.

The overarching program outcome goals are for students to:

1) Communicate in a clear and effective manner with people from various sociocultural backgrounds, both verbally and in writing;
2) Demonstrate critical thinking, professional decision making and/or psychomotor skills necessary for safe and competent practice;
3) Integrate evidence-based practice and scholarship in making and prioritizing professional decisions.

For students to meet these goals, the curriculum is focused on achieving the following student learning goals:

1) Integrate foundational knowledge from anatomy, physiology, and genetics to differentiate the pathophysiology of disease and determine patient diagnoses;
2) Determine, obtain, and interpret appropriate diagnostic tests and measures to make a medical diagnoses;
3) Determine and implement appropriate patient management (nutritional, pharmacological, medical, surgical) for disease conditions across the age continuum in all clinical settings, using current scientific evidence and professional decision making;
4) Demonstrate effective skill in all written and verbal communications.

PA programs are accredited through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). A feasibility study will be submitted to ARC-PA in October 2013 outlining the need for and our ability to support a PA program with special attention to the clinical component, a self-study report will be submitted in January 2014 outlining our ability to meet all accreditation requirements, an onsite visit is scheduled for April 2014 to review the facilities and documentation of our self-study, and the Commission will review our application in September 2014. This should allow us to recruit and admit a class to start in June 2015.

3. Administrative arrangements for the proposed program: department and school or college involved.
The proposed degree program will be housed as a division within the School of Health and Rehabilitation Sciences in the College of Medicine, with a Division Director, who will report directly to the School Director and participate in the decision-making body of the School, the Executive Committee. The Graduate Studies committees of both the School and College will review and approve all aspects of the program. The program will be administrated by the Graduate School of The Ohio State University with approval from the Graduate School, Committee on Academic Affairs, University Senate, the Board of Trustees, and RACGS expected prior to implementation.

The School of Health and Rehabilitation Sciences uses a dual approach to oversight of our entry level graduate programs (Occupational Therapy, Physical Therapy) and will use this same approach for oversight of the PA program; this dual approach uses both Program committees and School committees to develop, monitor, and determine appropriate changes in courses, the curriculum, and student processes (admissions, matriculation, graduation). First, each program is responsible for oversight of student admissions and curriculum development and monitoring through its admissions committee and curriculum committee. To meet accreditation expectations, monitoring is typically done by triangulating information from student clinical evaluations and exams, national licensure pass rates and student and employer feedback from post-graduation surveys. This process allows comparison of individual and group student outcomes to national data and adjustment of the curriculum, if in any curricular area there is an apparent problem identified in at least 2 of these outcome measures. Further, each student will be assigned a faculty advisor from the program to monitor progress and deal with concerns; in addition, the School has a graduate advisor that assists with the application and admission process and monitors progress to assure that students are meeting Program, School and University requirements for progression in the program.

The School’s graduate committee serves as an oversight committee for the program, related to student procedures and policies and curricular consistency with graduate education; this includes the review of students for placement on warning, probation or dismissal. This committee is comprised of graduate faculty, who are contributing to our advanced masters and entry level graduate professional programs. Our Executive Committee, comprised of all of the Division Directors in the School, reviews any recommendation for dismissal. The School also has a curriculum committee that initially approved the PA curriculum proposal and will review and approve each course and subsequent course and curriculum changes to assure that they meet OAA regulations; this committee is also comprised of representative faculty from programs within the School.

Student applicants will be expected to meet the minimum criteria of the Graduate School for admission, including a completed baccalaureate degree (BS/BA) with a minimum 3.0 GPA; the program will also require competitive GRE scores. In addition, they will need to have completed all program prerequisites or have a plan to do so prior to matriculation (see curriculum sheet); these prerequisites mirror those for entry into medicine, including chemistry (general and
organic), physics, biology, physiology, and anatomy. We expect this to be a highly competitive program with matriculated students exceeding all minimum requirements.

4. Evidence of need for the new degree program, including the opportunities for employment of graduates. This section should also address other similar programs in the state addressing this need and potential duplication of programs in the state and region.

The Bureau of Labor Statistics predicts that PAs will be the second-fastest-growing profession in the next decade with an expected increase of 39%. The need for this increase is apparent in the following statistics:

1) A growing consensus suggests that by 2020 the nation will face a shortage of 45,000 physicians and up to 200,000 for other health care providers;
2) Council on Graduate Medical Education (COGME), Association of American Medical Colleges (AAMC), American Medical Association (AMA), and American Osteopathic Association (AOA) have all issued workforce statements or reports verifying these shortages and proposing the need for immediate measures to address them;
3) AAMC has recommended a 30% increase in medical school enrollment over 2002 levels; however, this is proceeding very slowly and with recent changes in funding for medical residency programs will likely not occur.

Studies have shown that PAs can increase the cost-effectiveness of healthcare, since PA labor costs are more affordable. A practice employing a PA pays less in overhead costs for that PA compared to a physician, while having a healthcare provider on board who can provide most of the same services. Additionally, PAs provide preventive services that reduce the need for more costly acute care and chronic care management. Patient costs, in terms of actual payment, lost time from work and unnecessary pain, are decreased when patients can be seen promptly in the most appropriate setting. In addition, PA education costs less and takes less time than physician education, which allows PAs to enter the workforce more quickly. Further, PAs can practice in any medical or surgical specialty, and they can perform many of the duties that physicians perform, allowing their physician partners to concentrate on more complicated cases. Therefore, PAs are cost-effective options for practices and hospitals looking to offset physician shortages and trim costs.

The state of Ohio has 3.7% of the nation’s population and 2.3% of all the working PAs in America as of the 2010 national census and according to the National Commission on Certification of Physician Assistants. There are currently seven PA programs in the state of Ohio with six programs in development. PA programs in neighboring states are as follows: West Virginia-2, Kentucky-2, Indiana-3, Michigan-4, and Pennsylvania - 16.

In the Midwest, Ohio is second only to Indiana in having the lowest number of PA’s per capita with 1 PA per 5986 people while New York and Pennsylvania both have a ratio of 1:2790. In size, Columbus has a slightly larger population than Philadelphia, which has 9 PA programs with
2 others developing. The expansion of PA programs is not surprising with the dramatic changes in healthcare that are in process; if we are going to be able to manage a 45,000 shortage in primary care doctors and another 46,000 in specialty care doctors, while at the same time decreasing the cost of medical care, we must expand the number of mid-level providers such as PAs. Ohio is far behind other states in meeting our large population’s needs, so it is quite timely to develop a PA program and assist in meeting that need.

The current programs in Ohio graduate an estimated 255 PA’s per year; with the addition of 6 new programs, this number will come close to doubling. Yet, with the increased number of PA programs, it will take at least 10 years to meet the current per capita numbers of our populous neighboring states (1:2790), and that is an optimistic estimate that doesn’t take into account the large number of PAs nearing retirement. Thus, even the new programs are unlikely to meet the growing needs for these vital healthcare providers. Notably, it is expected that there will be even more PA opportunities in the future healthcare environment; thus, there would seem to be a critical need for Ohio to have these 13 programs.

One concern that we have carefully examined, is whether there are sufficient clinical sites to meet the clinical education component of the program. We have established strong support from The Ohio State University Wexner Medical Center’s many clinical sites and departments, the Columbus Neighborhood Health Centers, the Chalmers P Wylie VA Center, and Nationwide Children’s Hospital to provide clinical education sites. We have also talked with Ohio Health and Mt. Carmel health systems, and both have indicated their need for an increased number of PAs in their systems and modest support for having students complete some clinical experiences in their facilities. However, we expect that most rotations will take place in the sites listed above that have indicated strong support.

5. Prospective enrollment.

The Ohio State University’s PA Program will enroll approximately 30 students in its first class and aim for up to 50 in subsequent classes. Within the current Ohio PA programs the average class size is 33.7 as of 2011.

6. Special efforts to enroll and retain underrepresented groups in the given discipline.

The Sullivan Commission report found only 9% of nurses, 6% of physicians, and 5% of dentists are from ethnic minorities. The PA profession has done better with minority enrollment, averaging 20% since 1983 and 22.2% in the last 10 years. Yet, this figure still does not reflect the percentages in the national population. In 2000, minorities made up 30.6% of the resident U.S. population, and this percentage is expected to increase to 49.9% by 2050. With this in mind, we are looking at many ways to attract a diverse cohort of students.

Both the Physician Assistant Educational Association (PAEA) and American Association of Physician Assistants (AAPA) have diversity as a core value and have expressed a desire to
increase the rate of minority representation in our profession. This value stems from the perspective that having a student body and a workforce with a broader range of experiences, values, and attributes is an asset to our profession and our patients.

To address this issue, the PAEA has developed Project Access to aid programs in their efforts to attract underrepresented minorities to the profession. The goals of Project Access are three fold:

1. To provide PAs and PA students with the necessary tools and resources to reach out to their local communities in order to provide information about the profession and the admission process for PA training.
2. To help students from underrepresented groups become competitive applicants for PA programs and to provide them with role models and mentors.
3. To provide resources for health advisors to promote the PA profession.

In addition to using the tools available through Project Access, the proposed program will work with the College’s Office of Diversity to recruit, admit and retain under-represented in medicine (URM) students in the program. Activities will include outreach to area high schools, participation in the Columbus State – OSU pipeline program, inclusion in the MD camp held each summer, and a number of recruitment activities that the School and the College have already developed. The School currently is part of the Columbus State – OSU pipeline program and participates in the MD camp; in conjunction with the College, we are also working to develop a health professions curriculum with Champion Middle School and . We also participate in several annual recruitment fairs, targeting URM students. We have established a recruitment ad hoc group that is looking at best practices nationally for URM recruitment and will implement new methods in the next 2 years targeted at increasing URM applicants and admissions across our programs, including the PA program. One method under consideration at this time is the creation of an HRS equivalent to MD camp that would bring early high school students to campus for a 1-2 day experience with students and faculty of the programs in the School. We will continue to monitor our success with each of these activities as well as look for other opportunities to recruit URM students.

Once enrolled, faculty advisors will meet regularly, no less than once per semester, with all students and determine any problems or challenges that the students might be encountering. We will also link students with appropriate student groups on campus to facilitate assimilation to the Ohio State campus. Our Student Services office is also developing a career counseling support service that will be available to the enrolled students. We will monitor the effectiveness of these procedures to assure the success of our students; if we identify the need for additional processes, we will look at best practices to implement them.

7. Availability and adequacy of the faculty and facilities available for the new degree program.
Dr. Richard Ball, DHSc, MPH, PAC was hired as the Program Director in October 2013. Recruitment of a Medical Director is currently underway. An advisory committee, comprised of OSUWMC practicing PAs and MD faculty from OSU College of Medicine, has been meeting to formulate the curriculum and identify expectations for the two Director positions and supporting faculty. The Medical Director is typically a part-time position; we intend to hire an internal candidate, who is a faculty member in the College of Medicine, at .1 FTE; this candidate should also be identified by March 2014. Finally, we will hire one additional full-time PA faculty member to serve as the Director of Clinical Education (DCE); Mr. Don Mauger, who is a semi-retired PA, is currently serving as the interim program manager but is willing to serve as the DCE. Coursework will be taught by a compliment of physician and PA faculty from OSUWMC. We are identifying key personnel and have multiple practitioners available for these teaching opportunities. The College of Medicine has agreed to have all of the entry-level LSI (Lead Serve Inspire curriculum) modules available for incorporation into the PA curriculum; these are all being pod-cast, which will be an exceptional educational opportunity for the PA students.

The School’s administrative staff will provide support to the PA program with the equivalent of 1.0 FTE to the program; this will include hiring one additional FTE at the time of implementation. Office associates provide support specifically for: 1) admissions, recruitment and student tracking; 2) clinical site contracts and tracking; 3) accreditation documentation; 4) general administrative support – copying, answering phones, scantron processing of multiple choice exams, etc.; and 5) faculty support – grant preparation and monitoring, travel, etc.

Facilities are established and in place. Faculty offices will be located in Suite 206 of Atwell Hall. We are developing a new classroom in Atwell Hall that will primarily serve the PA program as a lecture and laboratory classroom. Other didactic teaching may be done within classrooms in Atwell Hall or other College of Medicine buildings as needed; such classes are scheduled through a centralized scheduling office (Coordinator Conferences & Facilities Health Sciences Administration). Procedural skills will either be taught in the dedicated classroom within Atwell Hall or in the Clinical Skills Education and Assessment Center, located in Prior Hall.

8. Need for additional facilities and staff and the plans to meet this need.

As stated above, the program is recruiting for: 1) a Program Director (1.0 FTE); 2) a Medical Director (.2 FTE); 3) the Director of Clinical Education (1.0 FTE); and internal PA and MD contributors to modules of the curriculum.

In addition, we are establishing clinical contracts with the OSU Clinical Departments and their many clinics to support the clinical education component, both required and elective placements (see Appendix 1). Further, we will establish additional contracts with sites throughout the central Ohio area. The School currently has 500+ contracts with clinical sites that support the educational programs within the School; in initial discussions with the Health Systems in Central
Ohio (Ohio Health and Mount Carmel) as well as the Columbus Neighborhood Health Centers, there is considerable support for this program and a willingness to assist in the student education through clinical site placement.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

### ESTIMATED INCOME FROM TUITION AND SUBSIDY

<table>
<thead>
<tr>
<th>Year</th>
<th>No Of Students</th>
<th>Tuition</th>
<th>Subsidy</th>
<th>University Assessments</th>
<th>College Assessments</th>
<th>Total Available to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>30</td>
<td>$535,600</td>
<td>N/A</td>
<td>$197,713</td>
<td>N/A</td>
<td>$337,887</td>
</tr>
<tr>
<td>Year 2</td>
<td>65</td>
<td>$1,471,115</td>
<td>$179,905</td>
<td>$499,740</td>
<td>$345,384</td>
<td>$805,896</td>
</tr>
<tr>
<td>Year 3</td>
<td>70</td>
<td>2,036,830</td>
<td>$613,330</td>
<td>$1,114,716</td>
<td>$528,657</td>
<td>$1,233,532</td>
</tr>
</tbody>
</table>

### ESTIMATED COSTS

<table>
<thead>
<tr>
<th>Year</th>
<th>New FTE's</th>
<th>Salary</th>
<th>Benefits</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Program Director (.8 FTE, .2 will be covered by clinical practice)</td>
<td>$125,000</td>
<td>$36,875</td>
<td>$161,875</td>
</tr>
<tr>
<td></td>
<td>Medical Director (.10 FTE)</td>
<td>$25,000</td>
<td>$8,850</td>
<td>$33,850</td>
</tr>
<tr>
<td></td>
<td>Director of Clinical Education (.8 FTE)</td>
<td>$80,000</td>
<td>$23,600</td>
<td>$103,600</td>
</tr>
<tr>
<td></td>
<td>2 FTE faculty</td>
<td>$200,000</td>
<td>$59,000</td>
<td>$259,000</td>
</tr>
<tr>
<td></td>
<td>Lecturers</td>
<td>$100,000</td>
<td>$29,500</td>
<td>$129,500</td>
</tr>
<tr>
<td></td>
<td>1 FTE staff</td>
<td>$40,000</td>
<td>$12,000</td>
<td>$52,000</td>
</tr>
<tr>
<td>Year 2</td>
<td>Clinical Faculty</td>
<td>$300,000</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Costs, Year 2</td>
<td>$1,056,925*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Includes 3% raise for all faculty positions from 1st year.

The College is supporting the development of this program through initial monetary support to:
1) hire an Interim Program Manager (Don Mauger) to develop this PDP, establish contracts with clinical sites and assist with recruitment of the Program Director; 2) hire the Program Director in Autumn 2013 to complete the self-study for accreditation, finalize the curriculum, recruit the Medical Director, Director of Clinical Education, and identify lecturers from the College of Medicine; and 3) offset the implementation costs in Year 1. Total financial support for implementation = $896,300.
APPENDIX A

CURRICULUM
### Appendix A: Proposed Curriculum

#### Summer Session, Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPAS 6000</td>
<td>Foundations of Medical Science</td>
<td>Foundational knowledge of physiology, genetics and immunology</td>
</tr>
<tr>
<td>MPAS 6100</td>
<td>Foundations of Clinical Medicine: The History and Physical Examination</td>
<td>Provides students with the knowledge and skills essential to the patient medical history and physical examination</td>
</tr>
<tr>
<td>Anatomy 6xxx</td>
<td>Anatomy for Physician Assistant Studies</td>
<td>Provides a regional approach to the comprehensive study of gross human anatomy</td>
</tr>
</tbody>
</table>

**Total Credits: 8**

#### Autumn Semester, Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPAS 6020</td>
<td>Medical Science I: Neuroscience for Physician Assistant Studies</td>
<td>Provides a separate and focused approach to the study on human neuroanatomy</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>MPAS 6300 (1 credit)</td>
<td>Clinical Case Management I</td>
<td>Case discussions in small learning groups with 1st &amp; 2nd year medical students to integrate the core foundational concepts into clinical reasoning and patient management.</td>
</tr>
<tr>
<td>MPAS 6500 (2 credits)</td>
<td>Professional Practice I: Professional Issues, Health Policy and the PA Role in Modern Health Care</td>
<td>This course will present the history of the PA profession, the professional issues facing medical providers, professional responsibility, and socioeconomic issues affecting health care, health policy, reimbursement, documentation, coding, billing, patient safety, cultural issues and their impact on health care policy. The student will acquire knowledge about the organizations that make up the PA profession and certification process.</td>
</tr>
<tr>
<td>HRS 7900 (1 credit)*</td>
<td>Evidence-based Practice I</td>
<td>The first part of a two part course designed to prepare students for evidence-based practice, emphasizing the processes of critical inquiry and analysis in a multidisciplinary forum and best practices in clinical measurements, interpretation of diagnostic reliability, validity, prediction and measures of clinically meaningful change. This course will prepare students to search, interpret, and evaluate the medical literature in order to maintain a critical, current, and operational knowledge of new medical findings and provide a basis for future evidence-based clinical work.</td>
</tr>
</tbody>
</table>

**Total Credits 18**

### Spring Semester, Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPAS 6060 (4 credits)</td>
<td>Medical Science III: Physiology and Pathophysiology</td>
<td>This course focuses on physiology, pathophysiology, immunology and genetics in the areas of Dermatology, Endocrine, Otolaryngology, Ophthalmology, Gastrointestinal and Psychiatry/Behavioral disorders.</td>
</tr>
</tbody>
</table>
| MPAS 6250 (2 credits) | Pharmacology for Physician Assistant Studies - II | This is the second of a two course sequence designed to provide a solid foundation in pharmacoethapeutics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed,
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPAS 6150</td>
<td><strong>Clinical Medicine II - Lecture</strong></td>
<td>This is the second course in a sequence designed to teach the essentials of clinical medicine pertinent to laboratory and diagnostic studies, diagnosis and treatment of specific diseases encountered in general practice, including the medical, surgical and pharmacological approach to treatment as well as the nutritional and dietary approach and appropriate referral and consultation, in the areas of Dermatology, Endocrine, Otolaryngology, Ophthalmology, Gastrointestinal Disorders and Psychiatry/Behavioral Medicine in adult, pediatric and geriatric populations.</td>
</tr>
<tr>
<td>MPAS 6155</td>
<td><strong>Clinical Medicine II - Lab</strong></td>
<td>Problem-based learning/clinical case scenarios in the evaluation, diagnosis, the medical, surgical and pharmacological treatment, management and appropriate referral/consultation of the areas covered in lecture. Develops skills in physical examination, laboratory and diagnostic testing.</td>
</tr>
<tr>
<td>MPAS 6550</td>
<td><strong>Professional Practice II: Health Care Law and Ethics</strong></td>
<td>The course is designed to prepare the student for licensure, credentialing, professional liability, quality assurance/risk management, prescriptive authority, quality assurance, risk management in medical practice, legal issues and medical ethics in health care.</td>
</tr>
<tr>
<td>MPAS 6350</td>
<td><strong>Clinical Case Management II</strong></td>
<td>Case discussions in small learning groups with 1st &amp; 2nd year medical students to integrate the core foundational concepts into clinical reasoning and patient management.</td>
</tr>
<tr>
<td>HRS 7910</td>
<td><strong>Evidence-based Practice II</strong></td>
<td>The second of a two part course designed to prepare students for evidence-based practice, emphasizing the processes of critical inquiry and analysis in a multidisciplinary forum and best practices.</td>
</tr>
</tbody>
</table>
in clinical measurements, interpretation of diagnostic reliability, validity, prediction and measures of clinically meaningful change. This course will prepare students to search, interpret, and evaluate the medical literature in order to maintain a critical, current, and operational knowledge of new medical findings and provide a basis for future evidence-based clinical work.

Total Credits: 18

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPAS 7000 (2 credits)</td>
<td>Medical Science IV: Physiology and Pathophysiology</td>
<td>This course focuses on physiology, pathophysiology, immunology and genetics in the areas of GI, Reproductive, hematology systems/disorders, infectious disease, and cancer.</td>
</tr>
<tr>
<td>MPAS 7100 (3 credits)</td>
<td>Clinical Medicine III - Lecture</td>
<td>This is the third course in a sequence of three designed to teach the essentials of clinical medicine addressing the areas of Genitourinary, Reproductive; Hematologic disorders, Infectious Disease and cancer, using an organ-system and problem-oriented approach to understanding the etiology, epidemiology, manifestations, laboratory and diagnostic studies, and diagnosis, including the medical, surgical nutritional and pharmacological approach to treatment as well as appropriate referral and consultation.</td>
</tr>
<tr>
<td>MPAS 7105 (2 credits)</td>
<td>Clinical Sciences Lab III</td>
<td>Problem-based learning/clinical case scenarios in the evaluation, diagnosis, medical, surgical and pharmacologic treatment &amp; management along with appropriate referral and consultation of diseases covered in lecture. Further skill development in physical examination and laboratory and diagnostic testing.</td>
</tr>
<tr>
<td>MPAS 7200 (3 credits)</td>
<td>Fundamentals of Surgery and Emergency Medicine</td>
<td>Clinical skills and procedures specific to surgery and emergency medicine, including diagnostic imaging.</td>
</tr>
<tr>
<td>MPAS 7500 (2 credits)</td>
<td>Health Promotion &amp; Disease Prevention</td>
<td>The purpose of this course is to provide students with the essentials of disease prevention and health promotion and its importance in the health care system and patient care presenting an overview of strategies for healthy living encompassing nutrition, exercise, stress management and lifestyle change.</td>
</tr>
</tbody>
</table>

Total Credits: 12
Year 2: Clinical Practice Rotations

Students are enrolled in 10 supervised clinical placements, enrolling for 16 credits per semester for Autumn and Spring and 12 in the last summer that includes a capstone course for the last 4 weeks (MPAS 8000); total year 2 credits = 44. Each rotation is 4 weeks; students will return for written and clinical testing between each rotation. Rotations may be increased to 8 weeks with approval of the program and the setting.

**Required Rotations:** Each rotation is a minimum of 4 and a maximum of 8 credits with each credit representing 1 week of full-time clinical practice.

**MPAS 7989.01: Family Medicine**
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 adults as well as the opportunity to further techniques in history taking, physical examination, and health behavior counseling.

**MPAS 7989.02: Internal Medicine**
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 specific patients is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem.

**MPAS 7989.03: Pediatrics**
During this core rotation the student learns to apply basic medical knowledge and skills to the evaluation of problems encountered on a general pediatric service. The emphasis in this setting is on the provision of secondary and tertiary care to a child from birth through adolescence.

**MPAS 7989.04: General Surgery**
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 intra-operative period to develop an understanding of team member roles and operative procedures; and the care of surgical wounds and post-operative complications.

**MPAS 7989.05: Obstetrics/Gynecology (4 credits)**
The core OB/GYN rotation exposes students to the spectrum of problems and issues associated with women’s health care 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 gynecologic problems, and offer exposures to delivery and the surgical management of GYN disorders.

**MPAS 7989.06: Emergency Medicine**
The core Emergency Medicine rotation provides an in-depth exposure to the illnesses and injuries sustained by children and adults 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.

**MPAS 7989.07: Psychiatry**
This core rotation is designed to provide an understanding of the behavioral components of health, disease and disability. Exposure to patients with a variety of emotional illnesses and disabilities are used to develop informed history taking and mental status examination skills abilities to recognize and categorize psychiatric disturbances and techniques of early intervention and psychiatric referral.

**MPAS 7989.08: Elective Rotations (repeatable up to 4 times for 4-8 weeks):**
Students are also able to enroll in three (3) four-week elective rotations, designed to provide the physician assistant student with an opportunity in any approved medical discipline. It may also be possible to extend any of the required rotations to 8 weeks to meet one (1) elective. The student will be able to recognize conditions treatable by these specialties, so that they can refer patients appropriately and/or work in a supportive role for such specialists.

| MPAS 8000 (4 credits) | Clinical Medicine: Summative Assessment | This course is the final evaluative experience for the students, including multiple clinical skills evaluations, and didactic preparation for the licensure examination. |
Appendix B

Letters of Approval
July 16, 2013

Deborah S. Larsen, PhD, FASAHP
Professor and Director
School of Health and Rehabilitation Sciences
Associate Dean, College of Medicine
The Ohio State University

Dr. Larsen,
The curriculum committee in the School of Health and Rehabilitation Sciences met on June 21, 2013 to review the proposed curriculum for the new Physician Assistant program. The committee unanimously voted to approve the program curriculum. We feel that the proposal is well written and has sufficient merit in the anticipated needs for future Physician Assistant curricula. The Physician Assistant Division has developed a rigorous and well thought out plan for the training of future PA clinicians that is in-line with the school's professional programs. The curriculum program enables graduates to function as evidence based scientifically rooted clinicians with a strong emphasis on clinical skills. We appreciate the opportunity to review the proposed degree and will look forward to reviewing new materials as this program moves ahead in its quest for eminence. Any questions that you may have please contact me at your convenience (jimmy.onate@osumc.edu; 614.292.1632).

Sincerely,

[Signature]

James A. Onate, PhD ATC FNATA
The Ohio State University
Associate Professor, School of Health and Rehabilitation Sciences
Chair, Curriculum Committee
July 18, 2013

Deborah S. Larsen, PhD, FASAHP
Director, School of Health and Rehabilitation Sciences
Associate Dean, College of Medicine
The Ohio State University
453 W. 10th Avenue
106 Atwell Hall

Dr. Larsen:

The program proposal for the Master’s in Physician Assistant Sciences was reviewed by the MS Graduate Studies Committee of the School of Health and Rehabilitation Sciences on April 12, 2013. After suggested revisions were completed, the committee approved the PA program proposal.

Sincerely,

[Signature]

MS Graduate Studies Chair
School of Health and Rehabilitation Sciences
College of Medicine
Appendix C
Course Objectives
Course Objectives

Summer Session Year 1

MPAS 6000: Foundations of Medical Science
This course provides foundational knowledge of physiology, genetics and immunology for the future study of organ system function and disease processes.
- Examine the fundamental mechanisms underlying normal function of cells, tissues, organs and organ systems.
- Provide the foundational knowledge of physiology, genetics and immunology for further study of pathophysiology and clinical medicine.
- Initiate the examination of individual and interactive contributions of physiology, genetics and immunology to health and disease processes.

MPAS 6010: Foundations of Clinical Medicine: The History and Physical Examination
This course provides students with the foundational knowledge and skills essential to obtain the patient medical history and perform a general physical examination.
- Develop foundational skills in patient interviewing, communication, and physical examination procedures necessary to conduct age-appropriate and thorough medical interview and comprehensive physical examinations.
- Develop interview techniques and skills for acquiring an accurate and comprehensive medical history.
- Develop foundational knowledge of exam skills, techniques and procedures necessary for a comprehensive physical examination.
- Develop skills in preparing and presenting a complete history and physical examination both verbally and in writing.

Anatomy 6xxx: Anatomy for Physician Assistant Studies
This course provides a regional approach to the comprehensive study of gross human anatomy with cadaveric prossections and some dissections.
- Differentiate the structure and function of each organ system.
- Define the anatomical terms of position, direction and movement as they relate to the anatomical position.
- Discuss the general scheme of circulation, regional naming of vessels, identical naming of paired arteries and veins, and the general positioning of arteries versus veins throughout the body.

Autumn Semester, Year 1

MPAS 6020: Medical Science - I: Neuroscience for Physician Assistant Studies
This course provides a separate and focused approach to the study of human neuroanatomy and neuroscience for the understanding of normal function of the nervous system.
- Differentiate the central, autonomic and the peripheral nervous system components.
- Analyze the relationship and function of each component of the nervous system.
- Differentiate the cranial nerves and their contributions to motor, sensory and autonomic function.
- Develop the foundational knowledge of the nervous system’s components and their function for the study of neurologic diseases and disorders.
- Relate the components of a neurologic examination to the neuroanatomical structures for which they screen.

**MPAS 6040: Medical Science - II: Physiology and Pathophysiology**
This course will simultaneously address the subjects of physiology, pathophysiology and related organ system anatomy expanding upon and covering in greater depth information introduced in the Foundations of Medical Science Course and will focus on the areas of Neurology, Musculoskeletal disorders, Cardiology and Pulmonology.
- Generate an understanding of the mechanisms of human physiology by organ system, focusing on the nervous, musculoskeletal, and cardiopulmonary systems
- Relate the genetic and molecular mechanisms of cellular and organ system function to normal function and disease pathology within targeted organ systems
- Differentiate the mechanisms of human pathophysiology by organ system
- Associate clinical presentation of disease with the pathophysiological changes in organ function

**MPAS 6120: Clinical Medicine I – Lecture**
This is the first course in a sequence of three courses designed to teach the essentials of clinical medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice and will focus on the areas of Neurology, Musculoskeletal disorders, Cardiology and Pulmonology in adults, pediatrics and geriatrics populations.
- Provide an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of Neurological, Musculoskeletal, Cardiology and Pulmonary disorders common to general medicine practice.
- Further develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills.
- Critically analyze the medical, surgical, nutritional/dietary and pharmacological approach to treatment
- Prepare students to make appropriate referrals and consultations
- Analyze the health promotion, disease prevention, and patient education strategies for each disorder in association with and comparison to the other medical management methods.

**MPAS 6125: Clinical Medicine I – Lab**
This course uses problem-based learning and clinical case scenarios in the evaluation, diagnosis, medical, surgical and pharmacologic treatment & management of targeted diseases and systems. It prepares students to appropriately seek referral and consultation for patient management. Students develop skills differential diagnosis, using physical examination and diagnostic and laboratory testing.
- Apply the clinical methods involved in the formulation of a differential diagnosis/working diagnosis that is consistent with the presenting symptoms and signs.
- Relate the pathophysiology of the diseases that occur in each of the disease processes to the appropriate diagnostic/screening method
- Demonstrate the differential diagnosis, physical examination, laboratory studies, and treatment of each diagnosis.
MPAS 6200: Pharmacology for Physician Assistant Studies – I
This is the first in two course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Emphasis is placed on the most frequently prescribed agents for treatment of respiratory disorders and related antimicrobial agents, cardiovascular disorders, neurologic disorders, musculoskeletal disorders and allergies.
- Critically review the mechanisms of pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction.
- Compare and contrast commonly used pharmacotherapeutic agents specific to autonomic pharmacology, respiratory disorders, and antimicrobial agents, cardiovascular disorders neurologic disorders, musculoskeletal disorders and allergies with attention to side effects, drug interactions and effectiveness/efficacy.
- Defend the rationale for selecting a particular therapeutic regimen based on drug of choice, dose, route of administration, and frequency of dosing, efficacy, and side effects.
- Apply basic pharmacotherapeutic principles to the selection, use and monitoring of selected therapeutic agents commonly employed.
- Analyze legal issues in prescription writing and demonstrate accuracy in writing prescriptions and correctly write prescriptions for any pharmacologic preparation commonly utilized in the scope of practice.

MPAS 6300: Clinical Case Management – I
Case discussions in small learning groups with 1st & 2nd year medical students to integrate the core foundational concepts into clinical reasoning and patient management.
- Integrate the core foundational concepts into clinical reasoning and patient management,
- Facilitate inter-professional interaction, promotion of the clinical team concept, communication, critical thinking, evidence-based medicine and practice-based medicine
- Analyze the basic pathophysiology, epidemiology, etiology, clinical manifestations, differential diagnosis, management, and rehabilitation of the presented cases.
- Apply the clinical methods involved in the formulation of a differential diagnosis/working diagnosis that is consistent with the presenting symptoms and signs.

MPAS 6500: Professional Practice: Professional Issues, Health Policy and the PA Role in Modern Health care
This course will present the history of the PA profession, the professional issues facing medical providers, professional responsibility, and socioeconomic issues affecting health care, health policy, reimbursement, documentation, coding, billing, patient safety, cultural issues and their impact on health care policy. The student will acquire knowledge about the organizations that make up the PA profession and certification process.
- Discuss the history, development and current status of the Physician Assistant profession within the context of the system of health care
- Develop an understanding of the organizations that make up the PA profession, the process of certification and educational accreditation
- Create an understanding of the role of the Physician Assistant in the modern health care system
- Analyze the major and essential components of health care delivery systems and health policy for their impact on PA practice
- Generate a functional knowledge of reimbursement, documentation, coding, billing
HRS 7900: Evidence-based Practice – I
Prepares students for evidence-based practice, emphasizing best practice in clinical measurements and interpretation of diagnostic reliability, validity, prediction and measures of clinically meaningful change.
- Create an understanding of the most common research designs and methodology seen in the clinical literature
- Describe and compare a minimum of three different types of research designs.
- Compare and contrast common statistical analysis involved in clinical studies and identify appropriate uses for each
- Prepare students to effectively locate, understand, critique, and evaluate information, including the quality of evidence;
- For students to learn critical inquiry and analysis of medical literature to make evidence-based decisions in clinical practice
- Prepare students to critique the validity of research studies, including their design and methodology.

Spring Semester, Year 1

MPAS 6060: Medical Science III: Physiology and Pathophysiology
This course focuses on physiology, pathophysiology, immunology and genetics in the areas of Dermatology, Endocrine, Otolaryngology, Ophthalmology, Gastrointestinal and Psychiatry/Behavioral disorders.
- Analyze the different mechanisms of human physiology by organ system, focusing on the integumentary, otolaryngeal, ophthalmic, gastrointestinal, and endocrine systems
- Evaluate the changes in genetic and molecular mechanisms of cellular and organ system function in different disease states within the targeted systems
- Relate these mechanisms to the overt clinical presentation of normally functioning physiology and pathologic conditions

MPAS 6250: Pharmacology for Physician Assistant Studies – II
This is the second of a two course sequence designed to provide a solid foundation in pharmacotherapeutics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to drugs used for conditions of dermatology, otolaryngology, ophthalmology, endocrine, pain management, gastrointestinal, hematopoietic disorders, psychiatric medications, hyperlipidemia, genitourinary/renal drugs, reproductive health and the related antimicrobial agents.
- Compare and contrast the drug(s) of choice for the management of targeted system pathologies, based on contraindications, side-effects, adverse reactions, effectiveness and efficacy
- Prepare students to defend the rationale for selecting a particular therapeutic regimen based on drug of choice, dose, route of administration, and frequency of dosing, efficacy, and side effects.
- Apply basic pharmacotherapeutic principles to the selection, use and monitoring of selected therapeutic agents commonly employed.
- Analyze legal issues in prescription writing and demonstrate accuracy in writing prescriptions and correctly write prescriptions for any pharmacologic preparation commonly utilized in the scope of practice.
MPAS 6150: Clinical Medicine II – Lecture
This is the second course in a sequence designed to teach the essentials of clinical medicine pertinent to laboratory and diagnostic studies, diagnosis and treatment of specific diseases encountered in general practice, including the medical, surgical and pharmacological approach to treatment as well as the nutritional and dietary approach and appropriate referral and consultation, in the areas of Dermatology, Endocrine, Otolaryngology, Ophthalmology, Gastrointestinal Disorders and Psychiatry/Behavioral Medicine in adult, pediatric and geriatric populations.
- Analyze the basic pathophysiology, epidemiology, etiology, clinical manifestations, differential diagnosis, and management of the common disease entities within each of the following specialties: dermatology, ophthalmology, otolaryngology, gastrointestinal tract, endocrinology and Psychiatry
- Refine the ability to obtain a problem specific medical history and perform the appropriate physical examination related to the identified disorder.
- Relate the significance vital signs and system review to common pathologies of ophthalmology, otorhinolaryngology, GI tract, endocrine, psychiatry and dermatology.
- Develop skills in ordering appropriate diagnostic tests
- Provide a rationale for appropriate diagnostic tests in clinical medicine both for screening and disease management purposes.
- Formulate a differential diagnosis/working diagnosis that is consistent with the presenting symptoms, signs, and physical examination for the targeted systems
- Differentiate the common causes of abdominal pain and the appropriate physical examination, laboratory studies and treatment for each diagnosis.

MPAS 6155: Clinical Medicine II – Lab
Problem-based learning/clinical case scenarios in the evaluation, diagnosis, the medical, surgical and pharmacological treatment, management and appropriate referral/consultation of the areas covered in lecture
- Enhance skills in oral case presentations focused on endocrine, ophthalmology, otorhinolaryngology, psychiatry, GI and dermatology disorders
- Develop appropriate physical examination skills related to these targeted systems.
- Access and interpret the medical literature in order to enhance medical diagnosis and treatment and to develop a professional commitment to life-long learning as demonstrated by adequate preparation in lab sessions.
- Critique rehabilitative care or palliative care plans for the targeted medical conditions

MPAS 6550: Health Care Law and Ethics
The course is designed to prepare the student for licensure, credentialing, professional liability, quality assurance/risk management, prescriptive authority, quality assurance, risk management in medical practice, legal issues and medical ethics in health care
- Prepare students to practice according to state and national regulations governing the practice of medicine and physician assistant practice
- Review the system of law, its sources and types, the trial process, and specific legislation relevant to PA practice, including the historical background of state PA practice acts
- Analyze state and federal regulatory agencies oversight of health care providers, including PA scope of practice and prescriptive authority
- Distinguish between licensure, certification and regulation
- Clarify the steps in the process for medical staff membership, credentialing and peer review
- Analyze public and private quality assurance programs
- Review principles of liability and associated risk management strategies in relation to PA practice

MPAS 6350: Clinical Case Management II
Case discussions in small learning groups with 1st & 2nd year medical students to integrate the core foundational concepts into clinical reasoning and patient management
- Critically analyze the basic pathophysiology, epidemiology, etiology and clinical manifestations to develop a differential diagnosis for complex cases related to targeted disease states.
- Appropriately integrate findings from the physical examination and laboratory studies to develop a differential diagnosis
- Identify appropriate need for additional testing needed, referrals and consultations for case management
- Create appropriate medical management and rehabilitation plans as a member of a healthcare team
- Apply the clinical methods involved in the formulation of a differential diagnosis/working diagnosis that is consistent with the presenting symptoms and signs.
- Enhance inter-professional interaction, promotion of the clinical team concept, communication, critical thinking, evidence-based medicine and practice-based medicine

HRS 7910: Evidence-based Practice II
This course prepares students for evidence-based practice, emphasizing the processes of critical inquiry and analysis in multidisciplinary forum. Scientific literature related to intervention research and systematic reviews will be emphasized.
- Analyze and discuss ethical issues related to scientific inquiry and basic or clinical research.
- Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.
- Analyze and discuss the strengths and weaknesses of different types of scientific literature and evaluate their impact on clinical practice.
- Integrate knowledge of the research process in order to critically read and appraise published scientific literature related to practice in health, clinical, and rehabilitation sciences.
- Apply knowledge of discipline-specific principles and procedures to analyze and assess the clinical relevance or implications of the results of relevant scientific research studies.
- Develop skill in the use of information technology to manage information, access on-line medical information, and provide continuous lifelong education.

Summer Session, Year 2

MPAS 7000: Medical Science IV: Physiology and Pathophysiology
This course focuses on physiology, pathophysiology, immunology and genetics in the areas of GI, Reproductive, hematology systems/disorders, infectious disease, and cancer.
- Analyze the different mechanisms of human physiology by organ system, focusing on the integumentary, otolaryngeal, ophthalmic, gastrointestinal, and endocrine systems
- Evaluate the changes in genetic and molecular mechanisms of cellular and organ system function in different disease states within the targeted systems
- Relate these mechanisms to the overt clinical presentation of normally functioning physiology and pathologic conditions by organ system focusing on the Genitourinary, Reproductive; Hematologic disorders and Infectious Disease.

**MPAS 7100: Clinical Medicine III – Lecture**
This is the third course in a sequence of three designed to teach the essentials of clinical medicine addressing the areas of Genitourinary, Reproductive; Hematologic disorders, Infectious Disease and cancer. The students continue in their learning of an organ-system and problem-oriented approach to understanding the etiology, epidemiology, manifestations, laboratory and diagnostic studies, and diagnosis, including the medical, surgical and pharmacological approach to treatment as well as the nutritional and dietary approach and appropriate referral and consultation.

- Analyze the basic pathophysiology, epidemiology, etiology, clinical manifestations, differential diagnosis, and management of the common disease entities within each of the following specialties: Genitourinary, Reproductive; Hematologic disorders, and Infectious Disease
- Refine the ability to obtain a problem specific medical history and perform the appropriate physical examination related to the identified disorder.
- Relate the significance of system review to common pathologies of Expand skills in ordering appropriate diagnostic tests
- Provide a rationale for appropriate diagnostic tests in clinical medicine both for screening and disease management purposes.
- Formulate a differential diagnosis/working diagnosis that is consistent with the presenting symptoms, signs, and physical examination for the targeted systems
- Differentiate the appropriate physical examination, laboratory studies and treatment for each diagnosis.

**MPAS 7105: Clinical Sciences Lab III**
Problem-based learning/clinical case scenarios in the evaluation, diagnosis, medical, surgical and pharmacologic treatment & management along with appropriate referral and consultation of diseases covered in lecture.

- Further enhance skills in oral case presentations focused on Genitourinary, Reproductive; Hematologic disorders and Infectious Disease.
- Develop appropriate physical examination skills related to these targeted systems.
- Access and interpret the medical literature in order to enhance medical diagnosis and treatment
- Critique rehabilitative care or palliative care plans for the targeted medical conditions
- Discuss, define, and implement rehabilitative care or palliative care for the following: Genitourinary, Reproductive; Hematologic disorders and Infectious Disease
- Describe the clinical manifestation, laboratories, and treatment of the disorders presented during the course.
- Describe the use of appropriate diagnostic tests and their role in clinical medicine both for screening and management purposes.
- Develop effective communication skills for the instructing the patient in acute/chronic care and disease prevention/health promotion.
MPAS 7200: Fundamentals of Surgery and Emergency Medicine
This course focuses on clinical skills and procedures specific to surgery and emergency medicine, including diagnostic imaging.

Surgery
- Analyze the evaluation, diagnostic and management of patients with surgical related illness.
- Analyze the pathophysiology of critical illness to differentiate the subtleties of early critical illness and apply appropriate early goal directed therapies.
- Develop a general understanding of the use and technical aspects associated with common surgical procedures
- Prepare students to develop a complete peri-operative plan of care from pre-op to rehabilitation.
- Analyze common surgical complications and their treatment.
- Develop skills in proper operative suite technique including scrubbing, gowning and gloving and working in the operative environment.

Emergency Medicine
- Analyze the appropriate care for acute emergencies such as shortness of breath, chest pain, lacerations of the upper and lower extremities, blunt and sharp abdominal trauma and head trauma.
- Compare crisis intervention techniques as they apply to the care of the anxious patient, the disoriented patient, the delusional patient or the patient having abuse disorders.
- Differentiate emergency care in four different arenas: pre-hospital, urgent care, ER, disasters.
- Discuss the attitude shift required to perform well in medical emergencies.
- Analyze the etiology, clinical characteristics, diagnosis, treatment and disposition for emergent and urgent conditions.

MPAS 7500: Health Promotion & Disease Prevention
The purpose of this course is to provide students with the essentials of disease prevention and health promotion and its importance in the health care system and patient care presenting an overview of strategies for healthy living encompassing nutrition, exercise, stress management and lifestyle change.
- Apply health services research to health promotion and disease prevention activities/innovations
- Identify the qualities of effective assessment instruments used in needs assessment
- Discuss the domestic and global perspectives on health promotion
- Discuss the planning process to design a health promotion intervention: needs assessment, culture, program philosophy, mission, goals, objectives, and evaluation
- Describe and apply theories/models used in designing health promotion and disease prevention strategies

MPAS 7989: clinical Rotations
Each of these experiences trains the student in a specific area of clinical practice. The following objectives cover each experience:
- Prepare the student for entry-level practice through experience in physical examination and history taking, appropriate ordering of diagnostic and laboratory tests, analysis of test results, development of a differential diagnosis, and development of a medical management plan;
- Effectively communicate with all members of the healthcare team for sharing of findings and appropriate patient care.
- Prepare the student for entry-level practice through experience with procedures and techniques appropriate for medical practice in the setting.
MPAS 7989.01: Family Medicine
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 adults as well as the opportunity to further techniques in history taking, physical examination, and health behavior counseling.

MPAS 7989.02: Internal Medicine
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 specific patients is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem.

MPAS 7989.03: Pediatrics
During this core rotation the student learns to apply basic medical knowledge and skills to the evaluation of problems encountered on a general pediatric service. The emphasis in this setting is on the provision of secondary and tertiary care to a child from birth through adolescence.

MPAS 7989.04: General Surgery
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 intra-operative period to develop an understanding of team member roles and operative procedures; and the care of surgical wounds and post-operative complications.

MPAS 7989.05: Obstetrics/Gynecology (4 credits)
The core OB/GYN rotation exposes students to the spectrum of problems and issues associated with women's health care 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 gynecologic problems, and offer exposures to delivery and the surgical management of GYN disorders.

MPAS 7989.06: Emergency Medicine
The core Emergency Medicine rotation provides an in-depth exposure to the illnesses and injuries sustained by children and adults 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.

MPAS 7989.07: Psychiatry
This core rotation is designed to provide an understanding of the behavioral components of health, disease and disability. Exposure to patients with a variety of emotional illnesses and disabilities are used to develop informed history taking and mental status examination skills abilities to recognize and categorize psychiatric disturbances and techniques of early intervention and psychiatric referral.

MPAS 7989.08: Elective Rotations (repeatable up to 3 times for 4):
Students are also able to enroll in three (3) four-week elective rotations, designed to provide the physician assistant student with an opportunity in a variety of medical disciplines. The student will be able to recognize conditions treatable by these specialties, so that they can refer patients appropriately and/or work in a supportive role for such specialists.
MPAS 8000: Clinical Medicine – Summative Assessment:
This course is the final evaluative experience for the students, including multiple clinical skills evaluations, and didactic preparation for the licensure examination.

- Assure entry-level preparation across medical specialties in preparation for entry-level practice
- Complete final clinical assessments for preparation to meet the national examination and state licensure requirements.
Appendix D

Proposed Curriculum Advising Sheet
The School of Health and Rehabilitation Sciences is a school in The Ohio State University College of Medicine. HRS is nationally recognized as a leader in practice-based health care education. For more than five decades, HRS has prepared students to achieve personal and professional excellence, as they pursue an exciting career in healthcare.

PROGRAM OVERVIEW
The Master of Physician Assistant Studies (MPAS) prepares students for entry-level physician assistant practice across health care settings and for people of all ages. The program is 27 months with enrollment in 7 consecutive semesters. The first 15 months (4 semesters) of the program provides foundational knowledge in anatomy, physiology, and pathophysiology in combination with clinical management of diverse patients and conditions. The final 12 months are comprised of required and elective clinical rotations across practice settings under the supervision of a physician and/or physician assistant preceptor.

ADMISSION & APPLICATION PROCEDURES
Applicants must meet the following minimum requirements and submit requested materials to be considered for admission. The Application deadline for Summer 2015 is November 1, 2014.

1. A bachelor’s degree (B.S. or B.A.) from an accredited North American college or university or comparable degree from a recognized foreign college or university.
2. A minimum 3.0 cumulative GPA on a 4.0 scale is required in all coursework taken at all accredited institutions. All post-secondary coursework is considered. Although a 3.0 GPA is the minimum, the average GPA is expected to be much higher.
3. Competitive Graduate Record Examination (GRE) scores
4. Personal Statement
5. Three standardized assessments, provided by the program, from a medical provider, an educator and an employer or coach;
6. Completion of prerequisite courses by the end of Spring semester prior to enrollment in the professional program.
7. BCLS Certification
8. For international applicants, a minimum Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based, 213 on the computer-based test, or 79-80 for the internet-based test.

Recommended Experience: It is highly recommended that students have experience in a healthcare that can be achieved through work, volunteering or shadowing within a patient care setting. No minimum number of hours is required.

Program Prerequisites: Must be completed prior to enrollment
- Human or Vertebrate Anatomy (4 semester hours) – lab recommended
- Human Physiology (3-4 semester hours)
- Inorganic or General Chemistry with lab (2 semester sequence)
- Organic or Biological Chemistry with lab (2 semester sequence)
Biology (3 semester hours)
Microbiology (3 semester hours)
Psychology (3 semester hours)
General statistics (3 semester hours)
Medical Terminology (1-3 semester hours)

**Highly Recommended Prerequisite Coursework**
- Genetics
- Physics
- Immunology

**DEGREE REQUIREMENTS**
A minimum total of 100 semester credit hours within the professional curriculum and successful completion of each required clinical rotation.

**SCHEDULING PLAN**
The following plan demonstrates the course of study. Students will complete 59 credits of didactic course work and 44 credits of clinical practicum experiences. These supervised clinical placements occur over 12 months with students enrolling for 16 credits per semester for Autumn and Spring and 12 in the third Summer session (44 total credits). Each rotation is 4 weeks with one (1) rotation in a primary care practice for 8 weeks; there are a total of 10 rotations.

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<th>Year 1</th>
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<td><strong>Summer</strong></td>
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