

SCHOOL OF HEALTH SCIENCES AND HUMAN PERFORMANCE

Dr. Linda Andrews, Dean

MASTER OF SCIENCE IN NURSING (M.S.N.) PROGRAMS

Program Director: Dr. Jean St. Clair

The master of science in nursing is designed for students who have graduated from accredited baccalaureate nursing programs with current unrestricted nursing licenses. The program offers emphases in clinical nurse leader and nursing education for full- and part-time students who want to engage actively in meeting the evolving healthcare needs of patients and families. Both programs require thirty-seven credit hours for completion and utilize clinical practicum sites that include hospitals, clinics, and nursing programs in the Central Virginia region. MSN coursework is delivered through a combined face-to-face classroom instruction and online hybrid approach.

The emerging role of the clinical nurse leader (CNL) was developed by the American Association of Colleges of Nursing to address emerging patient care needs, with the primary roles of the CNL as a lateral integrator of healthcare services, an advocate for the patient and the healthcare organization, and a quality improvement facilitator. The CNL is an advanced generalist nurse who will continue to provide expert bedside care and provide care management to patients on a unit-based level. The CNL program is intended for nurses who desire to remain in staff nursing positions and aspire to do so with advanced knowledge and education.

The nursing education emphasis addresses nursing faculty shortages as it offers an opportunity to recruit and educate qualified individuals who can assume the responsibilities of faculty and staff development educators. The nurse educator role provides opportunities to conduct research and further nursing education science. It is intended for those nurses who are interested in pursuing a position as a unit-based educator, a staff development educator, or a nursing faculty member.

Students will develop the knowledge and skills necessary to:

- analyze the role of the nurse as leader and follower within the interdisciplinary team;
- demonstrate the ability to use nursing research and evidence-based nursing practice to improve nursing practice and nursing education;
- analyze the effect of external forces such as economics, legislation, politics, technology, globalization, culture, and healthcare policy on the healthcare system;
- incorporate knowledge of ethics, healthcare policy, and economics into practice;
- use oral, written, and electronic communication strategies to communicate effectively with individuals and groups; and
- synthesize knowledge from the sciences, humanities, and nursing to promote optimum nursing care.

Clinical Nurse Leader¹

Students in this program also will:

- use leadership and management skills at the unit level of care to manage complex health care situations;
- apply advanced nursing skills to implement innovative strategies, evaluate patient outcomes, and modify plans of care; and
- apply information technology and economic theories at the unit level of nursing to improve patient outcomes and nursing care.

			Hours
Core			15
NRSG	601	Nursing Theory and Role Development	
NRSG	603	Healthcare Policy and Decision Making	
NRSG	604	Global Health	
NRSG	605	Nursing Leadership and Ethics	
NRSG	610	Nursing Research and Evidence-Based Practice	
Specialization			22
NRSG	624	Advanced Patient Management	
NRSG	625	Community Assessment	
NRSG	690	Clinical Nurse Leader Practicum I	
NRSG	692	Clinical Nurse Leader Practicum II	
MBA	602	Organizational Behavior and Management	
MBA	657	Management Information Technology	
Total Hours Required			37

Nursing Education¹

Students in this program also will:

- develop and implement nursing curricula based on sound educational theory and pedagogical practices;
- apply innovative teaching-learning strategies to the development and implementation of nursing educational programs; and
- apply formative and summative evaluation practices to revise and enhance nursing education.

			Hours
Core			15
NRSG	601	Nursing Theory and Role Development	
NRSG	603	Healthcare Policy and Decision Making	
NRSG	604	Global Health	
NRSG	605	Nursing Leadership and Ethics	
NRSG	610	Nursing Research and Evidence-Based Practice	

			Hours
Specialization			22
NRSG	612	Teaching and Learning Strategies	
NRSG	613	Assessment Strategies for the Nurse Educator	
NRSG	615	Clinical Readings	
NRSG	618	Curriculum Development and Evaluation	
NRSG	694	Nurse Educator Practicum I: Staff Development	
NRSG	696	Nurse Educator Practicum II: Academic	
Total Hours Required			37

- ¹ Prior to beginning the final practicum courses, there will be a student evaluation through the comprehensive exam. Specific questions will be geared separately toward the core foundation. In addition, questions will also be posed to each student based on specialty. For the practicum evaluation, the nursing education student will be required to develop, implement, and evaluate components of a nursing course, including both didactic and clinical elements. The clinical nurse leader will be required to develop, implement, and evaluate an evidenced-based nursing practice project. The comprehensive exam and the practicum projects will be graded on a pass/fail basis.

Dual Degree Option for Clinical Nurse Leader (M.S.N./M.B.A.)

In conjunction with the School of Business and Economics, a dual-major option is available for students who desire to pursue a master of business administration concurrently with a master of science in nursing in order to assume management or administrative positions in healthcare. Participants will work with advisors for each program to fulfill joint degree requirements according to the sample full- and part-time schedules provided on the College website.

DOCTOR OF PHYSICAL THERAPY PROGRAM

Program Director: Dr. Kevin Brueilly

Lynchburg College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703.706.3245; email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

The mission of the doctor of physical therapy program is to educate entry-level physical therapists prepared to assume the role of healthcare practitioner through the provision of competent, evidence-based practice in a variety of clinical settings and to promote active participation and effective leadership in all aspects of personal and professional life.

Upon completion of the program, students will

1. synthesize and apply the skills necessary to be a competent practitioner of physical therapy in a variety of clinical settings;
2. accept personal responsibility for their own learning and seek out sources of information beyond the normal classroom and instructor supplied resources in order to meet or exceed the expected student learning outcomes;
3. demonstrate the skills necessary to critically evaluate and implement physical therapy services based on credible evidence that will support practice decisions; and
4. actively engage in community action events that promote Lynchburg College and the profession of physical therapy.

Program prerequisites include the following:

Sciences - 31 semester hours

- 4 semester hours of biology with lab*
- 8 semester hours of chemistry with lab*
- 8 semester hours of physics with lab (non-calculus based)*
- 4 semester hours of human anatomy with lab^
- 4 semester hours of human physiology with lab^
- 3 semester hours of advanced biology (includes histology, cell biology, micro-biology, exercise physiology; other courses which satisfy this requirement may be considered)

Psychology - 6 semester hours

Writing Intensive courses - 9 semester hours (Freshman composition and other writing intensive courses accepted.)

Math - 6 semester hours

- Pre-calculus or above
- 3 semester hours of statistics

* These courses should be equivalent to courses required in the science majors.

^ Academic institutions offering human anatomy/physiology combination courses will suffice if both courses of sequence are completed; for example - four hours human anatomy/physiology I and four hours human anatomy/physiology II.

The DPT admissions committee will review applicants' courses/coursework older than seven years to determine eligibility and approval for meeting the prerequisite requirements. This will ensure that applicants with previous coursework have the necessary knowledge/skills to be successful in the DPT program.

The DPT curriculum was planned and constructed to be congruent with the established coalition of consensus in physical therapy education as produced by the American Physical Therapy Association (APTA); A Normative Model of Physical Therapist Professional Education: Version 2004. The Normative Model was

produced to consistently define and describe entry-level physical therapist practice expectations and to serve as the primary resource for accreditation recommendations by CAPTE when assessing the evaluative criteria for physical therapist professional programs.

The DPT curriculum contains components of didactic and clinical education, leading the entry-level clinician to an understanding and demonstration of competence in his or her ability to engage in specific and complex cognitive, psychomotor, and affective behaviors when providing professional service to patients/clients, families, and caregivers. The practice of physical therapy requires the therapist to maximize outcomes for the patient/client through a process of integrating the five elements of care:

- Examination
- Evaluation
- Diagnosis
- Prognosis
- Intervention

The DPT curriculum is a rigorous 120 semester-hour, progressive course of study, comprised first of foundational sciences and followed by study in the clinical sciences. Each annual class will enter and proceed through the curriculum as a cohort. Throughout the didactic education process, the DPT curriculum has been carefully planned and has implemented several integrated learning activities to maximize learning effectiveness, thus allowing the student the best opportunity to assimilate complex material effectively. Assessment of learning will be done in an integrated manner with one collective written and one practical exam at mid-term and at final, incorporating information from all courses. Student learning relative to program goals will also be assessed by presentation, in-service, through clinical performance tools common in physical therapy education (CPI), peer, and self-assessment/reflection.

Clinical education experiences are integrated throughout the curriculum to allow the student to practice and incorporate information learned through didactic instruction, as well as to provide a platform for the student to further develop the skills necessary to become an efficient and effective practitioner. The clinical aspect of the curriculum integrates a total of thirty-eight weeks of clinical practice in various patient/client management venues, culminating in two eight-week clinical experiences. The student then returns to campus for a comprehensive examination, of which successful achievement is a required element for graduation.

**DPT CURRICULUM SCHEDULE
BEGINNING IN JUNE, 2012**

Year I (39)			Hours
Summer			6
DPT	710	Human Gross Anatomy	4
DPT	715	Introduction to Clinical Practice	2
Fall			17
DPT	712	Human Physiology of Systems	3
DPT	711	Evidence-Based Physical Therapy Practice I	4
DPT	714	Professional Practice in Physical Therapy I	2
DPT	724	Neuroanatomy	3
DPT	721	Applied Kinesiology (with cadaver dissection)	4
DPT	820	Physical Therapist and Community Action	1
Spring			16
DPT	722	Evidence-Based Physical Therapy Practice II	3
DPT	720	Pathology of Body Systems	3
DPT	723	Integrated Case Application Lab - Level I	2
DPT	818	Prevention and Wellness in Physical Therapy Practice	3
DPT	713	Pharmacology for the Physical Therapist	2
DPT	826	Diagnosis and Management of Patients with Cardiopulmonary Dysfunction	3
Year II (40)			
Summer			6
DPT	839	Clinical Internship I	4
DPT	811	Evidence-Based Physical Therapy Practice III	2
Fall			17
DPT	821	Evidence-Based Physical Therapy Practice IV	2
DPT	812	Diagnosis and Management of Patients with Musculoskeletal Dysfunction I	4
DPT	814	Diagnosis and Management of Patients with Neuromuscular Dysfunction I	4
DPT	813	Diagnosis and Management of Patients with Integumentary Dysfunction	3
DPT	725	Motor Development and Motor Behavior Across the Lifespan	3
DPT	730	Professional Practice in Physical Therapy II	2

			Hours
Spring			17
DPT	822	Diagnosis and Management of Patients with Musculoskeletal Dysfunction II	3
DPT	824	Diagnosis and Management of Patients with Neuromuscular Dysfunction II	4
DPT	823	Integrated Case Application Lab - Level II	1
DPT	829	Differential Diagnosis for the Physical Therapist Practitioner	3
DPT	918	Client and Peer Teaching with Neuromuscular Dysfunction II	3
DPT	815	Physical Therapy with Special Populations I	3
Year III (41)			
Summer			8
DPT	919	Clinical Internship II	4
DPT	911	Evidence-Based Physical Therapy Practice V	2
DPT	817	Psychosocial Aspects of Rehabilitation I	2
Fall			17
DPT	917	Prosthetics, Orthotics, and Pathological Gait	3
DPT	915	Physical Therapy with Special Populations II	4
DPT	928	Therapist Practitioner - Diagnostic Imaging	3
DPT	929	Clinical Internship III	4
DPT	927	Administration in Physical Therapy	3
Spring			18
DPT	923	Integrated Case Application Lab–Level III	2
DPT	921	Evidence-Based Physical Therapy Practice VI	2
DPT	924	Professional Practice III	2
DPT	939	Clinical Internship IV	8
DPT	949	Comprehensive Examination	2