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DOCTOR OF MEDICAL SCIENCE

Program Director: Dr. Jeremy M. Welsh

The Doctor of Medical Science degree is a doctoral post-professional option for students that have graduated from an accredited master's level PA program (or PA certification with a master's degree). The program delivery will be a blending of distance learning and advanced clinical practice through a fellowship or a practicum. Curriculum focuses on providing PAs with the skills necessary for advanced clinical practice along with a foundation for future positions of executive leadership. PAs have some of the most rigorous and intense educations in the country and have completed credit loads far exceeding the traditional master's degree.

Upon completion of the DMSc program, students will meet and understand the following outcomes and competencies:

1. Understand organizational behavior, especially as it relates to management, leadership, team approach, personal effectiveness, corporate culture, innovation and change;
2. Provide leadership in health care institutions in the 21st Century;
3. Ability to deal with political aspects, nuances and complexities of the health care system;
4. Ability to motivate and lead highly trained technical people who provide patient care;
5. Knowledge base that allows them a broader choice of career options in PA administration;
6. Discuss important documents and legislation pertinent to disaster management in the United States and their historical context;
7. Define PA utilization in triage, pre-hospital patient care, and disaster management;
8. Design and demonstrate a hospital disaster management plan that utilizes PAs to their scope of practice and defines them as a leader in emergency management;
9. Provide a fundamental appreciation for roles and responsibilities in health care teams in different global health settings;
10. Discuss the principles behind values based concepts including human rights, health equity, and ethics, and how they relate to global health issues;
11. Analyze real-world situations facing healthcare providers in order to spot legal issues and formulate options;
12. Evaluate proposed changes in the law and assess their implications for healthcare providers;
13. Recognize situations in which professional legal advice is necessary and communicate effectively with professional legal counsel;
14. Disseminate knowledge through teaching and mentoring students/trainees;
15. Understand and expand knowledge while training within Residency competencies.
16. Provide training in specialized areas of medicine;
17. Develop a greater understanding of clinical medicine and transition generalist training to specialty training.

The DMSc will consist of 9-12 months and a total of 37 semester credit hours of experiential learning, leadership training and scholarly work.

The experiential component of the program will be met through a fellowship or a practicum. The fellowship option is open to LC Master of PA Medicine graduates in the year of graduation. All other students will complete the practicum.

DMSc Curriculum			Hours
PA	910	Organizational Behavior and Leadership	3
PA	920	Healthcare Administration	3
PA	930	Disaster Medicine	3
PA	940	Global Health Issues	3
PA	950	Healthcare Law	3
PA	960	Evidence-Based Research and Performance Improvement In Clinical Research	3
PA	961	Scholarly Project I	1
PA	962	Scholarly Project II	1
PA	963	Scholarly Project III	1
PA	965	Scholarly Project Extension (If required)	1
PA	971	PA Practicum I (Distance Students only)	4
PA	972	PA Practicum II (Distance Students only)	4
PA	973	PA Practicum III (Distance Students only)	4

PA	974	PA Practicum IV (Distance Students only)	4
OR			
PA	981	PA Fellowship I (Residential Students only)	5
PA	982	PA Fellowship II (Residential Students only)	5
PA	983	PA Fellowship III (Residential Students only)	6
<i>Total Hours Required</i>			37

PA EDUCATION CONCENTRATION (PAEC)

Program Director: Dr. Jeremy M. Welsh

The PEAC is designed to enroll students who are currently working at least 160 hours per 12-week term as PA program faculty or those who are currently working full-time clinically and are seeking to transition to academia. Program learning outcomes for the PAEC have been designed to directly align with the soon-to-be published (anticipated December 2017) Physician Assistant Education Association’s (PAEA) Competencies for the PA Educator that were presented in draft form at the 2017 PAEA Annual Forum in Denver. The competencies are divided into “Foundational” and “Functional” categories. The Foundational competency domains include: Teaching, Learner-Centeredness, Communication Skills, and Professionalism and Role Modeling. Functional competency domains include Program and Curriculum Design and Implementation, Program Evaluation, Scholarship, Leadership, and Mentorship. Each domain will be further defined by specific “competencies” (i.e., learning outcomes) that are not yet publicly available from PAEA. The University’s DMSc PAEC has defined learning outcomes at the domain-level as follows:

Program Learning Outcomes:

1. *Teaching – Utilize learning theory and evidence-based literature to design teaching and assessment practices that challenge and facilitate learners to practice high-quality, safe, and compassionate care.*
2. *Learner-Centeredness – Employ strategies that demonstrate a commitment to learners’ success, well-being, and growth into their professional role.*
3. *Communication Skills – Engage in active listening, foster open dialogue, and participate in problem-solving to facilitate learner-centered approaches and improve team performance.*
4. *Professionalism and Role Modeling – Engage in routine professional development through continuous self-assessment that results in the development and attainment of professional goals.*
5. *Program and Curriculum Design and Implementation - Utilize learning theory and evidence-based literature to develop curricula and/or program processes that are efficient, effective, and align with program, institutional, and professional expectations.*
6. *Program Evaluation - Design and implement continuous program self-assessment processes to document the effectiveness of their host PA Program’s curriculum and/or administrative functions and foster improvement.*
7. *Scholarship – Design and implement a scholarly project within a self-defined focused area of expertise.*
8. *Leadership- Demonstrate the attributes and skills required to provide leadership within their host PA Program, institution, and/or the profession.*
9. *Mentorship – Build effective relationships with mentees that support their personal well-being and professional development.*

Aligning with the structure of the existing DMSc program, the PAEC is comprised of three major elements including advanced educational practice, scholarship, and faculty development. In addition, DMSc PA educational fellows will select two electives from existing leadership development course work offered within the DMSc.

			Hours
Advanced Clinical or educational practice			
PA	971	PA Practicum I (Distance Students only)	4
PA	972	PA Practicum II (Distance Students only)	4
PA	973	PA Practicum III (Distance Students only)	4
PA	974	PA Practicum IV (Distance Students only)	4

OR

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PA	975	PA Education Practicum I	4
PA	976	PA Education Practicum II	4
PA	977	PA Education Practicum III	4
PA	978	PA Education Practicum I	4

Scholarship

PA	960	Evidence-Based Research and Performance Improvement In Clinical Research	3
PA	961	Scholarly Project I	1
PA	962	Scholarly Project II	1
PA	963	Scholarly Project III	1

Faculty Development

PA Education Concentration course (9 credits total) - new courses within this proposal

PA	990	Teaching and learning in PA Education	3
PA	991	PA Program Development, Implementation and Maintenance	3
PA	992	PA Program Evaluation and Improvement	3

Two elective courses - 6 credits total to be selected from the following existing DMSc program courses

PA	910	Organizational Behavior and Leadership	3
PA	920	Healthcare Administration	3
PA	930	Disaster Medicine	3
PA	940	Global Health Issues	3
PA	950	Healthcare Law	3

DOCTOR OF PHYSICAL THERAPY PROGRAM

Program Director: Dr. W. Allen Moore

The mission of the Doctor of Physical Therapy program is to educate entry-level physical therapists prepared to assume the role of an ethical 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 function as an ethical and 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 actively engage in community action events that promote the profession of physical therapy and the mission of the University of Lynchburg.

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, microbiology, 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