T he College of Health Sciences is the place for students interested in improving and maintaining the physical and social health of others. We offer challenging degree programs in the “helping professions” and serve as the gateway to schools of medicine, dentistry, physical and occupational therapy, physician’s assistant study, and optometry.

Health sciences students receive not only a superior education from knowledgeable and caring faculty but also precise and personal guidance from conscientious advising personnel. Students benefit, too, from practicums and internships that help them refine and test the skills acquired in lectures and labs as well as opportunities to participate in dynamic, interdisciplinary research projects.

The college is also the home of the Wyoming Institute for Disabilities (WIND); the Center for Rural Health Research & Education (CRHRE); the Geriatric Education Center (WYGEC); two Family Medicine Residency Centers; the Wyoming, Washington, Alaska, Montana, and Idaho (WWAMI) medical education contract program, and WYDENT, the dental contract program with the University of Nebraska and Creighton University.

We serve as the state certifying office for the Western Interstate Commission on Higher Education (WICHE) program (refer to the section on WICHE in the first part of this bulletin for program description or go to www.uwyo.edu/hs/wiche-wwami-wydent-program/index).

Any student seeking admission to programs in the College of Health Sciences will be required to obtain a background check as specified by college policy. Please contact your school or division for specific information.

The College of Health Sciences retains the right to deny or revoke admission to any of its programs for academic, disciplinary, ethical, or professionals standards reasons.

ASPIRE! is a program to encourage, promote, and nurture scholarship, leadership, and professionalism in our future health care professionals. ASPIRE! offers one-on-one mentoring and other advantages for a limited number of our students. Check with your program for details.

Programs of Study
Undergraduate Degrees
   Bachelor of Science
      Kinesiology and health promotion
      Physical education teaching
      Speech, language and hearing sciences
   Bachelor of Science in Dental Hygiene
   Bachelor of Science in Nursing
   Bachelor of Social Work

Graduate Degrees
   Master of Science
      Nursing
      Kinesiology and health
      Speech-language pathology

Master of Social Work

Professional Degrees
   Doctor of Nursing Practice
   Doctor of Pharmacy

Minors in Health Sciences

Minors in the College of Health Sciences are designed to complement a student’s major and augment educational and employment opportunities. They are designed to increase the student’s knowledge of health and human services, and provide him/her with a greater understanding of what it means to work in any aspect of health care.

Minors in Health Sciences include:

Health Sciences

This minor is designed for the student who wants to have a career in health care but not necessarily as a provider. Instead s/he may be interested in being an administrator of a hospital or nursing home, a career in public health, or even as a health care practitioner who wants a more complete view of health care.

The minor consists of 18 hours of coursework in a variety of topics that will provide breadth in a student’s background. For further information, please contact the Undergraduate and Preprofessional Advising Office at (307)766-6704 or (307)766-3499, rooms 110 and 112 of the Health Sciences building or e-mail preprof.hs@uwyo.edu or check out our web site: www.uwyo.edu/hs/divisions-and-programs/minor-in-health-sciences.html.

Disability Studies

Disability studies is a diverse interdisciplinary field that investigates broad questions about the nature, meanings, and consequences of disability from interrelated social, historical, cultural, and political perspectives. Students will gain a broad understanding of disability issues for working with people with disabilities rather than specific disciplinary skills and techniques. The minor consists of 18 credit hours. See www.uwyo.edu/wind/academic_opp/.

Aging Studies

The field of geriatric health offers opportunities in traditional health care settings and in new settings as we redefine “geriatric care.” The 18 hour interdisciplinary minor consists of core requirements that give a strong background; the electives offer a flexibility that will complement any major. For more information, see http://www.uwyo.edu/hs/divisions-and-programs/Minor-in-Aging-Studies.html.

Undergraduate and Preprofessional Health Advising Office

Health Sciences Center, 110 & 112

The Undergraduate and Preprofessional Advising Office (UPAHO) in the College of Health Sciences provides preprofessional health advising to all UW students regardless of their academic majors, who are interested in pursuing future study in medicine, dentistry, optometry, occupational therapy, physical therapy, physician’s assistant, or other health care careers such as chiropractic. A bachelor’s degree is usually required for admission to a professional school. The University of Wyoming does not offer degrees in preprofessional areas. Students may pursue any UW degree program in which they have an interest and at the same time complete the admission requirements for the professional schools they wish to attend. The UPAHO advises students for their professional program prerequisites as well as other aspects of becoming solid candidates. Each student will also have an adviser in his/her major for advising in the major.

Current information about admission requirements, entrance examinations, professional school curriculums, interviewing skills, and test preparation is available. Common prerequisites and timelines are available for medicine, dentistry, optometry, physical therapy, occupational therapy, and physician
assistant study. Current admissions data and addresses for specific schools are available. Specific schools may have additional requirements; students are urged to check with the schools they wish to attend.

Information and residency applications for the WICHE programs, the WWAMI medical education program, and WYDENT, the dental education program, may be found online at www.uwyo.edu/hs/wiche-wwami-wydent-program/index.html.

Health Sciences (HLSC)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2●QB]).

1010. Exploring the Health Sciences. 2. ([none]I, L] Introduce philosophy of higher education, academic expectations of Health Sciences, and value system of health-related disciplines, especially issues related to cultural awareness and interprofessional collaboration. Students are expected to develop critical thinking, communication, and information literacy skills and to use skills to better understand issues related to healthcare disciplines.


1090. SPARX: Topics in Interdisciplinary Health Care. 1 (Max. 3). Each semester a different topic or disease state is highlighted. Using film, lectures, and selected readings, students are introduced to interdisciplinary collaboration between health care and mental health professionals. Benefits to patient care and barriers in making interdisciplinary connections are addressed. Prerequisites: none.

3250. Health and Illness in American Religious Life. 3. A cross-cultural study of the connections between religion and health. Students learn to appreciate and analyze the role different religions play in understanding health and illness, as well as the role religions can play in the context of modern medicine. Prerequisite: junior standing or permission of instructor.

4020. SPARX: Advanced Topics in Interdisciplinary Health Care. 1 (Max. 3). Interdisciplinary collaboration for improved health outcomes is the focus of this class. Students develop a deeper understanding of the benefits and difficulties that exist for interdisciplinary teams. Prerequisites: At least two upper-division courses in CHS, may be taken concurrently.

4030. Experiences in Community Health Service. 0. Students will be advised and guided by faculty in the College of Health Sciences in providing health related community services. Activities will vary and include but are not limited to participation in health screenings, providing programs at senior housing, working with the Wyoming Geriatric Education Center, participating in CHAP activities, etc. Prerequisite: Upper division status (junior or senior) or current enrollment in a professional program in the College of Health Sciences and permission of instructor.

4040. Service Learning in Healthcare Training. 1. Provides an opportunity for students to discuss, reflect upon and learn from their community-based experiences. Students also consider the broader implications of becoming a reflective practitioner, working within a healthcare team and the benefits of interprofessional collaboration. Prerequisites: involvement in CHAP; upper division standing.

4100. Global Public Health. 3. ([none]G]. Introduces students to the global context of public health, to principles underlying global health, and to dimensions of public health particular to international settings. It examines major themes and policies in global health and analyzes health problems and varying responses to them in different parts of the world. Dual listed with HLSC 5100; cross listed with INST 4100. Prerequisite: upper division student status.

4310. Foundations of Scholarship and Discovery. 1 (Max. 3). An interdisciplinary discussion based exploration of the nature and creation of knowledge, principles underpinning creativity, inquiry, skepticism, critical analysis, the uniqueness of discovery on the frontiers of knowledge, and ethical decision-making. Examines the path from novice to expert thinker and creativity at discipline boundaries. Cross listed with MOLB 4310. Prerequisite: completion of USP WB requirement and junior standing.

4530. Global Experience in Public Health. 2. A three week inter-semester service learning experience in a developing country. Students will participate, in collaboration with in-country healthcare professionals, in a defined public health education and research program designed to address major public health challenges. Students will gain a global perspective within the cultural context of the developing nation. Cross listed with MOLB 4530. Pre-requisites: HLSC/MOLB 4520 and consent of instructor.

4700. Health Information Technology. 3. Provides skills to conceptualize, design, and use computer and telecommunications systems to promote best practices and provide quality health care. Design a technology-based approach to one or more health care problems, building on complimentary knowledge of interdisciplinary team members. Prerequisite: USP (I); senior or graduate status in Health Sciences, Business, or Engineering and Applied Science.

4970. Interdisciplinary Seminar in Health Sciences. 3. [W3[none]I] An interdisciplinary seminar designed to explore research, skills, roles and preparation of all health care professionals to gain a better understanding of the unique contribution each makes to interdisciplinary practice. Prerequisites: completion of 24 hours in College of Health Sciences; senior standing. (Normally offered spring semester)

4985. Health Sciences Internship. 1-6 (Max. 6). Gives students an opportunity to gain practical experience in a health care field of their choice. The intense relationship with a mentor allows the student to become socialized into a health care field, gain practice skills, and relate to other health care professionals in an interdisciplinary way. For S/U Only. Prerequisite: completion of all other degree requirements. (Offered fall, spring and summer)

4990. Current Topics in the Health Sciences. 1-6 (Max. 12). Provides upper division/graduate students with the opportunity for critical analysis and in-depth examination of various current topics in health science fields. Prerequisite: twelve hours in College of Health Sciences coursework, or in field related to the topic, or admission to a professional program within the College of Health Sciences. Individual topics courses may require specific course(s) as prerequisite. Contact the instructor for specific information. Dual listed with HLSC 5990.
5100. Global Public Health. 4. Introduces students to the global context of public health, to principles underlying global health, and to dimensions of public health particular to international settings. Examines major themes and policies in global health and analyzes health problems and varying responses to them in different parts of the world. Dual listed with HLSC 4100; cross listed with INST 5100. Prerequisite: upper division or graduate standing.

5990. Topics In Health Sciences. 1-6 (Max. 12). Provides upper division/graduate student with the opportunity for critical analysis and in-depth examination of various current topics in health sciences fields. Prerequisite: graduate standing.

Dental Hygiene

The University of Wyoming and Sheridan College offer a cooperative program of dental hygiene education which, when completed, results in two degrees. An Associate of Applied Science degree in dental hygiene is awarded by Sheridan College following completion of the prerequisites and dental hygiene prescribed study. An optional Bachelor of Science in Dental Hygiene degree is awarded by the University of Wyoming following completion of the Associate of Applied Science in dental hygiene, the University Studies Program, and other requirements of the University of Wyoming, for a total of 128 credit hours including 48 upper level hours, 30 of which must be from the University of Wyoming.

The American Dental Association has awarded full accreditation to the Associate of Applied Science degree in dental hygiene at Sheridan College. Graduates are eligible to take the National Board of Dental Hygiene exam, as well as regional and state exams for licensure, as registered dental hygienists.

Applicants should visit www.sheridan.edu/site/sc/academics/programs-and-majors/dental-hygiene for specific prerequisites and application materials. Applications are due to Sheridan College by February 15 of the year they wish to enter the program. Class sizes are limited. Admission is contingent upon successful completion of a background check.

The primary objective of the program is to assure that graduates have knowledge and abilities necessary to successfully practice dental hygiene.

All prerequisite coursework must be completed with a cumulative grade point of 2.75 (on a 4 point scale). Science courses must be current within five years at the time of application to Dental Hygiene professional program. Completion of the prerequisite courses does not guarantee admission to the professional program.

Curriculum

Prerequisites:

<table>
<thead>
<tr>
<th>(Pre-dental hygiene)</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>ENGL 1010 or equivalent</td>
<td>3</td>
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<tr>
<td>ENGL 2020</td>
<td>3</td>
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<tr>
<td>KIN/ZOO 2040 or 2041</td>
<td>4</td>
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<tr>
<td>KIN/ZOO 3115 or 3115</td>
<td>4</td>
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<tr>
<td>CHEM 1010 or 1020</td>
<td>4</td>
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<tr>
<td>MOLB 2021</td>
<td>3</td>
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<tr>
<td>MATH 1400</td>
<td>3</td>
</tr>
<tr>
<td>COJO 1010</td>
<td>3</td>
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<tr>
<td>PSYC 1000</td>
<td>4</td>
</tr>
<tr>
<td>ANTH 1200 or SOC 1000</td>
<td>3</td>
</tr>
<tr>
<td>FCSC 1140 or 1141</td>
<td>2-3</td>
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</tbody>
</table>

Students interested in the bachelor’s degree in dental hygiene should contact the Undergraduate and Preprofessional Health Advising Office in the Health Sciences Center, rooms 110 and 112, or phone (307)766-7004 or (307)766-3499. E-mail: dentistry@uwyo.edu or visit http://www.uwyo.edu/hs/divisions-and-programs/dental-hygiene-program.html.

Students admitted to the dental hygiene program fall 2005 and beyond will need to complete ENGL 4100, Technical Writing in the Professions, for their WC.

Dental Hygiene (DHYG)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M24†QB]).

3230. Clinical Seminar II. 2. An adjunct to the clinical dental hygiene course devoted to the development and nurturing of skills needed for treatment of more advanced periodontal cases, including initiation of a periodontal case study. Also included will be an introduction and preparation for the use of state-of-the-art clinical technologies. Prerequisite: DHYG 2420. (Normally offered fall semester)

3250. Clinical Seminar III. 2. Prepares dental hygiene students to make transitions from an educational setting to private practice. Covers range of subjects enabling students to meet challenges associated with variety of patient care issues, including meeting needs of the elderly. Discusses various dental specialty practices. Prerequisites: DHYG 3230, 3300 and 3350 or concurrent enrollment. (Normally offered spring semester)

3300. Clinical Dental Hygiene II. 5. Students gain further practical experience in dental hygiene procedures by providing comprehensive patient care at the Sheridan College and Veterans’ Administration Medical Center clinics. A flexible, self-paced format allows students to meet requirements in procedures for patient record-keeping, patient education, dental prophylaxis, dental radiography and other routine clinical procedures. Prerequisite: DHYG 2350. (Normally offered fall semester)

3350. Clinical Dental Hygiene III. 5. Allows students to garner practical experience in clinical procedures requiring greater skill and more knowledge than procedures previously undertaken. Students successfully completing this course are fully prepared for transition to office practice. Prerequisite: DHYG 3300. (Normally offered spring semester)

3400. General and Oral Pathology. 3. Designed to teach students concepts underlying general and oral manifestations of human disease states, manifestations of specific diseases, relationships to body defense mechanisms, and potential implications of medical and dental hygiene treatment. To the extent possible, applications to clinical situations in dental hygiene practice are made. Prerequisite: one year predental hygiene (including general pathology); MOLB 2021 or equivalent. (Normally offered fall semester)

3550. Community Dental Health. 3. Introduces basic skills needed to assess, plan and implement strategies to evaluate the dental health of the community, including research methodology and basic statistical analysis. Provides students with basic understanding of significant social, political, psychological and economical factors influencing the American Health Care System. Prerequisite: DHYG 3100. (Normally offered spring semester)

3600. Ethics and Law in Dental Hygiene. 2. Core principles in ethics and values as they relate to the professional code of conduct and state jurisprudence. Students explore contemporary issues within a diverse society in understanding and applying a personal value system to issues in the dental hygiene profession. Prerequisite: successfully complete all first-year dental hygiene courses.

3720. Office Practice. 2. Provides students with current information and experience in office practice and management. Discusses professionalism; office leadership roles; legal responsibilities; team responsibilities in dental offices; and selecting, securing and maintain-
College of Health Sciences

Dental Hygiene/Communication Disorders

3750. Periodontology. 3. Briefly reviews anatomy and histology of periodontal structures and dental accretions. Studies classifications and etiology of periodontal diseases, including local and systemic factors. Thoroughly explores the hygienist's role in disease recognition, prevention, therapeutic procedures and maintenance. (Normally offered spring semester)

3770. Pain Management. 2. Provides a comprehensive background for performing field infiltration, nerve block anesthesia and nitrous oxide/oxygen inhalation sedation. Prerequisite: successful enrollment in dental hygiene major or consent of instructor. (Normally offered fall semester)

3775. Pain Management Lab. 1. Taken concurrently with DHYG 3770 Pain Management. Provides opportunities to apply principles learned. Clinical laboratory experiences includes practice, demonstrations and evaluation of pain management techniques. Prerequisites: successful completion of sophomore year course work in dental hygiene, current certifications in CPR, and curriculum enrollment in dental hygiene major or consent of instructor. (Normally offered fall semester)

3800. Board Review. 1. Designed to assist dental hygiene students in preparing for the National Board Dental Hygiene Exam, the western and central regional clinical and anesthesia board exams, and state jurisprudence exams. These exams are required for licensure to practice dental hygiene in the United States. Prerequisite: DHYG 3300.

4850. Education Practicum in Dental Hygiene. 6. Allows students to experience both clinical and didactic elements of dental hygiene teaching. Prerequisites: completion of dental hygiene didactics, all requirements of program. Final course of program. (Offered both semesters)

Division of Communication Disorders

265 Health Sciences, 766-6427
FAX: (307) 766-6829;
Web site: www.uwyo.edu/comdis
Director: Teresa Ukrainetz

Professors:
MARY HARDIN-JONES, B.A. Texas Tech University 1978; M.S. 1979; Ph.D. University of Iowa 1984; Director, Division of Communication Disorders 2001; Professor of Speech-Language Pathology 2005, 2001.


TERESA A. UKRAINETZ, B.A. University of Calgary 1984; M.S. University of British Columbia 1987; Ph.D. University of Texas at Austin 1995; Professor of Speech-Language Pathology 2007, 1995.

Associate Professors:
MICHAEL A. PRIMUS, B.A. University of Minnesota 1969; M.S. Colorado State University 1975; Ph.D. University of Washington 1984; Associate Professor of Audiology 1984.
ROGER W. STEEVE, B.A. San Diego State University 1990; M.A. 1993; Ph.D. University of Washington 2004; Associate Professor of Speech-Language Pathology 2011, 2005.

Assistant Professors:
MELISSA M. ALLEN, B.A. University of Oregon 1992; M.S. 1999; Ph.D. 2003; Assistant Professor of Speech-Language Pathology 2007.
MARK GUIBERSON, B.A. University of Colorado 1997; M.A. 1999; Ph.D. Colorado State University 2006; Assistant Professor 2011.
DOUGLAS B. PETERSEN, B.A. Utah State University 1999; M.Ed. 2002; Ph.D. 2010; Assistant Professor of Speech-Language Pathology 2010, 2012.

Academic Professors:
CATHERINE L. ROSS, B.S.W. Missouri State University 1973; M.S. University of Wyoming 1999; Assistant Lecturer 2012, 2008.

Adjunct Clinical Instructors:
Anna Anderson, M.S., CCC-SLP
Cynthia Anderson, M.S., CCC-SLP
Rosanne DeMattia-Pash, M.S., CCC-SLP

ARDA DOWNES, M.S., CCC-SLP
Leah Horst, M.S., CCC-SLP
Sara Howatt, M.S., CCC-SLP
Jennifer Keeler, M.S., CCC-SLP
Michelle Kirkbride, M.S., CCC-SLP
Karyn Longstreet, M.S., CCC-SLP
E.J. McDonald, M.S., CCC-SLP
Tempe Murphy, M.S., CCC-SLP
Kent Satake, M.S., CCC-SLP

Professors Emeriti:
Janis A. Jelinek
Douglas W. Laws

The areas of speech-language pathology and audiology are concerned with disorders of communication. Included in these areas are the studies of systems underlying the normal communicative process (phonetics, acoustics, neurology, anatomy and physiology); development of speech, hearing and language functions; deviations from the normal communicative process; and diagnosis and management of speech, language and hearing disorders.

The Division of Communication Disorders offers a bachelor’s (B.S.) degree in speech, language and hearing science. The bachelor’s degree is considered preprofessional preparation for entrance into a graduate program in either speech-language pathology or audiology. A graduate degree is needed to work in most employment settings. The division offers a Master of Science degree in speech-language pathology. The combined undergraduate and graduate programs are designed to prepare students to meet the academic and clinical requirements for Wyoming licensure and the Certificate of Clinical Competence awarded by the American Speech Language Hearing Association.

The graduate program in speech-language pathology is accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). See the division web site for additional information.

Any student seeking admission to the graduate program in Speech-Language Pathology within the Division of Communication Disorders will be required to obtain a background check as specified by college policy.
### Undergraduate Learning Outcomes

Upon completion of the B.S. program in Speech, Language, and Hearing Sciences, students will meet the following goals and objectives.

Students in this program acquire the fundamental knowledge of speech, language, and hearing science to prepare them for graduate study in speech-language pathology and audiology. Students are introduced to communication disorders and intervention, but the majority of clinical education is accomplished in the graduate program. The undergraduate goals and objectives are based on the accreditation standards of our graduate program in speech-language pathology.

Program quality and overall student learning is monitored through examination of student performance in the following areas:

<table>
<thead>
<tr>
<th>A. Principles of biological sciences, physical sciences, mathematics, and the social/behavioral sciences</th>
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<tbody>
<tr>
<td>1. Successfully complete at least one course in each of the biological, physical, social, and mathematical science.</td>
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<table>
<thead>
<tr>
<th>B. Biological bases of human communication</th>
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</thead>
<tbody>
<tr>
<td>1. Describe anatomy and physiology of the speech mechanism, including respiration, phonation, articulation, and resonance</td>
</tr>
<tr>
<td>2. Describe anatomy and physiology of the hearing mechanism</td>
</tr>
<tr>
<td>3. Describe anatomy and physiology of the swallowing mechanism</td>
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<thead>
<tr>
<th>C. Neurological bases of human communication</th>
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<tbody>
<tr>
<td>1. Describe major components of the central and peripheral nervous system.</td>
</tr>
<tr>
<td>2. Describe the auditory pathways and processes in the central nervous system.</td>
</tr>
<tr>
<td>3. Describe the language pathways and processes in the central nervous system</td>
</tr>
<tr>
<td>4. Describe the speech pathways and processes in the central nervous system</td>
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</table>

<table>
<thead>
<tr>
<th>D. Acoustic bases of human communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe acoustic properties of vowels and consonants</td>
</tr>
<tr>
<td>2. Describe transmission of sound waves through air</td>
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<table>
<thead>
<tr>
<th>E. Psychological, linguistic, and developmental bases of human communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe cognitive development and its relationship to language</td>
</tr>
<tr>
<td>2. Demonstrate knowledge of phonological development</td>
</tr>
<tr>
<td>3. Identify phonological processes</td>
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<tr>
<td>4. Transcribe phonological processes using the International Phonetic Alphabet</td>
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<tr>
<td>5. Describe the development of morphosyntax</td>
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<tr>
<td>6. Explain the major features of multiple language acquisition</td>
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<tr>
<td>7. Perform a language sample analysis across the major constituents of language</td>
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<table>
<thead>
<tr>
<th>F. Nature and remediation of hearing disorders</th>
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<tbody>
<tr>
<td>1. Differentiate among common auditory disorders.</td>
</tr>
<tr>
<td>2. Describe the communication problems associated with hearing impairment and deafness.</td>
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<tr>
<td>3. Demonstrate knowledge of basic hearing screening procedures.</td>
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<tr>
<td>4. Identify current amplification techniques and assistive devices for hearing loss.</td>
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<tr>
<th>G. Processes used in research</th>
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<tbody>
<tr>
<td>1. Critically evaluate research literature methodology.</td>
</tr>
<tr>
<td>2. Explain experimental and descriptive research methods.</td>
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</table>

### Suggested Course Sequence

<table>
<thead>
<tr>
<th>FRESHMAN YEAR: Fall</th>
<th>Hrs.</th>
</tr>
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<tbody>
<tr>
<td>USP CA Course</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>3</td>
</tr>
<tr>
<td>SPPA 1010</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 1000</td>
<td>3</td>
</tr>
<tr>
<td>LIFE 1010</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Hrs.</strong></td>
<td><strong>16</strong></td>
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<tr>
<th>FRESHMAN YEAR: Spring</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>USP CH Course</td>
<td>3</td>
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<tr>
<td>MATH 1400</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 1050</td>
<td>4</td>
</tr>
<tr>
<td>POLS 1000</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hrs.</strong></td>
<td><strong>16</strong></td>
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<thead>
<tr>
<th>SOPHOMORE YEAR: Fall</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>KIN 2040</td>
<td>3</td>
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<tr>
<td>KIN 2041</td>
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<tr>
<td>SPPA 3210</td>
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<tr>
<td>SPPA 2110</td>
<td>4</td>
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<tr>
<td>USP D Course</td>
<td>3</td>
</tr>
<tr>
<td>SPPA 2250</td>
<td>1</td>
</tr>
<tr>
<td>PEAC 1001</td>
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<tr>
<td><strong>Total Hrs.</strong></td>
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<table>
<thead>
<tr>
<th>SOPHOMORE YEAR: Spring</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>FCSC 2121</td>
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<tr>
<td>SPPA 2120</td>
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| USP G Course | 3 |
| USP WB Course | 3 |
| Elective | 3 |
| **Total Hrs.** | **17** |

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<thead>
<tr>
<th>JUNIOR YEAR: Fall</th>
<th>Hrs.</th>
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<tbody>
<tr>
<td>SPPA 4320</td>
<td>4</td>
</tr>
<tr>
<td>USP QB Statistics Course</td>
<td>4</td>
</tr>
<tr>
<td>USP O Course</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hrs.</strong></td>
<td><strong>16</strong></td>
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<table>
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<tbody>
<tr>
<td>SPPA 4310</td>
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</tr>
<tr>
<td>SPPA 4160</td>
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<tr>
<td>Atypical (PSYC 4310, 4320, CNSL 4520)</td>
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<tr>
<td>Elective (3000/4000 level)</td>
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<tr>
<td><strong>Total Hrs.</strong></td>
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<th>SENIOR YEAR: Fall</th>
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<td>SPPA 4380</td>
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<tr>
<td>Elective (3000/4000 level)</td>
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<tr>
<td>SPPA 4340</td>
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<tr>
<td>SPPA 4750</td>
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<tr>
<td>Elective</td>
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<tr>
<td><strong>Total Hrs.</strong></td>
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<th>SENIOR YEAR: Spring</th>
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<td>SPPA 4150</td>
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<tr>
<td>SPPA 4240</td>
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<tr>
<td>SPPA 4250</td>
<td>3</td>
</tr>
<tr>
<td>SPPA 4230</td>
<td>3</td>
</tr>
<tr>
<td>Elective (3000/4000 level)</td>
<td>3</td>
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<tr>
<td><strong>Total Hrs.</strong></td>
<td><strong>15</strong></td>
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</tbody>
</table>

Total hours in curriculum and required for degree: 124

Hours required in 3000/4000-level courses: 48

**Note:** A grade of C or better must be earned in all SPPA courses; courses in the major must be taken for a letter grade unless offered for S/U only.

### Speech and Hearing Clinic

Speech and hearing clinical services are available to University of Wyoming students. For information concerning these services, contact the Division of Communication Disorders.

There is one student organization with whom speech-language pathology and audiology majors may choose to affiliate, the National Student Speech-Language and Hearing Association. Objectives are to promote and recognize scholastic achievement and to support clinical and/or research endeavors.
Graduate Study

Admission to the M.S. Degree Program in Speech-Language Pathology

Admission Requirements

Admission to the master’s program in speech-language pathology is made on a competitive basis. Students can apply for the on-campus or distance tracks (see our web site for a program description). We accept students to start in the fall of each year. Minimum requirements for full admission to the master’s program in speech-language pathology are the following:

1. Academic Transcripts

Official transcripts from all universities and colleges attended must be submitted. These must show progress toward completion of a bachelor’s degree and coursework in communication disorders. An undergraduate grade point average (GPA) of at least 3.0 (4.0 scale) is required for full admission. Grades for the fall courses and enrollment in the spring courses prior to application should be present on the transcripts. An official transcript showing completion of the bachelor’s degree will be required by the first semester of graduate study.

2. Communication Disorders Coursework

Official transcripts showing undergraduate coursework in communication disorders are required. See the Division web site for the recommended and required coursework (Leveling). A course in each of phonetics, speech and language development, and anatomy and physiology of speech and hearing, along with at least one other Leveling course, are required before beginning the graduate program. A file review will be conducted on acceptance into the program to determine other missing courses, which will be completed during the graduate course of study.

3. GRE Report

Official report of Graduate Record Examination (GRE) Quantitative, Verbal, and Writing scores must be submitted. A cumulative score of at least 900 on the verbal and quantitative sections is required for full admission. The Division requires all applicants to report their GRE score, regardless of whether they already have a graduate degree, (university, code 4855; division, code 0620).

4. Recommendation Letters

Three letters of recommendation must be submitted. At least two of the letters should be from previous instructors who are familiar with the applicant’s academic performance and can address potential for success in graduate school.

5. Candidacy Statement

A candidacy statement must be submitted. It consists of a short essay (maximum 400 words) on the applicant’s qualifications for a graduate degree in speech-language pathology. Statement prompt: Explain why you should be among the select group that is chosen for this educational and career opportunity.

6. On-campus or Distance

Applicants must state which track is desired at the beginning of the candidacy statement: on-campus or distance. Students cannot mix the tracks, but can be considered for either or both. See the web site for descriptions of the two tracks.

7. TOEFL

International students from non-English-speaking countries need a TOEFL score of 600 to show English proficiency. Additional sources of evidence may be requested by the division to make a final decision. English proficiency must be sufficient for success in graduate school and certification as a speech-language pathologist in the United States, even if the applicant intends to return to the native country.

Conditional Status

An applicant may be admitted conditionally if he or she does not meet the GPA or GRE requirements for full admission, and the Division determines that there are sufficient areas of strength for success in graduate school in comparison to other applicants. Conditions will be placed on admission such as graduate grade point average, performance criteria, or completion of certain courses. Conditional students are not eligible for graduate assistantships.

Application Procedure

Applications to our master’s program must be made through an electronic, centralized application service: the Communication Sciences and Disorders Centralized Application Service for Clinical Education in Audiology and Speech Language Pathology (CSDCAS). Instructions and application procedures are available at https://portal.csdcas.org. Check the division web site in October for current instructions and deadlines.

Applicants will be notified of the division’s decision on acceptance, alternate, or denial by mid-March. Applicants should respond to the offer by April 15. Alternates will be offered positions that become available after April 15.

International students should submit their application materials directly to the University of Wyoming not to CSDCAS (except Canadians, who use CSDCAS). Applicants must have transcripts translated and assessed for equivalency to the American university system to be considered for acceptance. In addition, for International (including Canadian), the university must determine whether financial resources are sufficient for study here.

Requirements Following Offer of Admission

Students who accept an offer of admission to the program must then apply to the university for formal admission. University procedures and forms can be obtained as at the Graduate Student Resources webpage. Students will be required to submit one set of official transcripts to the university and an official GRE score report (university and division, code 0620). In addition, students must pass a criminal background check.

Criminal Background Check

Admittance to the graduate program in speech-language pathology is contingent upon passing a criminal background check. Each student recommended for admission into program will be required to obtain, pay, and pass a criminal background check. These background checks are routinely required by schools, hospitals, and other agencies that participate in the clinical education of our students. The results of the background check may determine admission to our program. Please see the College of Health Sciences web site for the policy and procedures document.

Program Specific Graduate Assistantships

Financial help for graduate students is available each year through the department with assistantships and other funding. Typically, graduate assistantships include one-half tuition support and a monthly stipend. These assistantships require the student to spend 10 hours per week assisting faculty members in teaching and research.

Awards are competitive and based on past academic performance, evidence of professional promise, and letters of recommendation.

Graduate assistantships are only awarded to on-campus applicants with full admission.
Program Specific Degree Requirements

Master’s Programs

The graduate program consists of a minimum of 50 SCH of academic coursework, on-campus clinical practica, and external clinical practica. Students may pursue either a thesis or non-thesis track during their graduate studies. Both tracks lead to eligibility for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP), granted by the Clinical Certification Board of the American Speech-Language-Hearing Association. Graduates are also eligible for the Wyoming license in speech-language pathology. A supervised Clinical Fellowship Year (CFY) is required beyond the graduate degree for certification. The master of science program in speech-language pathology is accredited by the Council of Academic Accreditation of the American Speech-Language-Hearing Association.

Plan A (thesis)

Speech-Language Pathology (57 hour program)
- 33 hours of graduate academic coursework
- 20 hours of graduate clinical practicum (clinical track)
- 4 hours of 5960 thesis research

Plan B (Non-thesis) (54 hour program)

Speech-Language Pathology
- 33 hours of graduate academic coursework
- 20 hours of graduate clinical practicum (clinical track)
- 1 hour 5961 comprehensive examination

Upon completion of the M.S. in Speech-Language Pathology, students will meet the following goals and objectives

A. In academic coursework, students will demonstrate knowledge of:
1. Basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, development, linguistic and cultural bases
2. Etiologies and characteristics of communication and swallowing disorders in the areas of articulation, stuttering, voice and resonance, language, hearing, swallowing, cognition, social aspects, and communication modalities
3. Principles and methods of prevention, assessment and intervention for people with communication and swallowing disorders

B. In clinical education, students will demonstrate knowledge and skills in:
1. Planning and execution of evaluation and treatment at an appropriate level of independence
2. Professional comportment and culturally-sensitive clinical practices
3. Competent clinical writing

C. At the conclusion of the graduate program, students will demonstrate preparation for entry into clinical practice by:
1. Successful completion of external clinical practica
2. Passing the oral comprehensive examination
3. Passing a national clinical certification examination

Distance Learning Program

The University of Wyoming Division of Communication Disorders offers a distance master’s degree program and leveling coursework in speech-language pathology. The program is open to both resident and nonresident students. Refer to the division Web site for current information and the Outreach School for course registration.

Leveling Coursework

Leveling is completed on a course-by-course basis, not as part of a degree program. Students sign up for leveling courses as non-degree undergraduate (NDU) each semester that they take only undergraduate courses. Any semester in which a student takes a graduate class (numbered 5000 or above), the student must change status to non-degree graduate (NDG). This allows the graduate courses to be applied to the master’s program at a later date. Fees and tuition for all the coursework in that semester are charged at the graduate student rate. Refer to the division Web site for a list of courses.

Continuing Education

Students may take graduate coursework as continuing education without having been admitted to the graduate program. If students are accepted at a later date into the graduate program, they may apply a maximum of 12 graduate credit hours earned as a non-degree student toward their graduate degrees. Coursework submitted must be approved by the division at the time the official program of study is submitted. Coursework may not be older than 6 years from time of master’s graduation.

Course Transfers and Waivers

In accredited programs of speech-language pathology, evaluation involves both course grades and demonstration of specific knowledge and skills. As a result, for any course transferred, waived, or applied from non-degree status, evidence of the knowledge and skills linked to that course will still be required.

Speech-Language Pathology (SPPA)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2\(\bullet\)QB]).

1000. Orientation to Communication Disorders. 3. [F14\(\bullet\)(none)] Acquaints students with professions of speech-language pathology and audiology. Provides students with opportunity to complete University Studies Orientation requirement.

1010. Introduction to Communication Disorders. 3. [(none)\(\bullet\)I, L] Introduces information regarding basics of speech and hearing. Discusses disorders of speech and hearing by defining the problem, etiology or theories of cause, classifications and controversies, evaluation techniques and therapies to correct the disorder.

2110 [4100]. American Sign Language I. 4. Basic comprehension and expression of American Sign Language (ASL), the language used by the Deaf community in the United States. ASL vocabulary, grammar, and pragmatics are taught through lecture, conversation, and storytelling. The direct experience method (using ASL with no voice) is utilized to enhance the learning process. Prerequisites: none. (Offered fall, spring and summer)

2120 [4120]. American Sign Language II. 4. Second level of ASL comprehension and expression. ASL vocabulary, grammar, and pragmatics, along with increased fluency, are taught through lecture, conversation, and storytelling. Translation from English to ASL is addressed. Prerequisite: SPPA 2110.

2250. Clinical Observation. 1. Students obtain a minimum of 10 approved observation hours of live and recorded speech-language pathology and audiology services. Weekly class meetings will discuss the communication disorders and assessment/treatment activities observed. ASHA Code of Ethics, HIPAA procedures, and observer requirements (e.g., background checks, TB screen) will be conducted. Prerequisite: SPPA 1010.
3210 [2210]. Phonetics. 3. Articulatory and acoustic description of speech sound production. Introduction to the International Phonetic Alphabet and development of phonetic transcription skills. Prerequisite: SPPA 1010.

3265 [3400]. Anatomy and Physiology of Speech, Swallowing and Hearing. 3. Introduces the student to the anatomy of the normal speech and hearing systems as well as the physiologic underpinnings of the speech (respiration, phonation, articulation), swallowing, and hearing (external, middle, and inner ear) systems. Theories of speech production and speech perception are presented. Prerequisite: KIN 2040.

4000. Workshop in Speech Pathology/Audiology. 1-8 (Max. 8). Varies with interests of student requests. Incorporates material relative to any area of speech and hearing. Prerequisite: consent of instructor. (Offered based on sufficient demand and resources)

4070. Deaf Culture and the History of Deaf America. 4. [C2C4CS,D] Studies deaf culture and deaf history in the United States. Culture topics will include deaf community dynamics, humor, behavior, emotional and social interaction, besides issues involving deaf children as a linguistic minority. History will be discussed from the 1700s to the present in the U.S. Dual listed with SPPA 5070. Prerequisite: SPPA 2110.

4130. Advanced ASL. 4. Third level of ASL comprehension and expression. Addresses increased fluency in ASL; register variation for different conversational participants; and specialized vocabulary, including sexuality and religion. Translation from English to ASL is addressed. Prerequisite: SPPA 2120.

4140. American Sign Language Assistant. 1-4 (Max. 12). To improve and retain signing skills through assisting instructor in Beginning/Intermediate Sign Language courses, facilitating students in Sign Language Labs, providing individual student assistance, and participating in outside activities. One semester credit hour requires 4 hours of work per week. Satisfactory/Unsatisfactory only. Prerequisite: consent of instructor and SPPA 2120. (Offered fall, spring and summer)

4150. Aural Rehabilitation. 3. Examines basis for and characteristics of communication problems created by hearing loss and management procedures to facilitate communication and adjustment to hearing loss. Includes acoustic and visual properties of speech, amplification devices and hearing loss in school children. Dual listed with SPPA 5150. Prerequisite: SPPA 4340.

4160. Speech and Language Development. 4. Focuses on speech and language acquisition processes. Describes speech, pronominal and linguistic abilities of typically developing children. Overviews concomitant cognitive development and social contexts and their relationship with speech and language development. Prerequisite: ENGL 4750 or equivalent.

4220. Speech Disorders Across the Lifespan. 3. The nature and causes of development-related and acquired speech disorders across the lifespan are examined. Topics include apraxia and dysarthria in children and adults, voice disorders, stuttering, and articulatory and phonological disorders. Prerequisite: SPPA 3265.

4240. Language Disorders Across the Lifespan. 3. The nature and causes of developmental and acquired language disorders across the lifespan are examined. Topics include the behavioral and linguistic characteristics of specific language impairment, intellectual disability, autism, traumatic brain injury, right hemisphere trauma, aphasia, and dementia. Principles of assessment and remediation are introduced. Prerequisite: SPPA 3265, SPPA 4160.

4250. Clinical Methods. 3. [W3C4WC] Introduction to procedures of intervention and evaluation: writing observation reports, goals and objectives, treatment notes, data collection and analysis, ASHA Code of Ethics, treatment planning, interviewing, and counseling. Clinical observation of speech-language pathology and audiology services will occur. Observer requirements (e.g., background checks, TB screen) must be met. Prerequisite: senior standing or consent of instructor. (Normally offered fall semester)

4310. Hearing Science. 3. Study of 1) the nature of sound, 2) normal hearing processes, and 3) disorders of the auditory system. Topics include characteristics of simple and complex sound, sound travel in the environment, perception and analysis of sound in humans, and causes of hearing loss. Prerequisite: SPPA 3265.

4340. Basic Audiology. 3. An introduction to audiology as a profession, with primary focus on screening and diagnostic methods for the clinical evaluation of hearing loss in children and adults. Prerequisite: SPPA 3265. (Normally offered spring semester)

4380. Neurological Basis of Communication. 3. Studies details of human nervous system, including central and peripheral nervous systems, motor movement and sensory pathways and special senses. Emphasizes neurology of various communication disorders. Prerequisite: SPPA 3265.

4500. Early Childhood: Language Development and Disorders. 3. Encompasses development of normal children's linguistic abilities. Presents concomitant motor, cognitive and social development; instructional procedures to facilitate language development; and effect of various disabilities on development of the communicative system of the child. Course cannot be substituted for SPPA 4160, 4240 or 5160. Prerequisite: minimum of junior standing and consent of instructor.

4750. Research Methods in Communication Disorders. 3. [none] Deals with scientific investigation of normal, disordered, and intervention aspects of speech, language, and hearing. Topics include evaluating and synthesizing published research, research writing, research design, and data analysis techniques. The aims are to develop writing competence within the discipline, to create research-aware clinicians, and to introduce students to research careers. Prerequisite: STAT 2070.

4890. Independent Study. 1-3 (Max. 4). An independent study will be developed by the instructor and undergraduate student. It will consist of activities such as: conducting a small research project, assisting in a research project, composing a systematic research review, participating in a clinical experience, or helping to develop a professional development or public awareness program. Prerequisite: prior or concurrent enrollment in SPPA 3210.

5000. Seminar in Communication Disorders. 1-8 (Max. 8). The participation in and discussion of special problems and/or research related to speech-language, pathology and audiology. Prerequisite: B.S. degree and consent of instructor.

5020. Phonological Assessment and Intervention. 3. Emphasis on normal phonetic and phonologic development, diagnosis and clinical management of articulatory and phonological disorders. Prerequisite: SPPA 3210.

5030. Clinical Practicum. 1-4 (Max. 8). Supervised clinical experience with speech, language, and hearing disordered children and adults under supervision of University of Wyoming Speech and Hearing Clinic faculty. Prerequisite: matriculating graduate students only.

5070. Deaf Culture and the History of Deaf America. 4. Studies deaf culture and history in the United States. Culture topics include deaf community dynamics, humor, behavior, emotional and social interaction, besides issues involving deaf children as a linguistic minority. History is discussed from the 1700s to the present in the U.S. Dual listed with SPPA 4070. Prerequisite: SPPA 2110.
Translation of English idioms for ASL and
learning of ASL idioms, along with drugs,
religion and sexuality signs, vocabulary, and
cultural usage. Prerequisite: SPPA 2120.

5100. Motor Speech Disorders. 4.
Utilizing audio and audio visual aids, this course
acquaints student with dysarthric speech
symptoms characteristic of various neurologi-
cal disorders/diseases. Methods of dysarthric
speech evaluation and therapy are considered.
Prerequisite: SPPA 4380.

5110. Craniofacial Disorders. 2.
Studies communication disorders related to cleft lip
and palate disorders and associated craniofacial
sequences and syndromes. Assessment and
treatment of these communication disorders
is presented in the context of interdisciplinary
management. Surgical and nonsurgical treat-
ment procedures employed to manage speech
problems associated with velopharyngeal
insufficiency are included. Prerequisite: SPPA
3265, SPPA 3210.

5115. Interdisciplinary Early Childhood
Seminar. 3.
Advanced professional course for students interested in current trends and
issues in early childhood development. Inter-
disciplinary in nature, drawing from research
in communication disorders, kinesiology and
health, elementary and early childhood educa-
tion and special education, child and family
studies, nursing, and psychology. Cross listed with
FCSC, EDEC, NURS, PSYC, HLED
5115. Prerequisite: graduate status.

5120. Stuttering. 2.
Theories of etiology, symptoms of the problem, diagnosis and treat-
ment of childhood non-fluency and various
approaches to therapy for the adult stutterer.
Prerequisite: graduate level standing.

5130. Aphasia. 3.
Includes neuroanatomical
bases of language; characteristics, assessments and intervention with individuals who have
aphasia or right hemisphere damage. Prerequi-
sites: SPPA 4380.

5140. Evaluation Procedures in Communi-
cation Disorders. 3.
Focuses on the processes and procedures related to the evaluation of
communication disorders. Topics include
interviewing, norm-referenced assessment,
criterion-based measurement, dynamic assess-
ment, progress monitoring, and psychometric
analysis. Overviews models of disability, such as medical, functional, and sociopolitical mod-
els, and how they influence the evaluation pro-
cess. Prerequisite: acceptance to the University of Wyoming SLP Master’s Program.

5150. Aural Rehabilitation. 3.
Examines basis for and characteristics of communica-
tion problems created by hearing loss and
management procedures to facilitate com-
munication and adjustment to hearing loss.
Includes acoustic and visual proper-
ties of speech, amplification devices and hearing loss
in school children. Dual listed with SPPA 4150.
Prerequisite: SPPA 4340.

5200. Internship. 1-12 (Max. 12).
An advanced practicum in speech pathology; the student is given increased responsibility in clinic management and practicum. Offered summers only. Prerequisite: SPPA 5030.

5210. Developmental Disabilities. 3.
AARC and other interventions, communication, and
cognitive profiles associated with development-
mental disabilities, such as intellectual disability,
autism spectrum disorder, and sensorimotor
impairments. Intervention approaches to
support communicative development in these
populations. Selection, design, and application
of augmentative/alternative communication
systems to enhance communication, educa-
tion, and quality of life for individuals with
developmental and acquired disorders. Prereq-
usites: SPPA 4160.

5220. Voice Disorders. 3.
Study of the eti-
ology, assessment, and remediation of voice
disorders. Includes a discussion of prevent-
ing disorders, maintaining a healthy voice,
and normal changes in voice. Presentation
of rehabilitation options for laryngectomized
speaker. Prerequisite: SPPA 3265.

5230. Dysphagia. 3.
Provides information regarding the anatomy and physiology of the
adult and pediatric swallowing mechanisms,
the diagnosis of dysphagia and feeding disor-
ders using clinical and instrumental approach-
es, the medical diagnoses for which dysphagia
is a common symptom, and methods that are
commonly used to treat dysphagia and feeding
disorders. Prerequisite: SPPA 3265.

5250. Topics in Functional Speech Disor-
ders. 1-8 (Max. 8).
Provides a critical review of contem-porary theories and developments related
to functional speech disorders. This is a contin-
uous seminar type course dealing with advanced topics in functional
speech disorders. Prerequisite: graduate standing.

5260. Topics in Organic Speech Disorders.
1-8 (Max. 8).
Provides a critical review of contemporary theories and developments related
to organic speech disorders. This is a continu-
uous seminar type course dealing with advanced
topics in organic speech disorders. Prerequisite:
graduate standing.

5270. Educational Practicum. 1-12 (Max.
12).
Under supervision, the student is given increased responsibility for performing speech
and language assessments, hearing screenings,
and treatment of children in an educational
setting. Students will relate to other education-
al personnel and counsel teachers and families
about communication disorders. Prerequisites:
completion of at least two semesters (including summer) of approved graduate coursework and clinical practicum (SPPA 5030); and approval of faculty.

5280. Preschool Language Intervention.
3.
Principles and techniques of language as-
essment and intervention for preschoolers,
infants, and low-functioning individuals. Prereq-
usite: SPPA 4160.

5290. Medical Practicum. 1-12 (Max. 12).
Under supervision, the student is given in-
creased responsibility for performing speech
and language assessments, hearing screenings
and treatment of children and adults in a med-
cal setting. Students relate to other medical
and clinical personnel and counsel profession-
als and families about communication
disorders. Prerequisites: Completion of at least
two semesters (including summer) of approved
graduate coursework and clinical practicum;
and approval of faculty.

5330. School-Age Language Intervention.
3.
Principles and techniques of language as-
essment and intervention for school-age
children and adolescents with particular atten-
tion to service delivery issues in schools.
Prerequisite: SPPA 4160.

5380. Professional Practice. 1-2 (Max. 4).
Discusses issues related to the professional
practice of speech-language pathology or audi-
ology, including ethics, professional standards,
public law, and universal precautions. Prer-equis-
tite: graduate standing in Communication
Disorders and consent of instructor.

5500. Topics in Language. 1-8 (Max. 9).
Provides a critical review of recent theories and developments in the area of language
disorders. This is a continuing seminar course
dealing with various advanced topics in lan-
guage disorders. Prerequisite: graduate standing.

5750. Research Methods in Speech Pathol-
y and Audiology. 3.
Emphasizes the ap-
plication of scientific methodologies to areas of Speech-Language Pathology and Audiology.
Topics to be covered include: introduction to
writing research papers; reviewing and criti-
tiquing the literature; experimental designs;
techniques in data analyses. Prerequisite: STAT
2070 or equivalent; B.S. degree in speech pathology audiology; and acceptance into the
graduate program.

5890. Independent Study. 1-3 (Max. 4).
Graduate-level independent study will be
developed by the instructor and student. It
will consist of activities such as: conducting a
research project of a smaller scale than a the-
thesis, assisting in a research project, composing
a systematic research review, or developing
Division of Kinesiology and Health

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Director: Mark Byra

Professors:

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JAYNE M. JENKINS, B.S. Mankato State University 1971; M.S. University of Wyoming 1995; Ph.D. University of North Carolina 1999; Professor of Kinesiology and Health 2011, 1999.


Associate Professors:

DEREK SMITH, B.S. Colorado State University 1997; M.S. Wake Forest University 1999; Ph.D. University of Colorado 2003; Associate Professor of Kinesiology and Health 2009, 2003.

TRISTAN WALLHEAD, B.S. Loughborough University 1994; M.S. Leeds Metropolitan University 2000; Ph.D. Ohio State University 2004; Associate Professor of Kinesiology and Health 2010, 2004.

Assistant Professors:

BOYI DAI, B.Ed. Beijing Sport University 2007; M.S. Iowa State University 2009; Ph.D. University of North Carolina at Chapel Hill 2012; Assistant Professor of Kinesiology and Health 2012.

EMILY, HILL, B.S. The Pennsylvania State University 2003; M.A. University of North Carolina at Chapel Hill 2005; Ph.D. Michigan State University 2012; Assistant Professor of Kinesiology and Health 2012.

KAREN LUX, B.S. Northern Illinois University 1998; M.S. University of North Carolina at Greensboro 2000; Ph.D. University of Georgia 2009; Assistant Professor of Kinesiology and Health 2011.

CHRISTINE M. PORTER, B.S. University of Maryland 1993; M.A. University of London 2002; Ph.D. Cornell University 2010; Assistant Professor of Kinesiology and Health 2010, 2012.

R. TUCKER READDY, B.A. University of California, Berkeley 2000; M.A. San Diego State University 2004; Ph.D. Oregon State University 2009; Assistant Professor of Kinesiology and Health 2010, 2012.

QIN ZHU, B.S. Shanghai University of Sports 1999; M.Ed. 2002; Ph.D. Indiana University 2008; Assistant Professor of Kinesiology and Health 2008, 2012.

Academic Professionals:

MARCI SMITH, B.S. Colorado State University 1995; M.S. Wake Forest University 1998; Associate Academic Professional in Kinesiology and Health 2012.

GARY WERHONIG, B.S. University of Wyoming 1997; M.S. Colorado State University 2000; Associate Academic Professional in Kinesiology and Health 2012.

Adjunct Faculty:

Laurence Deal, Shane Tweetzer, J.J. Byers, M.D., Joi Thomas, Enette Larson Meyer

Professors Emeriti:

Paul Dunham
Ward Gates
Charles W. Huff
Donna Marburger

The Division of Kinesiology and Health has three principle functions specific to undergraduate education: (1) to prepare students in kinesiology and health promotion for a variety of clinical and non-clinical settings; (2) to prepare students to teach physical and health education in schools K-12; and (3) to deliver the university wide Physical Activity and Your Health program to meet the University Studies Physical Activity and Health requirement. Students enrolled in these programs must meet academic standards as determined by the Division of Kinesiology and Health, College of Health Sciences, and the University of Wyoming.

The K&HP major prepares students well for admission to physical therapy school and occupational therapy school, as well as other health professions (e.g., physician, physician assistant, dentist, chiropractor, optometrist, etc.). Approximately 60% of students majoring in K&HP apply to one of these health professional schools once they have completed their B.S. degree in Kinesiology and Health. Other students majoring in training, fitness, recreation, and leisure, and health promotion with state agencies - the job market is very diverse for these students.

The PHET program prepares students to teach physical and health education (PHET) in schools K-12. The PHET major is a nationally recognized program for meeting the NASPE/NCATE Initial Physical Education Teacher Education Accreditation Standards. This program offers individuals opportunity to combine certifications/endorsments in health education K-12, adapted physical education K-12, and coaching.

A graduate program leading to a Master of Science degree in Kinesiology and Health is offered by the Division.

Program Admission

Students who meet University of Wyoming entrance requirements are admitted to the university in one of the two undergraduate majors that leads to the Bachelor of Science degree. The Division’s undergraduate majors are open at the freshman level to all graduates of accredited high schools. Advanced placement for students with previous college credit is based on evaluation of transcripts of previous academic work. When students are...
University Studies Program
Physical Activity and Health Requirement (P)

Effective with students entering UW in the fall of 1999, all undergraduate students, regardless of age, must successfully complete a course in Physical Activity and Health. The basis of this requirement is to help students gain an understanding of the impact physical activity or inactivity has on their health. Students gain the knowledge, skills, and experience which enable them to make informed decisions about their own health as it relates to their life and longevity. The course PEAC 1001, Physical Activity and Your Health, meets the University Studies Program Physical Activity and Health requirement. (P)

Undergraduate Majors

The requirements to graduate with a Bachelor of Science degree in the majors offered by the Division of Kinesiology and Health are as follows:

I. Kinesiology and Health Promotion Major

A. FRESHMAN-SOPHOMORE YEARS

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<th>Course</th>
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<td>COJO 1010</td>
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<td>CHEM 1000</td>
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<td>KIN 1005</td>
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<td>KIN/ZOO 2040</td>
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Health Promotion; or Medical and Therapeutic Sciences [pre-professional]. Students must be certified in first aid and CPR prior to enrollment in KIN/HLED 4015.

Minimum Total Hours 120

II. Physical Education Teacher Education K-12

A. FRESHMAN-SOPHOMORE YEARS

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<tr>
<td>LIFE 1010</td>
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USP Diversity (D)  3
USP Global Awareness (G)  3

In the spring semester of their sophomore year, students must make application for admission to the final two years of the Kinesiology and Health Promotion (K&HP) program (professional program). This includes a $30.00 application fee, completion of coursework specific to the first two years of the program, a minimum grade point average of 3.00, and completion of a written essay. Admission to the K&HP program is a competitive process and applicants meeting the minimum requirements are not guaranteed admission to the major.

B. JUNIOR-SENIOR YEARS

(professional)

i. Required Courses (16 hours)

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<th>Course</th>
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<td>HLED 3020</td>
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<td>KIN 3034</td>
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<td>KIN 3037</td>
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ii. HLED and KIN Electives (15 hours)

Students must complete 15 credit hours of upper division HLED and/or KIN courses specific to one of three concentrations: (a) Fitness and Wellness; (b) Health Promotion; or (c) Medical and Therapeutic Sciences [pre-professional].

iii. Specialization Areas (15 hours) - 3000 or 4000 level courses

Students must complete 15 credit hours of upper division coursework that complements their selected area of concentration (i.e., Fitness and Wellness; Health Promotion; or Medical and Therapeutic Sciences [pre-professional]).

iv. Internship or Research Experience (6-12 hours)

Students must complete at least six hours of Internship Experience or Research Experience that complements their selected area of concentration (i.e., Fitness and Wellness;
HLED 4120 CPR/First Aid 3
HLED 1006 FCSC 1140 or 1141
In addition to completing a bachelor's degree in teaching at the secondary level from an approved university program, 25 credit hours are required to be certified to teach health education K-12 in the public schools of Wyoming.

A. Adapted Physical Education K-12

KIN 4065 3
KIN 4075 3
EDEX 2484 3

B. School Health Education K-12

HLED 4025 3
HLED 4110 3
HLED 4120 3
HLED 4130 3
PSYC 2210 3

III. Additional School Endorsements K-12

In addition to completing the Bachelor of Science degree in physical education teacher education from the University of Wyoming, students can qualify for K-12 endorsements in adapted physical education and/or health education by completing the following course requirements:

A. Adapted Physical Education K-12

KIN 4065 3
KIN 4075 3
EDEX 2484 3

B. School Health Education K-12

HLED 4025 3
HLED 4110 3
HLED 4120 3
HLED 4130 3
PSYC 2210 3

IV. Affiliated Options

The Division of Kinesiology and Health offers two options for the general undergraduate population. They require course work beyond degree requirements.

A. Athletic Coaching Permit

Students who wish to qualify for an athletic coaching permit to coach in Wyoming public schools must complete four courses.

HLED 1221 or Red Cross CPR First Aid 2
KIN 3050 2
KIN 2080-2089 2
KIN 4090 3

B. School Health Education K-12

In addition to completing a bachelor's degree in teaching at the secondary level from an approved university program, 25 credit hours are required to be certified to teach health education K-12 in the public schools of Wyoming.

KIN 3044 2
KIN 3050 3
KIN 3060 3
KIN 4012 2
KIN 4017 4
KIN 4055 3
KIN 4080 (WC) 3
KIN 4099* 12

*Note: students must be certified in first aid and CPR prior to enrollment in KIN 4099.

Minimum Total Hours 120

Graduate Study

Program Specific Admission Requirements

Admission into the M.S. degree program is open to students who have obtained an undergraduate with a major program of study in exercise and sport science, health, kinesiology, physical education, or other area in the human movement sciences.

Students who do not have a bachelor's degree in kinesiology, physical education, or health are required to complete four undergraduate courses in kinesiology and/or health (e.g., HLED 3020 Community and Public Health; KIN 3034 Lifespan Motor Development; KIN 2040 Human Anatomy; KIN 3115 Human Systems Physiology; KIN 3037 Sport Psychology, etc.) above and beyond the master's program of studies.

Program Specific Graduate Assistantships

Graduate assistantships are available on a competitive basis. Teaching opportunities exist within the laboratory portions of the human anatomy and exercise physiology courses, the teaching laboratory portions of the pedagogy practical courses, HLED 1006, Personal Health, and the lecture and physical activity sections of PEAC 1001, Physical Activity and Your Health. A graduate assistantship also involves some research opportunities with assigned graduate faculty advisers.

A stipend for a full time graduate assistant is $11,349.00 per academic year. Tuition and fees are covered according to the percentage of assistantship allocated to the student.

Program Specific Degree Requirements Master's Programs

Plan A (thesis)

Minimum of 30 credit hours
Minimum of 18 credit hours of HLED and/or KIN coursework

HLED/KIN 5085
Must choose at least one from this list: STAT 5050, 5060, 5070, or 5080; or EDRE 5600 or 5640
4 credit hours of HLED/KIN 5960 (Thesis Research)

Minimum of 9 credit hours of HLED/KIN coursework in area of specialization
Oral presentations of thesis proposal and defense

Plan B (non-thesis)

Minimum of 36 credit hours
Minimum of 18 credit hours of HLED and/or KIN coursework

HLED/KIN 5085
Must choose at least one from this list: STAT 5050, 5060, 5070, or 5080; or EDRE 5600 or 5640
3 credit hours of HLED/KIN 5080
Minimum of 3 credit hours of coursework selected from outside the Division of Kinesiology and Health

Plan B paper (written and oral)

M.S. in Kinesiology and Health Distance Education

The Division of Kinesiology and Health offers the M.S. degree in kinesiology and health (non-thesis) as a distance education program through the University of Wyoming Outreach School. The program is structured such that students can pursue the M.S. degree on a part time basis off-campus. For more information visit our Web site at www.uwyo.edu/kandh.

Physical Education Activity (PEAC)

Program activity-theory courses for men and women. All activity classes are offered for S/U grade only, with the exception of 2000. Physical education activity courses may not be offered every semester.

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M24 □ QB]).

1000. P.E. Activity in ____. 1/2 (Max. 1).

Provides instruction in special and/or unique sport, dance or exercise on a temporary basis.

1001. Physical Activity and Your Health. 1. [P1 □ P] Designed to help students gain an understanding of the impact physical activity or inactivity has on their health. Students gain the knowledge, skills, and experience that enable them to make informed decisions about their own health as it relates to their quality of life and longevity. NOTE: All students must enroll in a PEAC 1001 activity as part of the PEAC 1001 experience.

1012. Beginning Swimming. 1/2. Instructs the non-swimmer in skills suggested by the Red Cross.

2000. Wellness: Physical Education Concepts. 1. Lecture/laboratory course. Explores relationship between lifestyle (diet, exercise, etc.) and personal wellness. Emphasizes the
Varsity Athletics (PEAT) (Men and Women)

The following activities are for enrollment only by members of intercollegiate athletic teams. Participation in these activities will not satisfy the PEAC requirements.

2051. Varsity Golf. 1/2
2054. Varsity Track and Field. 1/2.
2056. Varsity Tennis. 1/2.
2062. Varsity Basketball. 1/2.
2063. Varsity Football. 1/2.
2064. Varsity Volleyball. 1/2.
2065. Varsity Pepsters. 1/2.
2070. Varsity Rodeo. 1/2.
2071. Varsity Soccer. 1/2.

Kinesiology (KIN)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M24QB]).

1004 [PEPR 1004]. Foundations of Physical Education. 3. [(none) 1, L] An introductory course designed to acquaint first year or second year students to the academic discipline of physical education with an emphasis on the teaching career. Cross listed with HLED 1004.

1005 [PEPR 1005]. Introduction to Kinesiology and Health Promotion. 2. [(none) 1, L] A survey of the discipline of kinesiology and health promotion. Students master knowledge specific to kinesiology and health promotion, develop critical thinking skills, and develop basic competence in communication skills and information literacy.

1040. Contemporary Topics in North American Sport. 3. [(none) CH, D] An introductory course that focuses on sport as an institution in North American society. A range of topics is explored from diverse perspectives (historical, sociological, psychological, political, and gender theories), so learners can critically examine what it means to be a part of “sport” in contemporary North American society. Prerequisites: none.

1052 [PEPR 1052]. Introduction to Athletic Training. 3. Provides the prospective athletic trainer with the skill and knowledge necessary to improve a risk management and preventative program for athletes and others involved in physical activity.

1058 [PEPR 1058]. Emergency Management of Athletic Injury/Illness. 3. Provides the prospective athletic trainer with the skill and knowledge necessary to provide for emergency care, triage, and management of emergencies and life-threatening situations for the physically active.

2000 [PEPR 2000]. Movement Core I: Striking/Fielding and Invasion Games. 2. Exposes students to skill and tactical themes comprising striking/fielding and invasion games. Course aims for students’ ability to understand, demonstrate and analyze the different offensive and defensive tactics that facilitate game play success in invasion (soccer, tag rugby, basketball) and striking/fielding (softball, cricket) games. Prerequisites: sophomore standing, declared PHET major, completion or concurrent enrollment in MATH 1400.

2001 [KIN 1025, PEPR 1025]. Movement Core II: Net and Target Games. 2. Exposes students to skill and tactical themes comprising net and target games. Course aims for students’ ability to understand, demonstrate and analyze different offensive and defensive tactics facilitating game play success in net (volleyball, tennis, badminton) and target (archery) games. Prerequisites: sophomore standing, declared PHET major, completion or concurrent enrollment in MATH 1400.

2002 Movement Core III: Fundamental Motor Skills. 2. Designed to provide pre-service physical education teachers with the content and teaching strategies associated with teaching motor skills to school aged children grades K-5. Students learn both skill themes and movement concepts. Students have the opportunity to apply skills and knowledge in a practical experience with young children in a school based PE setting. Prerequisites: sophomore standing, declared PHET major, completion or concurrent enrollment in MATH 1400.

2003 [KIN 1000, PEPR 1000]. Movement Core IV: Educational Games and Gymnastics. 2. To provide pre-service teachers (PTs) with the skills and knowledge necessary to teach educational games and gymnastics to public school students. Prerequisites: sophomore standing, declared PHET major, completion or concurrent enrollment in MATH 1400.

2004 [KIN 3025, PEPR 3025]. Movement Core V: Creative Movement and Dance in Physical Education. 3. [C3 CA] A performance class which provides the opportunity for self-awareness and self-expression through in-class experiences in dance. Concepts, skills, and rhythmic fundamentals specific to creative movement and dance to be reviewed. A variety of dances for learners K-12 to be introduced. The importance of studying, researching, and teaching dance to be discussed. Prerequisites: PHET Major; sophomore standing; completion or concurrent enrollment in MATH 1400 and LIFE 1010; and minimum 2.5 GPA.

2005 [KIN 2025, PEPR 2025]. Movement Core VI: Physical Fitness and Physical Activity. 2. [P1 (none)] Designed for prospective school-based physical and health education teachers K-12. Focuses on five primary content areas: what is fitness education and why do we need it; development of content-based fitness curriculum; teaching cognitive aspects of fitness education; teaching physical aspects of fitness education; and promoting fitness education. Prerequisites: sophomore standing, declared PHET major, completion or concurrent enrollment in MATH 1400.

2010 [PEPR 2010]. Field Experience for Prospective Elementary and Secondary Teachers. 1-4 (Max. 4). Provides initial experience in the public school setting. Full-time assignment of one to four weeks in a public school under supervision of a certified teacher. Students serve as teacher aides.

2012 [PEPR 2012]. Physical Education for Elementary Schools. 2. Emphasizes impact that a sound elementary physical education program can have on growth and development of healthy children. Students identify the need for a balanced physical education program. Focuses on curriculum, teaching styles, class management and instruction. Prerequisite: EDFD 2040 or consent of instructor.

2015 [PEPR 2015]. Methods of Teaching Social Dance Forms. 1. Develops a large repertoire in folk, square, round and social dance. Students acquire knowledge and confidence in methods of teaching these forms. Prerequisite: KIN 1031.

2017 [PEPR 2017]. Water Safety Instructors’ Course. 1. Examines procedures and standards as required by the American Red Cross in analysis, performances and teaching techniques. Includes five styles of swimming and senior lifesaving. Prerequisites: 18 years of age and a current Senior Life Saving Certificate.

2040 [PEPR 2040]. Human Anatomy. 3. [S1 SB] Study of human structure in terms of its microscopic and gross anatomy. Provides students with adequate background to study human physiological function. The corresponding course, to be taken concurrently, is ZOO/KIN 2041. Cross listed with ZOO 2040. Prerequisite: LIFE 1000 or 1010.

2041 [PEPR 2041]. Human Anatomy Laboratory. 1. [S1 SB] A laboratory study of human structure in terms of human microscopic and gross anatomy. This laboratory course is designed to provide students with an adequate
background to study human physiology and kinesiological function. **Prerequisite:** KIN/ ZOO 2040 or concurrent enrollment in KIN/ ZOO 2040.

**2057 [PEPR 2057]. Assessment and Evaluation of Athletic Injury/Illness I.** 3.
Provides the prospective athletic trainer with the skill and knowledge necessary to evaluate and recognize lower extremity and spine injuries that occur to the athlete and physically active. **Prerequisites:** KIN 1052, 1058, 2040, and 2041; concurrent enrollment in KIN 2068.

**2058 [PEPR 2058]. Assessment and Evaluation of Athletic Injury/Illness II.** 3.
Provides the prospective athletic trainer with the skill and knowledge necessary to evaluate and recognize lower extremity and spine injuries that occur to the athlete and physically active. **Prerequisites:** KIN 2057; concurrent enrollment in KIN 2078.

**2068. Athletic Training Clinical I.** 1.
Provides clinical and field experience for the athletic training student. Skill and knowledge learned in KIN 1052 and 1058 are applied in the clinical and field settings. **Prerequisites:** KIN 1052, 1058, 2040, and 2041; concurrent enrollment in KIN 2057.

**2069 [PEPR 2069]. History and Philosophy of Sport.** 3.
Discusses history of sport with emphasis on contributions of Greeks and Romans. Studies influence of Scandinavian countries, Germany and other European nations, plus sports and games of the American Indians. Includes sports in the U.S. from colonial period through present and influence of selected educational philosophers on sports. (Offered fall semester)

**2078. Athletic Training Clinical II.** 1.
Provides clinical and field experience for the athletic training student. Skill and knowledge learned in KIN 1052, 1058, and 2057 are applied in the clinical and field settings. **Prerequisites:** KIN 2057 and 2068; concurrent enrollment in KIN 2058.

**2080 [3090, PEPR 3090]. Coaching Football.** 2.
For those who wish to become proficient in skills and techniques of teaching fundamentals and team organization of modern football. Presents use of audiovisual materials for teaching and scouting purposes. **Prerequisites:** successful completion of USP core requirement 1. (Offered spring semester)

**2081 [3091, PEPR 3091]. Coaching Basketball.** 2.
For all men and women wishing to coach basketball. Presents organization of practice schedule, meeting the public, varsity travel and fundamentals of offense and defense. **Prerequisites:** successful completion of USP core requirement 1. (Offered fall semester)

**2082 [3092, PEPR 3092] Coaching Track and Field.** 2.
For those interested in teaching or coaching track and field. **Prerequisites:** successful completion of USP core requirement 1. (Offered fall semester)

**2083 [3093, PEPR 3093]. Coaching Swimming.** 2.
Acquaints students with many different aspects of aquatics; provides understanding of rhythmical parts of selected swimming strokes; explains water safety; discusses teaching and coaching aspect of a total swimming program. **Prerequisites:** successful completion of USP core requirement 1. (Offered fall semester)

**2084 [3094, PEPR 3094]. Coaching Wrestling.** 2.
Acquaints and prepares students with theory and techniques involved in teaching and coaching wrestling. **Prerequisites:** successful completion of USP core requirement 1. (Offered spring semester)

**2085 [3095, PEPR 3095]. Coaching Volleyball.** 2.
Encompasses techniques of coaching volleyball with emphasis on skill analysis, strategy, team dynamics and training. **Prerequisites:** successful completion of USP core requirement 1. (Offered fall semester)

**2086 [3096, PEPR 3096]. Coaching Gymnastics.** 2.
Helps students organize and administer competitive gymnastics program and introduces coaching and training philosophies used in gymnastics. **Prerequisites:** successful completion of USP core requirement 1. (Offered fall semester)

**2087 [3097, PEPR 3097]. Coaching Baseball.** 2.
Encompasses theories and techniques of coaching baseball. Emphasizes team and individual position play. **Prerequisites:** successful completion of USP core requirement 1. (Offered fall semester)

**2088 [3098, PEPR 3098]. Coaching Tennis.** 2.
Examines techniques of coaching tennis. Emphasizes skill analysis, strategy and training. **Prerequisites:** successful completion of USP core requirement 1. (Offered spring semester)

**2089 [3099, PEPR 3099]. Coaching Soccer.** 2.
Explores techniques of coaching soccer. Emphasizes skill analysis, strategy, team dynamics and training. **Prerequisites:** successful completion of USP core requirement 1.

Surveys techniques and rules of athletic officiating. Emphasizes principles and procedures necessary to become an effective official. Provides laboratory experience in officiating, covering officiating aspects of swimming, volleyball, track and field and baseball.

**2900. Topics In:__.** 1-3 (Max. 3).
Course Topics could include Peer Health Education, Current Issues in Health, etc. **Prerequisite:** sophomore standing.

**3010 [PEPR 3010]. Fundamentals of Health and Fitness Assessment.** 3.
Students will learn the fundamental concepts of health appraisal, assessment of health-related fitness and physical fitness levels, individual and group exercise programming and leadership, and methods of behavioral change. Fitness will be discussed in both theoretical and practical terms with an emphasis on adults. Has lecture and lab components. **Prerequisites:** completed or concurrent enrollment in KIN 3021; 2.5 GPA.

Develops knowledge, skills and understandings appropriate to successful participation in a class setting when functioning in the teaching role. **Prerequisites:** grade of C or better in KIN 3012 and 3034; 2.75 minimum GPA; concurrent enrollment in KIN 3015.

**3012 [PEPR 3012]. Teaching Laboratory I.** 3.
Provides the opportunity to develop skills and acquire knowledge needed to teach physical education. Allows the opportunity for students to evaluate the motor status and progress of a preschool aged child, as well as plan and implement a developmentally appropriate motor program. **Prerequisites:** Completed KIN 1000, 1004, 1025, 2000, 2025, 3025, and THEA 3025; concurrent enrollment in KIN 3034; 2.5 GPA. (Offered fall semester)

**3015 [PEPR 3015]. Teaching Laboratory II.** 3. [(none)]**
Provides pre-service physical education teacher with skills, knowledge and principles of teaching through application of peer teaching and small group elementary school teaching. Emphasizes and practices program development, lesson planning and development of a physical education teaching unit. **Prerequisites:** grade of C or better in KIN 3012 and 3034; 2.75 minimum cumulative GPA; concurrent enrollment in KIN 3011, 4055 and 4080. (Offered spring semester)

**3020 [PEPR 3020]. Observational Experience in Movement Science.** 1-2 (Max. 6).
Provides students with off-campus opportunity to observe professionals in the workplace. Emphasis is placed on physical or occupational therapy. Conducted under supervision and arranged by coordinator of undergraduate programs. Offered S/U only. **Prerequisites:** sophomore status, consent of coordinator of undergraduate programs, 2.5 GPA.
3021 [PEPR 3021]. Physiology of Exercise. 4.
3040 [PEPR 3040]. Teaching Human Anatomy. 3.
3042 [PEPR 3042]. Biomechanics of Human Movement. 3.
3050 [PEPR 3050]. Prevention and Care of Athletic Injuries. 2.
3052 [PEPR 3052]. Rehabilitation of Athletic Injuries. 3.
3058 [PEPR 3058]. Therapeutic Modalities for the Athletic Trainer. 3.
3060. Understanding Skill Acquisition for Teaching. 3.
3068. Athletic Training Clinical III. 2.
3078. Athletic Training Clinical IV. 2.
3080. Exercise Psychology. 3.
3087 [PEPR 3087]. Sport Psychology. 3.
3090 [PEPR 3090]. Teaching Human Movement. 3.
3115. [KIN 2110, PEPR 2110]. Human Systems Physiology. 4.
3011, 3015, and 4080; 2.75 minimum cumulative GPA.
3021. Physiology of Exercise. 4. [M3●(none)] Applies physiological principles to human physical activities. Emphasizes interaction of neuromuscular, circulatory and respiratory mechanisms as affecting, and affected by, immediate exercise situation and physical training. Includes laboratory. Cross listed with ZOO 3021. Prerequisites: QA, KIN/ZOO 2040 and 3115; minimum 2.5 GPA. (Offered fall and spring semesters)
3034 [PEPR 3034]. Lifespan Motor Development. 3. Studies lifespan motor development. Emphasizes developmental periods of infancy through adolescence. Gives attention to observation and analysis of motor behavior and movement performance of individuals across lifespan. Prerequisite: PSYC 1000; junior status; 2.50 GPA. (Offered fall semester)
3037 [PEPR 3037]. Sport Psychology. 3. Studies psychological theories and techniques applied to sport to enhance the performance and personal growth of athletes and coaches. Emphasizes the influence of personality, anxiety, motivation, social factors, and psychological skills training. Prerequisite: Admitted to the last two years of one of the programs in DK&H. Prerequisites: PSYC 1000, junior status and 2.50 GPA.
3038. Exercise Psychology. 3. Studies psychological theories for understanding and predicting health-oriented exercise behavior, including psychological intentions for increasing exercise participation and adherence. Emphasizes psychological and psychobiological responses to exercise. Prerequisites: admitted to the last two years of one of the programs in DK&H.
3040 [PEPR 3040]. Teaching Human Anatomy. 3. Students develop communication and teaching skills while expanding their knowledge in anatomy. Under faculty instruction, each student develops lecture and laboratory lessons for all human anatomy systems. Under direct faculty supervision, each student demonstrates their teaching skills through preparation of videotape segments and actual laboratory teaching experience in the lower-division human anatomy course. Prerequisites: KIN/ZOO 2040, junior status and consent of instructor.
3042 [PEPR 3042]. Biomechanics of Human Movement. 3. Introduces fundamental principles of human movement. Includes study and elementary analysis of human motion based on anatomical and mechanical principles. Prerequisites: KIN/ZOO 2040; PHYS 1050 or 1110 or 1210 or 1310; minimum 2.5 GPA.
3050 [PEPR 3050]. Prevention and Care of Athletic Injuries. 2. Encompasses theory and practical work in the field of athletic training. Strongly emphasizes prevention and care of athletic injuries, including wrapping and taping techniques. Prerequisites: junior status; LIFE 1000 or 1010; minimum 2.5 GPA.
3052 [PEPR 3052]. Rehabilitation of Athletic Injuries. 3. Provides a foundation of appropriate rehabilitation principles and techniques based on current research/ratio nale. The scope is inclusive of approaches applicable to common sports medicine problems. Prerequisites: KIN 2058 and 2078; minimum GPA of 2.50.
3058 [PEPR 3058]. Therapeutic Modalities for the Athletic Trainer. 3. Provides the prospective athletic trainer with the knowledge and skill necessary to use therapeutic modalities for the health care of the physically active. Prerequisites: KIN 3052 and 3068; minimum GPA of 2.50.
3060. Understanding Skill Acquisition for Teaching. 3. Addresses practical questions specific to teaching physical activity - who are my students, what skills am I teaching, how do I teach skills effectively? Examine such concepts as individual differences, nature of motor skills, content and structure of skill practice, and the art of giving feedback. Prerequisites: PSYC 1000 or equivalent; admission to professional program in PHET.
3068. Athletic Training Clinical III. 2. Provides clinical and field experience for the athletic training student. Skill and knowledge learned in KIN 2057 and 2058 are applied in the clinical and field settings. Prerequisites: KIN 2058 and 2078; concurrent enrollment in KIN 3052; minimum GPA of 2.50.
3078. Athletic Training Clinical IV. 2. Provides clinical and field experience for the athletic training student. Skill and knowledge learned in KIN 2057, 2058, and 3052 are applied in the clinical and field settings. Prerequisites: KIN 3052 and 3068; concurrent enrollment in KIN 3058; minimum GPA of 2.50.
3115. [KIN 2110, PEPR 2110]. Human Systems Physiology. 4. Covers the fundamental function(s) of the human body systems, from cells and tissues through organs and systems, focusing also on biological communication and homeostasis. Students learn how to interpret physiological data. Includes laboratory and tutorial sessions. Fulfills degree requirement in physiology subsection for zoology major. Cross listed with ZOO 3115. Prerequisites: grade of C or above in LIFE/BIOL; CHEM 1020 (preferred) or CHEM 1000; sophomore standing. 4001 [PEPR 4001]. Short Course in Physical Education for Undergraduates. 1-6 (Max. 6). Highlights special topics in kinesiology at the undergraduate level, based on need. Maximum allowable credit is 6 semester hours. Offered S/U only. Prerequisites: senior status and 2.50 cumulative GPA.
4012 [PEPR 4012]. Curriculum Development in Physical Education. 2. Provides understanding of functions of a physical education curriculum and students' role in its planning, implementation and evaluation. Prerequisites: grade of C or better in KIN 3011, 3015 and 4080; 2.75 minimum cumulative GPA; concurrent enrollment in KIN 4017. (Offered fall semester)
4013. School Administration for the Health Sciences. 3. Course provides teaching majors with information about staff-administrator relationships in school settings. Topics include principles of leadership, school organization and culture, legal issues, community issues pertaining to schools, curriculum and instruction, financial issues, building and facilities management, discipline and decision making. Prerequisites: senior status or minimum GPA of 2.50.
4015 [PEPR 4015]. Internship Experience in Kinesiology. 1-12 (Max. 12). Provides culminating clinical experience at a business, industry or institution related to students' aspirations and training. Conducted under Kinesiology departmental faculty member. Offered S/U only. Cross listed with HLED 4015. Prerequisites: junior standing, KIN 3021; 2.50 GPA.
4016. Research Experience in Kinesiology and Health. 3-6 (Max. 6). Offered to students who wish to gain a research experience in Kinesiology and Health. Meant for students who are interested in pursuing an advanced degree. Students may choose to complete KIN/HLED 4016 instead of KIN/HLED 4015. Cross listed with HLED 4016. Prerequisites: minimum junior standing; completed KIN 3021; minimum 2.50 GPA.
4017 [PEPR 4017]. Teaching Laboratory III. 4. Provides students opportunity to teach an elementary and secondary physical education unit in a school setting. Allows students to develop teaching progression, analyze sport skills, and develop effective management system. Prerequisites: grade of C or better in KIN 3011, 3015, and 4080; 2.75 minimum cumulative GPA; concurrent enrollment in KIN 4012. (Offered fall semester)
4020. Motor Behavior. 3. Provides undergraduate majors in kinesiology and health the foundation of motor learning and control theories to be applied to decisions related to the enhancement of human performance. Prerequisites: PSYC 1000 or equivalent course; admission to professional program in K&HP.
4029 [PEPR 4029]. Methods of Training and Conditioning. 3. Gives students knowledge and experience needed to develop and lead exercise training programs. Of interest to teachers, coaches and fitness leaders. Prerequisites: junior standing, KIN 3021 and minimum 2.50 GPA. (Offered spring semester)

4042. Advanced Biomechanics. 3. Provides in-depth understanding of principles of motion and the application of these principles to human movement. Emphasis on combining the mechanics of movement with the biological aspects of anatomy and physiology. Discussion on the basics of movement control and the effects of fatigue on movement. Prerequisites: KIN 3042; minimum GPA of 2.50.

4052 [PEPR 4052]. General Medical Conditions for the Athletic Trainer. 3. Provides the prospective athletic trainer with the knowledge and skill necessary to recognize, manage, and refer the general medical conditions, disabilities and pathologies that occur to athletes and the physically active. Prerequisites: KIN 3058 and 3078; concurrent enrollment in KIN 4068; minimum GPA of 2.50. (Offered fall semester)

4055 [PEPR 4055]. Adapted Physical Education. 2. Presents skills necessary to plan, implement and evaluate individualized physical education programs in the least restrictive environment. Acquaints students with current laws, characteristics, assessment instruments and nationally validated programs in physical education for the disabled child. Prerequisites: KIN 3034 and 2.50 GPA. (Offered spring semester)

4056 [PEPR 4056]. Advanced Exercise Testing and Prescription. 4. Teaches foundational electrocardiography to perform graded exercise stress tests (GXT), performance of GXT’s to health and diseased populations based on a health appraisal assessment. Knowledge used to develop comprehensive exercise prescriptions, make metabolic calculations. Emphasis on how physical activity, nutrition/weight management, and behavioral factors interact with exercise programming. Dual listed with KIN 5056. Prerequisites: completion of KIN 3010 and 3021; 2.5 GPA; CPR Certification.

4058 [PEPR 4058]. Organization, Administration, and Pharmacology for the Athletic Trainer. 3. Provides the prospective athletic trainer with the knowledge and skill necessary to better understand the pharmacology and administration of athletic health management. Prerequisites: KIN 3052 and 3068; concurrent enrollment in KIN 3058 and KIN 3078; minimum GPA of 2.50. (Offered spring semester)
5012. Curriculum Design in Physical Education. 3. Addresses current problems of curriculum design and development in physical education, including foundational concerns, curriculum anatomy (aims, goals, objectives, content, evaluation), and problems associated with design (scope, sequence, relevance, continuity, articulation, balance, and integration). Prerequisites: graduate standing, completion of a teacher certification program in physical education and teaching experience or permission of school.

5013. Models of Teaching. 3. Explores the range of teaching styles and the appropriateness of their uses. Cross listed with HLED 5013. Prerequisite: graduate standing.

5014. Teaching Tactics in Sport-Based Physical Education. 3. Introduces students to the instructional strategy of the Tactical Games Approach (Mitchell, Oslin, & Grif- fin, 2006) of teaching sport-based activities in physical education. Emphasis is on planning, implementing, assessing, and evaluating the tactical approach within the K-12 physical education context. Prerequisite: graduate standing.

5016. Analysis and Supervision of Teaching in Physical and Health Education. 3. Introduces various evaluative and supervisory techniques which are designed to improve teaching effectiveness and student learning. Emphasis will be placed on utilizing various strategies of evaluation in instructional settings. Prerequisite: graduate standing.

5017. Research on Teaching Physical and Health Education. 3. Survey of techniques, paradigms, and findings of research on teaching. Cross listed with HLED 5017. Prerequisite: graduate standing.

5020. Modalities and Administration in Athletic Training. 3. Emphasis on professional development and ability to research and compile information. Students will have opportunity to develop administrative skills related to the day-to-day operations of an athletic training room including budgeting, ordering, inventory, and facility maintenance. Students will develop an understanding of hiring practices within a healthcare facility. Prerequisites: Graduate level standing, NATA-BOC certification, and a Graduate Assistant Athletic Trainer in the Athletic Department.

5021. Pharmacology and Rehabilitation in Athletic Training. 3. Emphasis is on professional development and ability to research and disseminate information. Students will recognize and understand the pharmacokinet- ics of commonly prescribed medications in the athletic setting. Students will research injuries and develop rehabilitation programs to be presented to the athletic training staff and vari- ous medical providers within the community. Prerequisites: Graduate level standing, NATA-BOC certification, and a Graduate Assistant Athletic Trainer in the Athletic Department.

5022. Surgical Procedures and Postoperative Care. 3. Students will watch orthopedic surgeries and develop a sound understanding of common surgical techniques and procedures. Emphasis will be placed on understanding the anatomical structures, appropriate post-operative care, and rehabilitation techniques. Prerequisites: Graduate level standing, NATA-BOC certification, and a Graduate Assistant Athletic Trainer in the Athletic Department.

5023. Advanced Rehabilitation in Athletic Training. 3. Students will be provided opportunities to continue to increase their clinical evaluation skills and develop advanced rehabilitation protocols. Emphasis will be placed on the importance of using evidence based medicine and the ability to critically evaluate peer-reviewed research. Prerequisites: Graduate level standing, NATA-BOC certification, and a Graduate Assistant Athletic Trainer in the Athletic Department.

5025. Exercise Physiology II. 2-4 (Max. 4). Provides interested students with an additional opportunity to study selected aspects of exercise physiology. Research and investigation are emphasized. Prerequisite: graduate standing.

5029. Methods of Training and Conditioning. 3. Upper-level applied exercise training and conditioning course aimed at giving students the knowledge and experience needed to develop and lead exercise training programs. It will be of interest to teachers, coaches, and fitness leaders. Dual listed with KIN 4029. Prerequisite: graduate standing, and a minimum 2.50 GPA.

5034. Lifespan Growth and Psychomotor Development. 3. Takes a scholarly approach to the subject of psychomotor development, with particular emphasis on the theoretical and scientific examination of motor behavior as it changes over time. Emphasis is placed on observing movement and analyzing changes in it. Prerequisites: graduate standing, KIN 3034 or equivalent.

5035. Sociology of Sport. 3. Study of the social aspects of sport and play. Includes concepts, research studies, and theories related to such topics as politics, economics, crowd behavior, religion, sexual identity and gender, and ethical and moral values related to sport. Prerequisites: graduate standing and a general sociology course.

5039. Perception and Action in Motor Skills. 3. For graduate students who have general interest in understanding how the human perceptual system is coping with the human action system in performing skilled motor tasks. An overview of the existing theories and studies in the field will be provided with sufficient breadth and depth. Prerequisite: undergraduate prerequisite course in one of the following areas: Motor Behavior (Motor Learning, Control, or Development); Cognitive Psychology; Human Biomechanics; Human Physiology.

5046. Applied Biomechanics. 3. Designed to provide in-depth study of sport, clinical, and tissue applied biomechanics. Students select one area of inquiry and conduct a comprehensive literature review of the topic. Prerequisite: KIN 3042, graduate standing.

5047. Research Biomechanics. 3. Designed to develop skills and techniques needed to conduct biomechanics research and the knowledge to better understand published research studies in biomechanics. Prerequisite: KIN 5045.

5056. Advanced Exercise Testing and Prescription. 4. Teaches foundational electrocardiography to perform graded exercise stress tests (GXT), performance GXTs to health and diseased populations based on a health appraisal assessment. Knowledge used to develop comprehensive exercise prescriptions, make metabolic calculations. Emphasis on how physical activity, nutrition/weight management, and behavioral factors interact with exercise programming. Dual listed with KIN 4056. Prerequisites: completion of KIN 3010 and 3021; 2.5 GPA; CPR certification.

5062. Applied Concepts in Human Aging. 3. Designed to integrate and apply concepts acquired in core KIN and HLED courses (e.g. human physiology, health promotion, etc.) to the growing population of older/aging adults. Age-related pathologies are presented and discussed as is the scientific method. Dual listed with KIN 4062. Prerequisites: KIN 3021; minimum 2.50 GPA; junior standing.

5080. Investigations in Kinesiology and Health. 1-3 (Max. 3). Designed to develop Master of Science level graduate students into critical consumers of research. An additional purpose is to develop research skills to the level necessary to complete a master of science Plan B paper. Cross listed with HLED 5080. Prerequisite: graduate standing.

5085. Research Methods. 3. Focuses on methods and techniques for evaluating and conducting research. Potential and completed research problems are analyzed and evaluated. Research processes are reviewed with emphasis on application. Standards for writing literature reviews and research proposals
are also emphasized. Prerequisite: admission to the UW Division of Kinesiology and Health's graduate program.

5097. Individual Problems. 1-3 (Max. 6). Provides flexible credit for students who wish to undertake intensive study of a special problem identified in a regular class. Cross listed with HLED 5097. Prerequisite: graduate standing.

5536. Sport Psychology. 3. Examines theoretical, research, and professional issues in contemporary sports psychology. Basic research design, including quasi-experimental design are covered, particularly to discuss the outcome studies or proposed applications such as imagery and hypnosis. Development of applied sport psychology and proposed interventions with sport behavior are viewed in relation to the development of these approaches, related training issues and outcome research. Identical to PSYC 5536. Prerequisites: graduate standing, sport or general psychology course, and consent of instructor.

5537. Exercise Psychology. 3. Focuses on key conceptual issues and research in exercise psychology and the application of research findings in a variety of physical activity settings. Specific content areas include psychological benefits of physical activity, exercise adherence, public health and exercise issues, theory, and determinants of physical activity, interventions for adoption and maintenance, and professional ethics. Prerequisites: graduate standing, KIN 3037.

5586. Seminar. 1-6 (Max. 8). Graduate students in kinesiology and health work intensively on current issues and problems, and may pursue specific areas of emphasis. Although a total of 8 hours is permitted under this number, only 6 hours are allowed by the Division of Kinesiology and Health toward a student's graduate program. Cross listed with HLED 5586. Prerequisite: graduate standing.

5587. Special Problems. 1-6 (Max. 9). Provides a broad perspective through selected reading material and wherever possible the student collects and uses original information in practical school situations. All work is done independently under the direction of a faculty member. As many conferences are held as necessary to assure successful completion of the project. Prerequisite: consent of instructor and division director, graduate status.

5900. Practicum in College Teaching. 1-3 (Max. 3). Work in classroom with a major professor. Expected to give some lectures and gain classroom experience. Prerequisite: graduate standing.

5920. Continuing Registration: On Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5940. Continuing Registration: Off Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5959. Enrichment Studies. 1-3 (Max. 99). Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate program of study for degree purposes.

5960. Thesis Research. 1-12 (Max. 24). Designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. Prerequisite: enrollment in a graduate degree program.

5980. Dissertation Research. 1-12 (Max. 48). Graduate level course designed for students who are involved in research for their dissertation project. Also used for students whose coursework is complete and are writing their dissertation. Prerequisite: enrollment in a graduate degree program.

5990. Internship. 1-12 (Max. 24). Prerequisite: graduate standing.

**Health Education (HLED)**

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M24-QB]).

1006. Personal Health. 3. Acquaints students with a variety of personal health issues: from the importance of physical activity and exercise, to how to manage stress and social pressures. Students learn how to better care for their bodies and change and modify health behaviors that could be detrimental. Students also learn how to improve their current state of overall health and well being.

1221. Standard First Aid and Personal Safety. 1-2 (Max. 2). Studies accident prevention, examination procedures and first aid care for victims of accidents or sudden illness before medical assistance is available. Presents new Red Cross content and CPR. CPR is incorporated in the sections offered for 2 credit hours.

2006. Health for Elementary Educators. 1. Acquaints students to the Wyoming Health Standards and Benchmarks, techniques/instruments for assessing they Wyoming Health Standards and Benchmarks, sample health curriculum models/approaches for elementary school K-6, lesson plans in health education for elementary learners, and health integration in language arts curricula. Prerequisite: elementary education majors with sophomore standing.

2221. Instructor's Course in First Aid/CPR. 2. Designed to certify the student to teach the following American Red Cross courses: CPR for the professional rescuer and First Aid: responding to emergencies. Prerequisite: current certification in First Aid/CPR.

2900. Topics In: __. 1-3 (Max. 3). Course Topics could include Peer Health Education, Current Issues in Health, etc. Prerequisite: sophomore standing.

3000. Foundations of Health Promotion and Health Education. 3. Introduces basic concepts and theories that form the foundation of the health promotion and education profession. Stresses experiences that are designed to acquaint students with the fundamentals of professional practice and to serve as a basis for future health promotion and education study. Prerequisites: HLED 1006, junior class standing, 2.5 GPA.

3020 [4050]. Community and Public Health Promotion. 3. Increase student knowledge of community development processes and their application in addressing factors that affect the health of the U.S. population. Unique assets, needs, and health issues of specific populations will be highlighted. Emphasis given to program development processes related to protecting or improving the health of given populations. Prerequisites: HLED 1006; sophomore or junior standing; admission to K&HP or K&HP-AT professional program or minimum 3.00 cumulative UW GPA.

4004. Needs Assessment and Program Planning. 3. Focuses on needs assessment and program planning in the health education process. Extensive time is spent learning, analyzing, and applying a variety of needs assessment methods. The impact of extensive community needs assessment on planning effective community programs and interventions are examined. Additional emphasis is placed on the methods necessary for planning effective health promotion programs. Dual listed with HLED 5004. Prerequisites: HLED 3000 and 2.5 GPA.

4010. Program Evaluation and Grant Writing. 3. Provides students with an in-depth examination of program evaluation techniques and methodology as they apply to the evaluation of health promotion programs. Students gain an understanding of how to identify funding opportunities (grants) and how to prepare grant proposals. Dual listed with HLED 5010. Prerequisites: HLED 4004.

4015. Internship Experience in Health. 1-12 (Max. 12). An internship experience in health education/promotion for health majors. May take from 1-12 credits at a time for a required
cumulative maximum of 12 credits. S/U only. Cross listed with KIN 4015. Prerequisite: minimum 2.50 GPA; junior or senior status.

4016. Research Experience in Kinesiology and Health. 3-6 (Max. 6). Offered to students who wish to gain a research experience in Kinesiology and Health. Meant for students who are interested in pursuing an advanced degree. Students may choose to complete KIN/HLED 4016 instead of KIN/HLED 4015. Cross listed with KIN 4016. Prerequisite: minimum junior standing; completed KIN 3021; minimum 2.50 GPA.

4020. Food, Health, and Justice. 3. Maps ways our dominant national and global food systems affect health and equity in health, largely though not only negatively. Students will critically assess practiced and potential strategies for creating alternative food systems that support health and equity, particularly at the U.S. community level. Dual listed with HLED 5020. Prerequisite: admission to a professional program in K&HP.

4025. Teaching Sensitive Issues In Human Sexuality. 3. Prepares educators and other helping professionals whose work involves promoting healthy sexuality in children, young people, and adults. It also provides detailed investigation into important aspects of teaching sensitive issues related to human sexuality. Students practice, critique, develop, and evaluate sexuality education processes and resources. Dual listed with HLED 5025. Prerequisite: junior class standing, 2.5 GPA, and SOC 2200.

4040. Stress Management. 3. The stress process and its relationship to the concept of total health. The physical and psychological effects of stressors and individual appraisals will be explained using theoretical models and practical examples. Students learn how to personally identify and manage stress in a healthy manner. Emphasis is placed on learning effective skills to reduce harmful effects of stress. Prerequisite: junior class standing for HLED 4040 and graduate standing for HLED 5040.

4074. Field Studies in ______. 1-5 (Max. 12). Offered only through extension services. Broad and flexible and can be utilized in numerous situations to meet local needs. (Credit in this course is not applicable toward advanced degrees.) Cross listed with KIN 4074. Offered for S/U grade only.

4097. Individual Problems. 1-9 (Max. 9). Provides flexible credit for students who wish to undertake intensive study and/or experiential activities in health education. Offered for S/U grade only. Prerequisite: consent of instructor.

4110. Teaching Health in Schools K-12. 3. Presented appropriate knowledge and skills to become health literate. Explore ways to teach health skills and knowledge and use assessment strategies for health education. Prerequisite: KIN 3015. (Offered fall semester)

4120. Assessment in Health. 3. Provide students with an understanding of components of a balanced assessment system in school health education. Students review the basics of standards-based health education and explore innovations in assessment that provide teachers and students with a more complete and authentic picture of student learning. Prerequisite: HLED 2006, HLED 4110, or certified teacher with experience teaching health in schools; undergraduates must be concurrently enrolled in KIN 4099, Student Teaching; certified teachers must have access to K-12 students.

4130. Management of Coordinated School Health Programs. 3. Reviews the coordinated school health program (CSHP) model and identifies research that supports the eight components of the model. Prepares students to advocate for CSHP and to develop the school infrastructure necessary to carry out such a program. Also prepares individuals to work with school from job settings outside the school. Dual listed with HLED 5130. Prerequisites: HLED 1006 and 3010, junior standing and 2.5 GPA. (Offered fall semester)

4900. Topics in: ____. 1-3 (Max. 9) Integrates kinesiology and/or health concepts necessary for graduates in multiple professions. Provides experiential learning and training for success in allied healthcare fields. Students may develop and present projects that relate their learning and flexible and can be utilized in numerous situations to meet local needs. (Credit in this course is not applicable toward advanced degree.) For S/U grade only. Prerequisite: senior standing and consent of instructor.

4970. Field Experience in Health Education. 1 - 12 (Max. 12). Offered as practical health education experience for senior level health education majors. Students may take from 1 -12 credits at a time for a required cumulative maximum of 12 credits. Broad and flexible and can be utilized in numerous situations to meet local needs. (Credit in this course is not applicable toward advanced degree.) For S/U grade only. Prerequisite: senior standing and consent of instructor.

5004. Needs Assessment and Program Planning. 3. Focuses on needs assessment and program planning in the health education process. Extensive time will be spent learning, analyzing, and applying a variety of needs assessment methods. The impact of extensive community needs assessment on planning effective community programs and interventions will be examined. Additional emphasis will be placed on the methods necessary for planning effective health promotion programs. Dual listed with HLED 4004. Prerequisite: HLED 3000 or graduate status and a graduate course in research methods.

5010. Program Evaluation and Grant Writing. 3. Provides students with an in-depth examination of health promotion programs, evaluation techniques and methodology. Students will also gain an understanding of how to identify funding opportunities (grants) and how to prepare grant proposals. Dual listed with HLED 4010. Prerequisite: HLED 4004 or HLED 5004 and graduate standing.

5013. Models of Teaching in Physical Education. 3. Explores the range of teaching styles and the appropriateness of their uses. Cross listed with PEPR 5013. Prerequisite: graduate status.

5016. Analysis and Supervision of Teaching Physical Education. 3. Students are introduced to various evaluative and supervisory techniques which are designed to improve teaching effectiveness and student learning. Emphasis is be placed on utilizing various strategies of evaluation in instructional settings. Prerequisite: graduate standing.

5017. Research on Teaching Physical and Health Education. 3. Survey of techniques, paradigms, and findings of research on teaching. Cross listed with KIN 5017. Prerequisite: graduate standing.

5020. Food, Health, and Justice. 3. Maps ways our dominant national and global food systems affect health and equity in health, largely though not only negatively. Students will critically assess practiced and potential strategies for creating alternative food systems that support health and equity, particularly at the U.S. community level. Dual listed with HLED 5020. Prerequisite: admission to a professional program in K&HP.

5025. Teaching Sensitive Issues in Human Sexuality. 3. Prepares educators and helping professionals whose work involves promoting healthy sexuality in children, young people and adults. Also provides detailed investigation into important aspects of teaching sensitive issues related to human sexuality. Students practice, critique, develop, and evaluate sex education processes and resources. Dual listed with HLED 5025. Prerequisite: junior class standing, 2.5 GPA, and SOC 2200.

5035. Theories in Health Promotion. 3. Explores the variety of theories related to health education/promotion, comparing and contrasting them when necessary, synthesizing them when appropriate. An additional purpose
will be to apply these theories to either a research problem/question or a practice setting. 

Prerequisite: graduate standing.

5040. Stress Management. 3. The stress process and its relationship to the concept of total health. The physical and psychological effects of stressors and individual appraisals are explained using theoretical models and practical examples. Students learn how to personally identify and manage stress in a healthy manner. Emphasis is placed on learning effective skills to reduce harmful effects of stress. Dual listed with HLED 4040. Prerequisite: graduate standing.

5050. Community and Public Health Promotion. 3. Identifying, understanding, and working with unique needs and assets of communities is emphasized, including ethnic, religious, and social structures. Planning and implementation of community health programs is stressed. Open but not limited to students interested in the following areas: healthcare, health promotion, public health, the schools. Dual listed with HLED 4050. Prerequisite: a minimum of 6 hours of coursework within the College of Health Sciences or min. of 9 hours of coursework within selected major.

5080. Investigations in Kinesiology and Health. 1-3 (Max. 3). Designed to develop master of science level graduate students into critical consumers of research. An additional purpose is to develop research skills to the level necessary to complete a master of science Plan B paper. Dual listed with KIN 5080. Prerequisite: graduate standing.

5085. Research Methods in Health Education. 3. Focuses on methods and techniques for evaluating and conducting research. Potential and completed research problems are analyzed and evaluated. Research processes are reviewed with emphasis on application. Standards for writing literature reviews and research proposals are also emphasized. Cross listed with KIN 5085. Prerequisite: admission to the UW Division of Kinesiology and Health’s graduate program.

5097. Individual Problems. 1-3 (Max. 6). Provides flexible credit for students who wish to undertake intensive study of a special problem identified in a regular class. Cross listed with KIN 5097. Prerequisite: graduate standing.

5115. Interdisciplinary Early Childhood Seminar. 3. Advanced professional course for students interested in current trends and issues in early childhood development. Interdisciplinary in nature, drawing from research in communication disorders, kinesiology and health, elementary and early childhood education and special education, child and family studies, nursing, and psychology. Cross listed with FCSC, EDEC, NURS, PSYC, SPPA 5115. Prerequisite: graduate standing.

5130. Management of Coordinated School Health Programs. 3. Reviews the coordinated program (CSHP) model and identifies research that supports the eight components of the model. Prepares students to advocate for CSHP and to develop the school infrastructure necessary to carry out such a program. Also prepares individuals to work with school from job settings outside the school. Dual listed with HLED 4130. Prerequisites: HLED 1006 and 3110, junior standing and 2.50 GPA.

5586. Seminar in Health Education. 1-6 (Max. 8). Graduate students in kinesiology and health work intensively on current issues and problems, and may pursue specific areas of emphasis. Although a total of 8 hours is permitted under this number, only 6 hours are allowed by the Division of Kinesiology and Health toward a student’s graduate program. Cross listed with KIN 5586. Prerequisite: graduate standing.

5587. Special Problems. 1-6 (Max. 9). Provides a broad perspective through selected reading material and/or experiential activities. All work is done independently under the direction of a faculty member. As many conferences are held as necessary to assure successful completion of the project. Prerequisite: consent of instructor and graduate standing.

5900. Practicum in College Teaching. 1-3 (Max. 3). Work in classroom with a major professor. Expected to give some lectures and gain classroom experience. Prerequisite: graduate standing.

5920. Continuing Registration: On Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5940. Continuing Registration: Off Campus. 1-2 (Max. 16). Prerequisite: advanced degree candidacy.

5959. Enrichment Studies. 1-3 (Max. 99). Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate program of study for degree purposes.

5960. Thesis Research. 1-12 (Max. 24). Designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. Prerequisite: enrollment in a graduate degree program.

Life Sciences Program

138 Aven Nelson Building, 766-4158
FAX: (307) 766-2851
Web site: www.uwyo.edu/lifescience
Program Director: Mark E. Lyford

The Life Sciences Program consists of all LIFE prefix courses. These courses support the life science majors and several non-life science majors across campus. The number of LIFE courses taken by life science and other majors is determined by the departments that offer the majors. The curriculum intends to provide life-science majors with both breadth and depth in the basic life sciences, and non-science majors with exposure to key concepts in biology and an understanding of the connections between science and society. The program courses also expose students to the fields of cell and molecular biology, genetics, ecology, and evolution, and they familiarize students with the diversity of life on the planet. Courses within the curriculum address four fundamental goals at a level appropriate for each course: 1) Acquisition, Application and Synthesis of Knowledge, 2) Communication Skills, 3) Critical Thinking and Problem Solving, and 4) Research Skills.

For information on LIFE course offerings, please refer to the Life Sciences Program entry in the College of Arts and Sciences.

Division of Medical Education

Family Medicine Residency Programs
Casper: Stephen Trent, Director
(307) 233-6020
Cheyenne: Ronald L. Malm, Director
(307) 777-7911

WWAMI Medical Education Program
Laramie: Matthew McEchron, Director
(307) 766-2496
Web site: www.uwyo.edu/wwami

Professors:
DAVID A. DRIGGERS, M.D., B.S. USAF
Academy 1968; M.D. Medical College of Georgia 1972; Clinical Professor 2010.
DONALD SWIATEK, Clinical Professor 2012.

Associate Professors:
LISA K. BRANDES, B.S. Kansas State University 1987; M.D. University of Kansas School of Medicine 1993; Clinical Associate Professor of Family Medicine 2012.
JAMES F. BROOMFIELD, B.S. University of Arkansas 1986; M.D. 1990; Associate Professor of Family Medicine, Cheyenne 2005, 1999.

RONALD L. MALM, B.S. University of Wyoming 1988; D.O. The University of Health Sciences, College of Osteopathic Medicine 1992; Associate Professor of Family Medicine, Cheyenne 2012, 2005, 1999.

MATTHEW McECHRON, B.S. University of Iowa 1990; M.S. University of Miami 1993; Ph.D. 1995; Associate Professor, WWAMI Medical Education Program 2008.

DOUGLAS S. PARKS, B.S. Baker University 1978; M.D. University of Kansas 1984; Associate Professor of Family Medicine, Cheyenne 1999, 1993.

BETH ROBITAILLE, B.A. University of Notre Dame 1991; M.D. Creighton University School of Medicine 1995; Clinical Associate Professor of Family Medicine, Casper 2012, 2007, 2002.

STEPHAN N. TRENT, B.A. University of Tennessee 1973; D.O. University of Health Sciences 1980; Clinical Associate Professor of Family Medicine 2007, 2002.

BRIAN M. VEAUTHIER, B.S. University of Notre Dame 1996; M.D. Georgetown University School of Medicine 2001; Clinical Associate Professor of Family Medicine 2012.

Assistant Professors:

KIM R. BROOMFIELD, B.S. University of Wyoming 1987; B.S. 1988; M.D. University of Colorado 1992; Clinical Assistant Professor of Family Medicine 2012.

WHITNEY A. BUCKLEY, PharmD University of Wyoming 2004; Clinical Assistant Professor 2008.

MARIA A. CORNELIUS, Clinical Assistant Professor 2012.

ZACH DEISS, B.A. University of Wyoming 1979; M.D. Creighton University School of Medicine 1987; Clinical Assistant Professor of Family Medicine Casper 2012, 2010.

FREDERICK DREILING, B.A. Oberlin College 1972; Ph.D. University of North Carolina 2002; Clinical Assistant Professor, WWAMI Medical Education Program 2012, 2008.

JOHN P. HEALEY, B.S. University of Wyoming 1979; M.S. University of Utah; M.D. Creighton University 1991; Clinical Assistant Professor of Family Medicine Cheyenne 2012, 2009.

CAROLINE KIRCH RUSSEL, Clinical Assistant Professor 2012.

ROBERT M. MONGER, B.A. Augustana College 1988; M.D. University of Utah School of Medicine 1992; Clinical Assistant Professor 2008.

DIANE NOTON, B.S. University of Wyoming 1991; M.D. Creighton University 1995; Clinical Assistant Professor of Family Medicine 2009.

THOMAS E. RADOSEVICH, B.S. University of Wyoming 1990; M.D. Creighton University School of Medicine 1999; Clinical Assistant Professor of Family Medicine 2008.

G. DOUGLAS SCHMITZ, B.S. and M.D. University of Nebraska Medical School 1979; Clinical Assistant Professor 2008.

AMY TRELEASE-BELL, B.S. University of Wyoming 1992; M.D. Creighton University School of Medicine 1996; Clinical Assistant Professor of Family Medicine, Cheyenne 2012, 2004.

CYNTHIA WORKS, Clinical Assistant Professor 2012.

PATRICK A. YOST, B.S. University of Wyoming 1994; M.D. Creighton University 1999; Clinical Assistant Professor of Family Medicine Cheyenne 2012, 2009.

Associate Lecturer:


The Division of Medical Education provides opportunities for qualified Wyoming students to pursue careers in medicine; supports both undergraduate and graduate medical education programs; promotes high quality continuing education in medicine and other health care fields for Wyoming providers; facilitates increased accessibility of health and medical services in remote and shortage areas; supports inter disciplinary clinical training; and works closely with the Center for Rural Health Research and Education to promote research and programs to address rural/frontier health delivery concerns.

The University of Wyoming medical contract program enhances medical education opportunities for Wyoming residents. In March 1996, the University of Wyoming became a partner in the WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) Program. As a result, students accepted into the medical contract program attend the University of Washington School of Medicine. The first year of this program is taught on campus at the University of Wyoming. The doctor of medicine degree is awarded by the University of Washington. For further information, contact the Preprofessional Advising Office, College of Health Sciences, Laramie, Wyoming 82071, (307) 766-6704.

Because of the need for broadly trained primary care physicians in Wyoming, the Wyoming Legislature has established two residency programs in the specialty of family medicine. These two accredited, university-administered, community-hospital based family medicine residency programs are located in Casper and Cheyenne. They enroll up to 42 residents (14 in each of three years). The two family medicine centers are among the most modern and comprehensively equipped facilities of their kind in the nation and maintain a 1:4 faculty to resident ratio. The program at Casper began in 1976 and is affiliated with Wyoming Medical Center. The program utilizes the services and facilities provided by the Community Health Center of Central Wyoming. The Cheyenne program became active in 1980 and is affiliated with United Medical Center. The program utilizes the services and facilities provided by the Veterans Administration and the FE Warren AFB hospitals also located in Cheyenne. Both centers utilize modern design and include spacious examining rooms; treatment and casting rooms; x-ray facilities; offices for faculty, residents and staff; complete laboratories; multiphase research areas; conference rooms; business offices and roomy waiting rooms with play areas in the clinical component. In the educational component, both include large auditoriums, several classrooms; audio visual production centers; medical libraries; learning resource centers and administrative offices. Particular emphasis in both centers is placed on preparing physicians for rural practice and other facets of medical practice that are unique to Wyoming.

Wyoming WWAMI Medical Education Program

FIRST YEAR: Fall

<table>
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Total Hrs. 26
the patient-doctor interactions, and observe clinical techniques, observe with the physician. The goal of the experi engages in one on one feedback sessions approximately 10 weeks in a clinical setting. spend one morning or afternoon per week for 6506. Clinical Preceptorship. 1. USP Codes are listed in brackets by the Sciences at (307) 766-2496. (WWAMI) take their first year of classes education for the students of Wyoming. program has a close working relationship with the Veterans Administration Hospital. The residency programs are housed in two family medicine centers acclaimed to be among the most modern and comprehensively equipped facilities of their kind in the nation. Particular emphasis is placed on preparing physicians for rural practice and addressing those facets of medical practice that are unique to Wyoming. In 1997, the University of Wyoming joined the University of Washington’s WWAMI Program to provide undergraduate medical education for the students of Wyoming. Medical students accepted into this program (WWAMI) take their first year of classes on campus at the University of Wyoming. Students interested in this program should contact the WWAMI in the College of Health Sciences at (307) 766-2496.

Graduate Study The Division of Medical Education provides graduate medical (residency) education for physicians in the specialty of family medicine. The university supports two fully accredited family medicine residency programs in Casper and Cheyenne with a capacity for 42 residents (14 in each of the three years). The Casper program began in 1976 and is affiliated with the Community Health Center of Central Wyoming and the Wyoming Medical Center. The Cheyenne program opened in 1980 and is affiliated with Cheyenne Regional Medical Center. In addition, the Cheyenne program has a close working relationship with the Veterans Administration Hospital. The residency programs are housed in two family medicine centers acclaimed to be among the most modern and comprehensively equipped facilities of their kind in the nation. Particular emphasis is placed on preparing physicians for rural practice and addressing those facets of medical practice that are unique to Wyoming.

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in disease states. For S/U only. Prerequisites: admission to WWAMI program or consent of instructor and approval of WWAMI coordinator or dean of the College of Health Sciences.

6531. Anatomy of Head and Neck. 4. Gross anatomy (including skull, pharynx and larynx), audition and balance, physiology and clinical evaluation, maxillofacial disorders, diseases of nasal passages, nasopharynx and oropharynx, accessory sinuses. Physical examination. For S/U only. Prerequisites: admission to WWAMI program or consent of instructor and approval of WWAMI coordinator or dean of the College of Health Sciences.

6532. Nervous System. 5. Integrated approach to normal structure and function of the nervous system, including the eye. Neuropathological examples, as well as clinical manifestations of neurological disease are presented. For S/U only. Prerequisites: admission to WWAMI program or consent of instructor and approval of WWAMI coordinator or dean of the College of Health Sciences.

6534. Microbiology and Infectious Disease
1B. 2. Pathogenesis and immunity of infectious diseases, natural barriers. Microbiology, epidemiology, clinical manifestations and control of representative bacterial, fungal, parasitic and viral infectious diseases. Chemotherapeutics and principles of chemotherapy. Sterilization, principles of sepsis, nosocomial and iatrogenic infections and their prevention. For S/U only. Prerequisites: admission to WWAMI program or consent of instructor and approval of WWAMI coordinator or dean of the College of Health Sciences.

6535. Introduction to Clinical Medicine.
3. Adult screening physical examination is taught through the use of lecture, audiovisual aids, and small group tutorial, where students in supervised setting practice the physical examination on one another. Further practice in the performance and recording of the patient profile and medical history. For S/U only. Prerequisites: admission to WWAMI program or consent of instructor and approval of WWAMI coordinator or dean of the College of Health Sciences.

6533. Musculoskeletal System.
5. Gross surface, applied and X-Ray anatomy of system including entire spine but excluding head and neck. Histology of bone, cartilage, tendon-myotendinous junction and joints. Musculoskeletal trauma and healing. Pathology and clinical manifestations of other degenerative, inflammatory, metabolic, nutritional and congenital disorders. Physical examinations. Prerequisites: admission to WWAMI program or consent of instructor and approval of WWAMI coordinator or Dean of the College of Health Sciences.

6590. Medical Information for Decision Making. 1. Evidence Based Medicine (EBM) is now the predominant model by which medicine is practiced. The goal is to forge critical thinking skills and to teach analysis of the medical literature as a tool. Prerequisites: admission to WWAMI program or consent of instructor and approval of WWAMI coordinator or dean of the College of Health Sciences.

Microbiology Program
Program Director: Kenneth Mills
Phone: (307) 766-6664
FAX: (307) 766-3875
E-mail: kmills@uwyo.edu

The Bachelor of Science degree program in microbiology is organized as an interdepartmental major involving the collaborative teaching, advising and research expertise of more than 20 microbiology faculty from the Colleges of Arts and Sciences, Agriculture and Health Sciences. The program is administered by a program director and a coordinating committee which represents each of the participating colleges. Students may obtain their degree in either the College of Arts and Sciences or the College of Agriculture and Natural Resources and Natural Resources. Please see the Microbiology section under the College of Agriculture and Natural Resources for list of faculty and program information.

Fay W. Whitney School of Nursing
351A Health Sciences Center, 766-4312
FAX: (307) 766-4294
Web site: www.uwyo.edu/Nursing
Dean: Mary E. Burman
Associate Dean: Susan H. Steiner
Professors:
ANNE M. BOWEN, B.S. Cornell University 1976; M.S. State University of New York at Syracuse 1979; M.S. Idaho State University 1986; Ph.D. West Virginia University 1990; Professor of Psychology 2002, Professor of Nursing 2010.
MARY E. BURMAN, B.S.N. University of Minnesota 1983; B.S. University of Michigan 1986; Ph.D. 1990; Professor of Nursing 2003; Dean of Nursing 2008.
PAMELA N. CLARKE, B.S.N. Wayne State University 1969; M.P.H. University of Michigan, Ann Arbor 1971; Ph.D. Wayne State University 1983; Professor of Nursing 2003.

PAMALA D. LARSEN, B.S.N. Fort Hays State University 1969; M.S. University of Colorado Denver 1984; Ph.D. University of Northern Colorado 1989; Professor of Nursing 2006.

Associate Professor:
ANN MARIE HART, B.S.N. Medical College of Virginia 1991; M.S. University of Wyoming 1996; Ph.D. University of Colorado Health Sciences Center Denver 2003; Associate Professor of Nursing 2009.

Assistant Professor:
BARBARA ROBINSON, B.S.N. Creighton University 1978; M.S.N. University of Southern Mississippi 1984; M.B.A. University of Colorado at Colorado Springs 1990; Ph.D. University of Colorado Health Sciences Denver 2008; Assistant Professor of Nursing 2011.
MARY ANNE PURTZER, B.S.N. University of Nebraska 1975; M.A. University of Wyoming 2002; M.S. 2005; Ph.D. 2007; Assistant Professor of Nursing 2008, 2012.
JENIFER THOMAS, B.S. Colorado State University 1994; M.S. Avila University 2000; M.S. Colorado State University 2007; Ph.D. 2008; Assistant Professor of Nursing 2010, 2012.

Clinical Associate Professor:
SUSAN H. STEINER, B.S.N. University of Michigan, Ann Arbor 1971; M.S. University of Wyoming 1988; Ph.D. 2001; Clinical Associate Professor 2012, 2009; Associate Dean of Nursing 2009.

Senior Lecturer:
Holly Miller, Teresa Wolff

Assistant Lecturers:
Mary Sue Hager, Candace Tull, Linda Williams

Adjunct Faculty:
Catherine Beck, Connie Coleman, Sandra Conklin, Ann Enlow, Michael Enright, Mary Gills, Julian Good, Jane Hartzock, Sue Hume, Alicia LePard, Sue Lowe, Teri Lund, Marcia Mallett, Gayle Martinchick, Dana Murphy-Parker, Kimberly Raska, Debora Retz, Cheryl Smith, Candace Stidolph, Rachel Thomas

Adjunct Faculty:
Janice Beeken, Cheri Bellamy, Karen Benjamin, Penelope Caldwell, Carole Susan Christman, Constance Diaz-Swearingen, Dawn Ford, Elizabeth Goodwin, Linda Johnson, Laura Mallett, Gayle Martinchick, Dana Murphy-Parker, Kimberly Raska, Debora Retz, Cheryl Smith, Candace Stidolph, Rachel Thomas
Erectile: Marcia L. Dale, Beverly Taheri-Kennedy, Beverly McDermond, Fay W. Whitney, Elizabeth H. Wiest, Norma Wilkerson

The Fay W. Whitney School of Nursing (FWWSON) has well established undergraduate and graduate programs. Legislation to initiate the BSN program at the University of Wyoming was passed in 1951 with students admitted that fall. The program received initial accreditation from the National League for Nursing (NLN) in 1955 and has maintained accreditation since that time. Currently, the baccalaureate and graduate programs are accredited by the Commission on Collegiate Nursing Education.

Undergraduate and graduate curricula at the FWWSON are based upon our philosophy of nursing (as outlined on our nursing website) and specified professional documents. The Essentials documents for baccalaureate and master’s programs from the American Association of Colleges of Nursing serve as the primary foundation.

Mission

As a leader in professional nursing, outreach, and rural health, the FWWSON promotes and protects health through education, scholarship and service.

Accreditation and Membership

The baccalaureate and graduate programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

The baccalaureate program (Basic BSN BRAND, and RN/BSN Completion) is approved by the Wyoming State Board of Nursing (WSBN). Graduates of the Basic BSN and BRAND are qualified to apply for admission to the licensing examination offered by the board.

Physical Requirements

All nursing students must be able to perform the essential functions of a student nurse. Reasonable accommodations will be afforded to student nurses with disabilities as required under the Americans with Disabilities Act of 1990. Faculty and staff from the FWWSON will work with staff from the University Disability Support Services office to determine what constitute reasonable accommodations.

Background Checks Requirements

Students enrolled in clinical training programs within the College of Health Sciences are placed in educational and clinical settings where highly vulnerable clients such as minor children, individuals with disabilities, and/or the elderly, are routinely served. These clinical/practice training sites (including schools, hospitals, pharmacies, and other university sites) routinely require criminal background checks for all students who engage in clinical activities. Therefore, background checks shall be required on all applicants to programs in the College of Health Sciences prior to admission into their prospective program.

Students applying for admission into the nursing major component of the BSN Program, the MS Program and Certificate Program (post-master’s), and the DNP Program will be notified by the FWWSON at the time of any admission offer the process for completing the required background check. Previous background checks (e.g. CNA Certification, LPN or RN Licensure) are not acceptable to fulfill this expectation. The results of the background check may determine final admittance to the program.

You may also be required to update your criminal background check. Each clinical training site will be informed that you have passed a background check (if you have) prior to your placement at that site; some sites may require a more current background check. Clinical agencies may bar a student access to their facility for clinical experiences based on the results of the background check. If faculty and staff are not able to place the student in an alternative setting, the student will not be able to complete the program. In addition, students seeking readmission into the program are required to complete a new background check. Students are responsible for the costs associated with the admission background check and any other background checks that may be required.

Drug Screening Requirements

Drug screening may be required by some clinical training sites. Students will be notified by the FWWSON should this be an expectation of them. Students may incur charges for this screening and will be notified of such at that time.

Cost of the Program

University fees, testing fees, and special supplies are paid for by nursing students. A variety of clinical facilities in and out of state are used in the application of knowledge. Responsibility for travel arrangements to the clinical areas rests with the student.

Bachelor of Science in Nursing (BSN) Program

The Fay W. Whitney School of Nursing provides a curriculum based on the solid foundation of a general studies program. University students are individuals who come with learning preferences, different experiences, varied goals, and therefore, have unique learning needs. The primary responsibility of faculty is to empower students to become self-directed learners. Active learning is a teaching/learning partnership.

Undergraduate Program Outcomes - BSN Program

1. Synthesize knowledge from the arts and sciences in the practice of professional nursing.

2. Demonstrate leadership by application of quality improvement processes in the provision of safe client care across the lifespan.

3. Demonstrate evidence based practice in the care of clients, families, and communities.

4. Manage data, information, and technology to inform and guide nursing practice.

5. Engage in political and regulatory processes relevant to health care systems and the provision of safe care.

6. Collaborate with the interprofessional team in the delivery of evidence-based client-centered care.

7. Use health promotion, disease prevention, and risk reduction strategies in caring for clients, families, and communities.

8. Demonstrate behaviors that reflect the nursing code of ethics, professional and legal standards, and the values of nursing as a caring profession.

Graduates receive the Bachelor of Science in Nursing (BSN) degree, and upon successful completion of the licensure examination, are eligible to practice as registered nurses. Completion of the baccalaureate degree is a requirement for admission to graduate study leading to advanced nursing practice.
Bachelor of Science in Nursing (BSN) Program Scholastic Requirements

University and College of Health Sciences policies governing scholastic requirements, including major changes, probation and dismissal, apply to students enrolled in the School of Nursing. In addition to university/college requirements, the School of Nursing has the following scholastic requirements:

1. Grade of at least a C in all required courses.

2. Prerequisites must be met with C or better prior to entering each nursing course.

3. A cumulative Nursing G.P.A. (NGPA) of 2.75 (Basic BSN & BRAND) or 2.50 (RN/BSN) based on required courses is the minimum required for admission to the nursing major.

4. Students must attain a 2.00 (C) or S in each nursing course, as well as a cumulative Nursing G.P.A. (NGPA) of 2.75 (Basic BSN & BRAND) or 2.50 (RN/BSN) based on required courses to progress.

5. Single prerequisite, requisite, core, or nursing major course may not be repeated more than once.

6. Total of four prerequisite, requisite, or core courses may be repeated.

7. Total of two nursing courses in the major may be repeated.

Bachelor of Science in Nursing (BSN) Program Options

The Fay W. Whitney School of Nursing offers a baccalaureate program with three options to obtain the BSN degree:

1. Basic BSN – a basic, entry-level BSN option for the student wishing to become a registered nurse at the baccalaureate level.

2. Bachelors Reach for Accelerated Nursing Degree (BRAND) – an accelerated BSN option for the student who has already achieved a previous non-nursing baccalaureate degree and wishes to become a registered nurse at the baccalaureate level.

3. RN/BSN Completion – a BSN completion option for the registered nurse who wishes to become a baccalaureate prepared nurse.

Please refer to the appropriate program option section that follows below.

Basic BSN

This option is an on-campus, basic, entry-level BSN option for students who are interested in becoming a registered nurse.

Second baccalaureate degree seeking students have the option of pursuing Basic BSN or BRAND (see information under that heading).

Admission

Students who meet university requirements are admitted to the university. Graduates of fully accredited high schools may declare the pre-nursing component of the Basic BSN (declared NURS component) at the baccalaureate level. For students who do not meet these requirements, it is suggested that they major in general undeclared so that they will receive more appropriate advising for their situation through the Center for Advising and Career Services until they meet requirements. Progression through the pre-nursing curriculum will be delayed a minimum of one year until the student has successfully completed College Algebra, Biology, and Chemistry. Students seeking to transfer into the pre-nursing component must have a minimum nursing grade point average (NGPA) of 2.75 calculated on all prerequisite courses; however, this does not guarantee admission to the nursing major component. Further acceptance into the pre-nursing component of the Basic BSN is based on evaluation of academic work with consideration of the School of Nursing BSN Program Scholastic Requirements.

Students typically apply for admission to the nursing major component in the spring of their sophomore year (spring in which completing their final prerequisite courses). Complete application packets to the nursing major component of this option must be received by the Fay W. Whitney School of Nursing no later than February 1 for fall admission (postmarks do not meet the application deadline). Students applying for admission to the nursing major must be certified as a nursing assistant (CNA). (LPN licensure will also satisfy this requirement). Verification of active certification/licensure is required by application deadline. An application without evidence of current CNA certification will not be considered. The number of students admitted to the nursing major is limited. Admission is a competitive process and applicants meeting minimum requirements are not guaranteed admission to the major.

Criteria for admission to the nursing major component of the Basic BSN as well as application materials can be found on the nursing website, http://www.uwyo.edu/nursing (click on Programs; Basic BSN; Admission Criteria/Application Packet).

Curriculum

The minimum requirement to graduate with a BSN is 120 semester hours of credit. Evaluation of transfer courses is required to determine credit eligibility.

The required courses, KIN/ZOO 3115 (Human Systems Physiology), PHCY 4450 (Pathophysiology), and PHCY 4470 (Pharmacology), must be upper division (3000/4000 level). Lower division/Community College level courses do not satisfy this requirement. Transfer courses must be reviewed for acceptability.

Nursing courses are offered fall and spring semesters of the university academic calendar. Students are required to have transportation to all clinical sites. A number of clinical sites are located in Cheyenne. The capstone practicum experience during spring of the senior year requires students to live in locations away from campus.

Basic BSN Course Sequence

(Active CNA certification required for application/admission to Nursing Major Component; verification required by application deadline.)

Pre-Nursing Component

Prerequisite Courses

(Courses required for admission to the nursing major component.)

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<td>MATH 1400 (QA)</td>
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<td>STAT 2050 or 2070 (QB)</td>
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<td>LIFE 1010 (SB)</td>
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<td>CHEM 1000 or 1020 (SP)</td>
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<td>KIN/ZOO 2041 (SB)</td>
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<td>KIN/ZOO 3115</td>
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<tr>
<td>PHCY 4450</td>
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<tr>
<td>MICR/MOLB 2240</td>
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<tr>
<td>PSYC 1000 (CS)</td>
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<tr>
<td>SOC 1000 (CS) or 1100 (CS) or ANTH 1200 (CS/G)</td>
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<td>FCSC 1140 or 1141</td>
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<td>NURS 2340 or EDST 2450</td>
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Total Hrs. 49-50
Required USP/Graduation Courses
(Additional USP and FWWSON degree requirements needed for graduation. Unless otherwise noted, these requirements may not be met with any of our specified prerequisite, requisite, and/or nursing major component courses. Recommend completing prior to admission to the nursing major component, but must be completed by graduation.)

Nursing Major Component
(63 credits)
(Nursing application/fee required)

JUNIOR YEAR: Fall
Hrs.
NURS 1000 (I/L)..........................1
Approved (CA) course..........................3
Approved (CH) course (if not met by WB/CH course)..........................3
Approved (G) course (if not met by ANTH 1200)..........................3
COJO 1010 (O)..........................3
PEAC 1001 (P)..........................1
Approved (V) course..........................3
Total Hrs. 10-17

JUNIOR YEAR: Spring
Hrs.
NURS 3125..........................3
NURS 3140..........................3
NURS 3440..........................4
NURS 3475..........................4
PHCY 4470..........................4
Total Hrs. 17

SENIOR YEAR: Fall
Hrs.
NURS 4125 (L/WC)..........................3
NURS 4440..........................4
NURS 4442..........................4
NURS 4475..........................4
Total Hrs. 15

SENIOR YEAR: Spring
Hrs.
NURS 4250..........................3
NURS 4875..........................12
Total Hrs. 15

Minimum Hours Required for the Degree
120
(Note: Course requirements/expectations are subject to change. Maintain contact with FWWSON for current expectations.)

BRAND
This option is for students who have a previous non-nursing baccalaureate degree, and who are seeking an accelerated option for obtaining the BSN.

Working with the Outreach School, nursing theory and supporting courses are offered using a combination of online courses; hybrid courses with periodic intensive on-campus experiences; and by the use of the Outreach School’s video network. Clinical coursework is arranged at a Wyoming healthcare institution. This option is a ‘summer to summer’ format with a full-time schedule of courses.

Admission
Students must be admitted to the university by the application deadline (declared or declared major). Complete application packets to the nursing major component of this option must be received by the Fay W. Whitney School of Nursing no later than December 15 for summer admission. The number of students admitted to BRAND is limited, and admission is a competitive process. Applicants meeting minimum requirements are not guaranteed admission.

Criteria for admission to BRAND as well as application materials can be found on the nursing website, http://www.uwyo.edu/nursing (click on Programs; BRAND; Application Process, Packet, Admission Criteria linked under Getting Started heading).

Curriculum
The minimum requirement for the second bachelor's (SB) degree candidate to graduate with a BSN is 50 semester hours of credit. This curriculum option totals 58 credit hours.

The minimum requirement for a SB degree is 30 additional semester hours earned from UW, 12 of which must be in upper division level courses. If prior baccalaureate degree was earned through UW, the 30 credit minimum is in addition to the credits earned for previous degree. Evaluation of transfer courses is required to determine credit eligibility.

The required courses, PHCY 4450 (Pathophysiology) and PHCY 4470 (Pharmacology), must be upper division (3000/4000 level). Lower division/Community College level courses do not satisfy this requirement. Transfer courses must be reviewed for acceptability.

BRAND Course Sequence
Pre-Nursing Component
Prerequisite Courses
(Courses required for admission to the nursing major component.)

<table>
<thead>
<tr>
<th>Hrs.</th>
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<tbody>
<tr>
<td>KIN/ZOO 2040</td>
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<tr>
<td>KIN/ZOO 2041</td>
</tr>
<tr>
<td>KIN/ZOO 3115</td>
</tr>
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Required Graduation Course
(Recommend completing prior to admission, but must be completed by graduation.)

Approved US/WY Constitution course..........................3
(Students who have completed an acceptable, transferable US Constitution course will only have to complete the remaining WY Constitution component as required by UW. The WY Constitution component may be satisfied through the 1 credit exam or course.)
Total Hrs. 3

Nursing Major Component
(58 credits)
(Nursing application/fee required. Courses only offered once a year in sequence.)

SUMMER
Hrs.
NURS 3710..........................3
NURS 3730..........................2
NURS 3750..........................3
PHCY 4470..........................4
Total Hrs. 12

FALL
Hrs.
NURS 3770..........................6
NURS 3771..........................6
NURS 3780..........................4
Total Hrs. 16

SPRING
Hrs.
NURS 4710..........................3
NURS 4735..........................3
NURS 4736..........................3
NURS 4740..........................6
NURS 4741..........................3
Total Hrs. 18

SUMMER
Hrs.
NURS 4775..........................10
NURS 4785..........................2
Total Hrs. 12
(Note: Course requirements/expectations are subject to change. Maintain contact with FWWSON for current expectations.)

RN/BSN Completion
This option is for the associate degree or diploma in nursing level registered nurse or the Wyoming associate degree nursing student who wishes to become a baccalaureate prepared nurse. Nursing theory courses are offered online. No on-campus time is required.
Admission

Students who meet university requirements are admitted to the university (declared NUBS major) in the pre-nursing component of the RN/BSN Completion. Students are designated as pre-nursing until they have completed the RN/BSN application process and are formally admitted into the School of Nursing. Acceptance into the RN/BSN Completion is also based on evaluation of students’ academic work with consideration of the School of Nursing Program Scholastic Requirements.

The opportunity exists for students who are currently enrolled in a Wyoming associate degree nursing program to pursue dual admission to the RN/BSN Completion.

Complete application packets to the nursing major component of this option must be received by the Fay W. Whitney School of Nursing no later than June 1 for fall admission, October 1 for spring admission, or February 1 for summer admission. Students applying for admission to the nursing major component must have an active unencumbered RN license (current documentation must be on file with the School of Nursing throughout participation in the RN/BSN Completion). Verification of active unencumbered RN licensure is required by application deadline. The number of students admitted to RN/BSN Completion may be limited based on School of Nursing resources. Applicants meeting minimum requirements are not guaranteed admission to the major.

Criteria for admission to the nursing major component of the RN/BSN Completion as well as application materials can be found on the nursing website, http://www.uwyo.edu/nursing (click on Programs; RN/BSN Completion; Application (Admission Criteria & Process linked under Getting Started heading).

Curriculum

The minimum requirement to graduate with a BSN is 120 semester hours of credit. Additional University Studies (USP) courses are required to complete the degree and can be taken any time before graduation. It is important for students to be aware of course prerequisites for individual nursing courses and to be in regular contact with a nursing advisor. Evaluation of transfer courses is required to determine credit eligibility.

The required courses, PHCY 4450 (Pathophysiology) and PHCY 4470 (Pharmacology), must be upper division (3000/4000 level). Lower division/Community College level courses do not satisfy this requirement.

<table>
<thead>
<tr>
<th>RN/BSN Completion Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Documentation of a current active unencumbered RN license must be on file with the School of Nursing throughout participation in the program)</td>
</tr>
</tbody>
</table>

Pre-Nursing Component

Core Courses

(Students are encouraged to complete these courses before taking courses in the nursing major component.)

<table>
<thead>
<tr>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 2050 or 2070 (QB)</td>
</tr>
<tr>
<td>PSYC 1000 (CS)</td>
</tr>
<tr>
<td>ANTH 1200 (CS/G) or SOC 1000 ... (CS) or 1100 (CS)</td>
</tr>
<tr>
<td>KIN/ZOO 2040 (SB)</td>
</tr>
<tr>
<td>KIN/ZOO 2041 (SB)</td>
</tr>
<tr>
<td>KIN/ZOO 3115</td>
</tr>
<tr>
<td>Approved MICR Course</td>
</tr>
<tr>
<td>PHCY 4450 (Online UW)</td>
</tr>
<tr>
<td>PHCY 4470 (Online UW)</td>
</tr>
<tr>
<td>NURS 3010</td>
</tr>
<tr>
<td>Total Hrs.</td>
</tr>
</tbody>
</table>

Required USP Courses

(USP degree requirements needed for graduation that may be met with transfer coursework. Unless otherwise noted, these requirements may not be met with any of our specified core and/or nursing major component courses.)

<table>
<thead>
<tr>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved (CA) course</td>
</tr>
<tr>
<td>Approved (CH) course</td>
</tr>
<tr>
<td>Approved (G) course (if not met by ANTH 1200)</td>
</tr>
<tr>
<td>COJO 1010 (O)</td>
</tr>
<tr>
<td>Approved (QA) course</td>
</tr>
<tr>
<td>Approved (S, SB, SP, SE) course</td>
</tr>
<tr>
<td>Approved (V) course</td>
</tr>
<tr>
<td>Approved (WA) course</td>
</tr>
<tr>
<td>Approved (WB) course</td>
</tr>
<tr>
<td>Total Hrs.</td>
</tr>
</tbody>
</table>

Nursing Major Component

(22 credits)

(Students must be formally admitted to the nursing major component to take these courses.)

<table>
<thead>
<tr>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3020 (D)</td>
</tr>
<tr>
<td>NURS 3045</td>
</tr>
<tr>
<td>NURS 3630 (P)</td>
</tr>
<tr>
<td>NURS 4055 (L)</td>
</tr>
<tr>
<td>NURS 4255 (WC)</td>
</tr>
<tr>
<td>NURS 4355</td>
</tr>
<tr>
<td>NURS 4985</td>
</tr>
<tr>
<td>Total Hrs.</td>
</tr>
</tbody>
</table>

Escrow Courses

(Credits are automatically posted to the student’s UW transcript based on completion of NURS 3630; documentation of RN licensure and transcript verifying graduation from an associate degree or diploma nursing program. These credits represent credit for nursing content learned in the associate degree or diploma in nursing program.)

<table>
<thead>
<tr>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 3440</td>
</tr>
<tr>
<td>NURS 3475</td>
</tr>
<tr>
<td>NURS 3840</td>
</tr>
<tr>
<td>NURS 3842</td>
</tr>
<tr>
<td>NURS 3844</td>
</tr>
<tr>
<td>NURS 3875</td>
</tr>
<tr>
<td>NURS 4442</td>
</tr>
<tr>
<td>Total Hrs.</td>
</tr>
</tbody>
</table>

Minimum Hours Required for the Degree

120

(Note: Course requirements/expectations are subject to change. Maintain contact with FWWSON for current expectations.)

Graduate Study

The Fay W. Whitney School of Nursing offers two graduate programs: leading to 1) a Master of Science (M.S.) degree and 2) a Doctor of Nursing Practice (D.N.P.) degree. The program options for the MS degree is Nurse Educator (NE). The program option for the DNP are Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (PMH).

An 18 hour Certificate program is available for RNs who have a master’s degree in nursing who wish to become a Nurse Educator (NSED).

Master of Science (MS) Program

Nurse Educator (NE/NSED)

The Nurse Educator option prepares graduates to teach in undergraduate nursing education programs and in health care continuing education settings. The graduate meets the Wyoming State Board of Nursing’s minimum educational requirements for teaching in a State of Wyoming accredited nursing program.

Graduate Program Outcomes - MS Program

The outcomes of the graduate program are to:
1. Practice advanced nursing with special emphasis in rural health.
2. Synthesize knowledge for the practice of nursing.
3. Provide leadership to improve health in rural communities

Admission

Complete application packets must be received by the Fay W. Whitney School of Nursing no later than February 1 to be considered for fall admission (NE option). Application packets are currently under development. Drafts of the FNP and PMH curricula can be found on the nursing website: http://www.uwyo.edu/nursing. (Postmarks by the deadline are not considered as meeting the deadline.)

The applicant is responsible to make certain that the office is in receipt of all application materials/fees. Applications completed after the specified deadline will be held and reviewed for the next admission consideration. The number of students admitted is limited. Admission is a competitive process and applicants meeting minimum requirements are not guaranteed admission to the program. Admission to the university does not guarantee admission to a specific option in the School of Nursing.

RNs with a non-nursing baccalaureate degree – for the student whose ultimate educational goal is to earn a master’s degree in nursing, it is not required that a baccalaureate degree in nursing be earned prior to applying to the graduate program. There are two required bridge courses (NURS 3010 and NURS 3020) that must be completed prior to beginning nursing graduate coursework. There is no guarantee of admission. The bachelor’s degree must be from an accredited - Council on Higher Education or equivalent - institution; the nursing degree must be from a CCNE or NLNAC accredited program.

Criteria for admission as well as application materials can be found on the nursing website, http://www.uwyo.edu/nursing (click on Programs; Master of Science; Nurse Educator Application Packet/Admission Criteria & Process linked under Getting Started heading).

All newly admitted students to the Nurse Educator program are required to come to campus for a fall orientation.

Curriculum

The graduate curriculum consists of a group of five core courses which provide a foundation of advanced knowledge for rural nursing. In addition to the core courses, a group of specialty courses are required for the NE/NSED options as identified in the course sequence below. Students earning the MS degree will complete a capstone project which is integrated into their course requirements.

NE Course Sequence

<table>
<thead>
<tr>
<th>Total Credits: 36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
</tr>
<tr>
<td>NURS 5010</td>
</tr>
<tr>
<td>NURS 5025</td>
</tr>
<tr>
<td>NURS 5026</td>
</tr>
<tr>
<td>NURS 5060</td>
</tr>
<tr>
<td>NURS 5500</td>
</tr>
<tr>
<td>Total Hrs.</td>
</tr>
<tr>
<td>Educator Specialty Courses</td>
</tr>
<tr>
<td>NURS 5280</td>
</tr>
<tr>
<td>NURS 5285</td>
</tr>
<tr>
<td>NURS 5290</td>
</tr>
<tr>
<td>NURS 5395</td>
</tr>
<tr>
<td>ADED 5050</td>
</tr>
<tr>
<td>ITEC 5160</td>
</tr>
<tr>
<td>Total Hrs.</td>
</tr>
<tr>
<td>Electives (3 credits minimum)</td>
</tr>
<tr>
<td>Select one 3-credit (minimum) course to supplement the program of study (or meet your state’s requirements). Courses in Adult Education &amp; Technology are recommended.</td>
</tr>
</tbody>
</table>

Certificate Program (post-master’s) (NSED) course requirements:

| Education Specialty Courses |
| NURS 5280, 5285, 5290, and 5395; ADED 5050; ITEC 5160 |
| Note: Course requirements/expectations are subject to change. Maintain contact with FWWSO for current expectations. |

Program Specific Graduate Assistantships

Assistantships are available in the School of Nursing involving duties such as clinical teaching, online teaching, and/or research functions. Assistantships include tuition and fee reductions for all or part of the tuition costs, and a monthly stipend. Incidental student fees are usually the student’s responsibility. Student Health Insurance is part of the fee structure paid for by the department. Students should contact the department at the time of application to inquire about the availability of an assistantship. All assistantship applications should be received by April 1. Notification will be made by May 1.

Doctor of Nursing Practice (DNP) Program

The DNP program is open to registered nurses with a minimum of a baccalaureate degree in nursing from a program nationally accredited by CCNE or NLNAC. The DNP program has two options: 1) Family Nurse Practitioner (FNP) and 2) Family Psychiatric Mental Health Nurse Practitioner (PMH). Existing FNP and FPMHNPs or adult PMHNP s may apply to the DNP program to receive the degree alone without declaring another clinical option (FNP or PMH). Existing FNP, FPMHNPs, or adult PMHNPs who are not seeking additional certification as an FNP or PMH must show proof of current national NP certification from either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Admission

Complete application packets for the DNP Program must be received by the Fay W. Whitney School of Nursing no later than February 1 to be considered for fall admission. (Postmarks by the deadline are not considered as meeting the deadline.) The applicant is responsible to make certain that the office is in receipt of all application materials/fees. Applications completed after the specified deadline will be held and reviewed for the next admission consideration. The number of students admitted is limited. Admission is a competitive process and applicants meeting minimum requirements are not guaranteed admission to the program. Admission to the university does not guarantee admission to a specific option in the School of Nursing.

Criteria for admission as well as application materials can be found on the nursing website, http://www.uwyo.edu/nursing (click on Programs; DNP; DNP Admission Criteria and Application).

All new admits are required to come to campus for a Fall orientation. This expectation is applicable for all DNP options.

Curriculum

Curricula for both the FNP and PMH options are currently under development. Drafts of the FNP and PMH curricula can be found on the nursing website: http://www.uwyo.edu/nursing (click on Programs; DNP; DNP Admission Criteria and Application).

Finalized curricula for the FNP and PMH options will also be posted to this website. All DNP students, regardless of specialty option will take a set of core courses. In addition to the core courses a group of specialty courses are required for each NP option. Students earning the DNP degree will need to take and pass a preliminary exam at the end of their first year of study in order to continue in the program. Students will also complete a final scholarly project which is integrated into the FNP and PMH curricula.
Working with the Outreach School, DNP core and clinical courses will be delivered using a combination of online courses; synchronous video web-conferencing, and hybrid courses with periodic intensive on-campus experiences. Clinical coursework will be arranged at health care facilities in Wyoming or north central Colorado.

Family Nurse Practitioner (FNP)
The FNP option prepares advanced practice nurses to provide primary health care to diverse individuals and their families in a variety of outpatient settings, especially rural settings. Graduates are prepared to diagnose and treat common acute problems, such as infections and injuries, and common chronic illnesses, such as diabetes and hypertension. Graduates work in a variety of settings including independent nurse practitioner practices, physician offices, public health clinics, indigent clinics, emergency rooms, Indian Health Services, correctional facilities, and migrant clinics.

Psychiatric Mental Health Nurse Practitioner (PMH)
The PMH option prepares advanced practice nurses to provide a full range of psychiatric care. Graduates are prepared to assess, diagnose, and manage, to include prescribing psychotropic medications, for people with chronic and acute psychiatric disorders. Graduates work in a variety of settings including inpatient and outpatient facilities such as hospitals; community-based or home care centers; local, state, and federal mental health agencies; long-term care facilities; private practices; substance abuse and detoxification programs; emergency psychiatric service centers; primary care offices; correctional facilities, home health agencies; and behavioral health care companies.

Nursing (NURS)
Courses listed below, with the exception of NURS 2110, 2135, 2240, 2340, 3250, 4155, 4175, 4350, 4960, and 4980 are open only to students formally admitted into the nursing major component of the BSN Program as required of their specific option. NURS 1000 is open to students who are majoring in nursing.

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2QB]).

1000. Introduction to the Intellectual Community in Nursing. 1. [F1I, I] Introduces first-year students to the intellectual expectations of the university, promotes successful transition to higher education, and explores issues in professional nursing. Designed to introduce and reaffirm skills for academic success including critical thinking, information literacy, and the concept of “life-long learner” within the context of professional nursing. (Normally offered fall semester)

2110. Fundamentals of Aging and Human Development. 3. [C2 (none)] Discusses aging as a lifelong process, involving interrelationships of the individual and his or her environment. Includes future demographic trends, family health care, social policy and mass media. Cross listed with FCSC 2110. (Normally offered fall semester)

2135. Women and Aging. 3. [C2 (none)] Focuses on women and the aging process with emphasis given to both the problems and promises of aging. Topics to be explored within a multicultural, sociological framework include the definition of self, relationships, community, health and health care, work and service, retirement, economic realities and new perspectives on aging. Cross listed with WMST 2135. Prerequisites: ENGL/SOC/WMST 1080 or SOC 1000 or FCSC/NURS 2110 or SOC 2120.

2240. Medical Terminology. 3. Introduces medical terminology. Includes word structure of medical-surgical terms, body parts and organs, body systems and commonly used medical abbreviations.

2340. Developmental Influences on Health. 3. [C2 (none)] Explores interaction between development and health. Discusses human development of physiological, psychological, cognitive, sociocultural, and spiritual systems across the lifespan. Identifies selected theories associated development over the lifespan and implications for health care. Provides foundation for more in-depth consideration of developmental factors related to health maintenance and human potential.

3010. Introduction to Higher Education in Nursing. 3. Explores salient professional nursing concepts including cultural, ethical and legal influences on practice, theoretical foundations of nursing practice, nursing leadership and nurses’ contribution to the health of the public. Prerequisites: current RN license or concurrent enrollment in WY ADN education program. (Normally offered fall semester)

3020. Cultural Diversity in Family Health Care. 3. [(none)D] Concepts of cultural heritage, history, diversity, health, illness, and family theories are applied to nursing assessment and care of the family as client. Contemporary issues of immigration and poverty, the effect of culture, social class, religion/spirituality, family form, family development stage and situational factors on family as client are studied. Prerequisites: admission into the nursing major component of the program; RN/BSN: NURS 3010 or concurrent enrollment. (Normally offered spring semester)

3045. Advanced Assessment for the RN. 3. Assessment of the physiological, psychosocial and sociocultural variables of the individual across the lifespan. History taking, advanced physical exam techniques and appropriate documentation of findings assist the student in identifying normal variations, potential problems of human health experiences and health promotion opportunities. Prerequisite: admission to nursing major component of the program; NURS 3010 or concurrent enrollment.

3125. Professional Nursing. 3. Introduction of core concepts, theory and processes essential to professional nursing. Roles and scope of practice of the professional nurse, principles of therapeutic communication, patient safety, nursing theory and process, and evidence based practice will be emphasized. Prerequisite: admission to the nursing major component of the program.

3140. Health Assessment. 3. Students learn to assess the physiological, psychological, sociocultural and developmental variables of individual client systems across the lifespan. Normal variations and potential problems of human health experiences are identified. Documentation skills are developed. Prerequisite: admission to the nursing major component of the program.

3250. Health Psychology. 3. Provides overview of growing partnership between psychology and health care, including history of psychology in health care; theoretical foundations of health and illness; intervention and research techniques; stress and high risk behaviors (e.g., substance abuse, eating behaviors, AIDS); psychology’s contribution to improving outcomes and quality of life in chronic and life-threatening behaviors. Cross listed with PSYC 3250. Prerequisite: PSYC 1000 or consent of instructor.

3440. Adult Health I. 3. Develop clinical judgment skills by using a consistent process in identifying relevant client data, responding to that data appropriately, planning care and evaluating that care. This process will be ac-
3475. Nursing Practicum: Adult Health I. 4. Students provide basic nursing care using the nursing process in a clinical setting with adult clients experiencing alterations in health status. The focus is on the physiological, psychological, spiritual, developmental and sociocultural dimensions of the client. The students will identify the roles of the professional nurse. **Prerequisites:** NURS 3440 or concurrent enrollment.

3630. Health Promotion. 4. [none](P)

Learn health promotion concepts and theories, identify at risk behaviors, and design nursing interventions to promote health and prevent illness. The teaching role of the nurse is emphasized for individual and group clients across the lifespan. Students strive to effect positive changes to their own personal health and fitness. **Prerequisites:** admission to the nursing major component of the program, NURS 3010, 3020, and 3045 or concurrent enrollment.

3710. Nursing Fundamentals and Laboratory. 3. Using system analysis, students assess all dimensions of individuals across lifespan. Concepts of basic care and comfort; technical skills; use of equipment; asepsis; medication administration; nurse and client safety; and client rights. Allows student to gain confidence and competency performing motor skills; critical thinking, communication; and self development. **Prerequisites:** previous bachelor’s degree; admission to the BRAND track; concurrent enrollment in NURS 3750 and NURS 3730.

3715. Foundational Laboratory. 2. Using system analysis, students assess all dimensions of individual clients across life span. Concepts and demonstration of basic care комфорт; technical skills; use of equipment; asepsis/ infection control; medication administration; nurse/client safety; client rights and dignity. Allows the student to gain confidence and competency in performing motor skills; critical thinking; communication; self-development. **Prerequisites:** previous Bachelor’s degree; admission to BRAND; concurrent enrollment in NURS 3710; NURS 3750.

3730. Introduction to Professional Nursing. 2. Introduces students to the core concepts of professional nursing practice. Nursing process, domains of nursing practice, health policy, evidence-based practice, legal and professional standards will be assimilated into nursing practice from discussion, role playing and case studies. Contemporary nursing issues and situational factors will be examined. **Prerequisites:** previous Bachelor’s degree; admitted to the BRAND nursing track.

3750. Health Assessment and Promotion. 3. Using system analysis, students assess the physiological, psychological, spiritual, sociocultural, developmental variables of individual across the life span. Nursing process and evidence-based nursing practice are used to promote/protect health of clients through health promotion, risk reduction, disease prevention of the client/client systems. Process skills and professional roles are integrated. **Prerequisites:** admission to BRAND program; concurrent enrollment in NURS 3710.

3770. Nursing Care in Acute and Chronic Illness. 6. Discern critical elements of professional nursing medical-surgical concepts for adults experiencing acute/chronic health alterations progressing to complex health alterations. Focuses on patient safety principles; quality initiatives; evidence-based nursing; information technology; interpersonal collaboration, communication; health promotion strategies; and critical thinking in the planning of client centered nursing care for the adult. **Prerequisites:** NURS 3750; NURS 3730; NURS 3710; PHCY 4470.

3771. Nursing Care in Acute and Chronic Illness Practicum. 6. Application of critical elements of professional nursing practice with adults experiencing acute and chronic health alterations. Focus is on incorporation of patient safety principles; quality initiatives; evidence-based nursing practice; information technology; interpersonal collaboration and communication; health promotion strategies; and critical thinking and clinical reasoning in the provision of nursing care. **Prerequisites:** concurrent enrollment in NURS 3770.

3780. Evidence-Based Practice in Nursing. 3. **Prerequisites:** concurrent enrollment in NURS 3770.

4055. Evidence-Based Nursing Practice for the RN. 3. [none](L) Prepares RN students to engage in evidence-based nursing, specifically how to ask meaningful clinical questions, find relevant evidence, critically appraise evidence, and integrate best evidence with clinical expertise and patient/community values. **Prerequisites:** QA; STAT 2050 or 2070 or equivalent; admission into the nursing major component of the program; NURS 3630 or concurrent enrollment.

4125. Evidence-Based Nursing. 3. [none](L,W) Prepares students to engage in evidence-based nursing, specifically how to ask meaningful clinical questions, find relevant evidence, critically appraise evidence, and integrate best evidence with clinical expertise and
4734. Nursing Practicum. 3. Introduces the student to population-focused nursing and applies the nursing process to the community as client. Addresses core functions and essential services of public health. Focuses on epidemiology, community assessment, community planning and implementation, analysis of the health care system, emergency preparedness, and legal aspects of public health. Prerequisites: admission into the nursing major component of the program; NURS 3630 or concurrent enrollment.

4440. Public Health Nursing. 4. Introduces the student to population-focused nursing and applies the nursing process to the community as client. Addresses core functions and essential services of public health. Focuses on epidemiology, community assessment, community planning and implementation, analysis of the health care system, emergency preparedness, and legal aspects of public health. Prerequisites: admission into the nursing major component of the program; NURS 3630 or concurrent enrollment.

4442. Nursing Care of Children and Families. 4. Theory course which encompasses the care of children and childbearing families including the physiological, psychological, spiritual, developmental and socio-cultural dimensions. The focus of this class is on obstetrical and pediatric nursing care. Integrates wellness and illness issues in all aspects of family care. Prerequisites: NURS 3875; NURS 4125 or concurrent enrollment.

4443. Independent Study in Nursing. 1-4 (Max. 6). Provides students with opportunity to investigate a problem in nursing care not considered in required nursing courses or to consider in more depth an area considered in required nursing courses. Prerequisites: determined in consultation with nursing faculty; senior standing; consent of instructor. Areas of study and requirements for earning credit are determined in consultation with nursing faculty.
member. **Prerequisite:** senior standing in nursing or consent of instructor. Offered S/U only. (Normally offered fall, spring and summer)

### 4775. Nursing Senior Capstone. 10.

Provides opportunities to utilize and synthesize core concepts of professional nursing. Intensive clinical experience allowing students to become socialized into health care delivery system; gain in autonomy/confidence in performing skills; practice critical thinking and clinical reasoning in making ethical clinical decisions; develop leadership in providing and coordinating evidence-based nursing care. Offered S/U only. **Prerequisites:** NURS 4710; NURS 4735; NURS 4736; and concurrent enrollment in NURS 4785.

### 4785. Nursing Integration. 2.

Focuses on the continuing integration of previously learned concepts. The student further develops the role of consumer of research and incorporates leadership and management skills as a member of the profession. **Prerequisites:** NURS 4735; NURS 4736; NURS 4710; and concurrent enrollment in NURS 4775.

### 4790. Special Topics in Nursing. 1-3 (Max. 8).

Provides offerings in selected nursing topics on concepts, theories or practices as related to specified areas in nursing. **Prerequisites:** junior standing in nursing and consent of instructor.

### 4792. Cultural and International Health Care Immersion. 3.

An in-depth examination of cultural influences on health care systems, which will include both classroom and in-field immersion experiences. **Prerequisites:** senior or graduate standing in student’s major and instructor permission.

### 4875. Capstone Practicum. 12.

A precepted capstone clinical course that assists students in synthesizing basic concepts of professional nursing. Learning experiences allow students to gain confidence, practice clinical reasoning and leadership skills, communicate effectively with the interprofessional team, apply ethical decision making skills and develop evidence-based practice. **Prerequisite:** all required courses in the nursing major. ( Normally offered spring semester)

### 4960. Women’s Bodies, Women’s Minds. 3.

Explores women’s physiologic and psychologic development and the influences of patriarchal society upon the interpretation of what constitutes normalcy across the female life cycle. Analyzes historical, cultural and contemporary attitudes of the health care system and women’s perspectives on menstruation, childbearing, breast-feeding and menopause. Cross listed with WMST 4960. ( Normally offered spring semester)

### 4975. Professional Practicum: Community-Focused Nursing. 4.

The RN/BSN capstone course provides opportunity for students to synthesize concepts of professional nursing. Students select relevant experiences to analyze elements of the public health care delivery system and access to care. Students apply nursing knowledge to address a health need in their community through a service learning project. S/U only. **Prerequisites:** all required courses in the nursing major; NURS 4055, 4255, 4355 or concurrent enrollment; or NURS 4150, 4250, 4440; current RN license.

### 4980. Nursing Ethics. 3.

Acquaints the undergraduate or graduate nursing student with basic bioethical theory and issues that arise throughout the human lifespan. Includes use of community and professional resources to facilitate decision making where bioethical issues are encountered in nursing practice. **Prerequisites:** senior nursing student or RN; e-mail access with beginning computer skills; library research skills.

### 4985. RN/BSN Capstone Project. 3.

Synthesizes program concepts through analysis of a documented public health issue. Students will use evidence based resources, address public health competencies and analyze how the identified issue and interventions impact the health of the affected population. **Prerequisites:** All required courses in the nursing major; NURS 4055, 4255, 4355 or concurrent enrollment; current RN license.

### 5005. Pediatric Assessment. 3.

Online course builds upon basic nursing assessment skills. Includes advanced pediatric assessment techniques as well as family interviewing techniques that lead to clinical decision-making. **Prerequisites:** admission to Early Childhood Interdisciplinary Nursing Program; RN Licensure.

### 5006. Advanced Health Assessment and Clinical Decision-Making. 4.

Builds upon basic nursing assessment skills. Includes advanced assessment techniques, scientific and diagnostic reasoning, interviewing techniques that lead to clinical decision making. Advanced practice nurses use these skills in advanced practice roles. **Prerequisite:** admitted to UW’s NP program; NURS 5165 and NURS 5140; or permission from NP program coordinator.

### 5010. Health and Health Care in Rural Cultures. 3.

Examines the patterns and health care of people of rural cultures for the purpose of adapting knowledge and health care models to the rural life-style and needs. Special attention is focused on development of culturally congruent self-care and professional primary care methods and on appropriate nursing roles. **Prerequisite:** admitted to UW’s graduate nursing program; or consent of instructor (required form on nursing web page).

### 5025. Application of Theory in Advanced Nursing Practice. 3.

Emphasizes critical analysis of theory and the use of theory as a base for nursing practice. Theory analysis and evaluation are used to develop theory-based practice and the interrelationships among theory, research and practice in the development of nursing knowledge are examined. **Prerequisite:** admitted to UW’s graduate nursing program or consent of instructor (required form on nursing web page).

### 5026. Application of Research in Advanced Nursing Practice. 3.

Prepares the advanced practice nurse for critical analysis of knowledge and implementation of research in health care and educational settings. Emphasizing qualitative and quantitative research traditions, it examines and critiques a variety of research methods and designs with regard to their applicability to clinical problems. **Prerequisite:** admitted to UW’s graduate nursing program; NURS 5025; statistics course; or consent of instructor, (required form on nursing web page).

### 5060. Epidemiology In Rural Health Care.

3. Presents the basic principles of epidemiology. Includes an overview of the purposes and methods of epidemiology including selected biostatistics. Consideration is given to sources of epidemiological data and epidemiological strategies. Special consideration is given to the epidemiology of rural health. **Prerequisite:** baccalaureate degree.

### 5090. Curriculum and Evaluation in Nursing Education. 3.

Designed for nurses preparing for the teaching role in institutions of higher learning or health care. Focus is on analysis of curriculum process and culminates in the design of a model for teaching nursing in a selected area of interest. **Prerequisite:** admitted to UW’s graduate nursing program; NURS 5010, 5025, 5026, and ADED 5050; one of the following courses: ADED 5240 or 5260 or ITEC 5160 or concurrent enrollment (required form on nursing web page).

### 5105. Child Care Health Consultation. 3.

Topics include consultation skills, children’s mental health, child care health and safety, child abuse and neglect, nutrition, injury prevention, oral health, caring for ill children in child care settings, working with children with special needs, issues of diversity, model child care health policies, and injury prevention. Cross listed with FCSC 5105. **Prerequisite:** graduate standing.

### 5111. Advanced Primary Care: The Young Family. 3.

Expands upon the student’s basic assessment skills while stressing management
strategies for the health promotion/maintenance needs of young families in rural areas. *Prerequisite: NURS 5006.*

5112. Advanced Primary Care: The Mature Family. 3. Expands upon the student’s basic assessment skills while stressing management strategies for the health promotion/maintenance needs of maturing families and individuals in rural areas. *Prerequisite: NURS 5006 and concurrent enrollment in NURS 5111.*

5115. Interdisciplinary Early Childhood Seminar. 3. Advanced professional course for students interested in current trends and issues in early childhood development. Interdisciplinary in nature, drawing from research in communication disorders, kinesiology and health, elementary and early childhood education and special education, child and family studies, nursing and psychology. Cross listed with EDEC, FCSC, PSYC, HLED, SPPA 5115. *Prerequisite: graduate standing.*

5120. Advanced Nursing Therapeutics I. 5. Examines the underlying pathophysiological and psychosocial basis for occurrence, detection and management of selected acute and chronic illness in all age groups. Primary focus will be on those illnesses of highest incidence in rural primary care. Management will focus on prevention, intervention and evaluation. *Prerequisite: NURS 5111 AND NURS 5112.*

5130. Advanced Nursing Therapeutics II. 5. Continuation of NURS 5120 examines the underlying pathophysiological and psychosocial basis for occurrence, detection and management of selected acute and chronic illnesses in all age groups. Primary focus will be on those illnesses of highest incidence in rural primary care. Management will focus on prevention, intervention, and evaluation. *Prerequisite: NURS 5120.*

5140. Pharmacotherapy for Primary Care Practitioners. 4. Prepares primary care practitioners in drug therapy management for a variety of client populations with an emphasis on rural practice. Cross listed with PHCY 5140. *Prerequisite: admission into NP program; NURS 5165; or consent of NP program coordinator.*

5155. Women, War & Health. 3. Focuses on the physical and psychological health of women and children as influenced by armed conflict. Examines the psychosocial, public health, and socioeconomic effects of living in contemporary war zones or conditions of threatened war. Key international documents that address effects upon women and children are discussed in order to evaluate feminist initiatives to prevent and mediate the consequences of war. Dual listed with NURS 4155; cross listed with WMST/INST 5155.

5160. Parent/Child Policy Development and Health Promotion. 3. Focuses on the advanced practice nursing role of the prevention specialist in parent child health promotion with implications for rural community health policy development. *Prerequisite: baccalaureate degree.*

5165. Advanced Pathophysiology for Primary Care Practitioners. 4. A system-based approach is used to explore selected pathophysiological states encountered across the lifespan in primary care. The developmental physiology, etiology, pathogenesis, clinical manifestations, and physiological responses to illness and treatment regimens are examined, providing a basis for the foundation of clinical decisions. *Prerequisites: PHCY 4450 or equivalent.*

5175. Gender, Women & Health. 3. Focuses on issues of gender, women and health, including the effects of gender bias in medical research and health care practices and policies. Health care issues of specific concern to women, both nationally and internationally are examined. Dual listed with NURS 4175; cross listed with WMST/INST 5175. *Prerequisites: upper-division standing, lower division social or psychological science course.*

5201. Diagnostic Systems of Psychiatric Practice. 3. Focuses on taxonomic systems used to classify psychiatric disorders and treatment, with emphasis on the common etiologic threads that are used to cluster psychiatric disease states. The relationship of taxonomies to health promotion and disease prevention, settings of care, intensity of services and related care issues are emphasized. *Prerequisite: NURS 5006 or NURS 5215.*

5211. Clinical Management of Psychiatric Disorders. 4. Focuses on the professional role and standards of the Psychiatric Mental Health Nurse Practitioner. Emphasizes care practices for the diagnosing, acute treatment, and long term management of common psychiatric disorders including legal, ethical and health policy issues. *Prerequisite: concurrent enrollment in NURS 5201.*

5215. Transition to Psychiatric Mental Health Nurse Practitioner. 3. Designed for currently certified nurse practitioners. Builds on their core APN knowledge and experience, emphasizing concepts of psychiatric assessment, psychopharmacology, and neuropsychophysiology. *Prerequisite: graduate standing, Master of Science in Nursing, Certified Nurse Practitioner.*

5220. Management of Common Psychopathological Disorders: Modality I. 3. Practicum focuses on clinical experience in diverse settings to allow students to enhance abilities in the diagnosis, common treatment, and medication management of psychiatric illness. *Prerequisite: NURS 5211 or concurrent.*

5225. Psychotherapy for Psychiatric Mental Health Nurse Practitioner. 3. Focuses on selected specific psychotherapy models relevant to the advance practice nurse to achieve quality outcomes for individuals, families and groups with psychiatric disorders. Aspects of psychotherapy care are established within a framework of diagnostic reasoning, critical thinking, and clinical judgment to develop and apply comprehensive evidenced based treatment. *Prerequisite: NURS 5201, 5220, 5211 or concurrent enrollment with NURS 5211, 5230.*

5230. Management of Common Psychopathological Disorders: Modality II. 4. Clinical experiences will deal with more complex patients with more integrated health needs. Emphasis is placed on application of non-somatic therapeutics. *Prerequisite: NURS 5220.*

5280. Introduction to Nursing Education. 3. Introduction to the nurse faculty role in higher education. Historical perspectives of nursing education, current challenges and legal and ethical implications are discussed. Introduction to assessment and evaluation in higher education. *Prerequisite: concurrent enrollment in NURS 5025.*


5290. Curriculum in Nursing Education. 3. Emphasis is on the process of developing curricula in a nursing education setting or healthcare setting to include assessment and evaluation of program outcomes. *Prerequisite: NURS 5285.*

5300. Clinical Practicum In Rural Health Nursing. 3-15 (Max. 15). Final clinical experience provides students with the opportunity to apply theoretical content, research findings, and actively involved in rural health settings appropriate to their area of concentration. *Prerequisite: all courses in the clinical area of concentration.*

5390. Nursing Education Practicum. 3. Provides opportunities for analysis, evaluation and evaluation of theories, methods, roles and responsibilities of the nurse educator in selected settings. *Prerequisite: NURS 5090.*
5395. Practicum in Nursing Education. 3. Clinical practicum demonstrating application of the roles and responsibilities of a nurse educator in an appropriate setting with a preceptor. Satisfactory/Unsatisfactory only. Prerequisite: NURS 5290.

5500. Issues in Rural Advanced Practice. 3. A capstone course that brings together the role(s) of the advanced practice nurse and the environment(s) in which they practice. Economic, ethical and legal issues related to health policy development are the focus for synthesis in relation to the professional role of the advanced practice nurse for rural nursing practice/leadership. Prerequisite: completion of or concurrent enrollment in all required nursing courses except the final clinical practicum.

5590. Preparation for Non-Thesis Clinical Scholarship Option. 1. Facilitates students in completing the preliminary work of topic identification that is necessary to move through the Non-Thesis clinical Scholarship Option (NURS 5600). It provides the opportunity to identify and select a professional nursing problem of interest and to develop a prospectus for a clinical scholarship paper. Prerequisites: NURS 5010, NURS 5025, NURS 5026, and at least two of the specialty courses within the MS program completed. Students are encouraged to take this course the semester immediately preceding enrollment in NURS 5600.

5600. Non-Thesis Portfolio Seminar. 1-4 (Max. 4). Designed to facilitate documentation of the outcomes of the masters program. In an interactive forum, students apply previously learned research, theory and practice skills to the rural advanced practice nursing role. Each student will develop a portfolio to document attainment of program outcomes. Prerequisite: NURS 5010, 5025, and 5026; specialty courses within the MS program completed or concurrent enrollment.

5650. Non-Thesis Clinical Project. 1-4 (Max. 98). A non-thesis project involving independent student work focusing on developing, implementing and evaluating a clinical nursing project. The course content is adapted to meet the specific focus of the student. A report must be written under the direction of a member of the graduate faculty in the School of Nursing. A non-thesis committee is composed of the chair, as director, one faculty member from the School of Nursing, and a member of the graduate faculty from another discipline. Prerequisites: completion of NURS 5010, 5025, 5026 and the majority of support courses or concurrent.

5660. Advanced Assessment and Therapeutic Interventions for the PMHNP. 4. Students develop theoretical and foundational knowledge of Individual, Group, and Family Therapy for Advanced Practice in Psychiatric Nursing across the lifespan. Focuses on psychiatric assessment, diagnosis, health promotion, disease prevention, and advanced psychiatric nursing therapeutic interventions across the lifespan. Prerequisites: NURS 5165, NURS 5140; concurrent with NURS 5006 and NURS 5670; or consent of NP Program Coordinator.

5661. Diagnosis and Management of Adults for the PMHNP. 3. Focuses on advanced knowledge of evidence-based psychiatric-mental health nursing including assessment, diagnosis, health promotion, management, and evaluation of adults with mental illnesses and addictions. Emphasis on neurobiology, complex psychopharmacological and non-pharmacological treatments, and culturally-sensitive nursing interventions. Prerequisites: NURS 5660, NURS 5670, NURS 5111, and NURS 5112; concurrent with NURS 5671; or permission of NP Program Coordinator.

5662. Diagnosis and Management of Children, Adolescents, and Older Adults for the PMHNP. 3. Focuses on advanced psychiatric nursing assessment, diagnosis, health promotion, management and evaluation of children, adolescents, and older adults. Emphasis on complex individual, family, group, and non-pharmacologic nursing interventions, neurobiology, psychopharmacological treatments, and developmentally appropriate, culturally-sensitive nursing interventions. Prerequisites: NURS 5660; NURS 5670; or consent of NP Program Coordinator.

5670. Clinical: Advanced Assessment and Therapeutic Interventions. 1. Clinical course focuses on beginning level competencies in the Advanced Practice role of the PMHNP including a full psychiatric evaluation, beginning skills in individual, group and family therapies across the lifespan. Prerequisites: NURS 5165, NURS 5140; concurrent with NURS 5006 and NURS 5660; or consent of NP Program Coordinator.

5671. Clinical: Diagnosis and Management of Adults for the PMHNP. 2. Clinical course that allows students to continue to practice and refine higher-level competencies in the Advanced Practice role (NP) with multiple and complex adult populations. Prerequisites: NURS 5660, NURS 5670, NURS 5111, and NURS 5112; concurrent with NURS 5661; or permission of NP Program Coordinator.

5672. Clinical: Diagnosis and Management of Children, Adolescents, and Older Adults. 2. Clinical course that allows students to refine competencies as a FHMHN with a focus on child, adolescent, and older adult diagnosis and management of acute and chronic mental illnesses in these populations. Prerequisites: NURS 5660; NURS 5670; concurrent with NURS 5662; or consent of NP program coordinator.

5750. Independent Advanced Study. 1-4 (Max. 8). Provides students the opportunity to analyze a problem in nursing; apply theory to clients in a clinical setting; or pursue an area of interest under the guidance of a faculty member. Requirements and evaluation are mutually established between the student and faculty member. Offered as satisfactory/unsatisfactory only.

5790. Advanced Issues in Health. 1-3 (Max. 12). Designed to provide graduate students the opportunity of pursuing advanced issues in health. Prerequisite: graduate status.

5800. Foundations of Integrative Advanced Practice Nursing. 3. An introduction to the core concepts and roles of advanced practice nursing, particularly the doctoral-prepared nurse practitioner. Special emphasis is given to: 1) the integration of nursing and other health-related theories and models in rural nurse practitioner-delivered care and 2) professional writing in advanced practice nursing. Prerequisite: admission to the DNP program.

5805. Evidence-based Practice for Advanced Practice Nursing I. 3. Overview of the evidence-based practice model, including the contributions of research, patient preferences, and clinician expertise, and the theoretical frameworks that inform this expertise. Evaluating typical research designs for advanced practice nursing. Prerequisite: admission to the DNP program.

5810. Health Behavior Change I: Foundations. 3. Foundations of health behavior as related to individual and community systems. Special emphasis will be given to the unique aspects of rural populations. Principles of learning, theories of health behavior change, and their application to advanced nursing practice. Includes skill building for advanced Health Behavior Change courses. Prerequisite: admission to the DNP program.

5815. Evidence-based Practice for Advanced Practice Nursing II. 3. Students learn to develop an evaluation of clinical practice based upon critical appraisal of the existing research evidence, clinician expertise, and patient preferences. Special emphasis is placed on methods that an advanced practice nurse might use to generate and disseminate evidence from clinical practice. Prerequisite: NURS 5805.
Nursing/Pharmacy

5820. Health Behavior Change II: Primary Prevention and Wellness. 3. Application of theories and techniques of health behavior change and epidemiology to issues of primary prevention from the individual to the community. Development of programs for primary prevention in advanced practice nursing, including assessments, intervention development and evaluation. Examples of health issues include lifestyle interventions, stress management, substance abuse prevention. Prerequisites: NURS 5805 and 5810.

5830. Health Behavior Change III: Secondary and Tertiary Prevention. 3. Focuses on building NPs’s skills for changing a patient’s behavior, thoughts, and feelings with a focus on secondary and tertiary prevention. The goal is for students to become sufficiently skilled in general and specific health behavior change techniques so that they can incorporate these into a holistic health care practice. Prerequisites: NURS 5805 and 5810.

5840. Leadership in Advanced Practice Nursing. 3. Organizational and systems leadership for improvement of health. Focuses on interrelation among systems, ethics, policy, and change. Identifies qualities and behaviors associated with exemplary nursing leadership. Special emphasis is given to rural health care systems. Prerequisite: passing DNP Program Preliminary Exam.

5845. Health Communication/Informatics. 3. Emphasizes understanding, managing and using of information systems/technology to provide healthcare in rural health settings. Discussion includes the evaluation and project management of the human/technology interface with specific attention to business, ethical and legal issues encountered in interdisciplin- ary, collaborative settings. Prerequisite: passing DNP Program Preliminary Exam.

5865. Doctor of Nursing Practice Seminar 1 (Max. 6). Instructor and student-led discussions designed to facilitate role transition of the doctorally-prepared nurse practitioner. Seminars include topics related to integration and application of nursing and other health-related theories and models in rural nurse practitioner-delivered care. Topics will vary by year and semester as students’ progress through the DNP program. Prerequisites: admission to the DNP program and progression through DNP plan of study.

5900. Practicum in College Teaching. 1-3 (Max. 3). Work in classroom with a major professor. Expected to give some lectures and gain classroom experience. Prerequisite: graduate status.

School of Pharmacy

292 Health Sciences, 766-6120
FAX: (307) 766-2953
Web site: www.uwyo.edu/Pharmacy

Dean: John H. Vandel
Associate Dean of Operations and Academic Affairs: Linda G. Martin
Associate Dean of Pharmacy Practice: Robert D. Scalley
Associate Dean of Pharmaceutical Science: Kem P. Krueger
Associate Dean of Student Services: Tonja M. Woods

Professors:
JUN REN, B.S. Beijing University 1985; M.D. Peking Union Medical College 1989; Ph.D. University of Alberta 1994; Professor of Pharmacology 2005, 2002.
ROBERT D. SCALLEY, B.S. University of Utah 1967; Pharm.D. University of Southern California 1971; Professor of Pharmacy Practice 1987, 1972.

Associate Professors:
E. KURT DOLENCE, B.S. University of Wyoming 1983; Ph.D. University of Kentucky 1987; Associate Professor of Medicinal Chemistry 2005, 1999.
CAROL HERMANSON KOUBLICKY, B.S. University of Wisconsin 1992; M.S. 1998; Ph.D. 2002; Associate Professor of Social/Administrative Pharmacy 2009, 2002.
KEM P. KRUEGER, Pharm.D. University of Missouri-Kansas City; Ph.D. University of Arizona 1998; Associate Professor of Social and Administrative Pharmacy 2006.


Assistant Professors:
SUZANNE CLARK, B.S. University of Iowa 1977; B.S. University of Wyoming 1981; Ph.D. Duke University 1996; Assistant Professor of Pharmacology 2007.

Clinical Associate Professors:
JAMIE R. HORNECKER, B.S. Texas Tech University 1999; Pharm.D. University of Wyoming 2003; Clinical Associate Professor of Pharmacy Practice 2012.
JENNIFER L. PETRIE, Pharm.D. University of New Mexico 2003; Clinical Associate Professor of Pharmacy Practice 2012, 2010, 2004.

Clinical Assistant Professors:
JESSICA BURCH, B.A. Colorado College 2000; Pharm.D. Midwestern University 2006; Clinical Assistant Professor 2012, 2009.
MARY ONYSKU, B.S. Oregon State University 2003; Pharm.D. 2006; Clinical Assistant Professor 2012, 2007.
JANELLE L. KRUEGER, B.S. University of Wyoming 1992; M.S. University of Kansas 1997; Clinical Assistant Professor of Pharmacy Practice 2012, 2005.
LANAEL L. SALVESON, Pharm.D. University of Wyoming 2010; Clinical Assistant Professor 2012, 2011.
CHRISTY M. WEILAND, B.A. Sonoma State University 2003; Pharm.D. University of Washington 2007; Clinical Assistant Professor of Pharmacy Practice 2012, 2008.

Drug Information Director:
Dr. Melissa Hunter

Coordinator of Experiential Education
Dr. Cara Harshberger

Professors Emeriti:
H. John Baldwin, Ph.D.
Vision, Mission and Values

The mission of the University of Wyoming School of Pharmacy is to be sought after for the unique opportunities afforded by our high-quality pharmacy program.

Mission Statement

The mission of the University of Wyoming School of Pharmacy is to be recognized as a leader in pharmacy education by:

- The mission of the University of Wyoming School of Pharmacy is to develop pharmacy practitioners, conduct research, participate in scholarly activity, and provide service to improve medication use and overall health in frontier, rural and urban communities by
- Providing and sustaining knowledge, skills, attitudes, behaviors and values necessary to develop outstanding pharmacists capable of delivering patient-centered care in a rural-frontier environment;
- Promoting professional development through a commitment to life-long learning;
- Achieving recognition for innovation or leadership in teaching, service, research, and practice;
- Promoting excellence in the practice of pharmacy by being agents of positive change;
- Providing service to health care providers, health care systems, and patients to promote excellence in health care.

Statement of Values

The UW School of Pharmacy community is committed to supporting and promoting individual and collective excellence in teaching, research, service and pharmacy practice. We value responsibility, compassion, respect, and integrity in all endeavors.

Learning Outcomes

The University of Wyoming adheres to the American Association of Colleges of Pharmacy Center for Advancement of Pharmaceutical Education (CAPE) educational outcomes 2004. This multipage document (and its supplements) can be accessed at www.aacp.org.

Student/Faculty Relations

The faculty and staff at the School of Pharmacy treat students as adults and expect appropriate behavior as beginning professionals. The School of Pharmacy recognizes that the profession of pharmacy demands of its members the utmost degree of professional competence, ethical behavior, and integrity. Upon enrolling at the University of Wyoming SOP and at the start of each academic year, all students will sign a pledge acknowledging that they have received and read the current Honor Code and that they have made a personal commitment to uphold the code and abide by its principles. Similarly, the School of Pharmacy Code of Professional Expectations for faculty and staff is built on the foundation of respect for others, personal responsibility, the creation and maintenance of trust, and honesty and truthfulness. The administration, faculty, staff, students, and alumni of the School of Pharmacy at the University of Wyoming should strive to set an example of ethical leadership and professional behavior as those traits are essential for good social and business interactions.

Accreditation and Membership

In Wyoming, as in most other states, one requirement for examination and registration as a pharmacist is graduation from an accredited entry-level professional program at a school or college of pharmacy. The Accreditation Council for Pharmacy Education (ACPE), the national accrediting agency for pharmacy, accredits pharmacy degree programs.

The Doctor of Pharmacy program at UW was implemented beginning fall 1996 and was accorded full accreditation status in 2007 following an on-site evaluation by the ACPE in September 2006. Verification of current accreditation status may be made by: a) contacting the Dean’s Office, School of Pharmacy; b) connecting to www.uwyo.edu/pharmacy/; c) contacting the Accreditation Council for Pharmacy Education (135 South LaSalle Street, suite 4100 Chicago IL 60603, (312) 664-3575; csinfo@acpe-accredit.org) or d) by checking the latest Annual Directory of Accredited Professional Programs published by ACPE.

The school is a member of the American Association of Colleges of Pharmacy and adheres to its educational standards.

Preprofessional Program and Requirements

Applicants for the professional program in pharmacy must complete preprofessional requirements before they can be admitted. Usually, a minimum of four semesters (two academic years totaling 67 credit hours) is required to complete preprofessional requirements.

All preprofessional coursework must be completed by the end of the spring semester prior to matriculation in the professional program. Summer work will not be accepted. Courses required in the Program that are taken within 5 years prior to admission to the Program are not automatically applicable toward the Pharm.D degree. The student may petition for a waiver of the requirement (but not the credits).

Graduates of fully accredited high schools may be admitted to the preprofessional program with a math placement score of 3 or an ACT math score of 23. Students transferring into the preprofessional program must have a GPA of 3.0.

For students who do not meet these requirements, it is suggested that they major in Health Sciences undeclared for their first year until they meet the math requirement.

Preprofessional Program (PPCY) Required Curriculum

Suggested Course Sequence

FIRST YEAR: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs.</th>
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<tr>
<td>CHEM 1020</td>
<td>3</td>
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<tr>
<td>ENGL 1010</td>
<td>3</td>
</tr>
<tr>
<td>LIFE 1010</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>USP Physical Activity and Health</td>
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<tr>
<td>UNST I Course</td>
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FIRST YEAR: Spring

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<td>CHEM 1030</td>
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<tr>
<td>LIFE 2022</td>
<td>4</td>
</tr>
<tr>
<td>MATH 2200</td>
<td>4</td>
</tr>
<tr>
<td>POLS 1000</td>
<td>3</td>
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<tr>
<td>Electives</td>
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SECOND YEAR: Fall

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<td>ENGL 2020 or 2030 or USP Writing requirement</td>
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<tr>
<td>CHEM 2420</td>
<td>4</td>
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<tr>
<td>STAT 2050</td>
<td>4</td>
</tr>
<tr>
<td>KIN/ZOO 2040</td>
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<td>KIN/ZOO 2041</td>
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<td>Total Hrs.</td>
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</tr>
</tbody>
</table>
Electives

Students entering the university in the pre-professional program must fulfill University Studies Program (USP) requirements. USP electives may be used for a maximum of two categories. The School of Pharmacy is committed to ensuring graduates are truly educated individuals with a broad general education as well as professional knowledge and skills. This general education component is achieved by completion of the University Studies Program requirement. Each student, both professional and preprofessional, is assigned an adviser to assist him or her in making appropriate academic choices.

Professional Doctoral Program Admission

Admission to the professional program leading to the entry-level Pharm. D. degree is limited to 52 students per year and is highly competitive. Admission is granted by the School of Pharmacy Dean upon the advice of the School of Pharmacy Admissions Committee. Students applying to the UW School of Pharmacy must use the PharmCAS application (www.pharmcas.org) process. All materials (PCAT scores, and Letters of Recommendation) are submit to UW using this service. The School of Pharmacy requires no supplemental application. Students granted admission to the professional program will have to pay a one-time, non-refundable, seat fee to guarantee their placement into the entering class. In addition students will be required to complete and pass a background check prior to final admission to the professional program.

Program of Study Requirements for Graduation

The degree of Doctor of Pharmacy (Pharm.D.) is granted upon satisfactory completion of the professional curriculum in accordance to the school’s academic standards and the fulfillment of the general university requirements. Transfer students who have previous professional pharmacy credits accepted as partial completion of residence work may not earn a degree from this university for less than 30 semester hours of resident credit in the professional program of this School of Pharmacy over a minimum of two resident semesters.

Graduation with Honors

The University of Wyoming School of Pharmacy is authorized to grant honors for academic excellence. A Doctor of Pharmacy with honors designation is awarded by the University of Wyoming to students who graduate with exceptional scholarship in Pharmacy.

Exceptional scholarship in pharmacy is defined as completion of a minimum of 146 hours from the University of Wyoming School of Pharmacy and graduation in the top 5% of the class based on their pharmacy GPA. The Pharmacy GPA is calculated on the basis of required professional pharmacy curriculum coursework and excludes required or selected elective hours. The honors distinction must be approved by a vote of the School of Pharmacy faculty.

Academic Honesty and Professional Conduct

Students admitted to the professional program are required to participate and sign the University Of Wyoming School Of Pharmacy Honor Code. Failure to sign the honor code will result in a withdrawal of admission offer or termination from the professional program.

Academic Standards for Progression and Graduation

The course of study in the School of Pharmacy is four academic years leading to a Doctor of Pharmacy degree (PharmD). The coursework is organized in a prescribed, non-negotiable, sequential manner, which provides for an excellent general and professional background. The correct sequence and timing of the professional courses in the curriculum will be maintained throughout the entire program.

Grades, GPA, Semester Credits

1. Students must receive a grade of C or better in all coursework completed while in the professional program.
2. Students must earn a GPA of 2.0 or better in both university coursework and professional program courses each semester.
3. Students must complete at least 12 hours of coursework applicable to the pharmacy degree during each semester.
4. Graduation with a Pharm.D. degree requires a cumulative GPA of 2.50 in all coursework taken as a professional student (both total university coursework GPA and required Program GPA).
5. Courses required in the program that are taken before admission to the program are not automatically applicable toward the PharmD degree. The student may apply for a waiver of the requirement (but not the credits).

Probation

6. A grade of D or lower, or course withdrawal, in any required course of the professional program constitutes failure to progress toward the Pharm.D, degree and results in probation (inability to progress). Inability to successfully complete a required course in the Program will prevent progression to the next semester.
7. A grade of D or lower, or course withdrawal, in any elective coursework will not fulfill elective requirements and the number of credits must be replaced prior to reaching the fourth year in the Program. A grade of D or lower in elective courses will not result in probation but will be applied toward the minimum GPA of 2.0.

Academic Honesty and Professional Conduct

Students admitted to the professional program are required to participate and sign the University Of Wyoming School Of Pharmacy Honor Code. Failure to sign the honor code will result in a withdrawal of admission offer or termination from the professional program.

Academic Standards for Progression and Graduation

The course of study in the School of Pharmacy is four academic years leading to a Doctor of Pharmacy degree (PharmD). The coursework is organized in a prescribed, non-negotiable, sequential manner, which provides for an excellent general and professional background. The correct sequence and timing of the professional courses in the curriculum will be maintained throughout the entire program. A violation may also lead to student inability to be placed in experiential coursework. Failure to meet any academic standards for one semester results in notification that the student is not making satisfactory progress and will be placed on probation in the Program. In certain situations, it may also result in termination from the Program. The student may appeal sanctions related to violations of the academic standards and decisions that result in probation and termination in the Program.

Academic Standards

- Grades, GPA, Semester Credits
  1. Students must receive a grade of C or better in all coursework completed while in the professional program.
  2. Students must earn a GPA of 2.0 or better in both university coursework and professional program courses each semester.
  3. Students must complete at least 12 hours of coursework applicable to the pharmacy degree during each semester.
  4. Graduation with a Pharm.D. degree requires a cumulative GPA of 2.50 in all coursework taken as a professional student (both total university coursework GPA and required Program GPA).
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- Probation
  6. A grade of D or lower, or course withdrawal, in any required course of the professional program constitutes failure to progress toward the Pharm.D, degree and results in probation (inability to progress). Inability to successfully complete a required course in the Program will prevent progression to the next semester.
  7. A grade of D or lower, or course withdrawal, in any elective coursework will not fulfill elective requirements and the number of credits must be replaced prior to reaching the fourth year in the Program. A grade of D or lower in elective courses will not result in probation but will be applied toward the minimum GPA of 2.0.
8. Students that do not meet academic standards and are placed on probation will have an individualized plan of study for the next semester developed by the student and signed by the academic adviser, which will then be reviewed by the Student Affairs Committee. After the review, a recommendation will be sent to the Dean for approval or denial.
   a. Students on probation shall not be allowed to register for the next sequence of coursework until all professional required courses pertaining to their current year have been satisfied with passing grades (C or better) and achievement of at least the minimum GPA.
   b. A leave of absence may be recommended in cases where poor academic performance is due to a medical or personal difficulty.

Termination
9. No professional program courses can be repeated more than once.
10. A maximum of three core courses may be permitted to be repeated during the degree program.
11. Failure to meet any academic standards for two semesters (not necessarily consecutive) results in automatic termination from the Program.
12. All academic requirements in the Program must be completed in a maximum of 6 years. Students shall be terminated from the program if graduation is not achieved at the end of the 6th year from their official admission date to the professional program.

Elective Credits Policy
The purpose of electives at the School of Pharmacy (SOP) is to complement the pharmacy curriculum, expand knowledge within a specific pharmacy discipline and to ensure completion of the general liberal arts education of the University of Wyoming. Therefore, the following policies have been approved by the faculty for the Doctor of Pharmacy professional program (thereafter, Program).

1. As published in the University Bulletin and SOP brochure students are required to complete a minimum number of electives, specific for the student's year of matriculation into the Program. This number may vary and may be modified as adjustments are made to the professional curriculum to comply with accreditation standards. Students will be made aware of this number during initial orientation into the Program and kept informed of any changes during their stay in the academic program.
2. Students must take elective courses to satisfy first the requirements of the University Studies Program (thereafter, USP) and then complete the remaining required electives credits as general elective coursework (Program-approved required number of elective hours).
3. Students are required to complete all USP requirements even if they exceed the minimum number of elective hours initially defined in their Program in order to graduate from UW.
4. All general elective coursework must be upper division (UW 3000 level or above) to ensure adequate rigor appropriate to a professional program.
   a) All University of Wyoming online courses at 3000 level or above are accepted for elective credit toward the Program.
   b) Transfer or online courses equivalent to UW 3000 level or above from other accredited four-year institutions may be honored as elective credits toward the Program.
5. All required hours (including electives) must be completed by students before progressing into the P4 rotation year. Students will not be allowed to progress toward the 4th year rotations if their academic records show that less than a total of 107 credits were completed and/or university studies requirements were not fulfilled.
6. When an elective course is approved through a petition, enrollment in the course must occur during the semester for which it was approved, i.e. if the student changes his/her mind, the course will have to be petitioned again to be taken during another semester.
7. Courses offered through any community colleges, including Wyoming community colleges, regardless of their level or type (online or not), are usually neither transferable nor accepted as elective credits toward the Program.
8. Students shall not take electives as Satisfactory/Unsatisfactory (S/U) credit.
9. All courses taken in the preprofessional program or to fulfill requirements in a previous degree cannot be retaken to count as elective hours in the Program.
10. Credit by exam through the Foreign Languages Dept. will not be accepted as fulfillment of elective requirements in the Program. However, it is a student's right to earn credit by exam for Wyoming History and Government, and Physical Education lecture while receiving elective credits toward the Program and fulfilling USP requirements.
11. For procedures and handling of all exceptions to these policies, the students should consult the SOP brochure, the student handbook, the SOP website, or check with the Manager of Pharmacy Student Services or the Associate Dean for Student Affairs.

Curriculum
The School of Pharmacy offers only the four-year curriculum leading to the Doctor of Pharmacy (Pharm.D) degree.

In order to keep abreast with changes in pharmaceutical education, the following curriculum is subject to change or modification as required by the accrediting board. Students should be aware that changes must be expected and they will be included in their academic program. The School of Pharmacy does not plan to change graduation requirements inadvertently, but does reserve the right to change any provisions or requirement deemed necessary at any time within the student's term of residence. Students should note that classes are usually scheduled Monday through Friday, but may include some evening and weekend coursework.

Doctor of Pharmacy
Required Curriculum

Suggested Course Sequence and Courses
FIRST YEAR [PH1]: Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOLB 3610</td>
<td>4</td>
</tr>
<tr>
<td>PHCY 6100</td>
<td>4</td>
</tr>
<tr>
<td>PHCY 6101</td>
<td>4</td>
</tr>
<tr>
<td>PHCY 6185</td>
<td>1</td>
</tr>
<tr>
<td>PHCY 6106</td>
<td>2</td>
</tr>
<tr>
<td>ZOO 4125</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Hrs.</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

FIRST YEAR [PH1]: Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PHCY 4450</td>
<td>4</td>
</tr>
<tr>
<td>PHCY 6102</td>
<td>4</td>
</tr>
<tr>
<td>PHCY 6352</td>
<td>3</td>
</tr>
<tr>
<td>PHCY 6354</td>
<td>2</td>
</tr>
<tr>
<td>PHCY 6110</td>
<td>3</td>
</tr>
<tr>
<td>PHCY 6170</td>
<td>1</td>
</tr>
<tr>
<td>PHCY 6285</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Hrs.</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
SECOND YEAR [PH2]: Summer  Hrs.  
PHCY 6480.................................4  
PHCY 6482.................................4  
Total Hrs.  8  
SECOND YEAR [PH2]: Fall  Hrs.  
PHCY 6210.................................3  
PHCY 6245.................................4  
PHCY 6220.................................3  
PHCY 6230.................................4  
PHCY 6250.................................3  
PHCY 6280.................................1  
Total Hrs.  17  
SECOND YEAR [PH2]: Spring  Hrs.  
PHCY 6211.................................3  
PHCY 6231.................................4  
PHCY 6241.................................3  
PHCY 6251.................................3  
PHCY 6270.................................1  
Elective....................................4  
Total Hrs.  18  
THIRD YEAR [PH3]: Fall  Hrs.  
PHCY 6312.................................3  
PHCY 6341.................................3  
PHCY 6350.................................4  
PHCY 6356.................................1  
PHYC 6357.................................2  
Electives...................................4  
Total Hrs.  17  
THIRD YEAR [PH3]: Spring  Hrs.  
PHCY 6342.................................3  
PHCY 6343.................................2  
PHCY 6351.................................4  
PHCY 6103.................................2  
PHCY 6104.................................1  
PHCY 6370.................................1  
Total Hrs.  13  
FOURTH YEAR [PH4]: Consists of nine experiential rotations of four credit hours each and three reflective learning weeks. Rotations are considered full-time. Students may not enroll in any other coursework concurrent with rotations. Consequently, all other coursework (107 credits) must be satisfactorily completed before enrollment in PH4 coursework. Note: Students will be required to live in locations other than Laramie when enrolled in experiential rotations. Responsibility for living costs and travel arrangements associated with experiential rotations rests with the student.  
FOURTH YEAR [PH4]: Summer, Fall, and Spring  Hrs.  
Experiential Rotations 1..........................4  
Experiential Rotations 2..........................4  
Experiential Rotations 3..........................4  
PHCY 6485..................................1  
Experiential Rotations 4..........................4  
Experiential Rotations 5..........................4  
Experiential Rotations 6..........................4  
PHCY 6485..................................1  
Experiential Rotations 7..........................4  
Experiential Rotations 8..........................4  
Experiential Rotations 9..........................4  
PHCY 6485..................................1  
Total Hrs.  39  
Students must complete the following Core or Required Experiential Rotations (subject to change):  
6470-Internal Medicine I  
6471-Internal Medicine II  
6473-Ambulatory Care I  
6481-Advanced Community Pharmacy  
6483-Advanced Institutional Pharmacy  
Plus 4 Elective Rotations (PHCY 6465)  

Graduate Study  
At present, no program for graduate degrees in pharmacy is being offered; however, some courses that may be counted at the graduate level are offered. For courses that can be taken at the graduate level please contact the School of Pharmacy.  

Pharmacy (PHCY)  
USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M24•QB]).  
3670. Historical Foundations for the Health Care Professions. 3. Provides basis for understanding roles of health care professionals of today. Examines societal evolution of the arts and sciences that provide the foundation upon which the health sciences are established. Prerequisite: consent of instructor.  
4160. Problems in Pharmacy. 1-4 (Max. 8). Original investigation on a library or laboratory problem concerned with a definite phase of work in pharmacy. Prerequisite: consent of instructor.  
4162. Analytical Methods of Pharmaceutical. 2. Laboratory with a preceding lecture. Covers common extraction techniques and instrumental methods for drug analysis. Includes TLC, GC, HPLC, IR, and UV/Vis spectrophotometry. Students perform qualitative and quantitative analyses. Also, an introduction to statistics used in drug analysis and limitations of detection methods are given. Dual listed with PHCY 5162. Prerequisite: consent of instructor.  
4170. Pharmacy Seminar. 1-4 (Max. 8). Students present oral reports on selected topics of pharmaceutical interest for discussion by the group. Prerequisite: consent of instructor.  
4210. Pharmacognosy Laboratory. 1. Analytical essays of drugs from natural sources, library research on natural product and forensic science chemistry. Prerequisite: CHEM 3340.  
4370 [3630]. Phytopharmaceuticals. 2. Evaluates herbal medicines from scientific viewpoint. Introduces chemistry, pharmacology, toxicology and therapeutic use of selected pharmaceutic agents. Prerequisite: advanced standing in nursing, professional program in pharmacy or consent of instructor.  
4380 [3620]. Ethnopharmacology. 3. (C2, G1•(none)) Interdisciplinary study of human use of medicinal plants in a traditional context. Develops comprehensive view, including cultural perspective as well as western biomedical description. Prerequisites: junior standing; LIFE 1000 or 1010.  
4450. Pathophysiology. 4. Clinical concepts of dynamic disease processes in humans. Biochemical, physiological, and morphological disease mechanism are related to symptomatology and treatment. Prerequisites: LIFE 1010, CHEM 1000 or (1020 and 1030), KIN/ZOO 2040, 2041, ZOO 3115 or 3120. (Normally offered spring semester)  
4470 [3510]. Fundamentals of Pharmacology. 4. Studies pharmaceutical agents used for treatment, diagnosis or prevention of disease with particular emphasis on mechanisms of action, therapeutic and adverse effects. Prerequisite: PHCY 4450. (Normally offered fall semester)  
4550. Non-Prescription Medications and Devices. 3. Develops knowledge and skills to help health care professionals function as therapeutic advisors to clients in the self-care of disease states amenable to management with non-prescription medication and/or devices. Prerequisites: PHCY 4450 or consent of the instructor.  
4660. Health Care Law. 3. A survey of health care law for students in health care programs, law students, and other matriculated students. The subject matter will include but not be limited to the following: malpractice, licensing, informed consent, reform, reproduction and advance directives. Dual listed with PHCY 5660. Prerequisite: consent of instructor.  
5140. Pharmacotherapy for Primary Care. 3. Prepares primary care practitioners in drug therapy management for various client populations, emphasizing rural practice. Cross listed with NURS 5140. Prerequisite: B.S.N., baccalaureate in health care field or consent of instructor.  
5162. Analytical Methods of Pharmaceutical. 2. Laboratory with a preceding lecture. Covers common extraction techniques and instrumental methods for drug analysis. Includes TLC, GC, HPLC, IR, and UV/Vis spectrophotometry. Students perform qualitative and quantitative analyses. Also, an introduction to statistics used in drug analysis...
s and limitations of detection methods are given. Dual listed with PHCY 4162. Prerequisite: CHEM 2340.

5550. Advanced Cardiovascular Physiology and Pharmacology. 3. An advanced study in the integration of modern cardiovascular physiology, pharmacology, biochemistry and cell biology concepts. Dual listed with PHCY 6550. Prerequisite: PHCY 6230 (or equivalent).

5660. Health Care Law. 3. A survey of health care law for students in health care programs, law students, and other matriculated students. Subject matter includes, but is not limited to, the following: malpractice, licensing, informed consent, reform, reproduction and advanced directives. Dual listed with PHCY 4660. Prerequisite: consent of instructor.

6100. Dose Form Design. 4. Extensively introduces various types of dosage forms, discusses advantages and disadvantages of each. Pharmaceutical calculations are a major component of the course, as well as physicochemical principles involved in dose form stability. Prerequisites: CHEM 2420 and 2440.

6101. Practical Aspects of Dosage Form Design. 1. Preparation and evaluation of dosage forms is main thrust of course. Laboratory emphasizes manipulative and mathematical skills, prescription formats, packaging and storage as they apply to pharmaceuticals. Prerequisite: concurrent enrollment in PHCY 6100; MATH 2100.

6102. Biopharmaceutics and Pharmacokinetics. 4. [M3\(\rightarrow\)none] Discusses biopharma-ceutic and pharmacokinetic aspects of dosage form design. Basic pharmacokinetics and biopharmaceutics are interrelated to clinical applications. Also covers classical kinetics and dissolution. Prerequisite: MATH 2200 and PHCY 6100.

6103. Sterile Products. 2. An introduction to the preparation and clinical application of sterile dosage forms. Emphasizes basic principles related to preparation, dispensing and administration of parenteral medications in extended care and hospital pharmacy practice. Prerequisites: PHCY 6100, 6101, 6105, and concurrent enrollment in PHCY 6104.

6104. Sterile Products Laboratory. 1. A hands-on training in techniques used to prepare, dispense and administer parenteral admixtures, parenteral nutrition, chemotherapy and ophthalmics. Prerequisites: PHCY 6100, 6101, 6105 and concurrent enrollment in PHCY 6103.

6106 [6105]. Pharmaceutical Calculations. 2. Application of basic mathematics and quantitative reasoning to pharmaceutical calculations, emphasizing calculations of doses, dosage requirements, compounding of formulations and parenterals. Prerequisite: MATH 1000 or 1400.

6110. Medicinal and Natural Products Chemistry I. 3. Three-semester series that studies the physicochemical, biochemical and pharmacological properties of substances of natural and synthetic origin that are used as medicinal agents. Prerequisites: CHEM 2440 and MOLB 3610.

6152 [6352]. Therapeutics I. 3. Emphasizes the role of the pharmacist in pharmaceutical self care, appropriate triage and referral involving prescription, non-prescription pharmaceuticals, complimentary, alternative therapies and devices in community dwelling patients with both acute and chronic self-care conditions. Prerequisite: enrollment in the doctor of pharmacy professional program.

6170. Introductory Pharmacy Practicum. 1. Provides an early curricular exposure to the roles and functions of pharmacists in their work environment through a shadow experience. Prerequisites: satisfactory completion of PHCY 6185.

6185. Seminar: Role of the Pharmacist in Health Care. 1. Provides an overview and survey of the scope of pharmacy, including educational and licensing requirements; career opportunities, pharmacy organizations and regulatory agencies, and historical evolution. Prerequisite: admission to the professional program.

6210. Medicinal and Natural Products Chemistry II. 3. Continuation of Medicinal and Natural Products Chemistry I. Prerequisite: PHCY 6110.

6220. Pathophysiology II. 3. Continuation of PHCY 4450. Students work closely with clinical case studies. Prerequisite: PHCY 4450.

6230. Pharmacology I. 4. First semester of a one-year series. Studies action of chemical agents on living systems to include pharmacodynamics, toxicology, and clinical therapeutics. Concepts are emphasized through case presentations and discussion. 4.0 credit hours; lecture with separately scheduled discussion section. Prerequisite: PHCY 4450.


6242. Public Health. 3. Encompasses essentials of medical sociology, biology, chemotherapy and public health of communicable diseases; chronic diseases; and environmental health problems. Prerequisite: successful completion of year one of the Doctor of Pharmacy program or consent of instructor.

6245. Patient/Professional Interactions. 3. Focuses on psychosocial and communication concepts pertaining to human interactions, with application to professional practice environments and clinical counseling situations. Prerequisite: enrollment in the doctor of pharmacy professional program.

6250. Drug Literature Evaluation. 3. [W3\(\rightarrow\)WC, L] Provides a knowledge base, techniques and skills for information retrieval, evaluation of medical and pharmaceutical practice literature, and application to specific patient problems. Prerequisite: STAT 2050 or equivalent; WB designated course.

6251. Therapeutics II. 3. Introduces pharmacotherapeutic principles employed in the management and monitoring of drug therapy. Assesses the impact of drug therapy on clinical laboratory parameters, metabolic states, and specific patient populations. Introduces the pharmacotherapeutic management of common disease states. Prerequisites: PHCY 6220, 6230.


6280 [6385]. Seminar: Pharmacy Ethics. 1. Focuses on ethical issues confronting pharmacists in practice, pharmacy as a profession, the health care delivery system and society. Prerequisite: enrollment in the doctor of pharmacy professional program.

6281. Pharmacy Research Ethics. 1. Understanding of the ethical issues that may arise while conducting health science research and potential strategies for properly addressing these ethical issues. Prerequisite: concurrent or previous enrollment in PHCY 6280.

6285. Seminar: The Drug Use Process. 1. Focuses on how and why people use pharmaceuticals; people as patients; illness and wellness behavior; drug misadventuring, and appropriate intervention strategies. Prerequisite: PHCY 6185 or consent of instructor.
6286. Seminar: Pharmacy Practice Theories. 1. Focuses on the application of theories from the pharmaceutical and related literature with application to pharmacy practice. Prerequisite: PHCY 6285 or consent of the instructor.

6290. Topics in Pharmacology. 2. [W34] (none) Writing-intensive course using topics to explore the role of drugs in health care provision. Prerequisite: prior credit or concurrent enrollment in PHCY 6230 or 6231 or consent of instructor.

6312. Clinical Toxicology. 3. Focuses on biological and pharmacological effects of environmental, chemicals, OTC and prescription drug poisoning cases. Emphasis will be placed on the use of historical, laboratory and clinical data to diagnose and develop clinical management approaches for both acute and chronic poisoning cases. Prerequisite: PHCY 6230, MOLB 3610.

6341. Pharmacy Practice Law. 3. Coverage of state, federal and local laws and regulations which relate directly to the practice of pharmacy. The Wyoming Pharmacy Act serves as a model for analogous laws in other states. Case law at the federal and state levels affecting pharmacy practice is analyzed and discussed. Prerequisite: PH3 or consent of instructor.

6342. Pharmacy Administration. 3. Examines management of pharmaceutical services, analysis of drug distribution systems in the U.S., contemporary pharmacy practice and problems common or peculiar to all types of pharmacy services. Prerequisite: PH3 status.

6343. Pharmacoeconomics. 2. Designed to provide the student with the techniques to evaluate health care economic data for application to the pharmaceutical care of patients. Prerequisites: MATH 2200; PHCY 6250.

6350. Therapeutics III. 4. A study of the basic principles employed in the pharmaco-therapeutic management of common disease states. Includes the pharmacist’s role in monitoring drug therapy of the patient and serving as a drug consultant to the health care team. Prerequisite: grade of C or higher in PHCY 6251.

6351. Therapeutics IV. 4. Continuation of Therapeutics I. Prerequisite: grade of C or higher in PHCY 6350.

6354. Pharmacy Practice Laboratory. 2. Emphasizes the application of patient and disease state management pharmaceutical care skills by modeling patient care clinics, community practice and institutional practice. Emphasizes patient counseling, assessment, monitoring and development of patient care plans in “mock” patient scenarios. Prerequisites: enrollment in the doctor of pharmacy professional program.

6356. Physical Assessment in the Evaluation of Drug Therapy. 1. Physical examination techniques and the interpretation of physical examination data. Emphasis is on a systemic approach to the physical examination, evaluation of patient data, maintaining patient charts, monitoring of patient outcomes and development of treatment plans. Prerequisite: P3 status or consent of instructor.

6357. Clinical Pharmacokinetics. 2. Pharmacokinetic principles of dosage regimen calculation and pharmacokinetic considerations relating to the use of various drugs. Clinical pharmacokinetics of therapeutically important drugs will be covered. Prerequisite: PHCY 6102.

6370. Advanced Pharmacy Experience Orientation. 1. Designed to prepare the student for 4th year experiential activities by discussion of logistics, professionalism, regulatory issues, and assessment tools. Prerequisite: Good standing in the P3 year or consent of instructor.

6386. Seminar: Future Trends. 1. Focuses on internal and external trends that have the potential to affect the practice of pharmacy in the future. Students are expected to discern potential trends from a variety of literature sources and project the potential effects on their future practice. Prerequisite: P3 status or consent of the instructor.

6455. Elective Rotation In _______. 4 (Max. 16). Advanced practice experience in a variety of pharmacy practice, patient care, health care management, and pharmaceutical industry environments. Application of knowledge and skills with active participation in direct pharmaceutical care. Development of knowledge and skills related to specialized patient populations, health care management, and pharmaceutical industry. Students will be required to move to off-campus sites to complete this course. Prerequisite: grade of C or higher in PHCY 6351 and 6357.

6470. Internal Medicine I. 4. Pharmacy practice experiences with acute care patient populations in community hospitals; exposure to various disease states and patient records; evaluating drug orders in medical records; assessing problems involving patient’s drug therapy, monitoring drug therapy to assure effective, safe, and economical patient care, and applying drug information skills. Prerequisite: grade of C or higher in PHCY 6351 and 6357.

6471. Internal Medicine II. 4. Advanced practice experiences with general medicine, acute care patient populations in community hospitals. Participation in problem solving and the therapeutic decision-making process, including drug dosage regimen, application of rational therapy. Prerequisite: PHCY 6470.

6473. Ambulatory Pharmaceutical Care. 4. An experiential course focusing on the pharmacist as the drug expert in a multidisciplinary health care team approach to treating ambulatory patients within the philosophy of family practice. Prerequisites: grade of C or higher in PHCY 6351 and PHCY 6357.

6480. Introduction to Community Pharmacy Practice. 4. Four-week rotation in community pharmacy practice completed under the guidance of a licensed pharmacist. Patient care activities will include, but not be limited to, basic patient and drug therapy assessment, performing medication histories and prospective drug utilization reviews, basic patient counseling and active participation in the medication distribution process. Prerequisites: grade of C or higher in PHCY 6352 and 6354 and satisfactory completion of all courses within the P1 curriculum (i.e. P2 standing).

6481. Advanced Community Pharmacy. 4. An advanced practice experience in community pharmacy that involves student learning and participation in non-dispensing models of pharmaceutical care, such as pharmacist anticoagulation clinics, vaccination clinics, smoking cessation, diabetic education, chronic disease drug therapy monitoring, self-care treatment, and indigent patient care, etc. Prerequisite: grade of C or higher in PHCY 6351 and PHCY 6357.

6482. Introduction to Hospital Pharmacy Practice. 4. Four-week rotation in hospital pharmacy practice completed under the guidance of a licensed pharmacist. Patient-care activities will include basic drug therapy and patient assessment, prospective drug utilization reviews, participating in the hospital’s medication distribution process, performing calculations, compounding preparations and understanding pharmacy’s role within the health-system through interdisciplinary0 interactions. Prerequisite: grade of C or higher in PHCY 6352 and 6354 and satisfactory completion of all courses within the P1 curriculum (i.e. P2 standing).

6483. Advanced Institutional Pharmacy. 4. An advanced rotation in institutional pharmacy under the preceptorship of a licensed pharmacist. The student interacts with patients, health care professionals and allied health personnel to assure the best use of medications. Prerequisite: grade of C or higher in PHCY 6351 and PHCY 6357.

6485. Reflective Learning in Pharmacy. 1 (Max. 4). A debriefing class with emphasis on sharing experiences and making notice of the learning that has occurred during the community pharmacy practicums. This is a one week course to be held the week prior to
starting practicums and repeated at 12 week intervals thereafter. Offered S/U Only.  
Prerequisite: PH4 status.

6550. Advanced Cardiovascular Physiology and Pharmacology. 3. An advanced study in the integration of modern cardiovascular physiology, pharmacology, biochemistry and cell biology concepts. Dual listed with PHCY 5550. Prerequisite: PHCY 6230 (or equivalent).

Division of Social Work  
Health Sciences Building, 766-6112  
FAX: (307) 766-6839  
Web site: www.uwyo.edu/socialwork  
Director: Vicki Murdock

Professor:  

Associate Professors:  
DIANE A. KEMPSON, B.A. Columbia College 1968; M.S.W. Florida State University 1970; Ph.D. University of South Carolina 1998; Associate Professor of Social Work 2010, 2003.

VICKI MURDOCK, B.A. Indiana University; M.S.W. University of South Carolina 1995; Ph.D. 2003; Associate Professor of Social Work 2009.

Assistant Professors:  
WOOK-JIN KIM, B.A. Korea University 2002; M.S.W. University of Chicago 2004; Ph.D. 2010; Assistant Professor of Social Work 2010.

NEELY MAHAPATRA, B.A. Utkal University, India 1991; M.S. 1993; M.S.W. University of Texas at Austin 2003; Ph.D. 2008; Assistant Professor of Social Work 2010, 2012.

Associate Lecturer:  
CAROLYN HANEY, B.A. Chadron State College 1993; M.S.W. University of Wyoming 2000; Associate Lecturer of Social Work 2010.

Assistant Lecturers:  
BETHANY CUTTS, B.S.W. University of Wyoming 2003; M.S.W. 2005; Assistant Lecturer of Social Work 2011.

ANDREA DEVITA, B.S. University of Maryland 1988; M.S.W. 1990; Assistant Lecturer and MSW Admissions Coordinator of Social Work 2008.

ELIZABETH DOLE-IZZO, B.S. Colorado State University 1996; M.S.W. 2002; Assistant Lecturer of Social Work 2012, 2006; Field Coordinator 2010.

JOANNE THEOBALD, B.A.S.W. Colorado State University 1984; M.S.W. University of Wyoming 2001; Assistant Lecturer of Social Work 2011.

VALERIE THOMPSON-EBANKS, B.Sc. University of the West Indies 2002; M.S.W. 2007; Assistant Lecturer of Social Work 2011.

Professors Emeriti:  
Boyer, Chesteen, Miller, Williams

Social workers are uniquely qualified to help people in their own environments by looking at different aspects of their lives and cultures. We work to ensure the client’s personal well-being, prevent crises, counsel individuals, support families, and strengthen communities. We make sure people get the help they need, with the best resources available.

For more than 100 years, social workers have cared for people in every stage of life. Social workers help others overcome life’s most difficult challenges and manage the troubles of everyday living, including the troubles that exist due to poverty, stress, addiction, abuse, unemployment, mental illness, family change, and social violence.

The Division of Social Work prepares students for entry-level generalist social work practice. Two locations offer the social work program: the Laramie campus and the University of Wyoming/Casper College Center on the Casper College campus. Graduates receive a Bachelor of Social Work (BSW) and are prepared to work as generalist social work practitioners with individuals, groups, families, organizations, communities, and institutions to achieve more effective and efficient social functioning.

Our program is accredited by the Council on Social Work Education. The curriculum is designed to help students acquire important knowledge and skills in the areas of values and ethics, diversity, social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, and research. A competency-based curriculum prepares students to meet an “initial level” of competence in 10 core areas (CSWE, 2008). Students also select elective courses in areas such as aging, child and adolescent services, health and mental health, and disability services. The program culminates in a 450-hour supervised field practicum, which allows students to work as social workers in one of Wyoming’s many human service agencies.

Criteria for Admission as an Admitted Major

The Social Work program works with an advisory committee made up of teachers, administrators, practitioners, and other interested persons who assist in the planning and delivery of high quality programs at both the BSW and MSW levels. Admissions is a competitive process. At a minimum, social work students must meet the following criteria to be accepted as an Admitted Major.

1. Students must earn a minimum grade point average (GPA) of 2.50 on all UW course work as well as all course work transferred into the University of Wyoming from other academic institutions.

2. Complete the following prerequisites:
   a. SOC 1000
   b. PSYC 1000
   c. POLS 1000
   d. SOWK 2000
   e. Human Biology (KIN/ZOO 2040, LIFE 2050, or PSYC 2080)
   f. STAT 2050 or 2070
   g. ECON 1010

3. Students must earn a grade of C or higher in SOWK classes.

4. Students must earn a grade of C or higher in SOWK classes.

5. Students must adhere to the NASW Code of Ethics.

6. Students cannot exhibit behavior that will impair on the student’s present or future ability to fulfill professional responsibilities as a social work professional.

7. All students seeking admission to programs in the College of Health Sciences are required to undergo a background check as specified by college policy. Criminal convictions may result in rejection of the candidate for admission to Admitted Major.

8. Students must submit an application and an application fee. (See UW Fee Book)

9. Applicants to the social work program cannot receive credit for life experience.

Criteria for Social Work Majors

Once admitted as a major, social work students must:

1. Achieve a C or better in all social work prerequisites.
2. Achieve a C or better in all social work courses, including six hours of required social work electives.
3. Social work classes are offered and must be completed in sequential order.
4. Maintain a 2.5 or above GPA overall every semester after admittance to Admitted Major.
5. Maintain a 2.5 or above GPA overall in all social work course work every semester after admittance to Admitted Major.
6. Registration is restricted and students must meet with their adviser each semester for enrollment.
7. Complete SOWK 4990 with a C or better.

Individuals failing to meet any of the above requirements will be placed on probation and have twelve months to remedy the situation. Because many social work courses have pre-requisite requirements, receiving a grade lower than a C in a social work course may prevent the individual from moving forward in the social work program. Individuals on probation must meet with their adviser to develop a plan for success. This written plan must be placed in the student’s file. If the individual does not remedy the situation in the time specified, the student will be terminated from the major. The individual may apply for readmission into the major if and when they raise their grades.

Field Practicum Process for Social Work Students

All students complete a 450-hour (10 credit hours) field practicum experience in a community-based social agency or social program. Field practicum sites exist throughout the state of Wyoming and many students are placed outside Laramie. Students apply for this program the semester before their actual placement. Students must complete a Field Placement Application and meet with the Field Coordinator to determine a field location (please review BSW Field Practicum Manual). Background checks and drug screenings may be required by some agencies even though the College of Health Sciences has received a background check during admission to the major.

Field practicum includes field seminars scheduled throughout the semester(s). For the practicum, the grade of D is interpreted as performing below expectations and will not be considered satisfactory completion of the practicum, hence of the BSW program. Based on input from the student, the field instructor, and the faculty liaison during the field evaluation, the field coordinator will determine what remediation would be required. The plan will clarify course objectives and professional skills upon which the student needs to improve. A student wishing to continue in the program would need to reapply for a field placement. Upon approval of the request for placement by the field committee, the student may then repeat the practicum experience. Consistent with University policy, the most recent grade would be the grade calculated into the GPA. The grade of F is interpreted as not meeting minimal requirements of the course; failure to complete the minimum clock hours in the field placement and/or seminar component of the course; failure to complete written assignments in a satisfactory manner; violation of one or more of the tenets of the NASW Code of Ethics (see Appendix B and Termination of Practicum section in the practicum manual); and/or failure to withdraw formally or to terminate the course. A student receiving an F in the practicum will be automatically dismissed from the BSW program with no opportunity to reapply or re-enter. Grades and dismissals may be appealed. (See most current BSW Student Handbook for appeal procedures.)

Criteria for Graduation

The program requires 120 credit hours to graduate. Students must have completed all social work requirements, 48 upper-division hours, maintain a 2.5 GPA overall, a 2.5 GPA in social work coursework, and have achieved a grade of C or better in all social work courses.

Declared Major Plan of Study (4 years)

FRESHMAN YEAR: Fall

- PSYC 1000 ......................... 4
- LIFE 1000 or 1003 ............ 4
- ENGL 1010 ....................... 3
- PEAC 1001 ....................... 1
- USP Intellectual Community course (I) .......................... 1-3
- Free Elective ....................... 3

Total Hrs. 16-18

FRESHMAN YEAR: Spring

- SOC 1000 .......................... 3
- POLS 1000 (V) ................... 3
- USP Humanities elective (CH) .... 3
- Science (SB, SP, SE) .............. 4
- Human Biology (KIN/ZOO 2040, LIFE 2050, or PSYC 2080) ........ 3

Total Hrs. 16

SOPHOMORE YEAR: Fall

- USP Cultural Context (CA) ....... 3
- MATH 1000 or 1400 (QA) ........ 3
- ECON 1010 ....................... 3
- USP Global Awareness course (G) ........ 3
- USP Information Literacy course (L) ... 1-3
- Free Elective ....................... 3

Total Hrs. 16-18

SOPHOMORE YEAR: Spring

- STAT 2050 or 2070 (QB) ........ 4
- USP Oral Communications course (O) .... 3
- USP Writing 2 course (WB) ....... 3
- SOWK 3000 ....................... 3

Total Hrs. 13

JUNIOR YEAR: Fall

- SOWK 3530 ....................... 3
- SOWK 3630 ....................... 3
- SOWK 3645 ....................... 3
- SOWK 4060 (D) ................... 3

Total Hrs. 12

JUNIOR YEAR: Spring

- SOWK 3540 ....................... 3
- SOWK 3640 ....................... 3
- SOWK 4850 ....................... 3
- SOWK 3650 ....................... 3

Total Hrs. 12

SENIOR YEAR: Fall

- Elective ........................... 3
- SOWK 4560 ....................... 3
- SOWK 4990 ....................... 5
- SOWK 4991 ....................... 2

Total Hrs. 13

SENIOR YEAR: Spring

- SOWK 4570 (WC) ................ 3
- SOWK 4990 ....................... 5
- SOWK 4992 ....................... 2
- SOWK elective .................... 3

Total Hrs. 13

Graduate Study

The master of social work (MSW) is designed to prepare graduate students for advanced level social work practice and leadership positions in rural human service organizations. The MSW program is accredited by the Council on Social Work Education. The master of social work program is fashioned around an advanced generalist and rural social work focus that relies on the problem-solving method, and is based on the values, knowledge, and skills of the profession. Part-time and full-time options are available.

Certificate Programs

- Rural Clinical Mental Health Social Work
- School Social Work

See Web site for details and course requirements.

Program Specific Admission Requirements

The Division of Social Work’s admission committee bases its decisions primarily on the evaluation of previous undergraduate and graduate work, recommendations, experience
in human services (paid, volunteer, research, and internship), the applicant's personal statement, an academic essay, and optional supporting materials.

**Standard MSW Program**

Applicants to the MSW program are expected to meet the following minimum criteria for admission:

- A baccalaureate degree from an accredited college or university; (e.g. Council on Higher Education or equivalent)
- An undergraduate cumulative grade point average (GPA) of 3.0
- A baccalaureate degree that reflects a broad liberal arts preparation. The Division of Social Work defines a broad liberal arts preparation as having completed at least six credits in each of the following four curricular areas:
  - social and behavioral sciences
  - natural sciences
  - humanities and visual and performing arts (art, philosophy, religion, literature, music, theater); and
  - quantitative reasoning.

In addition, applicants must have completed a human biology course (or its equivalent) and a statistics course in which they earned a grade of C or better.

Applicants also will be evaluated on their:
- Intellectual and personal qualities essential to the successful practice of social work, such as sensitivity and responsiveness in relationships, concern for the needs of others, adaptability, good judgment, creativity, and integrity;
- Commitment to social justice and equality;
- Written and verbal communication skills;
- References; and the compatibility of career goals with the MSW program's advanced generalist perspective.

**Advanced Standing Program**

Applicants who have a baccalaureate degree in social work from an accredited social work program are eligible to apply for the advanced standing program. Advanced standing students enter the MSW program in the summer of each academic year, complete summer bridge courses, and enter the advanced generalist concentration in the fall.

To qualify for advanced standing, applicants must have:

- An undergraduate social work GPA of 3.25 or better;
- A university GPA of 3.0; and preferably obtained a grade of B or better in each undergraduate social work course.
- An admission interview may be required for all applicant finalists.

**Program Specific Degree Requirements**

The MSW program is divided into two phases: foundation and concentration. The foundation year of the MSW program prepares students for the advanced generalist concentration in the second year. Students may complete either program full-time or structured part-time. Students must also complete a final paper and oral exam.

**Master of Social Work Plan A**

Students complete all SOWK required courses except SOWK 5755. Plan A students register for SOWK 5960 Thesis Research (variable credit, maximum 12). Students registering for the Plan A option are required to carry out original research. Thesis proposal defense, thesis implementation, and final defense are required. Plan A students may write a monograph fully detailing their research or a publishable peer-refereed journal article, determined in consultation with the student's Research Chair.

The thesis requires a minimum of 4 credit hours, usually taken as 2 credits in the fall semester of advanced year and 2 credits in the springs of advanced year.

**Master of Social Work Plan B**

Students complete all SOWK required courses. Plan B students register for SOWK 5755 (minimum 2 credits) course. A final written paper and oral defense are required.

**Social Work (SOWK)**

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2< , QB]).

1001. Intellectual Community in Social Work. 3. [(none)<I, L] Provides a theoretical examination of the mechanisms of oppression. Content focuses on individual, group, and societal functioning. Also provides an introduction to the profession of social work and a foundation in information literacy. Prerequisites: none.

1002. Intellectual Community: The Social Work Profession. 3. [(none)<I, L] Provides an introduction to the purpose and philosophy of social work. Content focuses on various roles that social workers play and the ethical dilemmas they encounter. Also provides an introduction to developing research questions in social work and the problem solving method. Prerequisites: none.


1900. Women and Leadership. 3. [(none)<I, L] Students examine theoretical, historical, and cultural aspects of leadership, values in leadership, gender differences in leadership styles, and practical applications of leadership skills through oral communication and information literacy. Individual and collaborative work is expected. Cross listed with WMST 1900. Prerequisites: one course in women's studies.

2000 [3000]. Foundations Of Social Work. 3. Introduces social work and social welfare through an overview of the history, philosophy, ethics, values, methods, and fields of practice to generalist social work. Prerequisites: none.

3530. Human Behavior and the Social Environment. 3. Covers theories and knowledge of human bio-psycho-social-spiritual development and social interactions within a systems framework, as well as knowledge of theories of larger systems and cultures and the strengths and hazards of various social systems. Recognition of systemic oppression is emphasized. Prerequisites: SOC 1000, PSYC 1000, PSYC 2080, KIN/ZOO 2040, or LIFE 2050 with a C or better; SOWK 2000 pre or concurrent.

3540. Human Behavior and Social Environment II. 3. Covers theories and knowledge of human biopsychosocial development within a systems framework, with a focus on groups, communities, organizations, and institutions. Prerequisites: SOWK 3530 with a C or better and admitted major status.

3630. Social Work Practice. 3. Introduces generalist social work practice at all systems' levels, covering the nature of social work practice, theoretical perspectives, ethics and values, engagement, assessment, intervention and evaluation processes and skills. Prerequisites: SOWK 2000 and 3530 concurrent enrollment; tracking major status.

3640. Generalist Social Work Practice II, Groups. 3. Focuses on group work within the generalist social work perspective, covering theoretical perspectives, ethics and values, and engagement, assessment, intervention, and evaluation skills applied to task and treatment groups. Prerequisites: SOWK 3630 and 3530 with a C or better and admitted major status.

3645. Ethical Principles in Social Work Practice. 3. Focuses on the ethical principles that undergird the practice of social work, addresses how to practice ethically, and explores the process of ethical decision-making. Social work practice with various client systems will
be considered, as well as practice in varied settings. Prerequisites: admitted major status and SOWK 3630 and 3530 or concurrent enrollment.

3650. Introduction to Aging Services. 3. Surveys issues in aging and social work's role, status and function in the field of gerontology. Prerequisite: SOWK 2000 or consent of instructor.


4560. Social Work Research. 3. [M3 (none)] Introduces social work research and its methods. Stresses critical thinking. Prepares students to use research in practice. Prerequisites: STAT 2050 or 2070 and SOWK 3630 with a grade of C or better.

4780. Seminar: __________. 1-9 (Max. 15). Consideration of special topics of current interest in social work. May be repeated for a maximum of 15 hours credit when the seminar topic is different. Prerequisite: advanced major status; or consent of instructor and junior standing for non-social work majors.

4850. Human Rights and Social Justice. 3. Examines human rights and social and economic justice, as well as systems that oppress and create injustice, in the US and internationally. Focus of the course will be the analysis of social welfare policy as it affects social justice issues. Prerequisites: SOWK 3530, ECON 1010, and POLS 1000 with a C or better and admitted major status.

4881. International Social Welfare and Social Development. 3. [none] Examines the basic framework of social welfare analysis and social development programming in the international arena, employing a multinational comparative analysis approach to explore the wide array of responses to social need across the globe. Students employ multinational comparative analyses to an area of social concern. Dual listed with SOWK 5881; cross listed with INST 4881. Prerequisite: POLS 1000; ECON 1010 recommended.

4980. Independent Study. 1-3 (Max. 6). Consideration of topics of current social work interest in consultation with a member of the faculty. Prerequisites: advanced major status and consent of instructor.

4990. Social Work Practicum. 5-10 (Max. 10). Represents the culmination of preparation for entry level generalist social work practice. Supervised practice in the knowledge, values and skills learned in the classroom. Offered S/U only. Prerequisites: SOWK 3530, 3630 and 3640; 3650 prerequisite or concurrent; all with a C or better and co-requisite with Competency Assessment Course SOWK 4991 or 4992.

4991. Social Work Competency Assessment I. 2. Develops and supports student integration of classroom and field practicum experiences in a final demonstration of competencies for the beginning practitioner. Prerequisite: concurrent enrollment in SOWK 4990.

4992. Social Work Competency Assessment II. 2. Develops and supports student integration of classroom and field practicum experiences in a final demonstration of competencies for the beginning practitioner. Prerequisite: taken concurrently with SOWK 4990.

5000. Topics: Social Work. 1-3 (Max. 15). Various advanced topics in social work will be presented. May be repeated for a maximum of 15 hours when offered for different topics. Prerequisite: bachelor's degree; 18 hours in socio/behavioral sciences preferred.

5020. Disability Studies Theory and Practice. 3. Explores the interdisciplinary nature of disability studies, which investigates the embodied experience of disability as well as culturally constructed meanings and belief systems that function to stigmatize, oppress, liberate, or otherwise impact people living with illness and disability. Students will develop interdisciplinary research questions, paying particular attention to sociological realities. Dual listed with SOWK 5020; cross listed with WIND 4020. Prerequisite: WIND 2100 or WB.

4030. Social Work and Mental Health. 3. Presents overview of mental health services, policy, nosologies, history and interventions. Information examined in light of social work values and ethics, concern for populations-at-risk, and social and economic justice. Issues of diversity in mental health arena considered throughout. Dual listed with SOWK 5030. Prerequisite: advanced major in social work.

4060. Diversity and Difference in Social Work Practice. 3. [(none)] Examines social work roles and issues related to human diversity. Social work values and ethics and social and economic justice are explored throughout. Prerequisite: SOWK 3630 with a C or better.

4083. Social Work and Health Care. 3. Identifies and addresses social work issues related to health, such as medical social work, public health, and health promotion. Dual listed with SOWK 5083. Prerequisites: SOWK 3630 and Admitted Major status; a WB course and junior standing for non-social work majors.

4084. Professional Social Work Practice: Alcohol and Other Drugs. 3. Examines alcohol and substance abuse and social work's role in varied practice settings. Issues explored include medical considerations in alcohol abuse, social and familial challenges, as well as social work values and ethics, and concern for populations-at-risk. Dual listed with SOWK 5084. Prerequisites: SOWK 3630 and Admitted Major status; a WB course and junior standing for non-social work majors.
Students must have completed, or be concurrently enrolled in, SOWK 5100, SOWK 5200, SOWK 5300, and SOWK 5400.

5460. Field Practicum II. 5-10 (Max. 10). Provides the opportunity for students to learn through experience the skills of entry-level generalist social work practice. The course consists of supervised practice, in a community service agency, of social work knowledge, values and skills learned in the classroom. 
Prerequisite: SOWK 5450.

5495. Social Work Research and Analysis. 2. Designed for MSW advanced standing students to address research methods and analysis in the context of the generalist problem-solving approach. Prerequisite: admission to the MSW advanced standing program; concurrent enrollment in SOWK 5499.

5499. Social Work Generalist Practice. 2. Designed for MSW advanced standing students to address foundation practice, knowledge and skills in the context of the generalist problem-solving approach. Issues of ethics and diversity addressed throughout the course. Prerequisite: admission to the MSW advanced standing program; concurrent enrollment in SOWK 5495.

5500. Advanced Policy: Advocacy and Social Action. 3. Advanced generalist course builds on foundation and advanced year coursework to prepare students to conduct comparative and advanced policy analysis and develop practice/advocacy components. Emphasis is given to policy practice issues that address economic and social justice, diversity, populations at risk, and ethics and values. Prerequisite: SOWK 5310 and SOWK 5115 or advanced standing.

Prerequisites: admission to advanced standing or SOWK 5100 and 5200.

5600. Advanced Generalist Practice. 3. Teaches advanced generalist practice theories and skills for work with individuals and families in the context of their environment. Engagement, assessment, intervention and evaluation skills will be assessed. Issues of ethics, rural practice, and diversity are addressed throughout the course. Prerequisites: SOWK 5300 and SOWK 5310 or advanced standing.

5700. Advanced Theories and Practice with Children and Families. 3. Advanced application of generalist problem-solving theories and skills in working with individuals and families in the context of their environment. Issues of ethics, rural practice, diversity, and evaluation of core competencies for the foundation year MSW student. 
Prerequisites: must be taken concurrently with foundation year field practice.

521. Generalist Social Work Competency Assessment II. 1. Develops and supports student integration of classroom and field practicum experiences in the 2nd seminar-style discussion course of core competence for the foundation year MSW student. 
Prerequisite: taken concurrently with SOWK 5460.

5200. Human Behavior and the Social Environment I. 3. A theoretical examination of human behavior and the social environment, focusing on individuals, families and small groups in the context of human life cycle development. Emphasizes issues of human diversity and social and economic justice in the context of the environment. Prerequisite: admission into the MSW program and either completion of SOWK 5100 or concurrent enrollment.

Prerequisite: SOWK 5200.

5300. Generalist MSW Social Work Practice. 3. Applies social work skills, values, and knowledge to a range of human service settings in a rural state. Emphasis is on generalist practice models and skills within a systems’ framework. Covers engagement, assessment, intervention, and evaluation across all system levels. Addresses ethics and diversity throughout the course. 
Prerequisite: admission into the MSW program.

5310. Generalist Practice II. 3. Applies social work skills, values and knowledge to the engagement, assessment, intervention and evaluation processes with groups, organizations and communities. Emphasis on ethics and diversity in practice. 
Prerequisite: admission into the MSW program; must have completed SOWK 5300.

5400. Social Work Generalist Research Methods. 3. Covers design, implementation and interpretation of research in social work practice settings. Presents methods of program evaluation and practice research at all system levels using both quantitative and qualitative research methodologies. 
Prerequisite: admission into the MSW program.

5450. Field Practicum I. 3. Provides the opportunity for students to learn through experience the skills of entry-level generalist social work practice. The course consists of supervised practice, in a community service agency, of social work knowledge, values and skills learned in the classroom. 
Prerequisites:
of practice addressed throughout the course. \textit{Prerequisite:} SOWK 5300 and SOWK 5310 or advanced standing.

\textbf{5705. Social Work Leadership in Supervision and Administration.} 3. Focuses on theories and skills for leadership, supervision, and administration in social work practice. Study of models and best practices, as well as skill development, will move the student toward leadership in supervision and management competence. \textit{Prerequisites:} SOWK 5300 and SOWK 5310 or advanced standing.

\textbf{5720. Advanced Generalist Rural Practice.} 3. Emphasizes advanced understanding and application of models of rural community practice for promotion of well-being of client systems. Rurality and diversity/difference will be highlighted in this course. Models taught are appropriate to the social work profession, based on ethical considerations, cultural competency, and the strengths perspective. \textit{Prerequisite:} SOWK 5600.


\textbf{5755. Practice Evaluation.} 1-12 (Max. 12). Students complete a non-thesis Plan B practice evaluation paper of quality, working with a committee structure. Must complete a minimum of two credit hours of 5755. \textit{Prerequisite:} SOWK 5750; or advanced standing status and SOWK 5495.

\textbf{5795. Rural Health Care Seminar.} 3. Examines social work and rural health and medical care for individuals, families and larger systems through policy, practice, and research. Includes a focus on the health and health care of older adults. \textit{Prerequisites:} consent of instructor, graduate standing, participation in WYO HealthCARE Inter-disciplinary rural training grant.

\textbf{5800. Advanced Seminar in Social Work.} 1-3 (Max. 15). Consideration of special topics of current interest in social work. May be repeated for a maximum of 15 hours when the topic of the seminar is different. \textit{Prerequisite:} graduate standing and consent of instructor.

\textbf{5810. Working with Children and Families in the Schools.} 3. Enhances knowledge, skills, and values of the generalist social worker serving children of diverse backgrounds and their families in the school and its environment, preparing the social worker for a leadership role in a rural school setting. \textit{Prerequisite:} graduate standing.

\textbf{5820. School Social Work.} 1. Builds on the skills developed in SOWK 5810, advancing the knowledge, values and skills necessary for school social work. Students integrate observations of school social work settings with theory and practice, and personal evaluation, within this seminar. Public school law and policy are highlighted. \textit{Prerequisite:} successful completion of SOWK 5810.

\textbf{5850. Field Practicum III.} 5-10 (Max. 10). Provides advanced generalist social work practice experience in a community human service organization. Emphasizes core competencies and advanced generalist practice behaviors in social work ethics, values, theory, skills, practice and research in relation to social work with individuals, groups, families, organizations, and communities. \textit{Prerequisites:} SOWK 5460 or advanced standing status; taken concurrently with SOWK 5855.

\textbf{5855. Advanced Generalist Social Work Competency.} 1. Seminar supports the advanced year MSW student’s experience in the field practicum. Taken concurrently with SOWK 5850. \textit{Prerequisite:} SOWK 5120; taken concurrently with SOWK 5850.

\textbf{5856. Advanced Generalist Social Work Competency II.} 1-8 (Max. 8). Supports the advanced year MSW student’s experience in the field practicum. To be taken concurrently with SOWK 5850, spring semester. \textit{Prerequisite:} SOWK 5855; concurrent with SOWK 5850.

\textbf{5881. International Social Welfare and Social Development.} 3. Examines the basic framework of social welfare analysis and social development programming in the international arena, employing a multinational comparative analysis approach to explore the wide array of responses to social need across the globe. Students employ multinational comparative analyses to an area of social concern. Dual listed with SOWK 4881; cross listed with INST 5881. \textit{Prerequisite:} POLS 1000; ECON 1010 recommended.

\textbf{5887. American Indian Health.} 3. Studies the impact of federal policy on development of American Indian Health programs and the current status of American Indian health. \textit{Prerequisite:} admission into graduate program.

\textbf{5920. Continuing Registration: On Campus.} 1-2 (Max. 16). \textit{Prerequisite:} advanced degree candidacy.

\textbf{5940. Continuing Registration: Off Campus.} 1-2 (Max. 16). \textit{Prerequisite:} advanced degree candidacy.

\textbf{5950. Interpersonal Counseling.} 3.

\textbf{5959. Enrichment Studies.} 1-3 (Max. 99). Designed to provide an enrichment experience in a variety of topics. Note: credit in this course may not be included in a graduate program of study for degree purposes.

\textbf{5960. Thesis Research.} 1-12 (Max. 24). Graduate level course designed for students who are involved in research for their thesis project. Also used for students whose coursework is complete and are writing their thesis. \textit{Prerequisite:} enrollment in a graduate degree program.

\textbf{5975. Independent Study.} 1-3 (Max. 3). In-depth exploration of a social work topic in consultation with a social work faculty member. \textit{Prerequisite:} consent of instructor.

\begin{center}
\textbf{Wyoming Institute for Disabilities (WIND)}
\end{center}

147 Health Sciences Building, 766-2761
FAX: (307) 766-2763
Web site: www.uwyo.edu/wind
Executive Director: William E. MacLean, Jr., Ph.D.

Professor: WILLIAM E. MACLEAN, JR, B.S. Emory University 1976; M.S. Vanderbilt University 1978; Ph.D. 1980; Professor of Psychology 1998, 1996.

Assistant Professor: MICHELLE JARMAN, B.A. University of California at Berkeley 1989; M.A. Northern Michigan University 2000; Ph.D. University of Illinois at Chicago 2006; Assistant Professor of Disability Studies 2007, 2012.


Disability Studies Advisory Committee:
Martin Agran, Ph.D., Professor, Department of Special Education
Mary Burman, Ph.D., Professor, School of Nursing
Mark Byra, Ph.D., Professor, Kinesiology and Health
Catherine Connolly, Ph.D., Professor, Gender and Women’s Studies
Jeanne Holland, Ph.D., Associate Professor, English
Disability Studies Minor Requirements:

18 credit hours total

All students in the minor are required to complete three WIND core courses, one WIND elective, and two external electives related to disability issues. External electives should be selected in consultation with a Disability Studies faculty adviser.

Required Core Courses: 9 credits

- WIND 2100 Introduction to Disability Studies
- WIND 4020 Disability Studies Theory & Practice
- WIND 4500 Disability Studies Practicum

WIND Elective: 3 credits selected from other WIND offerings

- WIND 2700 Gender and Disability
- WIND 2500 Topics in Disability Studies
- WIND 3160 Disability Civil Rights Movements
- WIND 4050 Independent Study
- WIND 4990 Topics in Disability Studies

External Electives: 6 credits selected from other UW course offerings related to disability studies

(3 credits lower division & 3 credits upper division recommended)

Since an overarching goal of the minor is to examine disability as an essential element of human diversity, this program is designed to complement majors from across the university. For more detailed information, visit our website: www.uwyo.edu/wind/academic_opp/. You may also contact faculty adviser Michelle Jarman at mjarman@uwyo.edu or by phone at 766-5060, or visit the WIND office located in the Health Sciences Building, room 147.

Disability Studies Program Goals:

These goals are conceptualized as the ultimate “ends” we hope to achieve in educating students and trainees in disability studies.

1. Promote full social integration by providing knowledge, awareness, and experience of inclusion and integration of people with disabilities as a foundational ethical principle of disability studies.
2. Position disability as a social justice issue by exposing students to historical and contemporary disability issues and providing learning opportunities to identify, articulate, and address inequities and injustices affecting the lives of people with disabilities.
3. Position disability as diversity by providing theoretical and practical contexts for thinking about disability as a component of human diversity, and providing students with tools to critically examine social and cultural constructions of disability.

Wyoming Institute for Disabilities (WIND)

USP Codes are listed in brackets by the 1991 USP code followed by the 2003 USP code (e.g. [M2][QB]).

2100. Introduction to Disability Studies. 3. [(none)][CH, D] Provides students with an overview of the disability studies field. Students gain introductory knowledge about the disability studies perspective by examining the work of scholars from many academic backgrounds, which will facilitate students’ understanding of the interdisciplinary nature of disability studies. Prerequisite: none.

2500. Topics in _____. 1-3 (max. 6). Provides students with the opportunity to gain introductory knowledge by examining various topics in the field of Disability Studies. Prerequisite: Consent of instructor.

2700. Gender and Disability. 3. [(none)][D] Disability studies draws upon critical theory to investigate disability as a discursive construction. Investigates how intersecting conceptions of disability and gender have shaped cultural meanings and the social positioning of specific groups, especially women with disabilities. Topics include non-normative embodiment, issues of representation and subjectivity, and the politics of health, sexuality, and care. Cross listed with WMST 2700. Prerequisite: none.

3160. Disability Civil Rights Movements. 3. Provides a review and analysis of the various disability rights movements in the US and the social changes that have resulted from these movements. This includes the early roots following the French Revolution through the protest era of the 1960s to present efforts to change federal policy. Prerequisite: past or concurrent enrollment in SOC 100 or WIND 2100.

4020. Disability Studies Theory and Practice. 3. [(none)][CS] Explores the interdisciplinary nature of disability studies, which investigates the embodied experience of disability as well as culturally constructed meanings and belief systems that function to stigmatize, oppress, liberate, or otherwise impact people living with illness and disability. Students will develop interdisciplinary research questions, paying particular attention to sociological realities. Dual listed with WIND 5020; cross listed with SOWK 4020. Prerequisite: WIND 2100 or WB.

4050. Independent Study. 1-3 (Max. 6). Offers the advanced student the opportunity to pursue a topic of interest with the direction of
an instructor in disability studies. Dual listed with WIND 5050. **Prerequisite:** WB and consent of instructor.

**4500. Practicum. 3.** Provides students practical experience in the field of Disability. Typically taken during a student’s final semester in the Disability Studies Minor. **Prerequisites:** completion of WIND 2100, and WIND elective, WIND 4020 (or concurrent enrollment).

**4990. Topics in ______. 1-3 (max. 12).** Provides upper division/graduate students with the opportunity for critical analysis and in-depth examination of various topics in the field of Disability Studies. **Prerequisite:** consent of instructor.

**5020. Disability Studies Theory and Practice. 3.** Explores the interdisciplinary nature of disability studies, which investigates the embodied experience of disability as well as culturally constructed meanings and belief systems that function to stigmatize, oppress, liberate, or otherwise impact people living with illness and disability. Students will develop interdisciplinary research questions, paying particular attention to sociological realities. Dual listed with WIND 4020; cross listed with SOWK 5020. **Prerequisite:** WIND 2100 or WB.

**5050. Independent Study. 1-3 (Max. 6).** Offers the advanced student the opportunity to pursue a topic of interest with the direction of an instructor in disability studies. Dual listed with WIND 4050. **Prerequisite:** WB and consent of instructor.

**5100. Topics. 1-3 (Max. 12).** Provides graduate students with the opportunity for critical analysis and in-depth examination of various topics in the field of Disability Studies. **Prerequisite:** upper division/graduate standing.

**5990. Graduate School Internship. 1-12 (Max. 24).** Provides graduate students with the opportunity for internship experiences within the disability field.