

The College of Health Sciences is the place for students interested in improving and maintaining the physical, mental, 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 Wyoming Center on Aging (WYCOA); two Family Medicine Residency Centers; and the WWAMI Medical Education Program.

We serve as the state certifying office for the Wyoming, Washington, Alaska, Montana, and Idaho (WWAMI) medical education contract program with the University of Washington School of Medicine; WYDENT, the dental education contract program with the University of Nebraska and Creighton University; and two programs for the Western Interstate Commission of Higher Education (WICHE): the Professional Student Exchange Program (PSEP) and the Western Regional Graduate Program (WRGP). Refer to the sections on WWAMI, WYDENT, and WICHE in the first part of this catalog for program descriptions or go to www.uwyo.edu/certwy.

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 professional 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
- Medical laboratory science
- 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

- Health Services Administration
- Nursing
- Kinesiology and health
- Speech-language pathology

Master of Social Work

Professional Degrees

Doctor of Nursing Practice

Doctor of Pharmacy

Minors in the College of Health Sciences

Minors in the College of Health Sciences are designed to complement a student’s major and augment educational and employment opportunities. They 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. They complement any major at the university.

Minors include:

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/hs/divisions-and-programs/minor-in-disability-studies.html.

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

The Undergraduate and Preprofessional Health Advising Office (UPHAO) in the College of Health Sciences (www.uwyo.edu/pre-prof/) 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 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 UPHAO advises students for their professional program prerequisites as well as other aspects of becoming solid candidates. Each student will also have an advisor in his/her major for advising in the major.

Through this office, pre-health students can access current information about admission requirements, entrance examinations, application process, professional school curricula, interviewing skills, and test preparation is available. Current admissions data and addresses for specific schools are also 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 PSEP program, the WWAMI medical education program, and the WYDENT dental education program, may be found online at <http://www.uwyo.edu/pre-prof/wiche-wwami.html>.

Health Sciences (HLSC)

USP Codes are listed in brackets by the 2003 USP code followed by the 2015 USP code (e.g. [QB♦♦Q]).

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.

1101. First-Year Seminar. 3. [(none)♦♦FYS]
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.

4100. Global Public Health. 3. [G♦♦(none)] 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.

4970. Interdisciplinary Seminar in Health Sciences. 3. 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. *Prerequisites:* 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.

5990. Topics In 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 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 120 credit hours including 42 upper level hours, 30 of which must be from the University of Wyoming. See www.uwyo.edu/hs/divisions-and-programs/dental-hygiene-program.html.

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/program/dental-hygiene for specific prerequisites and application materials. Applications are due to Sheridan College prior to 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.

Learning Outcomes

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 2.750 (on a 4.000 point scale). Courses in anatomy, physiology, and microbiology must be current within five years at the time of application to

the Dental Hygiene professional program. Completion of the prerequisite courses does not guarantee admission to the professional program. Students must also complete a minimum of 20 hours of dental hygiene observation prior to application.

Bachelor's Degree in Dental Hygiene Requirements

See <http://www.uwyo.edu/hs/divisions-and-programs/dental-hygiene-program.html> for a four year plan and a list of program prerequisites.

1. Program prerequisites,
2. A.A.S. in Dental Hygiene from Sheridan College,
3. Completion of all University of Wyoming requirements,
4. STAT 2050 or STAT 2070, and
5. At least 120 credit hours.

Students interested in the bachelor's degree in dental hygiene should contact the Undergraduate and Preprofessional Health Advising Office in the Health Sciences Center, room 110, or phone (307)766-3878. E-mail: hsadvise@uwyo.edu or visit <http://www.uwyo.edu/hs/divisions-and-programs/dental-hygiene-program.html>.

Dental Hygiene (DHYG)

3230. Clinical Seminar II. 2. This course is a continuation of the Clinical Seminar Series. Course content will focus on the review and enhancement of instrumentation skills; the essentials of instrument selection; the role of root planing in dental hygiene; the development and refinement of skills needed for treatment of more advanced periodontal cases, which includes the initiation of a periodontal case study; and the introduction and preparation for the use of state-of-the-art clinical technologies. *Prerequisite:* DHYG 2420.

3250. Clinical Seminar III. 2. This course prepares the dental hygiene student to make the transition from an educational setting to private practice. Focus is on applying, synthesizing, and transferring clinical and didactic knowledge to clinical and ethical decision-making. Students will be engaged in problem-based case studies, application of motivational theories, and analysis of evidence-based research. *Prerequisites:* DHYG 3230, 3300 and 3350 or concurrent enrollment.

3300. Clinical Dental Hygiene II. 5. This course provides students the opportunity to gain further practical experience in dental hygiene procedures by providing comprehensive patient care in clinical settings. A flexible

format allows students to meet requirements in procedures for patient record-keeping, patient education, dental prophylaxis, dental radiography and routine clinical procedures. *Prerequisite:* DHYG 2350.

3350. Clinical Dental Hygiene III. 5. A This course assists students in gaining practical experience in clinical procedures requiring greater skill and knowledge than procedures previously undertaken. This course prepares students for the transition to private office practice. *Prerequisite:* DHYG 3300.

3400. General and Oral Pathology. 3. This course is designed to teach students the concepts underlying general and oral manifestations of human disease states, manifestations of specific diseases, relationships to body defense mechanisms, and potential implications for medical and dental hygiene treatment. To the extent possible, applications to clinical situations in dental hygiene practice will be made. *Prerequisites:* one year pre-dental hygiene (including general pathology); MOLB 2021 or equivalent.

3550. Community Dental Health. 3. This course provides the dental hygiene student with an introduction to basic skills needed to evaluate the dental health community, including research methodology and basic statistical analysis. It provides the student with a basic understanding of the significant social, political, psychological and economic factors influencing the American Health System. *Prerequisite:* DHYG 2100.

3600. Ethics and Law in Dental Hygiene. 2. This course provides an introduction to basic concepts in the analysis of ethical theories, principles, values, the professional code of ethics, and legal aspects associated with the dental hygiene healthcare profession. Contemporary issues are examined in dentistry and medicine as a strategy to explore and apply ethical principles in diverse cultures and situations. *Prerequisite:* successfully complete all first-year dental hygiene courses.

3720. Office Practice. 2. This course is designed to provide the dental hygiene student with both current information and experience in office practice and management. Also included are discussions of professionalism, decision-making and leadership roles, including legal and ethical responsibilities, team responsibilities in the dental office and discussion of selecting, securing and maintaining employment. *Prerequisites:* DHYG 2300, 2350, 3300 and a communications course.

3750. Periodontology. 3. This course reviews the anatomy and histology of periodontal structures and dental accretions followed by a study of the classifications and etiology of periodontal diseases including both local and systemic factors. A thorough exploration of the hygienist's role in disease recognition, prevention, therapeutic procedures and maintenance is also included.

3770. Pain Management. 2. This course provides clinical experience with local anesthesia and inhalation sedation techniques. It includes the detection of anatomic landmarks in the mouth pertaining to specific injection sites, preparation of the armamentarium, maintenance of asepsis, simulated and real injection of anesthetic agents at predetermined sites and administration of nitrous oxide/oxygen. *Prerequisite:* successful enrollment in dental hygiene major or consent of instructor.

3775. Pain Management Lab. 1. This course provides clinical experience with local anesthesia and inhalation sedation techniques. It includes the detection of anatomic landmarks in the mouth pertaining to specific injection sites, preparation of the armamentarium, maintenance of asepsis, simulated and real injection of anesthetic agents at predetermined sites and administration of nitrous oxide/oxygen. *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.

3800. Board Review. 1. This course is 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. This course includes discussion of the distinction between various agencies in the education, healthcare and legal system which have jurisdiction over the licensure process, and the impact of cheating during any portion of the process on the public welfare. *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. Only available by permission of instructor. For students wishing to teach in dental hygiene programs.

Division of Communication Disorders

265 Health Sciences, (307) 766-6427

FAX: (307) 766-6829

Web site: www.uwyo.edu/comdis

Director: Mark Guiberson

Professors:

MARK GUIBERSON, B.A. University of Colorado 1997; M.A. 1999; Ph.D. Colorado State University 2006; Professor of Speech-Language Pathology 2019, 2011.

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

DAVID L. JONES, B.S. Westminster College 1980; M.A. University of Iowa 1983; Ph.D. 1987; Professor of Speech-Language Pathology 2005, 2001.

Associate Professors:

MARY JO C. HIDECKER, B.A. University of Iowa 1981; M.A. 1984; Ph.D. Michigan State University 2004; M.S. 2011; Associate Professor of Audiology and Speech-Language Pathology 2019, 2013.

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:

ERIN J. BUSH, B.S. University of Wyoming 2000; M.S. University of Nebraska-Kearney 2003; Ph.D. University of Nebraska-Lincoln 2011; Assistant Professor of Speech-Language Pathology 2015.

BREANNA KRUEGER, B.A. University of Wyoming 2007; M.A. University of Kansas 2011; M.A. 2013; Ph.D. 2017; Assistant Professor 2017.

Academic Professionals:

SCOTT FOOR, B.S. California Baptist University 2012; M.A. University of Northern Colorado 2018; Assistant Lecturer 2018.

TERESA J. GARCIA, B.S. University of Wyoming 1989; M.S. 1991; Senior Lecturer 2016, 1995.

ESTHER HARTSKY, B.A. Adams State University 2000; A.A.S. Pikes Peak Community College 2004; Assistant Lecturer 2017.

ERIN PAGE, B.S. University of Kentucky 2007; M.S. University of Wyoming 2014; Assistant Lecturer 2017.

KAREN RICHARD, B.A. University of Wyoming 2002; B.A. Appalachian State University 2005; M.S. University of Wyoming 2011, Assistant Lecturer 2018.

Adjunct Clinical Instructor:

Melissa Denker, M.S., CCC-SLP

Professors Emeriti:

Janis A. Jelinek, Douglas W. Laws, Michael A. Primus

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 on Academic Accreditation in Audiology and Speech-Language Pathology. 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

The B.S. in Speech, Language, and Hearing Science provides a quality preprofessional education in human communication sciences and disorders. Students graduate with the knowledge and skills needed to go on to further education in professional programs in speech-language pathology, audiology, and to other careers in health and education. Program quality is monitored and maintained

through regular examination of the results of direct and indirect measures of teaching and learning goals.

Students earning a B.S. in Speech, Language, and Hearing Science will demonstrate competencies in the following areas within (a) human communication and swallowing, (b) clinical knowledge and skills, and (c) communication and professionalism.

- A. Core Competencies in Human Communication and Swallowing Science
 1. Anatomical and physiological bases of communication and swallowing
 2. Neurological bases of communication and swallowing
 3. Acoustic and articulatory bases of communication
 4. Psychological and linguistic bases of communication
 5. Social and cultural bases of communication
 6. Research methods used in the field of communication disorders
- B. Introductory Clinical Knowledge and Skills
 7. Nature of hearing and balance disorders
 8. Remediation of hearing and balance disorders
 9. Nature of speech and swallowing disorders
 10. Nature of language and literacy disorders
 11. Principles and methods of assessment and treatment
 12. Phonetic transcription and language sample analysis of typical speakers
- C. Basic Competencies in Communication and Professional Areas
 13. Scholarly and professional written expression
 14. Scholarly and professional oral expression
 15. American Sign Language or other second language
 16. Locating and evaluating resources for evidence-based practice
 17. Problem-solving and critical thinking
 18. Self-regulation and meta-cognition
 19. Interpersonal interactions and teamwork
 20. Behavior conforming to academic and professional ethical standards

Suggested Course Sequence

FRESHMAN YEAR: Fall		Hrs.
USP FYS Course	.....	3
ENGL 1010	.....	3
SPPA 1010	.....	3
PSYC 1000	.....	3
LIFE 1010	.....	4
Total Hrs.		16

FRESHMAN YEAR: Spring		Hrs.
MATH 1400 (or MATH 1450)	.....	3
PHYS 1050	.....	4
USP V Course	.....	3
Electives	.....	5
Total Hrs.		15

SOPHOMORE YEAR: Fall		Hrs.
KIN 2040	.....	3
KIN 2041	.....	1
FCSC 2121	.....	4
SPPA 2110	.....	4
SPPA 2210	.....	3
Total Hrs.		15

SOPHOMORE YEAR: Spring		Hrs.
SPPA 2120	.....	4
SPPA 3160	.....	4
USP COM2 Course	.....	3
Elective	.....	3
Total Hrs.		14

JUNIOR YEAR: Fall		Hrs.
SPPA 3265	.....	3
SPPA 4240	.....	3
STAT 2050	.....	4
Elective	.....	3
Elective	.....	3
Total Hrs.		16

JUNIOR YEAR: Spring		Hrs.
SPPA 4220	.....	3
SPPA 4310	.....	3
Required (PSYC 4310, 4320, or CNSL 4520)	.....	3
Elective	.....	3
Elective	.....	3
Total Hrs.		15

SENIOR YEAR: Fall		Hrs.
SPPA 4340	.....	3
SPPA 4750 (COM3)	.....	3
Elective	.....	3
Elective	.....	3
Elective (3000/4000 level)	.....	3
Total Hrs.		15

SENIOR YEAR: Spring	Hrs.
SPPA 4150.....	3
SPPA 4250.....	4
SPPA 4380.....	3
Elective (3000/4000 level).....	4
Total Hrs.	14

Total hours in curriculum and required for degree 120

Hours required in 3000/4000-level courses 42

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. Also note that speech, language, and hearing topic courses from community colleges do not transfer or count as course equivalents.

Speech and Hearing Clinic

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

There is a 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, research, and service 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. We accept students to start in the fall of each year. For application, admission, and a description of the program, see the division website.

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 September for current instructions and deadlines.

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

For International (including Canadian) students, the university must determine whether financial resources are sufficient for study here.

International Students

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.

Requirements Following Offer of Admission

Students who accept an offer of admission to the program must then apply to the university for formal admission.

Criminal Background Check

Admission 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.

Graduate Student Outcome Data

In the last three years, 90% of MS SLP students completed the program "on-time" and 100% obtained employment and passed the Praxis Exam.

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 9.5 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 awarded to applicants with full admission.

Differential Tuition

The graduate program in speech-language pathology has a differential tuition rate. See the Division website and/or fee book for details.

Program Specific Degree Requirements Master's Programs

The Master of Science in Speech-Language Pathology is a professional degree program. The graduate program consists of a minimum of 55 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 on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association.

Typical Programs of Study

Plan A (thesis) (64 hour program)

Speech-Language Pathology
 36 hours of graduate academic coursework
 24 hours of graduate clinical practicum
 4 hours of 5960 thesis research

Plan B (Non-thesis) (61 hour program)

Speech-Language Pathology
 36 hours of graduate academic coursework
 24 hours of graduate clinical practicum
 1 hour 5961 comprehensive examination

Upon completion of the M.S. in Speech-Language Pathology, students will meet knowledge and skill competencies within the following standards

- 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/or thesis defense
 3. Passing a national clinical certification examination

To see specific competencies, refer to the Graduate Handbook on the division website.

Leveling Coursework

Leveling is completed on a course-by-course basis. Students are encouraged to enroll in a second bachelor's degree program. 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 website for a list of courses.

Continuing Education

Students may take graduate coursework as continuing education without having been admitted to the graduate program, if instructor consent is granted. 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 2003 USP code followed by the 2015 USP code (e.g. [QB◀▶Q]).

1010. Introduction to Communication Disorders. 3. [I,L◀▶(none)] 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.

1101. First-Year Seminar. 3. [(none)◀▶FYS] 2110 [4100]. American Sign Language I.

4. [(none)◀▶H] 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.

2120 [4120]. American Sign Language II. 4.

[(none)◀▶H] 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.

2210 [3210]. Phonetics and Phonological Development. 3. Articulatory description of speech sound production and normal phonological development. Introduction to the

International Phonetic Alphabet and speech transcription skills. *Prerequisite:* SPPA 1010 or consent of instructor.

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.

3160 [4160]. Language Development. 4. Deals with the development of semantics, syntax, morphology, discourse, and pragmatics for typically-developing children from infancy to adolescence. Includes prelinguistic and paralinguistic communication, the cognitive correlates of communication, and written language. Considers the effects of sociocultural context and multiple language acquisition. Application component provides weekly experience in language sample analysis. *Prerequisite:* SPPA 1010 or instructor permission.

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. *Prerequisites:* KIN 2040 or consent of instructor.

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 Studies. 3. [CS,D◀▶H] 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. *Prerequisites:* 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. *Prerequisites:* SPPA 2120.

4140. Undergraduate Teaching Assistant. 1 (Max. 1). Students assist instructor in major courses that they have successfully completed,

including assisting with lab or practice sessions, providing individual student assistance, and participating in other student outreach activities on behalf of the Division. One semester credit hour requires 4 hours of work per week. Satisfactory/Unsatisfactory only. *Prerequisites:* consent of instructor/department and junior standing.

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. *Prerequisite:* SPPA 4340 or consent of instructor.

4200. Audiology Internship. 1-2 (Max. 4). Audiology internship in the UW Speech and Hearing Clinic to further the student's experience in an audiology clinic prior to their applying to an audiology graduate program. *Prerequisites:* SPPA 4340 and consent of instructor.

4220. Speech Disorders Across the Lifespan. 3. The nature and causes of developmental and acquired speech disorders across the lifespan are examined. Topics include developmental speech sound disorders, apraxia, stuttering, dysarthria, voice disorders and other disordered speech populations. Principles of assessment and remediation are introduced. *Prerequisite:* SPPA 2210 or consent of instructor.

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. *Prerequisites:* SPPA 3160 or consent of instructor.

4250. Clinical Methods. 4. Introduction to clinical procedures, such as: collecting data, clinical writing and documentation, reviewing practice regulations, interviewing, and counseling. Students will obtain initial clinical experience (i.e. observation, simulation and/or clinical assignment). Requirements (e.g., background check, TB screen) must be met for involvement in the Speech & Hearing Clinic.

4310. Acoustics of Speech and Hearing. 3. Study of 1) the nature of sound and 2) normal speech and hearing processes. Topics include characteristics of simple and complex sound, sound travel in the environment, psychoacoustics, speech perception, speech production, and analysis of sound in humans. *Prerequisite:* SPPA 2210 or consent of instructor.

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 or concurrent enrollment. (Normally offered spring semester)

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

4750. Research Methods in Communication Disorders. 3. [WC◀COM3] 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:* A statistics course.

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:* Consent of instructor.

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. 12). 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.

5100. Motor Speech Disorders. 3. Evaluation and treatment of motor speech disorders. Topics will include characteristics of disordered speech associated with neurological impairments/diseases; methods for evaluating communication disorders associated with dysarthria, apraxia of speech, and other neuro-

logical and acquired conditions, and treatment approaches. *Prerequisite:* SPPA 4380 or a course covering neuroanatomy/physiology of normal and disordered communication.

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 treatment procedures employed to manage speech problems associated with velopharyngeal insufficiency are included. *Prerequisite:* SPPA 3265, SPPA 2210.

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

5130. Adult Neurogenic Disorders. 4. This course will cover acquired neurogenic communication disorders. Topics include language disorders (focusing on Aphasia) as well as cognitive-communication disorders (i.e., traumatic brain injury, Right Hemisphere Dysfunction, and Neurocognitive disorder). This graduate course provides 1) a basic understanding of the neuroanatomical/physiological basis and 2) instruction regarding evaluation and treatment methods. *Prerequisites:* SPPA 4380.

5140. Evaluation Procedures in Communication 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 assessment, progress monitoring, and psychometric analysis. Overviews models of disability, such as medical, functional, and sociopolitical models, and how they influence the evaluation process. *Prerequisite:* acceptance to the University of Wyoming SLP Master's Program.

5210. Developmental Disabilities. 3. AAC and other interventions, communication, and cognitive profiles associated with developmental 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, education, and quality of life for individuals with developmental and acquired disorders. *Prerequisite:* SPPA 3160.

5220. Voice Disorders. 3. Study of the etiology, assessment, and remediation of voice disorders. Includes a discussion of preventing 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 disorders using clinical and instrumental approaches, 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.

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 educational 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. Early Language Intervention. 3. Principles and techniques of language assessment and intervention for preschoolers, infants, and low-functioning individuals. *Prerequisite:* SPPA 3160.

5290. Medical 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 and adults in a medical setting. Students relate to other medical and clinical personnel and counsel professionals 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 assessment and intervention for school-age children and adolescents with particular attention to service delivery issues in schools. *Prerequisite:* SPPA 3160.

5380. Professional Practice. 3 (Max. 9). Emphasizes issues related to professional practice of speech-language pathology, such as professional ethics, scope of practice, professional standards, and techniques of counseling clients. This course applies to speech-language pathologists working in either the medical or school setting. This course prepares the speech-language pathologist to collaborate with other professional in the workplace through discussion and activities of inter-

professional practice and education (IPP and IPE). *Prerequisite:* graduate standing in Communication Disorders and consent of instructor.

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

5750. Research Methods in Speech Pathology and Audiology. 3. Emphasizes the application of scientific methodologies to areas of Speech-Language Pathology and Audiology. Topics to be covered include: introduction to writing research papers; reviewing and critiquing 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 thesis, assisting in a research project, composing a systematic research review, or developing a professional education or public awareness program. Satisfactory/unsatisfactory only. *Prerequisite:* graduate standing.

5900. Practicum in College Teaching. 1-3 (Max. 3). Work in classroom with a major professor. Students are 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). 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. *Prerequisite:* enrollment in a graduate degree program.

5961. Graduate Projects. 1-4. (Max. 4). Limited to those students enrolled in a Plan B graduate program. Students should be involved in non-course scholarly activities in

support of their Plan B project. *Prerequisites:* must be enrolled in Plan B program and have departmental approval.

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

Division of Kinesiology and Health

Corbett Building, (307) 766-5284

FAX: (307) 766-4098

Web site: www.uwyo.edu/kandh

Director: Derek Smith

Professors:

TAMI BENHAM DEAL, B.S. Indiana University 1981; M.S. 1988; P.E.D. 1989; Professor of Kinesiology and Health 2012.

MARK BYRA, B.Ed. University of Victoria 1979; M.S. Dalhousie University 1983; Ph.D. University of Pittsburgh 1989; Professor of Kinesiology and Health 2001, 1990.

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.

TRISTAN WALLHEAD, B.S. Loughborough University 1994; M.S. Leeds Metropolitan University 2000; Ph.D. Ohio State University 2004; Professor of Kinesiology and Health 2017, 2004.

Associate 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; Associate Professor of Kinesiology and Health 2017, 2012.

CHRISTINE M. PORTER, B.S. University of Maryland 1993; M.A. University of London 2002; Ph.D. Cornell University 2010; Associate Professor of Kinesiology and Health 2016, 2010.

R. TUCKER READDY, B.A. University of California, Berkeley 2000; M.A. San Diego State University 2004; Ph.D. Oregon State University 2009; Associate Professor of Kinesiology and Health 2016, 2010.

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.

QIN ZHU, B.S. Shanghai University of Sports 1999; M.Ed. 2002; Ph.D. Indiana University 2008; Associate Professor of Kinesiology and Health 2014, 2008.

Assistant Professors:

DANIELLE BRUNS, B.S. Linfield College-McMinnville 2008; M.S. Colorado State University 2010; Ph.D. 2013; Assistant Professor of Kinesiology and Health 2018.

EVAN C. JOHNSON, B.A. The George Washington University 2004; M.A. University of Connecticut 2008; Ph.D. 2014; Assistant Professor of Kinesiology and Health 2015.

EMILY E. SCHMITT, B.S. Elon University 2007; M.S. University of North Carolina at Charlotte 2009; Ph.D. Texas A&M University 2015; Assistant Professor of Kinesiology and Health 2018.

Academic Professional:

MARCI SMITH, B.S. Colorado State University 1995; M.S. Wake Forest University 1998; Associate Lecturer in Kinesiology and Health 2012, 2003.

Adjunct Faculty:

Laurence Deal, Shane Tweeter, Enette Larson Meyer

Professors Emeriti:

Paul Dunham, Ward Gates, Charles W. Huff, Donna Marburger, D. Paul Thomas

The Division of Kinesiology and Health offers the Kinesiology and Health Promotion (K&HP) major and the Physical Education Teacher Education (PHET) major, preparing students in kinesiology and health promotion for a variety of clinical and non-clinical settings and preparing students to teach physical and health education in schools K-12. 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/endorsements 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.

Professional Program

Students who meet University of Wyoming entry 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.

Students in the Kinesiology & Health Promotion (K&HP) program are ready to move forward in the junior year of the program when they complete the pre-requisite requirements to enroll in KIN 3021 and 3022, Physiology of Exercise lecture and laboratory. To be eligible for the K&HP Professional Program (junior/senior years), students must have completed all program course prerequisites and have a minimum cumulative grade point average of 2.750, preferred GPA of 3.000. Advancement in the K&HP Professional Program is complete once prerequisite criteria is met.

The entry course for admission to the Physical Education Teacher Education (PHET) program is KIN 3012, Teaching Lab I. To be eligible, for the PHET professional program, students must have completed all program course prerequisites and have a minimum cumulative grade point average of 2.750, preferred GPA of 3.000. Admission to the last two years of the PHET major is a competitive process and applicants meeting minimum requirements are not guaranteed admission to the major. Application to the PHET majors is conducted only for fall. The application deadline is April 15.

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

Students must complete 48 credit hours of upper division coursework (3000- or 4000-level courses) to meet the Division's minimum 48 credit hour requirement for the B.S. degree in Kinesiology and Health Promotion.

NOTE: Students should complete CPR & first aid certification and the certification should remain current throughout the program. Cards can be presented to the division registrar in Corbett 119 to be cleared of the requirement on the degree evaluation.

A. FRESHMAN-SOPHOMORE YEARS

CHEM	1000 or 1020 (PN)	4
ENGL	1010 (COM1)	3
FCSC	1141	3
HLED	1006	3
KIN	1006*	1
KIN	2040	3
KIN	2041	1
LIFE	1010 (PN)	4
MATH	1400, 1405, or 1450 (Q)	3-5
PHYS	1050 or 1110	4
PSYC	1000 (H)	3
STAT	2050 or 2070 (Q)	4
USP First-Year Seminar (FYS)		3
USP Communication II (COM2)		3
USP Human Culture (H)		3
USP U.S. & Wyoming Constitutions		3
ZOO	3115	4
Elective coursework		8-12
Total Credit Hours		60

*Note: KIN 1006 not required if student completes KIN 1101 FYS.

B. JUNIOR-SENIOR YEARS (Professional Program)

HLED	3020	3
KIN	3021	3
KIN	3022	1
KIN	3010	3
KIN	3034 or 4020	3
KIN	3037 or 3038	3
KIN	3042	3
USP Communication III (COM3)		3
KHP Elective coursework		15
Elective coursework (this must include at least 5 credits of upper division coursework)		11-17
KIN/HLED 4015 or 4016 (culminating experience in the final year of study)		6-12
Total Credit Hours		60
Minimum Total Hours		120

II. Physical Education Teacher Education K-12

A. FRESHMAN-SOPHOMORE YEARS

For any elective coursework taken beyond the credit hours listed under the Freshman-Sophomore years, it is recommended that these courses are selected from those required for endorsements.

NOTE: Students should complete CPR certification and the certification should remain current throughout the program. Cards can be presented to the division registrar in Corbett 119 to be cleared of the requirement on the degree evaluation.

FRESHMAN-SOPHOMORE YEARS

CHEM	1000 or 1020 (PN).....	4
ENGL	1010 (COM1)	3
FCSC	1141.....	3
HLED	1006.....	3
LIFE	1010 (PN).....	4
MATH	1400, 1405, or 1450 (Q).....	3
KIN	2000	2
KIN	2001.....	2
KIN	2003.....	2
KIN	2004	3
KIN	2005.....	2
KIN	2040.....	3
KIN	2041.....	1
PHYS	1050 or 1110.....	4
PSYC	1000 (H).....	3
STAT	2050 or 2070 (Q)	4
USP	First-Year Seminar (FYS).....	3
USP	Human Culture (H)	3
USP	U.S. & Wyoming Constitutions (V).....	3
ZOO	3115	4
Total Credit Hours		60

The entry course for admission to the Physical Education Teacher Education (PHET) pro-gram is KIN 3012, Teaching Lab 1. To be eli-gible, for the PHET professional program, students must have completed all program course prerequisites and have a minimum cu-mulative grade point average of 2.750, preferred GPA of 3.000.

B. JUNIOR-SENIOR YEARS

Students must complete a minimum of 6 credit hours of elected coursework beyond the credit hours listed under the Junior-Senior Years. It is recommended that these courses are selected from those required for endorsements.

JUNIOR-SENIOR YEARS (Professional Program)

Elective Coursework.....	6	
EDSE	3540.....	2
KIN	3011	3
KIN	3012 (COM2).....	3
KIN	3015.....	3

KIN	3021.....	3
KIN	3022.....	1
KIN	3034.....	3
KIN	3037 or 3038.....	3
KIN	3042.....	3
KIN	3050.....	2
KIN	3060.....	3
KIN	4012.....	3
KIN	4013.....	2
KIN	4017.....	3
KIN	4055.....	2
KIN	4080 (COM3)	3
KIN	4099*.....	12

Minimum Total Hours 120

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

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

EDEX	2484.....	3
KIN	4065.....	3
KIN	4075.....	3

B. School Health Education K-12

HLED	4025.....	3
HLED	4110	3
HLED	4120.....	3
HLED	4130.....	3
PSYC	2210 or HLED 4030	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 Endorsement/ Permit

Students who wish to qualify for an athletic coaching permit to coach in Wyoming public schools must complete four courses. Note: Endorsements are for current teachers. Permits are for those who are not a licensed educator.

CPR Certification		
KIN	3050.....	2
KIN	4090.....	3

Coaching in... Experience (completed at a community college or complete a coaching experience in a specific sport for one season or more with a letter written by your supervising coach to

submit with your PTSB endorsement application form)

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 endorsed to teach health education K-12 in the public schools of Wyoming.

FCSC	1141.....	3
HLED	1006.....	3
CPR Certification		
HLED	4120.....	3
HLED	4025.....	3
HLED	4110	3
HLED	4130.....	3
PSYC	2210 or HLED 4030	3

Graduate Study

Program Specific Admission Requirements

Admissions into the M.S. degree program is open to people who have obtained an undergraduate degree with a major program of study in exercise and sport science, health, kinesiology, physical education, or other area in 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 in addition to the courses required for the graduate program of study. Individuals interested in applying are encouraged to contact the Graduate Program Coordinator, Dr. Tucker Readdy (tucker.readdy@uwyo.edu) for more information.

In order to apply, please submit the following via the University of Wyoming's online application system (www.uwyo.edu/admissions/apply.html): K&H supplemental application, copies of GRE scores, transcripts, a sample of professional writing, and three letters of recommendation. Applications must be submitted no later than February 1 to be considered for Fall admission; Spring admissions are also considered on a case by case basis.

GRE scores are required for admission but can be waived in specific situations. A minimum of a 3.000 undergraduate cumulative GPA is also necessary for admission. International students who are not native English speakers must submit TOEFL or IELTS scores. If an international applicant wishes to be considered for Graduate Assistantship funding, the applicant should also submit the results of an Oral Proficiency Inter-view (OPI).

Please contact the UW English Language Center (www.uwyo.edu/ele/) if you have questions regarding English proficiency requirements.

Please see the Graduate Admissions and Graduate Student Regulations and Policies in the front section of the UW Catalog for more information.

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, and HLED 1006, Personal Health. A graduate assistantship also involves some research opportunities with assigned graduate faculty advisors.

A stipend for a full time graduate assistant is \$12,333.00 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

M.S. in Kinesiology and Health

Area of Emphasis: Exercise and Sport Science (ESS)

Plan A (thesis)

The Plan A option of the Master of Science degree in the area of ESS is designed to prepare student for careers in one of the subdisciplines within ESS (e.g., biomechanics, exercise and sport psychology, motor learning and control, physical activity and lifespan development, physical activity and nutrition, physical activity and obesity, etc.). All students complete a series of general required courses and a concentration of courses in their specific ESS subdiscipline.

The ESS area of emphasis involves a minimum of thirty (30) credit hours of coursework, a thesis, and a final oral examination. At least twenty-five (25) credit hours of coursework is required from the Division of Kinesiology and Health (i.e., HLED and KIN courses), which includes the ten (10) hours of general required courses.

I. General Required Courses (10 credits)

- KIN 5085, Research Methods in Physical Education (3 credits)
- KIN 5960, Thesis Research (4 credits)
- STAT 5050¹, Statistical Methods for the Biological Sciences (3 credits)

¹May substitute STAT 5060, 5070, or 5080; or EDRE 5600 or EDRE 5640. Decision made in conjunction with advisor.

II. Specialized Required Courses (9-15 credits)

Area of specialization will include three to five courses (9-15 hours) within the student's chosen ESS subdiscipline. Your advisor will identify courses to be taken specific to the selected area of emphasis.

III. Elective Courses (minimum 6 credits)

Students are encouraged to complete at least one of their elective course selections from outside the Division of Kinesiology and Health. All elective course decisions must be made in conjunction with your advisor.

Contributions of Independent Study, Practicum/Internship, and 4000 Level Coursework to M.S. Degree Program

1. Independent Study Coursework: Maximum of 3-credit hours of Individual Problems (HLED/KIN 5097) or Special Problems (HLED/KIN 5587) may contribute to the 25 credit hours from the Division of Kinesiology and Health.
2. Practicum/Internship Coursework: Maximum of 3-credit hours of Practicum in College Teaching (KIN 5900) or Internship (KIN 5990) may contribute to the 25 credit hours from the Division of Kinesiology and Health.
3. 4000 Level Coursework: Maximum of two 4000 level courses (3 or 4 credit hours each) may contribute to the 25 credit hours from the Division of Kinesiology and Health.

M.S. in Kinesiology and Health

Area of Emphasis: Health (HLED)

Plan A (thesis)

The Plan A option of the Master of Science degree in the area of HLED is designed to prepare student for careers in public and community health settings. All students complete a series of general required courses and a concentration of courses in the area of HLED.

The HLED area of emphasis involves a minimum of thirty (30) credit hours of coursework, a thesis, and a final oral examination. At least twenty-one (21) credit hours of coursework is required from the Division of Kinesiology and Health (i.e., HLED and KIN courses), which includes the ten (10) hours of general required courses.

I. General Required Courses (10 credits)

- KIN 5085, Research Methods in Physical Education (3 credits)
- KIN 5960, Thesis Research (4 credits)
- STAT 5050¹, Statistical Methods for the Biological Sciences (3 credits)

¹May substitute STAT 5060, 5070, or 5080; or EDRE 5600 or EDRE 5640. Decision made in conjunction with advisor.

II. Specialized Required Courses (9-15 credits)

Coursework will include three to five courses (9-15 hours). Your advisor will identify courses to be taken.

III. Elective Courses (minimum 6 credits)

Students are encouraged to complete at least one of their elective course selections from outside the Division of Kinesiology and Health. All elective course decisions must be made in conjunction with your advisor.

Contributions of Independent Study, Practicum, and 4000 Level Coursework to M.S. Degree Program

1. Independent Study Coursework: Maximum of 3-credit hours of Individual Problems (HLED/KIN 5097) or Special Problems (HLED/KIN 5587) may contribute to the 21 credit hours from the Division of Kinesiology and Health.
2. Practicum Coursework: Maximum of 3-credit hours of Practicum in College Teaching (HLED 5900) may contribute to the 21 credit hours from the Division of Kinesiology and Health.
3. 4000 Level Coursework: Maximum of two 4000 level courses (3 or 4 credit hours each) may contribute to the 21 credit hours from the Division of Kinesiology and Health.

M.S. in Kinesiology and Health

Area of Emphasis: Physical Education Teacher Education (PETE)

Plan A (thesis)

The Plan A option of the Master of Science degree in the area of PETE is designed to prepare student for careers in the science and practice of teaching human movement. All students complete a core of general required courses and a concentration of courses in the area of PETE.

The PETE program of studies involves a minimum of thirty (30) credit hours of coursework, a thesis, and a final oral examination. At least twenty-five (25) credit hours of coursework is required from the Division of

Kinesiology and Health (i.e., HLED and KIN courses), which includes the ten (10) hours of general required courses.

I. General Required Courses (10 credits)

- KIN 5085, Research Methods in Physical Education (3 credits)
- KIN 5960, Thesis Research (4 credits)
- STAT 5050¹, Statistical Methods for the Biological Sciences (3 credits)

¹May substitute STAT 5060, 5070, or 5080; or EDRE 5600 or EDRE 5640. Decision made in conjunction with advisor.

II. Specialized Required Courses (12 credits selected from the following KIN courses)

- KIN 5012, Curriculum Design in Physical Education (3 credits)
- KIN 5013, Spectrum of Teaching Styles (3 credits)
- KIN 5014, Teaching Tactics in Sport-based Physical Education (3 credits)
- KIN 5016, Analysis and Supervision of Teaching in Physical Education (3 credits)
- KIN 5018, Psychology of Teaching Physical Education (3 credits)
- KIN 5019, Instructional Models for Physical Education (3 credits)

III. Elective Courses (minimum 8 credits)

Students are encouraged to complete at least one course from outside the Division of Kinesiology and Health. All elective course decisions must be made in conjunction with your advisor.

Contributions of Independent Study, Practicum/Internship, and 4000 Level Coursework to M.S. Degree Program

1. Independent Study Coursework: Maximum of 3-credit hours of Individual Problems (HLED/KIN 5097) or Special Problems (HLED/KIN 5587) may contribute to the 25 credit hours from the Division of Kinesiology and Health.
2. Practicum/Internship Coursework: Maximum of 3-credit hours of Practicum in College Teaching (KIN 5900) or Internship (KIN 5990) may contribute to the 25 credit hours from the Division of Kinesiology and Health.
3. 4000 Level Coursework: Maximum of two 4000 level courses (3 or 4 credit hours each) may contribute to the 25 credit hours from the Division of Kinesiology and Health.

M.S. in Kinesiology and Health Plan B (paper)

The Plan B option of the Master of Science degree in Kinesiology and Health is designed to prepare students who are seeking a terminal degree. This option is not designed for students seeking to pursue a doctoral degree at the completion of the Master of Science degree in Kinesiology and Health.

This program involves a minimum of thirty (30) credit hours of coursework and a culminating paper that is developed on a topic selected by the student in conjunction with his/her graduate faculty advisor. The process for writing the culminating paper includes the development of a prospectus of the culminating paper and the final presentation of the written culminating paper. At least twenty-five (25) credit hours of coursework is required from the Division of Kinesiology and Health (i.e., HLED and KIN courses), which includes the nine (9) hours of general required courses.

I. General Required Courses (10 credits)

- KIN 5080, Investigations in Kinesiology and Health (3 credits)
- KIN 5085, Research Methods in Health and Physical Education (3 credits)
- STAT 5050¹, Statistical Methods for the Biological Sciences (3 credits)

¹May substitute STAT 5060, 5070, or 5080; or EDRE 5600 or EDRE 5640. Decision made in conjunction with advisor.

II. Elective Kinesiology and Health Courses (minimum of 15 credits)

III. Elective Courses (minimum of 6 credits)

At least one elective course (3 hours) must be taken from outside the Division of Kinesiology and Health. All elective course decisions must be made in conjunction with your advisor.

Contributions of Independent Study, Practicum/Internship, and 4000 Level Coursework to M.S. Degree Program

1. Independent Study Coursework: Maximum of 3-credit hours of Individual Problems (HLED/KIN 5097) or Special Problems (HLED/KIN 5587) may contribute to the 25 credit hours from the Division of Kinesiology and Health.
2. Practicum/Internship Coursework: Maximum of 3-credit hours of Practicum in College Teaching (HLED/KIN 5900) or Internship (KIN 5990) may contribute to the 25 credit hours from the Division of Kinesiology and Health.

3. 4000 Level Coursework: Maximum of two 4000 level courses (3 or 4 credit hours each) may contribute to the 25 credit hours from the Division of Kinesiology and Health.

M.S. in Kinesiology and Health Distance Education Program Plan B (paper)

General Information

Health and physical education teachers and health professionals are busy people. Health professionals typically work at their job during the day and then volunteer their time to work with community health care agencies/groups in the evening and weekends. Teachers of health and physical education typically teach throughout the day and coach during the evenings and weekends. Therefore, traditional Master's degree programs that require students to attend the University of Wyoming in Laramie are often simply impossible for teachers and other health professionals to fit into their busy schedule.

The Division of Kinesiology and Health offers the Master of Science degree in Kinesiology and Health as an off-campus, distance education program. This means that you can complete the 36-credit hour course requirements for a Master of Science degree from the comfort of your community as you continue working in your current profession. All courses are delivered to your home via a combination of teleconferencing, pre-developed videotapes, and/or online. The distance education program is designed such that you can complete the Master of Science degree in a three, four, or five year period of time.

This program involves a minimum of thirty (30) credit hours of coursework and a culminating paper that is developed on a topic selected by the student in conjunction with his/her graduate faculty advisor. The process for writing the culminating paper includes the development of a prospectus of the culminating paper and the final presentation of the written culminating paper. At least twenty-five (25) credit hours of coursework is required from the Division of Kinesiology and Health (i.e., HLED and KIN courses), which includes the nine (9) hours of general required courses.

I. General Required Courses (9 credits)

- KIN 5080, Investigations in Kinesiology and Health (3 credits)
- KIN 5085, Research Methods in Health and Physical Education¹ (3 credits)

- EDRE 5600/5640, Educational Research I or Introduction to Qualitative Research (3 credits)

¹May substitute EDRE 5530

II. Kinesiology and Health Electives (15 credits)

III. Elective Courses (6 credits)

At least one elective course (3 hours) must be taken from outside the Division of Kinesiology and Health. All elective course decisions must be made in conjunction with your advisor.

Contributions of Independent Study, Practicum/Internship, and 4000 Level Coursework to M.S. Degree Program

1. Independent Study Coursework: Maximum of 3-credit hours of Individual Problems (HLED/KIN 5097) or Special Problems (HLED/KIN 5587) may contribute to the 21 credit hours from the Division of Kinesiology and Health.
2. Practicum/Internship Coursework: Maximum of 3-credit hours of Practicum in College Teaching (HLED/KIN 5900) or Internship (KIN 5990) may contribute to the 21 credit hours from the Division of Kinesiology and Health.
3. 4000 Level Coursework: Maximum of two 4000 level courses (3 or 4 credit hours each) may contribute to the 21 credit hours from the Division of Kinesiology and Health.

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 2003 USP code followed by the 2015 USP code (e.g. [QB◆Q]).

1001. Physical Activity and Your Health. 1. [P◆(none)] 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.

2000. Wellness: Physical, Nutrition, and Lifestyle Concepts. 1-3 (Max. 9). Designed to present information on topics including (but not limited to): nutrition, mobility and

injury prevention, sleep and stress management, sport psychology, ethics in sport and human performance, and methods of fitness. Also includes a physical activity component. Offered as S/U.

Kinesiology (KIN)

USP Codes are listed in brackets by the 2003 USP code followed by the 2015 USP code (e.g. [QB◆Q]).

1006. Introduction to Kinesiology and Health. 1. A survey of the disciplines of kinesiology and health and exposure to foundational literature in the field. *Prerequisite:* Declared Kinesiology & Health Promotion major or permission of instructor.

1040. Contemporary Topics in North American Sport. 3. [CH,D◆(none)] 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.

1101. First-Year Seminar. 3. [(none)◆FYS] 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. *Prerequisite:* sophomore standing.

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. *Prerequisite:* sophomore standing.

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. *Prerequisite:* sophomore standing.

2004 [KIN 3025, PEPR 3025]. Movement Core V: Fundamental Motor Skills, Creative Movement, and Dance. 3. [CA◆(none)] Designed for prospective physical education teachers K-12. Fundamental motor skills,

dance, and creative movement and the associated teaching behaviors needed to teach this content to K-12 learners is the focus of this course. *Prerequisite:* Sophomore standing.

2005 [KIN 2025, PEPR 2025]. Movement Core VI: Physical Fitness and Physical Activity 2. 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. *Prerequisite:* sophomore standing.

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.

2040 [PEPR 2040]. Human Anatomy. 3. [SB◆(none)] 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 KIN 2041. *Prerequisite:* LIFE 1000, LIFE 1003, LIFE 1010, or ANTH 1100.

2041 [PEPR 2041]. Human Anatomy Laboratory. 1. [SB◆(none)] 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 2040 or concurrent enrollment in KIN 2040.

2050. Socio-Cultural Aspects of Physical Activity, Exercise and Sport. 3. [(none)◆H] This course examines the role of physical activity, exercise and sport in the promotion of individual and collective physical health and wellness. Students will understand the historical, individual, socio-cultural, environmental and political factors that have shaped the role of these behaviors in contemporary U.S. society. *Prerequisites:* Completion of an FYS course, COM1.

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. Fundamental concepts of health appraisal, assessment of health-related fitness levels, individual and group exercise programming and leadership, and methods of behavioral change. Theory

and practical application of fitness presented with an emphasis on adults. Has lecture and lab components. Completion of KIN 3021 highly recommended. *Prerequisites:* completed or concurrent enrollment in KIN 3021; 2.700 GPA.

3011 [PEPR 3011]. Teaching Methods in Physical Education K-12. 3. 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; concurrent enrollment in KIN 3015 and KIN 4080.

3012 [PEPR 3012]. Teaching Laboratory I. 3. [(none)◀COM2] 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. *Prerequisite:* Admitted to PHET program. (Offered fall semester)

3015 [PEPR 3015]. Teaching Laboratory II. 3. [WC◀(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; concurrent enrollment in KIN 3011, KIN 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 work place. Emphasis is placed on physical or occupational therapy. Conducted under supervision and arranged by coordinator of undergraduate programs. Offered S/U only. *Prerequisites:* sophomore standing, declared KIN or PHET major, consent of coordinator of undergraduate programs.

3021 [PEPR 3021]. Physiology of Exercise. 3. Applies physiological principles to human physical activities. Emphasizes interaction of neuromuscular circulatory, and respiratory mechanisms as affecting, and affected by, immediate exercise situations and physical training. Students who are not K&H or PHET majors may be allowed to register with permission of the instructor. *Prerequisites:* 2.750 GPA. For Kinesiology & Health majors: grade of C or better in MATH 1400/1405/1450, KIN 2040, KIN 2041, and ZOO 3115. Or declared PHET major with the following courses completed: MATH 1400/1405/1450, KIN 2040, KIN 2041, and ZOO 3115.

3022. Lab Exp in Exercise Physiology. 1. An in-depth examination of the measurement of physiological principles and mechanisms related to human movement. Lab exercises emphasize skills necessary for basic morphological through advanced exercise performance testing variables. Laboratory writing exercises focus on improving students' ability to read and comprehend scientific articles and produce scientific writing based on their own experiments and data. *Prerequisite:* KIN 3021 or concurrent enrollment.

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. *Prerequisites:* grade of C or better in PSYC 1000; junior standing; 2.750 GPA.

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:* grade of C or better in PSYC 1000; concurrent enrollment in or completion of KIN 3021; 2.750 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:* grade of C or better in PSYC 1000; concurrent enrollment in or completion of KIN 3021; 2.750 GPA.

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:* 2.750 GPA and grade of B or better in KIN 2040 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:* grade of C or better in PHYS 1050 or 1110 or 1210 or 1310; completion of KIN 2040; and minimum 2.750 GPA.

3044. Concepts in Physical Therapy. 2. Introduce and expand student knowledge of physical therapy. Designed for students interested in applying to Physical Therapy (PT) school. Content includes history of PT, therapist role in healthcare, trends in PT education, and effective communication (written and verbal) to support and prepare for the PT application process. *Prerequisite:* concurrent enrollment in or completion of KIN 3021 or permission of instructor.

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 standing; C or better in KIN 2040; minimum 2.750 GPA; or permission of instructor.

3052 [PEPR 3052]. Rehabilitation of Athletic Injuries. 3. Provides a foundation of appropriate rehabilitation principles and techniques based on current research/rationale. The scope is inclusive of approaches applicable to common sports medicine problems. *Prerequisites:* junior standing; C or better in KIN 2040; and minimum 2.750 GPA.

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:* junior standing; C or better in KIN 2040; and minimum 2.750 GPA.

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:* C or better in PSYC 1000; junior standing; declared major in KHP or PHET; 2.750 GPA; or permission of instructor.

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 2.500.

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:* junior status; declared major in KHP or PHET; consent of undergraduate program coordinator.

4010. Pediatric Exercise Physiology. 3. This course will examine the physiological effects of acute and chronic exercise on the pregnant woman, fetus, child, and adolescent. This course is also suitable as a supplemental course for master's students in physical education teaching. *Prerequisite:* KIN 3021.

4012 [PEPR 4012]. Curriculum Development in Physical Education. 3. Focuses on the design of K-12 school physical education programs. It provides opportunities to study alternative curriculum models, engage in the process of curriculum design, and examine policy and theoretical issues of concern to curriculum designers. *Prerequisites:* grade of C or better in KIN 3011, 3015 and 4080. (Offered fall semester)

4013. School Administration for the Health Sciences. 2. Provides teaching majors with information about staff-administrator relationships in school settings. Topics include principles of leadership, school organization and culture, legal issues, financial issues, building and facilities management. *Prerequisites:* grade of C or better in KIN 3011, KIN 3015, KIN 4080.

4015 [PEPR 4015]. Internship Experience in Kinesiology. 1-12 (Max. 12). Variable-credit (1-12) and S/U course required of Kinesiology and Health undergraduate majors to provide experiential learning in kinesiology and health in a real world setting. Intended to integrate theory and technique with practical application to expose students to areas of professional/career interest and assist with building professional careers. Must have CPR/AED/1st Aid Certification prior to enrollment. Background check must be completed prior to start of course. Cross listed with HLED 4015. *Prerequisites:* Grade of C or better in KIN 3010; 2.750 GPA; completion of a minimum of 18 credits in KIN/HLED upper division coursework.

4016. Research Experience in Kinesiology and Health. 1-6 (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. Must have CPR/AED/1st Aid certification prior to enrollment. Background check must be completed prior to start of course. Cross listed with HLED 4016. *Prerequisites:* minimum sophomore standing; declared KHP major; permission of instructor; 2.750 GPA.

4017 [PEPR 4017]. Teaching Laboratory III. 3. Focuses on the application of teaching skills and the effective utilization of sport-based curricular and instructional models in the secondary public school setting. *Prerequisites:* grade of C or better in KIN 3011, 3015, and 4080; 2.750 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:* C or better in PSYC 1000; concurrent enrollment in or completion of KIN 3021; and 2.750 GPA.

4024. Physical Activity Epidemiology. 3. This course will examine physical activity from a public health perspective. Topics include study design, critical appraisal of research, assessment of physical activity, relationships between physical activity and health outcomes, and current issues in physical activity epidemiology. Dual listed with KIN 5024. *Prerequisite:* completion of KIN 3021 and minimum 2.750 GPA.

4025. Functional Movement Analysis. 3. Synthesize foundational kinesiology knowledge to analyze functional movement patterns and increase theoretical and practical knowledge necessary to obtain Functional Movement Screen certification. Integration of core kinesiology and biomechanics concepts to a human movement model. Opportunities and emphasis on basic fundamental movements and applying acquired skills in practical experiences. *Prerequisite:* Completion of KIN 3021 and minimum 2.750 GPA.

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:* Completion of KIN 3021 and minimum 2.750 GPA.

4042. Advanced Biomechanics. 3. Provides understanding of biomechanical theories and the application of biomechanical measurements to human movement in sports, training, and rehabilitation. Emphasis on using equipment to collect biomechanical data to answer research and clinical questions. Lecture and data collection topics include electromyography, force, balance, kinematics, and kinetics. *Prerequisites:* C or better in KIN 3042, minimum 2.750 GPA.

4055 [PEPR 4055]. Adapted Physical Education. 2. Presents skills necessary to plan, implement and evaluate individualized physi-

cal 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. *Prerequisite:* KIN 3012. (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 healthy 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. Student must have CPR certification prior to first day of class. Dual listed with KIN 5056. *Prerequisites:* C or better in KIN 3021 and KIN 3010; and minimum 2.750 GPA.

4062. Applied Concepts in Human Aging. 3. Designed to integrate and apply concepts acquired in core KIN and HLED courses (e.g. human physiology, exercise physiology, health promotion, etc.) to older/aging adults. Age-related pathologies will be presented and discussed. *Prerequisites:* Completion of KIN 3010 and minimum 2.750 GPA.

4065 [PEPR 4065]. Resources in Adapted Physical Education. 2-3 (Max. 3). Offers flexible credit for students interested in pursuing intensive study of resources for adapted physical education. Required for state endorsement in Adapted Physical Education. *Prerequisite:* grade of C or better in KIN 4055.

4068. Athletic Training Clinical V. 3. Provides clinical and field experience for the athletic training student. Skill and knowledge learned in KIN 3052 and 3058 are applied in the clinical and field settings. *Prerequisites:* KIN 3058 and 3078; concurrent enrollment in KIN 4052; minimum GPA of 2.500.

4074 [PEPR 4074]. Field Studies in _____. 1-6 (Max. 9). Offered only through distance education. Flexible course to accommodate students completing discipline specific and/or interdisciplinary program field studies experiences, e.g., athletic performance, health/fitness application, minor in Outdoor Leadership, National Outdoor Leadership School programs. Cross listed with HLED 4074. Offered for S/U grade only.

4075. Assessment in Adapted Physical Education. 3. Designed to provide an overview of the assessment process in adapted physical education. Developmentally and disability appropriate psychomotor assessments

and procedures for administering them are examined. *Prerequisites:* grade of C or better in KIN 4055 and KIN 4080.

4080 [PEPR 4080]. Assessment in Physical Education. 3. [WC►COM3] Provides prospective teachers with a thorough knowledge of learner assessment as applied to physical education K-12. *Prerequisites:* grade of C or better in KIN 3012. (Offered spring semester)

4086 [PEPR 4086]. Honors Seminar. 2. Independent study. Consists of in-depth application of experimental techniques and materials to appropriate academic areas which directly support students' majors. Offered for S/U grade only. *Prerequisites:* Junior standing; 3.000 cumulative GPA; declared KHP or PHET major; and participation in UW Honors Program.

4090 [PEPR 4090]. Foundations of Coaching. 3. Coaches must be effective teachers, trainers, fund-raisers, recruiters, motivators, administrators, and counselors. The major purpose of this course is to provide future coaches with current information about the eight domains of essential coaching skills identified in the NSSC. These domains include philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communication, sport skills and tactics, organization and administration, and evaluation. Dual listed with KIN 5090. *Prerequisites:* sophomore status and 2.500 cumulative GPA.

4097 [PEPR 4097]. Individual Problems. 1-3 (Max. 6). Provides flexible credit for juniors and seniors who wish to undertake intensive study of a special problem in physical education or kinesiology & health. Offered S/U grade only. *Prerequisites:* Declared KHP or PHET major; junior standing; and 2.750 GPA.

4099 [PEPR 4099]. Student Teaching in Physical Education. 1-16 (Max. 16). Student teaching is the culminating experience required of all students in teacher education for graduation and recommendation for certification. Consists of full-time assignment of 16 weeks in an approved school station in Wyoming under supervision of an experienced, approved supervising teacher. Offered for S/U grade only. *Prerequisites:* grade of C or better in KIN 4017.

4900. Topics in: ____ . 1-3 (Max. 9) The study of current topics not included in more formal course offerings in kinesiology and health. *Prerequisite:* KIN 3021.

5011. Understanding Variation of Human Movement. 3. Reconceptualize the variability of human movement using dynamical system theory as a new theoretical interpretations to the role of variability in motor behavior. Demonstrates how an understanding of vari-

ability can enhance the practice of educators, teachers, coaches, physiotherapists, and developmental specialists. *Prerequisite:* graduate standing in KIN or permission of instructor.

5013. Spectrum of Teaching Styles. 3. Explores the range of teaching styles and the appropriateness of their uses. *Prerequisite:* graduate standing in KIN or permission of instructor.

5014. Teaching Tactics in Sport-Based Physical Education. 3. Introduces students to the instructional strategy of the Tactical Games Approach (Mitchell, Oslin, & Griffin, 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 in KIN or permission of instructor.

5015. Instructional Models for Physical Education. 3. This course will introduce students to model-based instruction for physical education (Metzler, 2011). Emphasis will be placed on analyzing, planning, and implementing various instructional models within a K-12 physical education context. *Prerequisite:* graduate standing in KIN or permission of instructor.

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 in KIN or permission of instructor.

5018. Psychology of Teaching Physical Education. 3. Weaves together theory, research, and practical information related to the psychological aspects of teaching physical education. It shows how you can use psychological principles and strategies to manage behavior, motivate students, achieve program goals, and establish a positive learning environment. *Prerequisite:* graduate standing in KIN or permission of instructor.

5024. Physical Activity Epidemiology. 3. This course will examine physical activity from a public health perspective. Topics include study design, critical appraisal of research, assessment of physical activity, relationships between physical activity and health outcomes, and current issues in physical activity epidemiology. Dual listed with KIN 4024. *Prerequisite:* KIN 3021, graduate standing in KIN or permission of instructor.

5033. Understanding of Variability in Humans. 3. This course is designed to reconceptualize the variability of human movement. Using dynamical system theory, a new theo-

retical interpretation to the role of variability in motor behavior will be discussed to offer insights into the nature and role of variability observed at different levels of movement analysis. *Prerequisite:* graduate standing with experience of taking undergraduate courses in Motor Behavior, Cognitive Psychology, Sport Psychology, or Coaching.

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 in KIN and C or better in KIN 3034 or permission of instructor.

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 in KIN and a general sociology course.

5038. Advances in Research on Sport Expertise. 3. Examines the science behind the skill acquisition in sport and explores the application of science to optimal training for achieving and retaining elite performance. Different theories will be compared to reveal how "perfection" is made by "practice." *Prerequisites:* graduate standing in KIN or permission of instructor.

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:* graduate standing in KIN or permission of instructor.

5046. Applied Biomechanics and Programming. 3. Understand advanced biomechanical theories and utilize MATLAB programming to perform signal process and calculate 3-dimensional ground reaction force, center of pressure, electromyography, and 2-dimensional and 3-dimensional kinematics and kinetics. Emphasize on computational biomechanics and code writing in MATLAB. *Prerequisite:* C or better in KIN 3042; graduate standing in KIN or permission of instructor.

5047. Biomechanics in Sports. 3. Understand the biomechanics of selected sports and the procedures to perform biomechanical analysis of sports techniques. Understand the characteristics of different loadings and their

effects on human bodies and the biomechanical mechanisms of sports injuries. *Prerequisite:* C or better in KIN 3042; graduate standing in KIN or permission of instructor.

5056. Advanced Exercise Testing and Prescription. 4. Teaches foundational electrocardiography to perform graded exercise stress tests (GXT), performance of GXT's to healthy 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. Student must have CPR/AED/1st Aid certification prior to first day of class. Dual listed with KIN 5056. *Prerequisites:* C or better in KIN 3021 and KIN 3010; graduate standing in KIN; or permission of instructor.

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 older/aging adults. Age-related pathologies are presented and discussed. Dual listed with KIN 4062. *Prerequisite:* graduate standing in KIN or permission of instructor.

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. *Prerequisite:* graduate standing in KIN or permission of instructor.

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:* graduate standing in KIN or permission of instructor.

5086. Qualitative Research Methods. 3. This course presents students with an introduction to qualitative research methods, designs, and analysis. This involves: creation of purpose statement and research questions, development of designs, hands-on data collection, data analysis, and writing up qualitative studies. Issues related to trustworthiness, ethics, credibility, and transferability of qualitative research will be addressed. *Prerequisite:* graduate standing in KIN or permission of instructor.

5090. Foundations of Coaching. 3. Coaches must be effective teachers, trainers, fund-raisers, recruiters, motivators, administrators, and counselors. The major purpose of this course

is to provide future coaches with current information about the eight domains of essential coaching skills identified in the NSSC. These domains include philosophy and ethics, safety and injury prevention, physical conditioning, growth and development, teaching and communication, sport skills and tactics, organization and administration, and evaluation. Dual listed with KIN 4090. *Prerequisite:* graduate standing in KIN or permission of instructor.

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 in KIN or permission of instructor.

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:* B or better in KIN 3037; graduate standing in KIN, or permission 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 in KIN and B or better in KIN 3038 or permission of instructor.

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 in KIN or permission of instructor.

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:* graduate standing in KIN or permission of instructor.

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 in KIN or permission of instructor.

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

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

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:* graduate standing in KIN or permission of instructor.

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:* graduate standing in KIN or permission of instructor.

5990. Internship. 1-12 (Max. 24). *Prerequisite:* graduate standing in KIN or permission of instructor.

Health Education (HLED)

1006. Personal Health. 3. [(none)♦H] Introduces multiple concepts of personal health (e.g., physical activity, diet, stress, social pressure, public health, human behavior, disease prevention, health care access, and health-oriented citizenship) in relation to improving individual health and understanding the health of a society and cultural differences in human health and health behavior.

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:* Declared major in KHP, PHET, or Elementary Education.

3020 [4050]. Community and Public Health. 3. Public health aim to create the conditions where people can be healthy. This course introduces goals and applications of community and public health work in the US, illustrated with case studies from the most urgent health issues facing our nation. *Prerequisites:* HLED 1006, completion of a COM2 course, and minimum 2.750 GPA.

4005. Global Health in Modern Society. 3. Evidence-based approach to understand the interconnectivity of global health in modern society. Examination of health disparities, worldwide, to understand the impact of politics, culture, and economics on population health. Rural aspects of public health both domestically and internationally included. Students will discuss challenges and approaches to improving global public health. *Prerequisites:* sophomore standing and minimum 2.750 GPA.

4015. Internship Experience in Health. 1-12 (Max. 12). Variable-credit (1-12) and S/U course required of Kinesiology and Health undergraduate majors to provide experiential learning in kinesiology and health in a real world setting. Intended to integrate theory and technique with practical application to expose students to areas of professional/career interest and assist with building professional careers. Must have CPR/AED/1st Aid Certification prior to enrollment. Background check must be completed prior to start of course. Cross listed with KIN 4015. *Prerequisites:* Grade of C or better in KIN 3010; 2.750 GPA; completion of a minimum of 18 credits in KIN/HLED upper division coursework.

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. Must have CPR/AED/1st Aid certification prior to enrollment. Background check must be completed prior to start of course. Cross listed with KIN 4016. *Prerequisites:* minimum sophomore standing; declared KHP major; permission of instructor; and minimum 2.750 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. *Prerequisites:* Completed COM 2 course and minimum 2.750 cumulative UW GPA.

4021. Creating Conditions for Community Health. 3. In this course we will analyze and discuss how local, national and international environments impact individual and community health and how to improve health through changes in policy, economic, social, cultural and physical environments. The focus is primarily in the U.S., though students can choose to focus assignments in other contexts. Dual listed with HLED 5021. *Prerequisites:* COM2 and a UW GPA of 2.750 or better.

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. *Prerequisites:* Minimum 2.500 GPA; Junior class standing or certified K-12 teacher.

4030. Teaching About Alcohol and Substance Abuse. 3. Introduces students to the issues of societal and personal attitudes towards alcohol and substance use, misuse and abuse. Prepares an educator to teach about alcohol and substance abuse in the classroom and our of the school setting. *Prerequisites:* Sophomore standing; minimum 2.750 GPA; or permission of instructor.

4074. Field Studies in _____. 1-6 (Max. 9). Offered only through distance education. Flexible course to accommodate students completing discipline specific and/or interdisciplinary program field studies experiences, e.g., athletic performance, health/fitness application, minor in Outdoor Leadership, National Outdoor Leadership School programs. Cross listed with KIN 4074. Offered for S/U grade only.

4097. Individual Problems. 1-3 (Max 6). 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:* Declared major in KHP or permission 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:* Grade C or better in KIN 3015 or certified K-12 teacher. (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. *Prerequisites:* Minimum 2.500 GPA; concurrent enrollment in KIN 4099 or certified K-12 teacher.

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:* Minimum 2.500 GPA; Junior class standing or certified K-12 teacher. (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 education and training to a hypothetical workplace environment. *Prerequisite:* KIN 3021.

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 in KIN or permission of instructor.

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 4020. *Prerequisites:* graduate standing or permission of the instructor.

5021. Creating Conditions for Community Health. 3. In this course we will analyze and discuss how local, national and international environments impact individual and community health and how to improve health through changes in policy, economic, social, cultural and physical environments. The focus is primarily in the U.S., though students can choose to focus assignments in other contexts. Dual listed with HLED 4021. *Prerequisite:* graduate standing.

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 sexuality education processes and resources. Dual listed with HLED 4025. *Prerequisite:* graduate standing or permission of instructor.

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. *Prerequisite:* graduate standing or permission of instructor.

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:* graduate standing in KIN or permission of instructor.

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 in KIN or permission of instructor.

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:* graduate standing or permission of instructor.

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 in KIN or permission of instructor.

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 in KIN or permission of instructor.

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:* graduate standing in KIN or permission of instructor.

Life Sciences Program

114 Aven Nelson Building, (307) 766-2380

FAX: (307)766-2851

Web site: www.uwyo.edu/lifescience

Program Director: Jonathan Prather

The Life Sciences Program consists of all LIFE prefix courses. These courses support a wide range of life science majors and several non-life science majors across campus. The number of LIFE courses taken by students in each major is determined by the departments that offer the majors. The curriculum intends to provide 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: Beth Robitaille, Director
(307) 233-6020

Cheyenne: Ronald L. Malm, Director
(307) 777-7911

WWAMI Medical Education Program

Laramie: Tim Robinson, Director
(307) 766-2496

Web site: www.uwyo.edu/wwami

Professors:

ALISON DOHERTY, Clinical Professor
2015.

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.

DOUGLASS 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 Cheyenne 2012, 2009.

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

MARIA A. CORNELIUS, Clinical Assistant Professor 2012.

JANNA CRUMPTON, Pharm.D. Creighton University 2011; Clinical Assistant Professor Cheyenne 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.

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 KIRSCH 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 Cheyenne 2009.

SHARON KARNES OLAND, B.S. University of Washington School of Medicine 1997; M.D. University of Washington School of Medicine 2001; Clinical Assistant Professor of Family Medicine Casper 2012.

THOMAS E. RADOSEVICH, B.S. University of Wyoming 1990; M.D. Creighton University School of Medicine 1999; Clinical Assistant Professor of Family Medicine 2012, 2008.

CORA SALVINO, B.S. Purdue University 1975; M.D. Chicago Medical School 1978; Clinical Assistant Professor of Family Medicine Casper 2010.

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.

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 interdisciplinary 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 18 months of this program are 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 Wyoming WWAMI Office, College of Health Sciences, Laramie, Wyoming 82071, (307) 766-2496.

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 utilized 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; multiphasic 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		Hrs.
HM	6602.....	2
HM	6603.....	2
HM	6610.....	8
HM	6615.....	1
HM	6620.....	7

Total Hrs. 20

FIRST YEAR: Summer		Hrs.
HM	6700.....	6

Total Hrs. 6

FIRST YEAR: Spring		Hrs.
HM	6602.....	2
HM	6603.....	2
HM	6625.....	1
HM	6630.....	11
HM	6635.....	1
HM	6640.....	3
HM	6650.....	7

Total Hrs. 27

SECOND YEAR: Fall		Hrs.
HM	6645.....	1
HM	6800.....	9
HM	6900.....	5

Total Hrs. 15

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.

In 1996, the University of Wyoming joined the University of Washington's WWAMI Program to provide medical education for the students of Wyoming. Medical students accepted into this program (WWAMI) take their 18 months of classes on campus at the

University of Wyoming. Students interested in this program should contact the WWAMI office in the College of Health Sciences at (307) 766-2496.

Human Medicine (HM)

6506. Clinical Preceptorship. 1. Students spend one morning or afternoon per week for approximately 10 weeks in a clinical setting. Students observe the practice of the physician and engage in one on one feedback sessions with the physician. The goal of the experience is to become comfortable in the clinical setting, observe clinical techniques, observe the patient-doctor interactions, and observe the healthcare team. Students should have an opportunity to discuss professional and personal aspects of a particular specialty practice including the business side of the practice. *Prerequisite:* enrollment in or completion of HM 6513, 6522, or 6535.

6510. Microscopic Anatomy: Histology. 4. Lecture/laboratory in microscopic anatomy designed to provide principles/concepts of histology, define morphological characteristics of cells, tissues, organs of human body and relate this information to functional processes studied in concurrent and subsequent courses. For S/U only. *Prerequisites:* admission to the WWAMI program or consent of instructor and approval of WWAMI coordinator or dean of the College of Health Sciences.

6511. Anatomy and Embryology. 6. Structural organization of human body at the macroscopic level to provide a foundation for physical examination and functional assessment of the human organism. Integrates embryological development with study of cadaver and examination of normal living body. Concentrates on exploration of the body cavities and viscera they contain. For S/U only. *Prerequisites:* admission to the WWAMI program or consent of instructor and approval of WWAMI coordinator or the dean of the College of Health Sciences.

6512. Mechanisms in Cell Physiology. 4. Physiology of cell membrane, ionic and electrical gradients; active transport, excitability, action potentials; biophysics of sensory receptors; neuromuscular transmission; muscle energetics/contractility; spinal reflexes and central synaptic transmission; autonomic nervous system; energy metabolism and temperature regulation; epithelial transport; gastrointestinal motility and secretions. For S/U only. *Prerequisites:* admission to the WWAMI program or consent of instructor and approval of WWAMI coordinator or the dean of the College of Health Sciences.

6513. Introduction to Clinical Medicine.

1. Instruction in communication skills and interview techniques to form the basis for the doctor-patient relationship and for the skills of communication with patients. The patient profile is obtained. Attention to developing comfort in the physician role. 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.

6514. Biochemistry 1A. 3. First portion of a coordinated course covering classical molecular and cellular biochemistry, cellular physiology and molecular genetics. Metabolic interrelationships as they occur in the individual are stressed and related to disturbances in disease states. For S/U only. *Prerequisites:* admission to WWAMI program or consent of instructor and approval of WWAMI coordinator or the dean of the College of Health Sciences.

6516. Systems of Human Behavior. 3. Sensitizes students to the impact of such factors as emotional and physical development, cultural backgrounds, social roles, families, sexual identities and belief systems upon their effectiveness as physicians. Teaches skills in analyzing behavior, defining behavioral objectives and designing precise treatment strategies to attain these objectives. For S/U only. *Prerequisites:* admission to WWAMI program or consent of instructor and approval of WWAMI coordinator or the dean of the College of Health Sciences.

6521. Microbiology and Infectious Disease 1A. 4. 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 asepsis, 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 the dean of the College of Health Sciences.

6522. Introduction to Clinical Medicine. 2. Medical history is introduced and instruction in data collection is begun. Experience in conducting medical interviews with patients to obtain the medical history and patient profile. Special problems related to interviewing are addressed. 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.

6523. Introduction to Immunology. 2. Basic concepts such as antigens; antibodies; complement; B- and T-lymphocyte function-

ing, including interactions with each other and with accessory cells; immunological tolerance; major histocompatibility complex; and role of these basic concepts in immunopathology (immunodeficiencies, hypersensitivities, autoimmunity, blood transfusion, and transplantation). 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.

6524. Biochemistry 1B. 2. Second portion of a coordinated course covering classical molecular and cellular biochemistry, cellular physiology and molecular genetics. Metabolic interrelationships as they occur in the individual are stressed and related to disturbances 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.

6553. 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-myotendinal 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.

6602. Introductory Primary and Continuity Care Clerkship. 2. Introduces medical students to continuity of care by working with practicing physicians. The course demonstrates how to work with an individual to help them achieve optimal health, and includes topics in primary and preventative care, geriatrics, rehabilitation, palliative care, behavioral health and pain management. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

6603. Clinical Studies. 2. Instruction in communication skills, interviewing techniques, physical examination, documentation and clinical reasoning. The course will include hospital based patient encounters and developing comfort and introduction to the physical role. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

6610. Molecular and Cellular Basis of Disease. 8. Introduces cell physiology and cell biology, function, genetics, and genetic diseases, genes. Topics include membrane physiology; sensory receptors; muscle energetics and contractibility; autonomic nervous system; tissue response to disease; pharmacodynamics and pharmacokinetics; genetic disorders; pharmacogenetics. Incorporates relevant fundamental principles in anatomy, pathology, and pharmacology. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

6615. Ecology of Health and Medicine Foundations I. 1. This course integrates thematic content with an emphasis on core

concepts needed for clinical practice in the changing healthcare environment. Students will explore areas related to humanism in medicine including the themes of diversity, health equity, ethics, professionalism, and determinants of health.

6620. Invaders and Defense. 7. Systems addressed include the immune system, microbial biology, infectious diseases, inflammation and repair, and skin and connective tissue. Topics discussed include the pathogenesis and immunity of infectious disease, immunodeficiencies, hypersensitivity, autoimmunity, the basis of immunologic diagnostics. Additionally, this course will include relevant fundamental scientific principles in anatomy, pathology, and pharmacology. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

6625. Ecology of Health and Medicine Foundations II. 1. This course integrates thematic content with an emphasis on core concepts needed for clinical practice in the changing healthcare environment. Students will explore areas related to humanism in medicine including the themes of diversity, health equity, ethics, professionalism, and determinants of health. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

6630. Circulatory System. 11. Provides an interdisciplinary approach to cardiovascular, respiratory, and renal-urinary medicine, including anatomy, physiology, radiology, pathology, medicine, and surgery. Topics include cardiac electrophysiology and cardiac muscle mechanics, myocardial infarction and cardiac repair, thoracic and pulmonary anatomy, ventilatory mechanics, gas exchange, obstructive, restrictive, and pulmonary-vascular diseases, renal function, and common kidney diseases. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

6635. Ecology of Health and Medicine Foundations III. 1. This course integrates thematic content with an emphasis on core concepts needed for clinical practice in the changing healthcare environment. Students will explore areas related to humanism in medicine including the themes of diversity, health equity, ethics, professionalism, and determinants of health. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

6640. Blood and Cancer. 3. Introduces students with the basic pathophysiologic mechanisms leading to disturbances of red cell, white cell, and platelet production, as well as abnormalities of hemostasis presenting clinical problems, with an emphasis on pathophysiol-

ogy. Additionally, this course will include relevant fundamental scientific principles in anatomy, pathology, and pharmacology. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

6645. Ecology of Health and Medicine Foundations IV. 1. This course integrates thematic content with an emphasis on core concepts needed for clinical practice in the changing healthcare environment. Students will explore areas related to humanism in medicine including the themes of diversity, health equity, ethics, professionalism, and determinants of health. Restricted to WWAMI medical students only.

6650. Energetic and Homeostasis. 7. Integrates discussions of metabolism, nutrition, obesity, diabetes, gastrointestinal/liver physiology and endocrinology, including physiology and pathology of digestion and hepatic function, principles and practice of clinical nutrition, endocrine metabolism, and clinically important endocrine pathophysiology. Relevant anatomy, pathology and pharmacology of the endocrine and gastrointestinal systems will be covered. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

6700. Research Methods. 6. The course will describe various types of medical studies along with the advantages and limitations of each. Students will explore statistical tools related to diagnostic testing, and treatment efficacy. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

6800. Mind, Brain, Behavior. 9. Explains the foundational principles of the organization and function of the head, neck, and central nervous system with a focus on clinical application of this knowledge to systematically approach the differential diagnosis and management of major neurologic, psychiatric, and behavioral disorders. Covers current therapeutic approaches to disease including pharmacological, behavioral, surgical, and other therapies. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

6900. Life Cycles and Reproduction. 5. Covers normal and abnormal human development reproductive functions including formation and maturation of ova and sperm, menstruation, normal pregnancy, and labor and delivery. Provides information concerning infertility, family planning techniques, urinary disorders, and reproductive aging and demography of human population. Includes relevant fundamental scientific principles in pelvic anatomy, pathology, histology, imaging, and pharmacology. *Prerequisite:* Must be enrolled in the WWAMI Medical Education Program.

Microbiology Program

Program Director: Gerard P. Andrews

Phone: (307) 766-3139

FAX: (307) 766-3875

E-mail: gandrews@uwyo.edu

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,

(307) 766-4312

FAX: (307) 766-4294

Web site: www.uwyo.edu/Nursing

Dean: Sherrill J. Smith

Associate Dean: Mary Anne Purtzer

Professors:

MARY E. BURMAN, B.S.N. University of Minnesota 1983; M.S. University of Michigan 1986; Ph.D. 1990; Professor of Nursing 2003.

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.

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; Professor of Nursing 2015.

SHERRILL J. SMITH, B.S.N. University of Wisconsin 1985; M.S. Wright State University 1997; Ph.D. University of Northern Colorado 2008; Professor of Nursing 2019; Dean of Nursing 2019.

Associate Professor:

MARY ANNE PURTZER, B.S.N. University of Nebraska 1975; M.A. University of Wyoming 2002; M.S. 2005; Ph.D. 2007; Associate Professor of Nursing 2014; Associate Dean of Nursing 2017.

JENIFER THOMAS, B.S. Colorado State University 1994; M.S. Avila University 2000; M.S. Colorado State University 2007; Ph.D. 2008; Associate Professor of Nursing 2016.

Assistant Professors:

REBECCA CARRON, B.S.N. Texas Christian University 1976; B.A. University of Wyoming 1997; M.S. 2006; Ph.D. University of Colorado 2014; Assistant Professor of Nursing 2014.

SARAH KOOIENGA, B.S.N. Rush University 1983; M.S.N. University of North Carolina at Chapel Hill 1988; Ph.D. Oregon Health Sciences University 2006; Assistant Professor of Nursing 2014.

Clinical Assistant Professor:

ESTHER GILMAN-KEHRER, B.S.N. University of Wyoming 1986; M.S. 1998; D.N.P. University of Colorado 2012; Clinical Assistant Professor 2014.

NANCY MCGEE, B.S.N. University of Wyoming 2005; M.S. 2007; D.N.P. University of Northern Colorado 2014; Clinical Assistant Professor 2015.

J'LAINE PROCTOR, B.S.N. University of Wyoming 2000; M.S. 2003; Certificate-PMHNP 2007; D.N.P. University of Northern Colorado 2014; Clinical Assistant Professor 2014.

Senior Lecturers:

Kimberly Raska-Miller, Linda Williams

Associate Lecturers:

K. David Bodily, Elizabeth Goodwin, Marilyn Hall, Sherrie Rubio-Wallace, Candace Stidolph, Rachel Thomas, Candace Tull

Assistant Lecturers:

Paula Belknap, Paula Kihn, Christina Warren, JoHanna Wedemeyer

Adjunct and Part-time Faculty:

Amy Aldrich, Nicole Alexander, Jamie Anthony-Mathews, Tracy Baum, Karen Benjamin, Shelley Benson, Diana Boyle, Colleen Butler, Carol Campbell, Cate Campisi, William T. Carter, Carol Susan Christman, Denise Curtis, Jennifer Curtis, Robyn Curtis-Rice, Elizabeth DePrince-Smith, Kimberly Donohue, Jennifer Favilla, James Fleenor, Shelby Frost, Deborah Gaspar, Brian Gee, Julian Good, Sheriedan Grannan, Nancy Granum, Amy Gruwell, Jennifer Helmer, Jesse Henry, Julie Hummer-Bellmeyer, Dawn Jensen, Jane Johnston, Sunny Kaste, Melanie Kawulok, Paula Kihn, Carol Kobulnicki, Cheryl Koski, Anthony Leonard, Susan McLaughlin, Sue Lowe, Marcia Newell, Kristy Nielson, Jennifer Oiler, Daiva Olipra, Sarah Penn, Collin Prince, Chelsea Raymer, Michael Rice, Vickie Richards, Lettie Seamount, Cynthia Smith, Shawn Snyder, Veronica Taylor, Cassie Terfehr, Dyan Thompson, Joslyn Thompson, Kate Thompson, Teresa Thompson, Weldonna Toth, Cynthia Weber, Wendy Wood Neeson, Cheryl Wrasper, Wendy Wright

Emeriti:

Beverly McDermott, Holly Miller, Susan H. Steiner, Beverly Taheri-Kennedy, Fay W. Whitney, Norma Wilkerson

The Fay W. Whitney School of Nursing (FWWSON) has well established B.S.N., M.S., and D.N.P. programs based upon national nursing education standards.

Mission

The FWWSON educates, conducts research and provides service and practice to improve, protect and promote health.

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 BSN Completion) is approved by the Wyoming State Board of Nursing (WSBN). Graduates of the Basic BSN and BRAND options are qualified to apply for admission to the national licensing examination: NCLEX. Graduates of the DNP Program are eligible to take the national certification exams as a nurse practitioner.

Technical Standards for Admission

All nursing students must be able to perform the essential functions of a nurse, including observation/sensory motor; communication; psychomotor; intellectual-conceptual, integrative and quantitative; and behavioral and social attributes. Please refer to the "Technical Standards for Admission", including information on reasonable accommodations, on the school's website: <http://www.uwyo.edu/nursing/programs/technical-standards-for-admission.html>.

Background Checks Requirement

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 the DNP Program will be notified by the FWWSON at the time of any admission offer the process for complet-

ing 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.

Students may also be required to update the criminal background check. Each clinical training site will be informed that students have passed a background check prior to 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. Drug and/or alcohol testing for any student can be requested by the FWWSON.

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.

Expected Student Learning Outcomes

At completion of the Bachelor of Science in Nursing (BSN) degree, graduates will be able to meet the end of program student learning outcomes:

1. Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

2. Advance nursing practice related to patient care technologies, information systems, and communication devices that support safe nursing practice.
3. Achieve optimal individual, family, group, community, and population outcomes guided by clinical reasoning and appraisal of evidence of best practice.
4. Demonstrate effective leadership through heightened self-awareness to empower others in the attainment of optimal patient outcomes.
5. Use mutually respectful communication, collaboration, and leadership skills within interprofessional teams in the management of care in diverse, complex, global, and dynamic healthcare systems.
6. Participate as a nursing professional in the development and implementation of healthcare policy, finance, and regulatory entities, including local, state, national, and global healthcare trends.
7. Provide patient centered care by reflecting on the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family which promotes optimal health outcomes by involving patients and families as they make clinical care decisions.
8. Demonstrate respectful, efficient, safe, and well-coordinated transitions of the patient through all levels of care.
9. Provide respectful, efficient, safe and well-coordinated patient-centered care to populations by reflecting on beliefs, values, attitudes, and practices.
10. Model professionalism with consistent demonstration of core values evidenced by nurses working with others to achieve optimal health and wellness outcomes in patients, families, and populations by wisely applying principles of altruism, excellence, caring, ethics, respect, communication, professional engagement, lifelong learning, and accountability.
11. Encourage evidence-based health promotion and make a positive contribution to immediate and long-term health status, through the provision of education to individuals, families, groups, communities, and populations that encourages healthy behaviors and choices, prevention of disease, protection from preventable illness and disastrous emergencies.

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 four-year, on-campus 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 outreach 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. BSN Completion – two online BSN options (ReNEW and RN-BSN) for graduates of an associate degree nursing program who wish to become a baccalaureate prepared nurse.

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

Basic BSN

This option is a four-year on-campus BSN program option for students who are interested in becoming a registered nurse.

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

Admission

Basic BSN has two different admission entries: 1) Freshman Admission to the Nursing major and 2) Non-Freshman Admission to the Nursing major. Criteria for admission as well as application instructions and deadlines can be found on the nursing website: www.uwyo.edu/nursing (*click on Nursing Programs, BSN, Basic BSN, Freshman Admission or Non-Freshman Admission under Admission to Basic BSN*).

Scholastic Requirements

University and College of Health Sciences policies governing scholastic requirements (e.g. 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 further scholastic requirements for Basic BSN. These requirements can be found on the nursing website: www.uwyo.edu/nursing (*click on Nursing Programs, BSN, Basic BSN, Basic BSN Student Handbook - section 6 Scholastic Requirements*).

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, ZOO 3115 (Human Systems Physiology), PHCY 3450 [4450] (Pathophysiology), and PHCY 4470 (Pharmacology), must be upper division (3000/4000 level). Lower division/Community College (1000/2000 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.

Program of Study

Applicable for:

Freshman/Non-Freshman Admission
to the Nursing Major

Pre-Clinical Component

(Courses to be completed in first three semesters as outlined; required for the clinical component.)

FRESHMAN YEAR: Fall

Hrs.		
	First-Year Seminar (FYS)	3
	ENGL 1010 (COM1)	3
	MATH 1400 (Q)	3
	LIFE 1010 (PN)	4
	CHEM 1000 or CHEM 1020 (PN)	4
	Total Hrs.	17

FRESHMAN YEAR: Spring

Hrs.		
	Communication 2 (COM2)	3
	FCSC 1141	3
	PSYC 1000 (H)	3
	MICR/MOLB 2240	4
	KIN 2040	3
	KIN 2041	1
	Total Hrs.	17

SOPHOMORE YEAR: Fall

Hrs.		
	STAT 2050 or 2070 (Q)	4
	Human Culture (H)	3
	U.S. & Wyoming Constitutions (V)	3
	ZOO 3115	4
	Total Hrs.	14

Pre-Clinical Component

Total Hrs. 48

Clinical Component

(Progression or admission into the clinical component of the program is required.)

NOTE: The Basic BSN Clinical

Component of the program requires courses to be taken in the semester sequence as reflected below. All courses must be passed with a C or better (or S) each semester in order to progress to the next semester's courses. In addition, a cumulative NGPA of 3.000 based on all required courses in the program must be maintained.

SOPHOMORE YEAR: Spring

	Hrs.
NURS 2340	3
NURS 3435	1
NURS 3490	5
PHCY 3450 [4450]	4
Total Hrs.	13

SOPHOMORE YEAR: Summer

	Hrs.
PHCY 4470	4
Total Hrs.	4

JUNIOR YEAR: Fall

	Hrs.
NURS 3635	3
NURS 3665	3
NURS 3690	3
PHCY 3695	4
Total Hrs.	13

JUNIOR YEAR: Spring

	Hrs.
NURS 3890	3
NURS 3891	3
NURS 3892	3
NURS 3895	4
NURS 4125 (COM3)	3
Total Hrs.	16

SENIOR YEAR: Fall

	Hrs.
NURS 4665	3
NURS 4690	4
NURS 4691	3
NURS 4695	4
Total Hrs.	14

SENIOR YEAR: Spring

	Hrs.
NURS 4865	3
NURS 4895	12
Total Hrs.	15

Clinical Component

Total Hrs. 75

Overall Total Hrs. 123

Minimum Hours

Required for BSN Degree 120

(Note: Course requirements/expectations are subject to change. Maintain contact with FWWSO 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.

Nursing theory and supporting courses are offered using a combination of online courses and hybrid courses with periodic intensive on-campus experiences. 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 who meet university requirements are admitted to the university in the pre-nursing component of BRAND (*declared PNBR major*). 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 instructions and deadlines can be found on the nursing website, www.uwyo.edu/nursing (*click on Nursing Programs, BSN, BRAND, Admission Criteria/Application*).

Scholastic Requirements

University and College of Health Sciences policies governing scholastic requirements (e.g. 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 further scholastic requirements for BRAND. These requirements can be found on the nursing website: www.uwyo.edu/nursing (*click on Nursing Programs, BSN, BRAND, BRAND Student Handbook - section 6 Scholarship Requirement*).

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 an 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 3450 [4450] (Pathophysiology) and PHCY 4470 (Pharmacology), must be upper division (3000/4000

level). Lower division/Community College (1000/2000 level) courses do not satisfy this requirement. Transfer courses must be reviewed for acceptability.

Program of Study

BRAND Pre-Nursing Component

Prerequisite Courses Hrs.

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

KIN	2040	3
KIN	2041	1
ZOO	3115	4
MICR/MOLB 2021 or 2240		4
PSYC	1000	3
FCSC	1141	3
PHCY	3450 [4450]	4
PHCY	4470	4
Total Hrs.		26

(The first bachelor's degree will satisfy the UW USP general education requirements.)

Required Graduation Course Hrs.

Approved US/WY Constitution course.....3
(Recommend completing prior to admission, but must be completed by graduation.)

(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

BRAND Nursing Major

(58 credits)

(Nursing application and fee required.)

NOTE: Once admitted to BRAND courses are taken in the sequence as reflected below. All courses must be passed with a C or better each semester in order to progress to the next semester's courses.

SUMMER Hrs.

NURS	3710	2
NURS	3730	2
NURS	3750	4
NURS	3780	4
Total Hrs.		12

FALL Hrs.

NURS	3770	9
NURS	3771	7
Total Hrs.		16

SPRING Hrs.

NURS	4710	4
NURS	4735	3
NURS	4736	2
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.)

BSN Completion

This BSN Completion program is a distance delivery program with two options: 1) ReNEW and 2) RN-BSN. The program serves Wyoming associate degree students and graduate of associate degree or diploma nursing program who wish to become baccalaureate-prepared nurses. The two completion options have distinct Related Coursework and admission criteria. They begin on separate tracks and then share 4000-level nursing courses.

Scholastic Requirements

University and College of Health Sciences policies governing scholastic requirements (e.g. 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 further scholastic requirements for BSN Completion. These requirements can be found on the nursing website: www.uwyo.edu/nursing (click on Nursing Programs, BSN, BSN Completion, Wyoming's ReNEW or RN-BSN, BSN Completion Student Handbook - section 6, Scholastic Requirements).

Curriculum

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

The required courses, PHCY 3450 [4450] and PHCY 4470, must be upper division (3000/4000-level). Lower division/community college (1000/2000-level) courses do not satisfy this requirement. Transfer courses must be reviewed for acceptability.

ReNEW - Revolutionizing Nursing Education in Wyoming

ReNEW is Wyoming's shared BSN nursing curriculum. Students and graduates of Wyoming community college ReNEW nursing programs have a direct path into upper-division coursework in pursuit of a BSN from FWWSON. Entry into the ReNEW option begins at a participating Wyoming community college ADN nursing program.

Admission

Students who apply to UW and meet university requirements are admitted to the university in the pre-nursing component of ReNEW (declared PNRN). Criteria for UW admission can be found on the nursing website: www.uwyo.edu/nursing (click on Nursing Programs, BSN, BSN Completion, Wyoming's ReNEW).

ReNEW Program of Study

Related Coursework

Related coursework can be completed prior to, concurrently with, or after the ADN Benchmark. Course numbers and credit hours may vary by institution; contact the BSN Completion office to verify course equivalency. Grades of C or higher are required.

MATH	1400	3
STAT 2050 or 2070		4
FCSC 1140 or 1141		2-3
Humanities Elective (not PSYC 1000)		3
LIFE	1010	4
CHEM 1000 or 1020		4
MOLB 2210 or 2220 or 2240		4
PHCY	3450 [4450]	4
PHCY	4470	4

Total Related Coursework Hours 32-33

Nursing Courses

Grades of C or higher are required.

First Semester

NURS	3005	1
NURS	4055 (COM3)	3
NURS	4660	3

Populations Semester

NURS	4630	2
NURS	4635	2
NURS	4640	2
NURS	4645	2

Leadership Semester

NURS	4830	2
NURS	4835	2
NURS	4840	2
NURS	4845	2
NURS	4855	2

Total Nursing Courses Hours..... 25

Minimum Hours Required for the Degree 120

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

RN-BSN

The RN-BSN option is for non-ReNEW associate degree or diploma-educated registered nurses. This option is delivered nationwide with no on-campus time required.

Admission

Students who apply to UW and meet university requirements are admitted to the university in the pre-nursing component of RN-BSN (declared PNBS). Criteria for admission as well as application instructions can be found on the nursing website: www.uwyo.edu/nursing (click on Nursing Programs, BSN, BSN Completion, RN-BSN, Admission Criteria/Application).

RN-BSN Program of Study

Related Coursework

Grades of C or higher are required..

MATH 1400 (Q).....	3
STAT 2050 or 2070 (Q).....	4
FCSC 1140 or 1141.....	2-3
PSYC 1000 (H).....	3
LIFE 1010 (PN).....	4
CHEM 1000 or 1020 (PN).....	4
An approved Human Anatomy course.....	4
An approved Human Systems Physiology course	4
MOLB 2210 or 2220 or 2240.....	4
PHCY 3450 [4450]	4
PHCY 4470.....	4

Total Related Coursework Hours 40-41

University Studies Program

Coursework

Grades of C or higher are required for COM1 and COM2.

	Hrs.
First-Year Seminar (FYS).....	3
(met with 30+ post high school hours)	
ENGL 1010 (COM1)	3
An approved Communication 2 course (COM2)	3
Human Culture (not PSYC 1000) (H)	3
U.S. & WY Constitutions (V)	3
Total USP Hrs.	15

Nursing Courses

Grades of C or higher are required.

First Semester

NURS 3425.....	3
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Nursing Care of Populations

NURS 4055 (COM3).....	3
NURS 4630.....	2
NURS 4635.....	2
NURS 4640.....	2
NURS 4645.....	2

Professional Nursing Leadership

NURS 4660.....	3
NURS 4830.....	2
NURS 4835.....	2
NURS 4840.....	2
NURS 4845.....	2
NURS 4855.....	2

Total Nursing Courses Hours 27

Escrow Courses

(Credits are automatically posted to the student's UW transcript during the semester of NURS 4855 enrollment. These credits represent credit for nursing content learned in the associate degree or diploma in nursing program.)

	Hrs.
NURS 3665.....	3
NURS 3890.....	3
NURS 3895.....	4

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.

Master of Science (MS) Degree

The MS program is a part-time, online degree open to registered nurses with a minimum of a baccalaureate degree in nursing from a program nationally accredited by CCNE or NLNAC. The MS program has two concentrations: 1) Nurse Educator (NE) and 2) Nurse Leader (NL).

Expected Student Learning Outcomes

M.S. Graduate are prepared to ensure better care, better health, and lower costs through their knowledge, skills, and abilities to:

1. Lead change for quality care outcomes; implement safe, quality care to diverse patients in a variety of settings and roles;
2. Apply teaching/learning principles to the design, implementation, and evaluation of growth in individuals or groups in a variety of settings;
3. Build and lead interprofessional care teams;
4. Design innovative nursing practices;
5. Translate evidence into practice;

6. Promote a healthy work environment for sustainability of the work force.

Admission

Complete application materials for the MS Program must be received by the University of Wyoming no later than April 1 to be considered for fall admission. *(The entire MS application process is completed online.)* The applicant is responsible to make certain that UW is in receipt of all application materials/fees.

Criteria for admission as well as application instructions can be found on the nursing website: www.uwyo.edu/nursing (click on Nursing Programs, MS, Admission Criteria/Application).

All new admits are required to come to campus for a fall orientation. This expectation is applicable for both MS concentrations.

Curriculum

Curricula for MS concentrations are available on the nursing website: www.uwyo.edu/nursing (click on Nursing Programs, MS). All MS students, regardless of concentration will take a set of core courses. In addition to the core courses, a group of specialty courses are required for each MS concentration.

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 concentrations: 1) Family Nurse Practitioner (FMY) and 2) Psychiatric Mental Health Nurse Practitioner (PSH).

Expected Student Learning Outcomes

Graduates will:

1. engage in evidence-based practice to optimize health outcomes; and
2. engage in leadership activities to promote excellence in rural health care.

Family Nurse Practitioner (FMY)

The FMY concentration 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 practi-

tioner practices, physician offices, public health clinics, indigent clinics, emergency rooms, Indian Health Services, correctional facilities, and migrant clinics.

Psychiatric Mental Health Nurse Practitioner (PSH)

The PSH concentration 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.

Admission

Complete application materials for the DNP Program must be received by the University of Wyoming by the application deadline to be considered for fall admission (*The entire DNP application process is completed online*). The applicant is responsible to make certain that UW is in receipt of all application materials/fees. 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 the DNP program in the School of Nursing.

Criteria for admission as well as application instructions can be found on the nursing website: www.uwyo.edu/nursing (*click on Nursing Programs, DNP, Admission Criteria & 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 the FMY and PSH concentrations are available on the nursing website: www.uwyo.edu/nursing (*click on Nursing Programs, DNP*). All DNP students, regardless of concentration will take a set of core courses. In addition to the core courses a group of specialty courses are required for each NP concentration. Students earning the DNP degree will complete a final scholarly project which is integrated into the FMY and PSH curricula.

The 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 placements will be arranged at health care facilities in Wyoming, north central Colorado, or southern Montana.

Nursing (NURS)

Courses listed below are open only to students formally admitted into one of the nursing programs (BSN, MS, or DNP) as required of their specific program option or concentration. Exceptions include NURS 1101, 2240, and 3250, which are open to any student.

USP Codes are listed in brackets by the 2003 USP code followed by the 2015 USP code (e.g. [QB◀▶Q]).

1101. First-Year Seminar. 3. [(none)▶FYS]

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.

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. *Prerequisites:* Progression or admission into clinical component of the program and completion or concurrent enrollment with NURS 3435, 3490, and PHCY 3450 or PHCY 4450.

3005. ReNEW Distance Foundations. 1.

Prepares learners for ReNEW BSN Completion in a distance delivery format. The course includes concept-based delivery in the UW learning system, APA formatting, writing scholarly papers, and library resources and skills. *Prerequisite:* Enrolled in or graduate of Wyoming ReNEW Nursing Program.

3015. Introduction to Baccalaureate Nursing. 3.

Introduces the role of a professional nurse with a baccalaureate degree. Conceptual foundations including nursing theories, health-care systems, application of evidence-based practice, informatics and the components of safety, quality and leadership in nursing practice are presented. Students are prepared to move on to additional nursing coursework. *Prerequisites:* Current RN license or concurrent

enrollment in WY ADN education program or graduate of WY ADN education program; NURS 3005 or concurrent enrollment.

3020. Cultural Diversity in Family Health Care. 3. [D▶(none)]

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 3015 or concurrent enrollment. (Normally offered spring semester)

3045. Health Assessment in Nursing Practice. 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 3015 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.

3425. Bridging Nursing Paradigms. 3. This course prepares incoming ADN- or Diploma-educated Registered Nurses for completion of the Fay W. Whitney School of Nursing (FW-WSON) BSN degree. Nursing knowledge, skills, and abilities in selected content areas will be evaluated and augmented in preparation for BSN Completion coursework. *Prerequisite:* Current RN license.

3435. Fundamentals of Professional Nursing Practice. 1. This course introduces the concepts and skills of basic nursing care and nurse/patient safety. The course allows students to gain confidence and competency in the performance of basic clinical skills. *Prerequisites:* Progression or admission to the clinical component of the program and completion or concurrent enrollment with NURS 2340, NURS 3490, and PHCY 3450 or PHCY 4450.

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 accompanied by exploring a wide range of nursing concepts essential in caring for the adult client, through the use of case studies, interactive and/or group active learning. *Prerequisites:* admission into the nursing major component of the program; NURS 3140, 3125, PHCY 4470 or concurrent enrollment.

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. Satisfactory/Unsatisfactory only. *Prerequisites:* NURS 3440 or concurrent enrollment.

3490. Health Promotion in Professional Nursing Practice. 5. Students will learn and apply concepts of health promotion across the lifespan. Emphasis is on cultural diversity, health risks, behavior change and healthy practices for individuals, families, and populations. Students will incorporate evidence in designing interventions to promote health and prevent illness for self and clients. *Prerequisites:* Progression or admission to the clinical component of the program and completion or concurrent enrollment with NURS 2340, NURS 3435, and PHCY 3450 or PHCY 4450.

3630. Health Promotion. 4. [P◀▶(none)] 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 into the nursing major component of the program, NURS 3015, 3020, and 3045 or concurrent enrollment.

3635. Health Assessment and Clinical Judgement. 3. Students learn to assess the physiological, psychological, sociocultural, spiritual, and developmental dimensions of individuals across the lifespan. Normal variations and potential alterations of health are identified. Clinical judgment and documentation skills are developed. *Prerequisites:* NURS 3490 and completion or concurrent enrollment with NURS 3665, 3690, 3695, and PHCY 4470.

3665. Foundations of Professional Nursing Roles. 3. This course introduces the student to professionalism, leadership, safety, and patient-centeredness. The concepts emphasized provide the foundation for professional nursing practice. *Prerequisites:* NURS 3490 and completion or concurrent enrollment with NURS 3635, 3690, 3695, and PHCY 4470.

3690. Professional Nursing Acute/Chronic Illness. 3. Students will examine concepts of nursing practice in the care of adults with acute and chronic illness. Emphasis is on utilizing the nursing process to develop clinical judgement. *Prerequisites:* NURS 3490 and completion or concurrent enrollment with NURS 3635, NURS 3665, NURS 3695, NURS 4470.

3695. Professional Nursing Acute/Chronic Illness Practicum. 4. Students provide nursing care using the nursing process in a clinical setting with adult clients experiencing acute and chronic illness. Emphasis is on demonstration of clinical judgement. *Prerequisites:* NURS 3490 and completion or concurrent enrollment with NURS 3635, NURS 3665, NURS 3690, PHCY 4470.

3710. Nursing Fundamentals and Laboratory. 2. Includes concepts of basic care/comfort, technical skills, medical equipment, asepsis, medication administration, nurse/client safety, and client rights. Increased confidence and competency in critical thinking, communication skills, and the performance of motor skills. *Prerequisites:* previous bachelor's degree; admission to the BRAND track; concurrent enrollment in NURS 3750 and NURS 3730.

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 situ-

ational factors will be examined. *Prerequisites:* previous Bachelor's degree; admitted to the BRAND nursing track.

3750. Health Assessment and Promotion. 4. Using system analysis, students assess the physiological, psychological, spiritual, sociocultural, developmental variables of individual clients 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:* previous bachelor's degree; admitted to BRAND program; concurrent enrollment in NURS 3710.

3770. Nursing Care in Acute and Chronic Illness. 9. 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; interprofessional collaboration, communication; health promotion strategies; and critical thinking in the planning of client centered nursing care for the adult. *Prerequisites:* NURS 3710, NURS 3750, NURS 3730, NURS 3780.

3771. Nursing Care in Acute and Chronic Illness Practicum. 7. 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; interprofessional collaboration and communication; health promotion strategies; and critical thinking and clinical reasoning in the provision of nursing care. *Prerequisites:* NURS 3710, NURS 3750, NURS 3730, NURS 3780.

3780. Evidence-Based Practice in Nursing. 4. Prepares nursing students to engage in evidence-based practice in nursing, specifically how to search the literature and databases, ask meaningful clinical questions, find relevant evidence, critically appraise evidence, integrate best evidence with clinical expertise and patient/community values. *Prerequisites:* admission to the BRAND program, concurrent enrollment in NURS 3770.

3840. Adult Health II. 3. Progress from novice to beginner in developing critical judgment skills by applying nursing concepts and evaluating concepts on the adult client with illness. Analyze and synthesize data, develop plans of care, implement care and re-evaluate that care when necessary, through the use of

case studies, interactive and/or group active learning. *Prerequisites:* NURS 3440 and 3475; NURS 3020 or concurrent enrollment.

3842. Care of the Older Adult. 3. Explores the physiological, psychological, spiritual, developmental and socio-cultural dimensions of the older adult and addresses the 30 AACN/Hartford Foundations' Recommended Baccalaureate Competencies and Curricular Guidelines for Geriatric Nursing Care. *Prerequisites:* NURS 3440 and 3475; NURS 3020 or concurrent enrollment.

3844. Mental Health and Illness. 3. Explores psychiatric illnesses and mental health concepts consistent with the roles of the professional nurse. Emphasis is on the nursing process, DSM-IV criteria, therapeutic communication, treatment modalities, legal and ethical concerns, community resources, and inter-related client needs in a variety of health care settings. *Prerequisites:* NURS 3440 and 3475; NURS 3020 or concurrent enrollment.

3875. Nursing Practicum: Adult Health II. 4. Junior nursing students are placed in clinical settings to provide patient-centered nursing care using the nursing process. The focus is on adult clients experiencing acute, chronic and/or psychiatric alterations in health. The physiological, psychological, spiritual, developmental and socio-cultural client dimensions are studied and professional nursing roles are integrated into practice. Satisfactory/Unsatisfactory only. *Prerequisites:* NURS 3840, 3842, 3844 or concurrent enrollment.

3890. Professional Nursing Care in Complex Illness. 3. Students will examine concepts of nursing practice in the care of adults with complex illness. Emphasis is on utilizing the nursing process to develop clinical judgment. *Prerequisites:* NURS 3695 and completion or concurrent enrollment with NURS 3891, 3892, 3895, 4125.

3891. Professional Nursing Care of Older Adults. 3. Students will examine concepts of nursing practice in the care of older adults. Emphasis is on utilizing the nursing process to develop clinical judgment. *Prerequisites:* NURS 3695 and completion or concurrent enrollment with NURS 3890, 3892, 3895, 4125.

3892. Professional Nursing Care in Mental Health and Illness. 3. This course explores mental health and illness concepts. Emphasis is on the role of the professional nurse in caring for clients with alterations in mental health. *Prerequisites:* NURS 3695 and completion or concurrent enrollment with NURS 3890, 3891, 3895, 4125.

3895. Professional Nursing Care in Complex Illness Practicum. 4. Students provide patient-centered care using the nursing process

in clinical setting with adult and older adult clients experiencing complex illness and alterations in mental health. Emphasis is on demonstration of clinical judgment. *Prerequisites:* NURS 3695 and completion or concurrent enrollment with NURS 3890, 3892, 3891, 3892, 4125.

3970. Nursing Externship. 3. Allows students to obtain college credit for nursing experience gained in an approved setting. Increases application of nursing theory, knowledge of a health care agency, interpersonal working relationships, technical skills and organization of time in providing nursing care. Offered S/U only. *Prerequisites:* NURS 3840, 3842, 3844, and 3875. (Offered once a year in summer)

4055. Application of Evidence in Nursing Practice. 3. [L◀COM3] 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:* ReNEW Progression or Formal RN-BSN Admission; STAT 2050 or 2070 or equivalent; COM1 and COM2.

4125. Evidence-Based Nursing. 3. [L,WC◀COM3] 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 patient/community values. *Prerequisites:* WA and WB or COM1 and COM2; STAT 2050 or 2070 or equivalent; admission into the nursing major component of the program.

4145. Public/Community Health Nursing. 3. Students are introduced to public health nursing, the core functions and essential services of public health, and community health nursing competencies. Includes population-focused nursing, epidemiology, community assessment, and the application of the nursing process to the community as client. Students assess their communities and research health problems. *Prerequisites:* admission into the nursing major component of the program; NURS 3630 or concurrent enrollment.

4250. Leadership in Nursing. 3. The role of leader in nursing practice is developed through the integration of leadership, management, and organizational theories. Emphasis is placed on the nurse as health care provider and manager of care facilitating planned change in clients and/or environments. *Prerequisites:* NURS 4475; concurrent enrollment with NURS 4875.

4255. Nursing Leadership. 3. [WC◀(none)] Students study the concepts and theories of leadership, management, and organizations. Emphasis is placed on the nurse as health

care provider and the development of leading, managing, decision-making, problem-solving, and writing in nursing skills. Course content includes controlling the profession, legal and ethical aspects, informatics, and professional development. *Prerequisites:* WA and WB or COM1 and COM2; 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:* NURS 3875; NURS 4125 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.

4475. Nursing Practicum: Family and Public Health. 4. In this senior clinical practicum, students apply the nursing process to childbearing families, children and communities. The focus is on the physiological, psychological, spiritual, developmental and socio-cultural dimensions of individuals, families and populations. Students will incorporate professional nursing roles into population centered care. Satisfactory/Unsatisfactory only. *Prerequisites:* NURS 4440, 4442 or concurrent enrollment.

4630. Public/Community Health. 2. Learners examine public/community health nursing roles and apply the nursing process to community as client. Focuses on improving community health, levels of prevention, and addresses multiple determinants of health. Core functions, essential services, community assessment and planning, emergency preparedness, and analysis of the public healthcare system will be studied. *Prerequisites:* ReNEW Progression or Formal RN-BSN Admission; NURS 3005 or NURS 3425.

4635. Community as Client. 2. Learners will understand relationships among health, disease, and the environment, with emphasis on the role of community health agencies and programs for communities in need of health care support, regionally, nationally, and globally. In this course, an assessment and planning

framework guides students in assessing the health of a community. *Prerequisites:* ReNEW ADN Benchmark or Formal RN-BSN Admission; NURS 3005 or NURS 3425.

4640. Health Disparities. 2. Learners will examine population-focused concepts to assess vulnerable and oppressed populations. The magnitude of health disparities both in the United States and globally will be discussed. Focuses on a multi-level and multi-cultural view of population health challenges, alleviating health disparities, and a commitment to health equity. *Prerequisites:* ReNEW Progression or Formal RN-BSN Admission; NURS 3005 or NURS 3425.

4645. Population Health. 2. Focuses on analysis of local, regional, national, and international data that are indicators of population health. Disease outbreaks are analyzed. Learners study development of innovative, collaborative, multi-disciplinary interventions and policies to improve public health. This course provides opportunities for learners to improve population health through application of theory and evidence. *Prerequisites:* ReNEW ADN Benchmark or Formal RN-BSN Admission; NURS 3005 or NURS 3425.

4660. Healthcare Informatics. 3. Students will develop knowledge and skills to utilize and evaluate information technologies to improve patient outcomes across diverse populations. Includes the use of Clinical Information Systems to plan and document the nursing process. Ethical and legal considerations of data management and interdisciplinary use of healthcare informatics are presented. *Prerequisite:* ReNEW Progression of Current RN license.

4665. Healthcare Informatics in Professional Nursing Practice. 3. Utilizing a conceptual framework, students will examine nursing informatics within healthcare systems. Emphasis is placed on examining the role of clinical information systems in improving patient outcomes across practice, education, administrative, research, and interdisciplinary applications. Ethical and legal considerations of data management are examined. *Prerequisites:* NURS 3895 and completion or concurrent enrollment with NURS 4690, 4691, 4695.

4690. Professional Nursing Care of Populations. 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 vulnerable populations; epidemiology; community assessment, planning, and implementation; analysis of the healthcare system; emergency preparedness; and ethical/

legal aspects of public health. *Prerequisites:* NURS 3895 and completion or concurrent enrollment with NURS 4665, 4691, 4695.

4691. Professional Nursing Care of Children and Families. 3. This course encompasses the care of women, children, and their families across physiological, psychological, spiritual, developmental, and socio-cultural dimensions. The focus of this class is on women's health, obstetrical, and pediatric nursing care including health promotion and wellness specific to maternal and pediatric health. *Prerequisites:* NURS 3895 and completion or concurrent enrollment with NURS 4665, 4690, 4690.

4695. Professional Nursing Care of Populations Practicum. 4. Students will apply the nursing process to childbearing families, children, and communities. The focus is on physiological, psychological, spiritual, developmental, and socio-cultural dimensions of individuals, families, and populations. Students will incorporate professional nursing roles into population-based care. *Prerequisites:* NURS 3895 and completion or concurrent enrollment with NURS 4665, 4690, 4691.

4710. Population Health. 4. Introduces the student to population-focused nursing and applied the nursing process to the community as client. Addresses core functions and essential services of public health. Focuses on vulnerable populations; epidemiology; community assessment, planning and implementation; analysis of the health care system; emergency preparedness; and legal aspects of public health. *Prerequisites:* NURS 3770, 3771; concurrent enrollment in NURS 4740, 4741, 4735, 4736.

4735. Vulnerable Populations and Mental Health. 3. This course introduces students to nursing principles and concepts of mental health psychopathology, physiology, psychology, and spirituality, along with developmental and socio-cultural considerations while incorporating treatment modalities related to the nursing of the middle-aged and aging adult. *Prerequisites:* NURS 3770 and 3780; concurrent enrollment in NURS 4736.

4736. Nursing Care of Vulnerable Populations Practicum. 2. Applies past learning and cultivates evidence-based nursing practice for vulnerable populations in acute/ community settings. Focuses on the vulnerability associated with mental health, psychiatric illnesses. Core public health functions of community assessment, essential health services, disaster preparedness, health policy development/global health care are also emphasized to implement population-based nursing inter-

ventions. *Prerequisites:* Successful completion of NURS 3770 and NURS 3771; concurrent enrollment in NURS 4710 and NURS 4735.

4740. Nursing Care of the Young Family. 6. Utilizes nursing process to assess, promote, and protect the health of young families as client. Focus is human sexuality and reproduction, family planning, pregnancy stages, neonatal, pediatrics. Growth and development, health promotion, disease prevention, family dynamics are included. Evidence-based nursing guides practice to promote a healthy family and family system. *Prerequisites:* NURS 3770; 3771, and concurrent enrollment in NURS 4741.

4741. Nursing Care of the Young Family Practicum. 3. Applies and synthesizes nursing process to assess, promote, and protect the health of young families as clients. Focus is human sexuality and reproduction, family planning, pregnancy stages, neonatal, pediatrics. Growth and development, health promotion, disease prevention, family dynamics are included. Evidence-based nursing guides practice to promote a health family/family system. Offered S/U only. *Prerequisites:* NURS 3770 and 3780; and concurrent enrollment in NURS 4740.

4750. 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 explore in more depth an area considered in one of required nursing courses. Area 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.

4830. Leadership in Healthcare Today. 2. Focuses on the role of nurse leader and manager through integration of leadership, management, and organizational concepts, models, and theories. Emphasis in on leadership, followership, management, advocacy, professional development and activism, and managing resources. *Prerequisite:* ReNEW Progression or Formal RN-BSN Admission; NURS 3005 or NURS 3425.

4835. Leading Nursing Practice. 2. Focuses on nurser leaders making a difference using evidence-based nursing practice. Learners utilize and synthesize basic concepts of professional nursing practice. This course creates the opportunity for learners to lead nuring practice in a variety of settings. *Prerequisites:* ReNEW ADN Benchmark or Formal RN-BSN Admission; NURS 3005 or NURS 3425.

4840. Healthcare Systems and Policy. 2. Learners examine healthcare quality and the regulation of professional nursing practice in various settings. The focus is on ethical and legal issues and policy development for healthcare delivery. *Prerequisites:* ReNEW Progression or Formal RN-BSN Admission; NURS 3005 or NURS 3425.

4845. Innovation in Nursing Practice. 2. Focus in on use and synthesis of concepts in professional nursing practice. This course provides an opportunity to employ critical thinking, to apply ethical decision-making, to use evidence, and to demonstrate the ability to lead planned change. *Prerequisites:* ReNEW ADN Benchmark or Formal RN-BSN Admission; NURS 3005 or NURS 3425.

4855. Contemporary Nursing Practice. 2. Focus in on practice as critically effective members and leaders of the healthcare team. Learners analyze a variety of societal, economic, political, and professional issues that influence contemporary nursing. This course provides an opportunity to be creative in examining trends in nursing and healthcare. *Prerequisites:* ReNEW ADN Benchmark or Formal RN-BSN Admission; NURS 3005 or NURS 3425.

4865. Professional Nursing Leadership. 3. The role of the nurse leader in nursing practice is developed through integration of leadership, management, and organizational theories. Emphasis in on interprofessional care management, planned change, advocacy, activism, and professional development. *Prerequisites:* NURS 4695 and completion or concurrent enrollment with NURS 4895.

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. Satisfactory/Unsatisfactory only. *Prerequisite:* all required courses in the nursing major. (Normally offered spring semester)

4895. Professional Nursing Capstone Practicum. 12. Students utilize and synthesize basic concepts of professional nursing practice. The course socializes students into a healthcare system. Learning experiences allow students to gain confidence in managing patient care, practicing critical thinking, developing leadership and advocacy skills, and exploring ethical decision-making in clinical situations. *Prerequisites:* NURS 4695 and completion or concurrent enrollment with NURS 4865.

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:* Admission into the nursing major component of the program; all required courses in the nursing major; NURS 4255 or concurrent enrollment, current RN license.

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. *Prerequisite:* admission into NP program; NURS 5165; or consent of NP program coordinator.

5165. Advanced Pathophysiology for Primary Care Practitioners I. 2. 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:* Admission in the Doctor of Nursing Practice program.

5166. Advanced Pathophysiology for Primary Care Practitioners II. 3. A system-based approach is used to explore elected 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:* Admission in Doctor of Nursing Practice (DNP) program and successful progression in the DNP program of study.

5405. Theoretical Foundations in Nursing: Exploring Learning and Leadership. 3. Emphasizes the learning and leadership potential of constructivist and developmental approaches, including transformative learning and complementing theories as a foundations for education and leadership practice. *Prerequisite:* Admitted to UW's MS Nursing Program; Co-requisite: NURS 5410.

5410. Becoming a Leader. 3. Emphasis on strategic use of self as a foundation for professional leadership development. *Prerequisite:* Admitted to UW's MS Nursing Program; Co-requisite: NURS 5405.

5415. Evidence-Informed Decision-Making. 3. Emphasis on use of a guiding framework to conduct a methodical process for evidence-informed decision making. *Prerequisites:* Admission to UW's MS Nursing Program; NURS 5405; NURS 5410.

5420. Leadership Within Health Care Systems. 3. Emphasis on strategic use of systems and outcomes as a foundation for professional leadership development. *Prerequisites:* Admission to UW's MS Nursing Program; NURS 5405; NURS 5410.

5424. Rural and Global Population Health and Policy. 3. Emphasis on population health, epidemiology, and health policy related to rural and global health. *Prerequisites:* Admission to the nursing MS program; NURS 5405; NURS 5410.

5440. Science of Quality Improvement and Safety. 3. Emphasis on theoretical and scientific foundations for quality improvements and safety in health education. *Prerequisites:* Admission to MS; NURS 5405; NURS 5410.

5451. Advanced Leadership Strategies. 3. Emphasis on optimization of leadership. *Prerequisites:* Admission to UW's MS Nursing Program; NURS 5405; NURS 5410; NURS 5420.

5452. Curriculum Development. 3. Emphasis on the process of developing curricula in nursing educational or healthcare setting

to include evaluation of program outcomes. *Prerequisites:* Admission to UW's MS Nursing Program; NURS 5405; NURS 5410; Co-requisite of NURS 5462.

5461. Business of Healthcare. 3. Emphasis on leading and managing entrepreneurial healthcare opportunities. *Prerequisites:* Admission to UW's MS Nursing Program; NURS 5405; NURS 5410.

5462. Teaching Methodologies and Evaluation. 3. Emphasis on evidence-based teaching methodologies, development of course materials, and evaluation of students learning outcomes. *Prerequisites:* Admission to UW's MS Nursing Program; NURS 5405; NURS 5410.

5472. Integrated Advanced Pathophysiology, Pharmacology, and Assessment. 3. Emphasis on integration of advanced pathophysiology, and assessment in relation to chronic conditions. *Prerequisites:* Admission to UW's MS Nursing Program; NURS 5405; NURS 5410.

5473. Advancing Healthcare Transformation through Academic-Practice Partnerships. 3. Emphasis on academic/practice partnerships as avenues for addressing population health and related workforce development. *Prerequisites:* Admission to the NURS MS program, NURS 5405, NURS 5410.

5483. Practicum: Rural Healthcare Leadership. 3. Emphasis on the integration of learning through a practicum experience in educational or healthcare leadership. *Prerequisites:* Completion of all required MS courses, corequisite NURS 5473.

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. This course will cover foundations of health behavior change including theories/models, techniques, as well as the application to advanced nursing practice. Topics include examination of individual, contextual, and cultural factors. Topics function as skill building for advanced Health Behavior Change (HBC) 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.

5820. Health Behavior Change II: Primary Prevention and Wellness. 3. This course will cover the application of theories and techniques of health behavior change and principles of epidemiology to health issues from the individual to the community level. Topics include population health and health disparities in the context of health behavior change as well as development of health improvement programs in advanced nursing practice, including needs assessments, intervention development, and evaluation. Topics also include understanding lifestyle and behavior change interventions. *Prerequisites:* NURS 5805 and 5810.

5824. Advanced Health Assessment and Clinical Decision-Making for Nurse Practitioners. 2. Builds upon basic nursing assessment skills; includes a human cadaver lab experience to enhance learners' understanding of anatomy, physiology, and pathophysiology, progressing to didactic, hands-on practice, and check-offs of student ability to perform client interviewing and advanced physical assessment techniques. Prepares learners for the clinical decision-making required of nurse practitioners. *Prerequisite:* Admission in the Doctor of Nursing Practice (DNP) program and successful progression in the DNP program of study.

5825. Advanced Health Assessment and Clinical Decision-Making for Family Nurse Practitioners. 4. Advanced health assessment and diagnostic decision-making for family nurse practitioners. Builds on previous assessment skills and covers specialty exams used in primary care. Emphasizes a systematic diagnostic reasoning approach that leads to accurate clinical decision-making. Additionally, course focuses on sociocultural influences, growth and development, and gender concepts. *Prerequisite:* Admission in the Doctor of Nursing Practice Family Nurse Practitioner (FNP) program and successful progression in the FNP program of study.

5830. Health Behavior Change III: Secondary and Tertiary Prevention. 3. This course will cover the application of health behavior change skills in advanced nursing practice with a focus on chronic illness. Topics include the development of skills for understanding adherence and self-management, supporting client/patient self-management goals, and creating education/treatment plans. Topics also include the use of general and specific health behavior change techniques for integration into advanced nursing practice. Students will participate in on-campus intensive practice of behavior change skills with standardized patient actors. *Prerequisites:* NURS 5805 and 5810.

5840. Leadership in Advanced Practice Nursing. 3. Organizational and systems leadership for improvement of health. Focuses on interrelationship 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 interdisciplinary, collaborative settings. *Prerequisite:* passing DNP Program Preliminary Exam.

5850. Innovative Practice Models. 4. Examination of innovative health care models and their incorporation into primary care. Emphasizes the evaluation models in care delivery, quality management, and business improvement strategies. *Prerequisite:* Admission to DNP program.

5861. Practicum: Therapeutic Interventions Across the Lifespan. 3. Clinical practicum focused on beginning level therapeutic competencies in the advanced practice role of

the PMHNP. *Prerequisites:* Admission to the Doctor of Nursing Practice (DNP) Psychiatric Mental Health Nurse Practitioner (PMHNP) program and successful progression in the PMHNP program of study.

5862. Practicum: Diagnosis and Management of the Psychiatric Client for the PMHNP I. 5. Clinical practicum focused on beginning level diagnostic and clinical management competencies for the PMHNP. *Prerequisite:* Admission to the Doctor of Nursing Practice (DNP) Psychiatric Mental Health Nurse Practitioner (PMHNP) program and successful progression in the PMHNP program of study.

5863. Practicum: Diagnosis and Management of the Psychiatric Client for the PMHNP II. 5. Clinical practicum that allows students to continue to practice and refine competencies in the PMHNP role with multiple and complex psychiatric populations. *Prerequisite:* Admission to the Doctor of Nursing Practice (DNP) Psychiatric Mental Health Nurse Practitioner (PMHNP) program and successful progression in the PMHNP program of study.

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.

5871. Wellness for Adults in Primary Care. 3. Provision of wellness primary care for adults across the lifespan, including primary and secondary prevention. *Prerequisite:* Admission to DNP program.

5872. Practicum for Wellness in Primary Care. 3. Clinical practicum for NURS 5871, Wellness for Adults in Primary Care. *Prerequisite:* Admission to DNP program.

5873. Primary Care for Children, Adolescents, and Families. 3. Provision of primary care for children, adolescents, and families across the lifespan, including primary and secondary prevention. *Prerequisite:* Admission to DNP program.

5874. Practicum for Primary Care for Children, Adolescents, and Families. 3. Clinical practicum for NURS 5873, Primary Care for Children, Adolescents, and Families. *Prerequisite:* Admission to DNP program.

5875. Primary Care for Acute & Chronically Ill Adults. 3. Diagnosis and management of select acute and chronic illnesses experienced by adults across the lifespan. Primary focus is on those physical and behavioral illnesses with high prevalence in rural primary care. *Prerequisite:* Admission to DNP program.

5876. Practicum for Primary Care for Acute & Chronically Ill Adults. 3. Clinical practicum for NURS 5875, Primary Care for Acute & Chronically Ill Adults I. *Prerequisite:* Admission to DNP program.

5877. Primary Care for Acute & Chronically Ill Adults II. 3. Continuation of NURS 5875. Diagnosis and management of select acute and chronic illnesses experienced by adults across the lifespan. Primary focus is on those physical and behavioral illnesses with high prevalence in rural primary care. *Prerequisite:* Admission to DNP program.

5878. Practicum for Primary Care for Acute & Chronically Ill Adults II. 3. Clinical practicum for NURS 5877, Primary Care for Acute & Chronically Ill Adults II. *Prerequisite:* Admission to DNP program.

5880. Neurobiology, Assessment, and Psychopharmacology for Advanced Practice Mental Health Nursing. 3. The advanced study of neurobiology, assessment, and psychopharmacology in the treatment of psychiatric disorders across the lifespan. In depth exploration of how the advanced practice psychiatric nurse can utilize pharmacodynamics and pharmacogenetics to inform the clinical decision making in the treatment complex mental illnesses and addiction. *Prerequisites:* Admission to the Doctor of Nursing Practice Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration and successful progression in the PMHNP program of study.

5881. Psychotherapy Models and Theories for Advanced Practice Mental Health Nursing. 3. Utilization of psychotherapy frameworks in the care of individuals, families, and groups. Emphasizing the counseling role and skill development of the advanced practice mental health nurses in the assessment, intervention and evaluation of diverse populations across the lifespan. Issues of ethics, rural practice, and diversity are addressed throughout the course. *Prerequisites:* Admission to the Doctor of Nursing Practice Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration and successful progression in the PMHNP program of study.

5882. Advanced Psychiatric Mental Health Nursing Diagnosis and Management for the Adult, Older Adult, and Vulnerable Populations. 4. Advanced knowledge of evidence based assessment, diagnosis, treatment, management, and health promotion of adults and aging adults with mental illness. Explore culturally sensitive care among vulnerable populations. Examine the professional, ethical, policy, and practice issues influencing the role of the advanced practice psychiatric nurse. *Prerequisites:* Admission to the Doctor of Nursing Practice Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration and successful progression in the PMHNP program of study.

5883. Advanced Psychiatric Mental Health Nursing Diagnosis and Management for the Child and Adolescent. 4. Evidenced based assessment, diagnosis, treatment and management of mental health disorders in children and adolescence at the individual, family and community level. Theories of family development including behavioral patterns will be assessed using a culturally sensitive lens. Review of psychotherapy, psychopharmacology, psychoeducation, and health promotion as is developmentally appropriate. *Prerequisites:* Admission to the Doctor of Nursing Practice Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration and successful progression in the PMHNP program of study.

5891. DNP Project I. 3. In collaboration with a facility, learners will examine clinically relevant data to target a practice and/or patient outcome for improvement. Learners will collect and critically appraise related evidence and develop an intervention, including an outcome evaluation plan. *Prerequisite:* Admission to DNP program.

5892. DNP Project II. 3. Continuation of NURS 5891, DNP Research Project I. In collaboration with a facility, learners will implement the proposed clinical intervention, evaluate the outcome, and professionally disseminate the results. *Prerequisite:* Admission to DNP program.

5895. Final DNP Practicum. 5-6 (Max. 6). This final clinical experience provides learners with the opportunity to integrate previous learning from the DNP program in the provision of evidence-based health care. *Prerequisite:* Admission to DNP program.

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.

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

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. *Prerequisite:* enrolled in a graduate degree program.

School of Pharmacy

292 Health Sciences, (307) 766-6120

FAX: (307) 766-2953

Web site: www.uwyo.edu/Pharmacy

Dean: Kem Krueger

Associate Dean of Students: Tonja Woods

Professors:

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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.

Associate Professors:

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GUANGLONG HE, B.S. Anhui Normal University 1986; M.S. Chinese Academy of Sciences 1994; Ph.D. 1997; Associate Professor of Medicinal Chemistry 2019, 2013.

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RESHMI L. SINGH, B.S. Bombay University 1999; M.S. University of Toledo 2001; Ph.D. University of Minnesota 2005; Associate Professor of Social and Administrative Pharmacy 2019, 2013.

Assistant Professors:

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TRAVIS BROWN, B.S. Washington State University 2002; Ph.D. Washington State University 2008; Assistant Professor of Pharmaceutical Science 2012.

JARED S. BUSHMAN, B.A. University of Utah 2003; M.S. University of Rochester 2006; Ph.D. 2008; Assistant Professor of Pharmaceutical Science 2014.

KAREN MRUK, B.A. Drew University 2003; Ph.D. University of Massachusetts Medical School 2012; Assistant Professor of Pharmaceutical Science 2018.

BASKARAN THYAGARAJAN, B.S. Madras Medical College 1994; M.S. Banaras Hindu University 1996; Ph.D. Karl Franzens University 2001; Assistant Professor of Pharmaceutics 2011.

Clinical Professor:

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Clinical Associate Professors:

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TONJA M. WOODS, Pharm.D. University of Wyoming 2002; Clinical Associate Professor of Pharmacy Practice 2009, 2003.

Clinical Assistant Professors:

LAUREN BIEHLE, Pharm.D. University of Georgia 2010; Clinical Assistant Professor 2012.

CATHERINE CARRICO, B.A. Austin College 20016; Ph.D. University of Northern Colorado 2012; Clinical Assistant Professor 2014.

JED DOXTATER, B.S. University of Montana 2006; M.S. University of North Dakota 2013; Clinical Assistant Professor 2015.

BECKY S. LINN, B.A. University of Wyoming 1997; Pharm.D. 2002; Clinical Assistant Professor 2013.

ALLISON M. MANN, B.S. University of Colorado Boulder 2004; Pharm.D. University of Colorado Denver 2009; Clinical Assistant Professor of Pharmacy Practice 2014.

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THANH-NGA NGUYEN, B.S. University of California Santa Barbara 2002; Pharm.D. University of Wyoming 2012; Clinical Assistant Professor 2014.

ALIVN OUNG, Pharm.D. MCPHS University 2014; Clinical Assistant Professor 2016.

JEREMY VANDIVER, B.A. University of Colorado 2006; Pharm.D. University of Colorado 2010; Clinical Assistant Professor 2012.

Assistant Lecturers:

ANTOINETTE K. BROWN, B.S. University of Wyoming 1992; Assistant Lecturer 2013.

DAVID C. BRUCH, B.S. University of Wyoming 1998; Pharm.D. 2010; Assistant Lecturer 2012.

Drug Information Director:

MELISSA L. HUNTER, B.S. University of Wyoming 2000; Pharm.D. 2004; Associate Research Scientist 2013, 2007.

Professors Emeriti:

Emery Brunett, Ph.D.

Bruce W. Culver, Ph.D.

Linda Gore Martin, Pharm.D.

Kenneth F. Nelson, Ph.D.

Robert B. Nelson, Ph.D.

Robert D. Scalley, Pharm.D.

Beverly, Sullivan, Pharm.D.

M. Glauca Teixeira, Ph.D.

Weeranuj Yamreudeewong, Pharm.D.

Deans Emeriti:

John H. Vandel, B.S. Pharmacy

Linda Gore Martin, Pharm.D.

Vision, Mission and Values

Vision

The University of Wyoming School of Pharmacy will be nationally recognized for innovative research, teaching and pharmacy practice that develops scholar-practitioners and substantively enhances the health and well-being of the communities we serve.

Mission

The University of Wyoming School of Pharmacy exists to advance the educational and professional development of our students, generate and translate scientific findings into meaningful innovations in healthcare, and positively impact the health and well-being of the communities we serve. We accomplish this through:

- Innovative, collaborative and interdisciplinary programs that integrate research, teaching and pharmacy practice
- The development of scholar-practitioners capable of ethically leading and embracing change and substantively enhancing health outcomes
- Individualized, faculty-led student educational experiences

As a result, we will attract, recognize and retain the very best students, faculty and staff to drive the success of the School.

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 2013. This multipage document (and its supplements) can be accessed at www.aacp.org. The school has outlined student/curriculum learning outcomes; these are available on the school website.

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 most recently accredited in 2012 following an on-site evaluation by the ACPE in October 2012. 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 (190 South LaSalle Street, suite 2850 Chicago IL 60603, (312) 664-3575; cinfo@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 66 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.

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.

Preprofessional Program (PPCY) Required Curriculum Suggested Course Sequence

FIRST YEAR: Fall		Hrs.
CHEM	1020.....	4
	First-Year Seminar (FYS).....	3
LIFE	1010.....	4
MATH	2200.....	4
	Total Hrs.	15
FIRST YEAR: Spring		Hrs.
CHEM	1030.....	4
LIFE	2022.....	4
	Communication I (COM1).....	3
	US and WY Constitutions (V).....	3
STAT	2050.....	4
	Total Hrs.	18

SECOND YEAR: Fall		Hrs.
	Communication II (COM2).....	3
	Human Culture (H).....	3
CHEM	2420.....	4
KIN	2040.....	3
KIN	2041.....	1
MOLB	2021.....	4
	Total Hrs.	18

SECOND YEAR: Spring		Hrs.
MOLB	3610.....	4
CHEM	2440.....	4
	Human Culture (H).....	3
ZOO	3115.....	4
	Total Hrs.	15

Electives

Students entering the university in the preprofessional program must fulfill University Studies Program (USP) requirements. 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.pharmacas.org) process. All materials (PCAT scores, and Letters of Recommendation) are submitted 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 any immunizations necessary for experiential rotations. As part of a College of Health Sciences requirement students are also expected to complete and pass a background check prior to final admission to the professional program.

Students must meet, with or without accommodation, specified requirements. The School of Pharmacy's Technical Standards

can be found at http://www.uwyo.edu/pharmacy/_files/documents/admin/uwsop-technical-stds-3-2013.pdf.

The School of Pharmacy provides opportunities to ensure that our students have co-curricular experiences in both our didactic and experiential program. Providing options for students that are co-curricular allows students to choose activities that interest them and will allow them to grow as future health professionals. A portion of co-curricular activities throughout the degree program will be required and assessed.

Program of Study Requirements for Graduation

The degree of Doctor of Pharmacy (Pharm.D.) is granted upon satisfactory completion of 146 hours in 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 a student who is on track to graduate with their class from the University of Wyoming School of Pharmacy and is in the top 5% of their class based on their pharmacy GPA (as assessed at the end of the fall semester of the P4 year). 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 School of Pharmacy faculty vote.

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 (SOP) is four academic years leading to a Doctor of Pharmacy degree (PharmD). The required professional coursework is organized in a prescribed, non-negotiable, sequential manner. All students have a P-designation identifying their year in the program (P1, P2, P3, P4). Required professional courses (PHCY courses) from any national or international pharmacy programs will not be applied to the UW PharmD degree. The student may petition that coursework to be applied to the program but must replace those credit hours with additional elective courses. Courses taken as S/U, including electives, are usually considered unacceptable in fulfilling program requirements. Auditing PHCY courses by students enrolled in the Doctor of Pharmacy program is also not allowed.

The academic standards herein described are expected to be followed by all students admitted to the professional program. Any violation will constitute grounds for probation or termination from the professional program and will delay progression towards advanced coursework. Probation is a period of time in which the student is allowed to continue in the program under supervision. Students that do not meet academic standards and are placed on probation will have to submit a petition that includes an individualized plan of study for the next semester. This plan must be developed by the student in agreement with and signed by the academic advisor. The petition will be reviewed by the Student Affairs Committee (SAC), which will send a recommendation to the Dean for approval or denial. A leave of absence may be necessary in cases where poor academic performance is due to a medical or personal hardship. A leave of absence may be necessary in cases of medical or personal hardship but may adversely affect academic performance. The student may appeal sanctions related to violations of the academic standards and decisions that result in probation and termination in the program. Appeals start at the School level, followed by College and University levels, according to policy.

Academic Standards

1. A grade of D or lower, or course withdrawal, in any required course of the professional program constitutes failure to progress toward the PharmD degree and result in probation.

2. A grade of D or lower, in any elective course of the professional program constitutes failure to progress toward the PharmD degree and result in probation.
3. Students must earn a GPA of 2.000 or better in both University coursework and professional program courses each semester and cumulatively.
4. Students must be considered full time with coursework applicable to the pharmacy degree during each semester while in good standing.
5. Incomplete coursework must be completed prior to progression into the next academic semester and will halt progression in experiential coursework.
6. Students who earn a D or lower in any experiential coursework will have their rotation sequence halted.
7. A course taken in the professional pharmacy program course can be repeated only once.
8. A maximum of three required courses are allowed to be repeated during the degree program.
9. Failure to meet any academic standards for two semesters (not necessarily consecutive) in didactic and/or experiential coursework results in automatic termination from the professional program.
10. Failure of two experiential courses, not necessarily consecutive, results in termination from 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 Catalog 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.

- 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).
- 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.
- Transfer or online courses from other accredited institutions may be honored as elective credits toward the Program. Students are solely responsible to have all transcripts from other schools sent to the University and make sure that the Manager of Student Services and advisors are aware of any transfer work in the professional program.
- 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 university studies requirements were not fulfilled.
- Students shall not take electives as Satisfactory/Unsatisfactory (S/U) credit.
- Students will not be allowed to progress toward the 4th year rotations if university studies requirements were not fulfilled.
- 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.

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 of Students.

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 agency. 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. Required coursework including exams, experiential activities, presentations, etc. may take place outside the scheduled class period.

Doctor of Pharmacy Required Curriculum

Suggested Course Sequence and Courses

FIRST YEAR [PH1]: Fall		Hrs.
PHCY	6100	4
PHCY	6106	2
PHCY	6110	3
PHCY	6140	3
PHCY	6160	1
ZOO	4125	5
Total Hrs.		18

FIRST YEAR [PH1]: Spring		Hrs.
PHCY	6102	4
PHCY	6111	3
PHCY	6120	4
PHCY	6151	2
PHCY	6152	3
PHCY	6161	1
PHCY	6170	1
Total Hrs.		18

SECOND YEAR [PH2]: Summer		Hrs.
PHCY	6480	4
PHCY	6482	4
Total Hrs.		8

SECOND YEAR [PH2]: Fall		Hrs.
PHCY	6215	3
PHCY	6245	3
PHCY	6230	4
PHCY	6240	3
PHCY	6260	1
Electives		2
Total Hrs.		16

SECOND YEAR [PH2]: Spring		Hrs.
PHCY	6246	3
PHCY	6231	4
PHCY	6261	2
PHCY	6251	3
PHCY	6270	1
Elective		3
Total Hrs.		16

THIRD YEAR [PH3]: Fall		Hrs.
PHCY	6312	3
PHCY	6341	4
PHCY	6344	1
PHCY	6350	4
PHCY	6357	2
PHYC	6360	1
Electives		2
Total Hrs.		17

THIRD YEAR [PH3]: Spring		Hrs.
PHCY	6300	2
PHCY	6301	1
PHCY	6344	2
PHCY	6351	4
PHCY	6353	2
PHCY	6361	2
PHCY	6370	2
Total Hrs.		15

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 P4 coursework. Note: Students will be required to live in locations other than Laramie when enrolled in experiential rotations. Responsibility for living cost and travel arrangements associated with experimental rotations rests with the student. Students participating in all experimental activities will be required to have a vehicle or an acceptable approved alternative.*

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
- 6473-Ambulatory Care I
- 6471-Internal Medicine II or
- 6474-Ambulatory Care II
- 6481-Advanced Community Pharmacy
- 6483-Advanced Institutional Pharmacy
- Plus 4 Elective Rotations (PHCY 6465)

Graduate Study

The School of Pharmacy offers the Master of Science in Health Services Administration and the Master of Business Administration/Doctor of Pharmacy (M.B.A./Pharm.D.) dual degree.

M.S. in Health Services Administration

The School of Pharmacy offers a Master of Science online degree in health services administration. This degree is geared toward new and mid-career pharmacists and other health care professionals who want to become department directors, patient safety coordinators and/or directors, regulatory compliance officers, clinical research associates, health outcomes researchers or advance practice pharmacists.

The program also benefits health care workers in fields such as management positions, pharmaceutical sales representatives, medical science liaisons and pharmacy technician educators as well as new clinical faculty at newly established pharmacy colleges.

Available nationwide -- excluding students in Massachusetts -- the master's program is delivered via a mix of online self-study and online project-based coursework.

The program can be completed in two years of part-time study. Students must travel to the UW Laramie campus for two weekend seminars during the two-year program. Graduates will be expected to complete 30 credit hours of coursework and a comprehensive final exam. Coursework will be completed over five consecutive semesters.

A prospective student should have earned at least a bachelor's degree from a regionally accredited institution. To find out more about the application process please see the following website www.uwyo.edu/pharmacy/online-ms-program or contact the Student Services Office.

M.B.A./Pharm.D. Program

The School of Pharmacy offers a M.B.A./Pharm.D. program. This dual degree program is geared toward students who have already obtained a Bachelor's degree. This multidisciplinary graduate program provides pharmacy students with a complementary business degree to start their own business or to advance into management positions during their careers. Students acquire management and leadership decision-making skills that will allow them to excel in their chosen field of practice. A dual

M.B.A./Pharm.D. degree allows a student to diversify their skill set and enhance their value to prospective employers.

The Doctor of Pharmacy/Master of Business Administration takes five years to complete - four years of Pharmacy studies and one year of M.B.A. core courses. Students spend their first year (Fall, Spring, and Summer semesters) in the M.B.A. program taking core courses and completing a summer experiential project (30 credits). The next four years will encompass the traditional Pharm. D. curriculum, including the M.B.A. Capstone course in Year 2. Students completing this program will earn a Doctor of Pharmacy degree and a Master of Business Administration degree.

Pharmacy (PHCY)

USP Codes are listed in brackets by the 2003 USP code followed by the 2015 USP code (e.g. [QB◀▶Q]).

1101. First-Year Seminar. 3. [(none)▶FYS] 3450 [4450]. Foundational Pathophysiology. 4. Foundational principles of tissue dysfunction and disease, incorporating clinical lab values and human case studies. This course is primarily designed for pre-nursing students who will transition into their clinical rotations. Students will jointly meet once per week with students within PHCY 6120 for interprofessional education revolving around student-led case study presentations. *Prerequisites:* LIFE 1010, CHEM 1000 or equivalent, and ZOO 3115. (Normally offered spring semester)

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.

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. Pharmacy Regulatory Systems. 2. Regulatory theory and practice is used to study the authority/responsibilities of three federal agencies that are entrusted to ensure the safe, effective, and efficient medication use in the United States. The practices and procedures of the FDA, DEA, and CMS are reviewed, describing why healthcare providers should comply with regulatory principles. Dual listed with PHCY 5210. *Prerequisite:* Upper division undergraduate status or department permission.

4240. Pharmaceutical Homicide. 2. Legal pharmaceutical products are sometimes used by healthcare professional criminals to kill

people. This course focuses on identifying the zone of risk for people who could be harmed by pharmaceuticals, and the development of best practices to protect patients and other from the harm. Dual listed with PHCY 5240. *Prerequisite:* Upper division undergraduate status or department permission.

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 3450. (Normally offered fall semester)

4670. Healthcare Liability Law. 2. Using a case-study approach, potential legal liability issues are studied, within a health care context that primarily focuses on legal liability related to the use of medications. Strategies for reduction of legal liability are explored. The implementation and oversight of legal risk management programs is addressed. Dual listed with: PHCY 5670. *Prerequisite:* Upper division undergraduate status or department permission.

5040. The Evolution of American Health. 2. This course explores the evolution of the healthcare system in response to various needs and crises over the years. The professionalization of health care; the development of the modern hospital; the implications of computerized health information; and the empowerment of patients will be covered. *Prerequisite:* Admission into the Health Services Administration MS program.

5041. Health Services Administration Research Methods. 2. This course will cover the basic research designs used in health services research. Focus will be given on framing the research questions, selecting the appropriate study design and threats to the internal validity of the study designs. *Prerequisite:* Must be enrolled in the HSA program.

5042. Statistics for Health Services. 2. This course will introduce students to correlation analysis, regression, analysis of variance and selected non-parametric tests, focusing on appropriate use of each and how to interpret the output of a statistical test to answer a research question. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5043. Empirical Analysis for Health Services Administration. 3. This course will equip students with an understanding of research and policy debates related to economic, political, and administrative aspects of health services by providing an overview of how research can be used by health service researchers to draw conclusions about health

services and their administration. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5044. Preventing Fraud/Waste/Abuse. 2. Describes potential violations of legal requirements for health institutions and health professionals that can be considered fraud, waste and abuse. Compliance strategies to avoid legal consequences will be discussed. *Prerequisite:* enrollment in graduate or professional program or department permission.

5045. Health Services Administration Applied Research. 1-4. This course provides the opportunity for students to apply knowledge and skills obtained in the HSA program while gaining practical experience with real-world projects. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5046. Health Services Administration Seminar. 1. An in-depth investigation of a timely issue in health services, including the regulatory, economic, patient-safety, marketing, leadership, and ethical aspects of that issue. Students will participate in separate group analysis of a presented problem, and in their presentations of their group's assessment of the problem. *Prerequisite:* Completion or concurrent enrollment in PHCY 5040.

5141. Introduction to Health Economics and Outcomes. 3. This course considers the role of the range of outcomes used by clinicians and health care systems in assessing treatment modalities. The framework for conducting and assessing outcomes research will be emphasized. *Prerequisite:* Completion or concurrent enrollment in PHYC 5040.

5142. Health Economic Decision Analysis. 2. This class is designed to provide the student with the methods of comparative effectiveness research with special focus on how various decision makers use comparative effectiveness data to assist in decision-making. *Prerequisite:* PHCY 5141.

5143. Comparative Effectiveness Research. 2. This class is designed to provide the student with the methods of comparative effectiveness research with special focus on how various decision makers use comparative effectiveness data to assist in decision-making. *Prerequisite:* PHCY 5141.

5144. Patient Reported Outcomes. 2. This course is designed to provide an overview of methods pertaining to the development and evaluation of patient-reported outcome measures (PROs) and the role they play in regulatory, reimbursement, and market access decisions. *Prerequisite:* Admission in the MS in Health Services Administration program.

5145. PBM Decisions. 2. An overview of managed care pharmacy, with a focus on the relationship between cost controls and the access to pharmaceutical products and quality clinical services, and the relationships between, and relative responsibilities of, health plan sponsors, PBMs and providers. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5146. HEOR Data Analytics - SAS I. 3. An introduction to analyzing medical and pharmacy data using SAS and SQL exploring the complexities of health data, focusing on phases of the data life cycle in health economics and outcomes research, including data validation and manipulation, merging data and creating data sets. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5147. HEOR Data Analytics - SAS II. 3. This is an introduction to intermediate and advanced methods of analyzing healthcare data focusing on clinical risk adjustment models in SAS. This course will further explore the features and complexities of health data and build upon the Introduction to HEOR Data Analytics Using SAS I. *Prerequisite:* PHCY 5146 and must be enrolled in the HSA program, or by permission.

5148. Health Economics and Policy. 2. This course explores the financing and structure of the U.S. healthcare system with the purpose of understanding how these systems impact patient care, health policy, and economics. Topics include organization of healthcare systems, insurance programs, legislation, healthcare labor markets and drug costs. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5160. Graduate Problems Course. 1-6 (max. 12). This course allows in-depth exploration of topics in pharmaceutical sciences, at the graduate level, that are mutually agreed upon by the student and faculty. *Prerequisite:* consent of instructor.

5210. Pharmacy Regulatory Systems. 2. Regulatory theory and practice is used to study the authority/responsibilities of three federal agencies that are entrusted to ensure the safe, effective, and efficient medication use in the United States. The practices and procedures of the FDA, DEA, and CMS are reviewed, describing why healthcare providers should comply with regulatory principles. Dual listed with PHCY 4210. *Prerequisite:* Enrollment in graduate or professional program or department permission.

5240. Pharmaceutical Homicide. 2. Legal pharmaceutical products are sometimes used by healthcare professional criminals to kill people. This course focuses on identifying the

zone of risk for people who could be harmed by pharmaceuticals, and the development of best practices to protect patients and other from the harm. Dual listed with PHCY 4240. *Prerequisite:* Enrollment in graduate or professional program or department permission.

5241. Introduction to Biopharmaceutical Regulatory Compliance. 3. This course considers the role of regulatory agencies that prescribe conduct in the healthcare industries and professions, focusing on the Food and Drug Administration. The functioning of other agencies, such as the federal Drug Enforcement Administration, state boards of pharmacy and state departments of health are also considered. *Prerequisite:* Completion or concurrent enrollment in PHCY 5040.

5242. The Food and Drug Admissions. 2. This course examines the regulatory climate for FDA-regulated drug and biological products. Regulatory standards are reviewed (including discovery of new therapeutic modalities, their approval, manufacturing, promotion, and distribution), and the enforcement authority of the FDA is examined (focusing on methods that promote safe and effective drug use). *Prerequisite:* PHCY 5241.

5243. The Drug Enforcement Administration. 2. This course examines the balance of health professionals and institutions working with regulators to develop programs that reflect both the best interests of individual patients and of society. Focusing on challenges of treating chronic pain, prescription drug abuse, and actions that have led to conflict between regulators and health practitioners. *Prerequisite:* PHCY 5241.

5244. State Regulations of Health Professions. 2. This course examines how state regulatory agencies assure the initial competence of practitioners, as well as their continuing competence in the years following the completion of academic training. The course also examines the factors that are applied to the regulation of health care settings, using the structure-process-outcomes typology of Donabedian. *Prerequisite:* PHCY 5241.

5245. Medicare and Medicaid. 2. This course examines the structure, coverage, and operation of federal health programs, with a focus on health policy as reflected in the programs funded by federal resources. The primary focus of the course is on Medicare and Medicaid, and also reviewing other federal programs. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5342. Healthcare Risk and Quality. 3. This course surveys the importance and processes of quality and risk in health care institutions. Students will be assigned to lead topics. Cur-

rent events/topics will be utilized to inform the class. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5441. Introduction to Health Leadership. 3. This course will develop the health institution leader through analysis of theory and application to practice by extensive use of case studies and models. Organizational, team and individual dimensions of leadership are examined. Leadership for optimization resources and effective use of data analytics are explored. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5442. Healthcare Financial Planning. 2. This course explores financial principles incorporating the unique environment of the health institution. The mix of services (inpatient, outpatient, nursing facilities, urgent/emergency care and components) will be studied through extensive use of case studies and models to develop the health institution leader's financial skills. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5443. Healthcare Human Capital Plan. 2. This course will provide skills for developing and managing human capital by the health institution leader through exploration of best practices for human capital selection and development to optimize the performance of the workforce while complying with legal, regulatory, and contractual requirements through extensive use of case studies and models. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5444. Healthcare Strategic Innovation. 2. This course develops strategic skills by the health institution leader through exploration of principles incorporating the unique environment of the health institution. The strategic skills will be applied to the concept of innovation through extensive use of case studies and models. *Prerequisite:* Must be enrolled in the HSA program, or by permission.

5541. Introduction to Biopharmaceutical Marketing and Production. 3. This course will review empirical evidence in various topic areas within the fields of biopharmaceutical marketing, sales promotion, communication, and selling effectiveness focusing on the history and structure of the biopharmaceutical product representative function and theoretical domains associated with the associated activities. *Prerequisite:* Completion or concurrent enrollment in PHCY 5040.

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. *Prerequisites:* 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.

5670. Healthcare Liability Law. 2. Using a case-study approach, potential legal liability issues are studied, within a health care context that primarily focuses on legal liability related to the use of medications. Strategies for reduction of legal liability are explored. The implementation and oversight of legal risk management programs is addressed. Dual listed with: PHCY 4670. *Prerequisite:* Enrollment in graduate or professional program or department permission.

5887. Molecular Neuropharmacology. 3. Focus on the molecularly-induced functional changes within the nervous system in normal and disease states. In addition, will provide a thorough explanation of the cellular and molecular actions of drugs on synaptic transmission and discuss the neurochemical basis of behavior. *Prerequisites:* PharmD current standing and instructor's permission or NEUR 5280.

5920. Agents for Diagnostic Imaging. 2. Diagnostic Agents is currently designed as a one semester elective course with 2 credit hours. It is an introduction and survey of all diagnostic drugs used in the diagnosis and imaging of disease as approved by the US FDA for use in the United States. *Prerequisites:* PHCY 6211, PHCY 6210, PHCY 6110, CHEM 2440, MOLB 3610.

6040. Post-Graduate Career Planning. 1. This course helps student pharmacists make informed career choices. It is designed to allow students to prepare a CV and enhance a job search, interview and develop cover letter writing skills. Specific discussion topics will be largely focused on students' interest areas. *Prerequisites:* PHCY 6480 or 6482, enrollment in professional PharmD program.

6051. Topics in Illicit Drugs. 1. The course will address the basic pharmacology, physical signs of addiction, population demographics, abuse patterns and history of common illicit drugs. The course is designed to raise student awareness of illicit drug addiction. *Prerequisite:* PHCY 6251, enrollment in professional Pharm D program.

6052. Geriatric Pharmacotherapy. 1. Designed to develop the student's knowledge and understanding of geriatric pharmacotherapy through discussion of medical literature, case discussion, and providing patient care under supervision of the faculty member. Emphasis

of the course is on class discussion and case-based learning. *Prerequisite:* enrollment in professional PharmD program, P3 status.

6053. Biotechnology. 2. Designed to introduce the student to the most rapidly growing area of biological drug pharmacotherapy which involves recombinant DNA technology and isolation from natural sources. A combined lecture, discussion of current literature and seminar topics approach is used.

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.

6102. Biopharmaceutics and Pharmacokinetics. 4. [(none)◀COM3] Discusses biopharmaceutic and pharmacokinetic aspects of dosage form design. Basic pharmacokinetics and biopharmaceutics are interrelated to clinical applications. Also covers classical kinetics and dissolution. *Prerequisites:* MATH 2200 and PHCY 6100.

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. *Prerequisites:* 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.

6111 [6210]. Medicinal and Natural Products Chemistry II. 3. Continuation of Medicinal and Natural Products Chemistry I. *Prerequisite:* Ph1 status in PharmD program or consent of instructor.

6120 [6220]. Advanced Pathophysiology. 3. Advanced course covering the molecular, cellular, genetic and clinical principles of tissue dysfunction and disease, incorporating clinical lab values and human case studies. This course is primarily designed for Doctor of Pharmacy students who will transition into their clinical rotations. Students will jointly meet once per week with students within PHCY 3450 for interprofessional education revolving around student-led case study presentations. *Prerequisites:* LIFE 1010, LIFE 1020, CHEM 1020, CHEM 1030, CHEM 2420, CHEM 2440, MOLB 2240, MOLB 3610, ZOO 3115, ZOO 4125.

6140. Introduction to Social Administrative Pharmacy. 2. Provides an introduction to socio-cultural, behavioral and administrative principles of pharmacy with a focus on pharmacist roles and their historical evolution, health disparities, health behavior theory and practice philosophy, and a survey of the U.S. health care system. *Prerequisite:* Enrollment in the professional program or consent of instructor.

6151 [6354]. Pharmacy Practice. 2. Provides didactic content that enables students to accurately prepare and dispense prescription medications. *Prerequisite:* enrollment in the doctor of pharmacy professional program.

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.

6160 [6101]. Pharmacy Skills I. 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. *Prerequisites:* concurrent enrollment in PHCY 6100; MATH 2100.

6161. Pharmacy Skills II. 2. Provides laboratory and other related experiences that enable students to accurately prepare and dispense prescription medications. *Prerequisite:* P1 status in PharmD program or consent of instructor.

6170. Introductory Pharmacy Practice Experience-IPPE1. 1. Provides an early curricular exposure to the roles and functions of pharmacists in their work environment through a shadow experience. *Prerequisite:* satisfactory completion of PHCY 6185.

6215 [6211]. Medicinal and Natural Products Chemistry III. 3. Continuation of Medicinal and Natural Products Chemistry II. *Prerequisite:* PHCY 6111.

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.

6231. Pharmacology II. 4. Second semester of a one-year series. Continuation of PHCY 6230. Lecture with separately scheduled discussion section. *Prerequisite:* PHCY 6230.

6240. Research and Evaluation Methods in Pharmacy. 3. The course focuses on research design and statistical analyses, as well as pharmaco-economic, pharmaco-epidemiology and public health concepts and methods for evidence-based practice applications and health care policy development. *Prerequisites:* MATH 2200 and PharmD program P2 status.

6241. Organizational and Societal Issues Within the Health Care System. 3. [(none)◀COM3] Surveys U.S. health care system. Discusses organization, insurance programs, legislation and health care professionals. Also discusses sociological issues pertinent to the patient and illness, the role of the pharmacist, and drugs and drug use. *Prerequisite:* enrollment in the professional program, School of Pharmacy or consent of instructor.

6245. Patient/Professional Interactions. 3. [(none)◀COM3] 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.

6246. Pharmacy Management, Marketing and Finance. 3. Examines management functions and leadership in various types of contemporary pharmacy practice including pharmacy services, drug distribution, technology, human resources, marketing, finance and accounting. *Prerequisite:* P2 status.

6250. Drug Literature Evaluation. 3. [WC,L▶COM3] 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 patient care process for managing select disease states and specific patient populations. The course emphasizes the role of evidence-based medicine in developing pharmaceutical care plans (e.g. recommending therapy, evaluating and monitoring the efficacy and safety of medications). *Prerequisites:* PHCY 6120, 6230.

6260. Pharmacist Skills III. 1. This course is the third in a series that will allow students to practice what they learn during didactic class time with an integrated approach that meaningfully pulls in the different subdisciplines represented in the SOP curriculum. *Prerequisite:* P2 status in PharmD program or consent of instructor.

6261. Pharmacist Skills IV. 2. This course is the fourth in a series that will allow students to practice what they learn during didactic class time with an integrated approach that

meaningfully pulls in different subdisciplines represented in the SOP curriculum. *Prerequisite:* P2 status in PharmD program or consent of instructor.

6270. Introductory Pharmacy Practice Experience-IPPE2. 1. [(none)▶COM3] An advanced exposure to the practice of pharmacy in health care environments. *Prerequisite:* satisfactory completion of PHCY 6170.

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.

6300 [6103]. Sterile Products. 2. An introduction to the preparation and clinical application of sterile dosage forms in accordance with USP 797 and other related standards. Emphasizes basic principles related to preparation, dispensing and administration of parenteral medications in health care settings. *Prerequisites:* PHCY 6100, 6160, 6106, and concurrent enrollment in PHCY 6301.

6301 [6104]. Sterile Products Laboratory. 1. A hands-on training in techniques used to prepare, dispense and administer parenteral admixtures, parenteral nutrition, chemotherapy and ophthalmics forms in accordance with USP 797 and other related standards. *Prerequisites:* PHCY 6100, 6160, 6106 and concurrent enrollment in PHCY 6300.

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. *Prerequisites:* PHCY 6230, MOLB 3610.

6340. Health Care Policy and Advocacy. 2. Prepares the future pharmacist leader to analyze and engage in professional advocacy and the healthcare policy process at the local, state and national level. Content will include details of the U.S. healthcare system, health policy, the policy-making process, key stakeholders' roles, sociocultural influences and current issues. *Prerequisite:* P3 status in PharmD program or consent of instructor.

6341. Pharmacy Practice Law. 3. Coverage of state, federal and local laws and regulations which relate directly to the practice of phar-

macy. 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. Methods for Population Health. 2. Students will be introduced to Pharmacoeconomic, Pharmacoepidemiology and Public Health concepts and methods for the purpose of applying the knowledge to provision of pharmacist-provided patient care as well as to development of health policy. *Prerequisites:* MATH 2200; PHCY 6250.

6344 [6280, 6385]. 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.

6350. Therapeutics III. 4. Provides an overview of the treatment of selected disease states. Students will develop skills in providing patient-centered care as a medication expert, interpreting evidence, and formulating, monitoring, and adjusting care plans. Course will build upon skills learned in PHCY 6251. *Prerequisite:* grade of C or higher in PHCY 6251.

6351. Therapeutics IV. 4. Provides the student with an overview of the treatment of complex disease states. Students will build on their patient-centered skills from PHCY 6350 by interpreting evidence, prioritizing patient needs, and formulating and monitoring evidence-based care plans. These skills will be essential as students begin advanced pharmacy practice experiences. *Prerequisite:* grade of C or higher in PHCY 6350.

6353. Drug Literature Application. 2. This course is designed to provide students with the fundamental knowledge and skills to practice evidence-based pharmacotherapy. Topics include: evaluation of drug information requests, informatics, understanding drug information resources, development and execution of search strategies, primary literature and research design analysis, and writing and presentation skills. *Prerequisite:* P3 status in PharmD program or consent of instructor.

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. Course will provide the student with an overview of the clinical application of pharmacokinetic concepts as used in providing quality patient care. Principles of pharmacokinetics may be applied to the therapeutic use of all medications, including those inherently discussed during this course. *Prerequisite:* PHCY 6102.

6360. Pharmacist Skills V. 1. This course is the fifth in a series that will allow students to practice what they learn during didactic class time with an integrated approach that meaningfully pulls in different subdisciplines represented in the SOP curriculum. *Prerequisite:* P3 status in PharmD program or consent of instructor.

6361. Pharmacist Skills VI. 2. This course is the sixth and final course in a series that will allow students to practice what they learn during didactic class time with an integrated approach that meaningfully pulls in different subdisciplines represented in the SOP curriculum. *Prerequisite:* P3 status in PharmD program or consent of instructor.

6370. Introductory Pharmacy Practice Experience-IPPE3. 2. [(none)◀COM3] Designed to prepare the student for 4th year advanced pharmacy practice experience (APPE) activities by discussion of logistics, professionalism, regulatory issues, portfolio requirements and assessment tools. In addition, students will continue building their clinical skills through a patient care practice experience. *Prerequisite:* P3 status in PharmD program or consent of instructor.

6465. Elective Rotation In _____. 4 (Max. 16). Elective advanced pharmacy practice experience that is available in a variety of practice environments (e.g. direct patient care settings, management, research, and other pharmacy-related locations). Rotation requires active participation and application of knowledge, skills, values, and attitudes. *Prerequisite:* grade of C or higher in PHCY 6351 and 6357.

6470. Internal Medicine I. 4. An advanced practice experience to develop skills as a medication expert within an inpatient internal medicine or family medicine experiential setting. Students will coordinate, collaborate, and communicate among themselves, their preceptor, and other members of the interprofessional healthcare team to provide patient-centered care. *Prerequisite:* grade of C or higher in PHCY 6351 and PHCY 6357.

6471. Internal Medicine II. 4. [(none)◀COM3] Course is a continuation of PHCY 6470 in which students take on in-

creasing responsibility and/or more complex patient cases to develop skills as a medication expert in the acute care setting. Students will continue providing patient-centered care by collaborating with their preceptor and other members of the interprofessional healthcare team. *Prerequisite:* PHCY 6470.

6473. Ambulatory Pharmaceutical Care. 4. [(none)◀COM3] An experiential course focusing on the pharmacist as the drug expert in a multidisciplinary health care team. Students will provide direct patient care to patients in an outpatient setting. *Prerequisite:* grade of C or higher in PHCY 6351 and PHCY 6357.

6474. Ambulatory Pharmacy Care II. 4. Course is a continuation of PHCY 6473 in which students will take on increasing responsibilities, develop an expanded understanding for systems management, and further advance their clinical skills as medication experts in the outpatient setting. *Prerequisite:* PHCY 6473.

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 designed to build upon introductory experiences and promote active participation in caring for patients in this practice setting. Students will spend 25-30% of their time in non-dispensing activities (e.g. screenings, in-depth counseling, MTM, immunizations, self-care treatment, community presentations, 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 interdisciplinary interactions. *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).

6483. Advanced Institutional Pharmacy.

4. An advanced practice experience in institutional/hospital pharmacy designed to build upon introductory experiences and promote active participation within the health-system through interdisciplinary interactions, projects, presentations, and patient care activities. Students will devote at least 50% of their time to nondispensing activities (e.g. monitoring meds, consults, discharge counseling, medication reconciliation, inservices). *Prerequisite:* grade of C or higher in PHCY 6351 and PHCY 6357.

6485. Reflective Learning in Pharmacy.

1 (Max. 4). Designed to help prepare P4 pharmacy students to be knowledgeable and well-rounded practitioners. Provides an opportunity to reflect on rotation experiences, give professional level presentations, and exposure to content not covered elsewhere in curriculum. Course includes guest speakers, Pharm.D. seminars, assessment activities, job/residency fairs, P4 portfolio, and reflective writing. *Prerequisites:* grade of C or higher in PHCY 6351 and PHCY 6357.

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. *Prerequisites:* PHCY 6230 (or equivalent).

Medical Laboratory Science

Aley Hall, UW-Casper, (307) 268-2753

FAX: (307) 268-2416

Web site: www.uwyo.edu/pharmacy/mls-program/index.html

Director: Jed M. Doxtater, MS MLS (ASCP)^{CM}

Assistant Clinical Faculty:

JED M. DOXTATER, B.S. University of Montana 2007; M.S. University of North Dakota 2013; Assistant Clinical Faculty of Medical Laboratory Science 2015.

Assistant Lecturer

CHARLIE P. CRUZ, B.S. Lorma Colleges 1998; M.A. Don Mariano Marcos Memorial State University 2003; M.S. Lyceum of the Philippines University Batangas 2016; Ph.D. Saint Louis College 2014; Assistant Lecturer of Medical Laboratory Science 2016.

Mission and Goals

The mission of the Bachelor of Science in Medical Laboratory Science program at the University of Wyoming-Casper is to educate, train, and produce highly competent, ethical

professionals who are committed to lifelong learning. Curriculum is designed to prepare students to meet current and future workplace challenges and technological advancements in the profession.

Program Goals

1. Provide education in accordance with the National Accrediting Agency for clinical Laboratory Sciences (NAACLS) standards for Medical Laboratory Science programs.
2. Provide students with adequate knowledge and background experience to successfully complete the national certification examination appropriate to their level of training.
3. Provide opportunity for students to develop skills in effective communication sufficient to serve the needs of patients, public, and other healthcare professionals.
4. Graduate well qualified Medical Laboratory Scientists who can function at a career entry level, and are prepared to meet the workforce needs of the state of Wyoming and the nation.
5. Provide students with professional role models so that they may develop and practice professional behaviors, attitudes and ethics necessary to work in, and promote the field of Medical Laboratory Science.
6. Periodically undergo program review to meet the diverse educational needs of students, accreditation standards and industry demands for qualified, skilled entry level practitioners.
7. Establish an advisory board of professionals, community partners and stakeholders for program development, evaluation and improvement.
8. Promote membership and active participation in professional societies.

Outcomes

Description of Entry Level Competencies of the Medical Laboratory Scientist

At entry level, the medical laboratory scientist will possess the entry level competencies necessary to perform the full range of clinical laboratory tests in areas such as Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology/Transfusion medicine, Microbiology, Urine and Body Fluid Analysis and Laboratory Operations, and other emerging diagnostics, and will play a role in the development and evaluation of test systems and interpretive algorithms.

The medical laboratory scientist will have diverse responsibilities in areas of analysis and clinical decision making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed.

At entry level, the medical laboratory scientist will have the following basic knowledge and skills in:

- Application of safety and governmental regulations and standards as applied to clinical laboratory science;
- Principles and practices of professional conduct and the significance of continuing professional development;
- Communications sufficient to serve the needs of patients, the public and members of the health care team;
- Principles and practices of administration and supervision as applied to clinical laboratory science;
- Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services;
- Principles and practices of clinical study design, implementation and dissemination of results;
- Theoretical knowledge and technical skills of concepts relating to all content areas required by NAACLS, including Clinical Chemistry, Hematology/Hemostasis, Immunology, Immunohematology, Microbiology, Urine and Body Fluid Analysis, Laboratory Operations and biohazard and safety.

Accreditation

The Medical Laboratory Science Program at the University of Wyoming is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Accreditation is a process of external peer review in which an agency grants public recognition to a program of study or an institution that meets established qualification and educational standards. Participation in the accreditation process is voluntary since there is not a legal requirement for specialized programs and institutions to participate. However, when students complete a NAACLS accredited program they become eligible to sit for national certification examinations for the profession.

The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) is a nonprofit organization that independently accredits medical technologist (MLS), clinical laboratory technician/medical laboratory technician (CLT/MLT), histotechnologist (HTL), histologic technician (HT), pathologists' assistant (Path Asst), diagnostic molecular scientist (DMS) and cytogenetic technology (CT), Phlebotomist (PBT), and clinical assistant (CA) educational programs.

Contract information:

National Accrediting Agency for Clinical Laboratory Sciences, 5600 North River Road, Suite 720, Rosemont, IL 60018-5119

<http://www.naacls.org>

Prerequisites for Admission to the MLS Professional Program

Students must meet the following minimum criteria to be considered for Admitted Major status:

- Completion of the Casper College A.S. degree in MLT within 5 years or B.S. degree in a related science.
- Minimum grade point average (GPA) of 2.000 on all course work transferred into the University of Wyoming at Casper from other academic institutions.
- Successful completion of the Medical Laboratory Technician BOC exam is preferred. Students that have not completed the BOC may be admitted with MLS program directors approval.
- Students admitted to the program that do not hold an A.S. in MLT or a B.S. in a related science may be required to complete the University of Wyoming University Studies program in addition to the basic requirements for the Bachelor of Science in Medical Laboratory Science degree. See the current requirements at <http://www.uwyo.edu/unst/>

Applying for Admission to MLS Professional Program

Students may enter the MLS professional program in the fall or spring semester of their junior year. Application for the program must be submitted to the MLS program director before finals week of the first semester the student has declared the MLS major and is enrolled in a MLS course.

Prior to participating in the enrichment experiences, students will be subject to that agency's requirements for a background check, drug testing and/or drug abuse prevention policies. Students are then subject to the random drug testing policy of that agency. These background checks are routinely required by schools, hospitals, and other agencies that participate in on-site training. Background check should be obtained from Viewpoint screening (<https://www.viewpointscreening.com/uwyo>). The Casper College MLT background check is a valid substitute if final semester of MLS program falls within 1 year of check.

After completion and submission of the program application, the student must schedule an interview with the program director for an evaluation for acceptance to the MLS program. Interviews must be completed before the student enrolls in the succeeding semester of coursework. It is the students' responsibility to complete and submit applications, and to schedule an interview with the MLS program director by the due dates.

Students are required to complete an observational enrichment experience during the final MLS semester. This observational experience is designed to demonstrate advanced concepts and topics presented in the MLS curriculum, in a practical setting.

The MLS program will provide documentation requirements, as each site may have different requirements for participation (e.g. vaccination records, HIPPA training, safety training, background check/drug screen etc.). If a student finds an appropriate observational enrichment experience outside of the opportunities available through the MLS program, the student must communicate the site to the MLS program director for approval. It will be the responsibility of the student to arrange the experience with the appropriate site personnel/HR, and program director to ensure all required documentation is provided.

Liability insurance will be required for students entering their senior year coursework. Liability insurance is provided through the University of Wyoming at a cost of \$13.00/year to the student.

Health Requirements: The student must provide proof of health insurance and Hepatitis B vaccination (or declination) to participate in on-campus student laboratory sessions. Hepatitis B vaccinations are available on the UW-C campus at student health, or at the county health department for a small fee. Other health records may be required to

participate in enrichment activities including MMR, Tetanus, drug screen, and background check/drug screen.

Essential Functions

Applicants must meet certain essential functions as defined by NAACLS. If you feel that you do not meet these essential functions, careful consideration should be made and advisement received before entering the MLS Program. Essential functions are the abilities and essential functions that a student must be able to perform to be successful in the learning experiences and completion of the program.

Observational Requirements

The MLS student must be able to:

- Observe laboratory demonstrations in which biologicals are tested for their biochemical, hematological, immunological, microbiological, and histochemical components.
- Characterize the color, odor, clarity, and viscosity of biologicals, reagents or chemical reaction products.
- Employ a clinical grade binocular microscope to discriminate among the structural and color (hue, shading, and intensity) differences of microscopic specimens.
- Read and comprehend text, numbers, and graphs displayed in print and on a video monitor.

Movement Requirements

The MLS student must be able to:

- Move freely and safely about a laboratory.
- Reach laboratory bench-tops and shelves, patients lying in hospital beds or patients seated in specimen collection furniture.
- Travel to numerous clinical laboratory sites for practical experience.
- Perform moderately taxing continuous physical work, often requiring prolonged sitting, over several hours.
- Maneuver phlebotomy and culture acquisition equipment to safely collect valid laboratory specimens from patients.
- Control laboratory equipment (i.e., pipettes, inoculating loops, test tubes) and adjust instruments to perform laboratory procedures.
- Use an electronic keyboard to operate laboratory instruments and to calculate, record, evaluate, and transmit laboratory information.

- Perform fine hand manipulations with dexterity.

Communication Requirements

The MLS student must be able to:

- Read and comprehend technical and professional materials.
- Follow verbal and written instructions in order to correctly and independently perform laboratory test procedures.
- Clearly instruct patients prior to specimen collection.
- Effectively, confidentially and sensitively converse with patients regarding laboratory tests.
- Communicate with faculty members, fellow students, staff, and other health care professionals verbally and in a recorded format.
- Independently prepare papers, prepare laboratory reports, and take paper, computer, and laboratory practical examinations.

Behavioral Requirements

The MLS student must:

- Be able to manage the use of time and be able to systematize actions in order to complete professional and technical tasks within realistic constraints.
- Possess the emotional health necessary to effectively employ intellect and exercise appropriate judgment.
- Be able to provide professional and technical services while experiencing the stresses of task-related uncertainty and a distracting environment.
- Be flexible and creative and adapt to professional and technical change.
- Recognize potentially hazardous materials, equipment, and situation and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals.
- Adapt to working with unpleasant biologicals.
- Support and promote the activities of fellow students and of health care professionals.
- Realize that the promotion of peers helps furnish a team approach to learning, task completion, problem solving and patient care.
- Be honest, compassionate, ethical and responsible.

Request for Accommodation

All students are held to the same academic and technical standards. Applicants/students with disabilities seeking accommodation must discuss their disability and accommodation needs with the University Disability Support Services (udss@uwyo.edu or (307) 766-6189; TTY: (307) 766-3073). If appropriate and upon request and registration of the applicant, a reasonable accommodation will be made consistent with University of Wyoming guidelines.

Requirements for Graduation

The program requires 129 credit hours total, with 60 credit hours obtained in the junior/senior years to graduate. Students must complete a minimum of 42 upper division hours, 30 of which must be earned from the University of Wyoming.

Sample Four Year Plan of Study

(Lower Division Courses are available through an articulation agreement with Casper College)

FRESHMAN YEAR: Fall		Hrs.
MATH	1400 (USP Q)	4
MLTK	1500	3
MOLB	2210	4
CMAP	1505	1
SOC 1000 or ANTH 1200 or PSYC 1000 (USP H)		3
Total Hrs.		15

FRESHMAN YEAR: Spring		Hrs.
ENGL	1010 (USP COM1)	3
MLTK	1600	3
MLTK	1700	2
MLTK	2600	2
BIOL	1010 (USP PN)	4
GE course		3
Total Hrs.		17

FRESHMAN YEAR: Summer		Hrs.
CHEM	1025 (USP PN)	3
CHEM	1028	1
MLTK	1800	3
Total Hrs.		7

SOPHOMORE YEAR: Fall		Hrs.
ENGL	1020 (USP COM2)	3
MLTK	2500	3
MLTK	2650	2
MLTK	2700	4
POLS	1000 (USP V)	3
Total Hrs.		15

SOPHOMORE YEAR: Spring		Hrs.
MLTK	2971	2
MLTK	2972	2
MLTK	2973	2
MLTK	2974	2
MLTK	2976	1
MLTK	2977	1
MLTK	2800	4
PEAC	XXXX	1
Total Hrs.		15

JUNIOR YEAR: Fall		Hrs.
CHEM	1030 (USP PN)	4
CHEM	2300	4
LIFE	3050	4
LIFE	3600	4
Total Hrs.		16

JUNIOR YEAR: Spring		Hrs.
STAT	2050 (USP Q)	4
MOLB	3000	3
MOLB	3610	4
Upper Division Electives		4
Total Hrs.		15

SENIOR YEAR: Fall		Hrs.
MLSK	4840	1
MLSK	4850	2
MLSK	4860 (USP COM3)	3
MLSK	4870	4
MLSK	4880	2
Upper Division Elective		3
Total Hrs.		15

SENIOR YEAR: Spring		Hrs.
MLSK	4981	3
MLSK	4982	3
MLSK	4983	3
MLSK	4984	3
MLSK	4890	2
Total Hrs.		14
Total		129

Upper Division Elective Credit Hours

Seven upper division elective credit hours must be completed in the student's junior or senior year. These credits must be 3000 and above, and achieved through online outreach or on campus courses. A list of courses that are acceptable to fulfil this requirement can be made available to the student. If a course is in question, it is highly suggested to the student to contact the UW-C advising department or the MLS program director for requirement fulfillment confirmation.

Enrichment Rotations and Laboratory Sessions

The final semester of the student's senior year is comprised of didactic material being delivered in an online hybrid manner, supplemented with on campus lab sessions at the UW-Casper campus. These lab sessions will be

accompanied by an observational enrichment rotation at a clinical site. This enrichment rotation will allow for the observation of advanced methodologies in a practical environment. It will be the students' responsibility for all travel and housing costs associated with the advanced clinical practicum courses.

Probation

Students who do not meet the minimum grade requirements stated above for MLSK course work will be placed on probation. In this period of time, students will be allowed to continue in the program under supervision, but will submit a petition which is an individualized plan of study for the next semester that is developed by the student in agreement with and signed by an academic advisor. All completed MLSK courses that fail to meet minimum grade requirements (C or 2.000 or better) must be repeated by the student. Students shall not be allowed to progress to the final semester until all courses in the previous semesters are successfully completed and a GPA of 2.000 is obtained.

Medical Laboratory Science (MLSK)

USP Codes are listed in brackets by the 2003 USP code followed by the 2015 USP code (e.g. [QB♦Q]).

4840. Laboratory Education Methodology.

1. This course provides an overview of education methodology and issues related to roles as educators in the clinical laboratory profession. Course topics and assignments include pedagogy, curriculum design, assessment and accreditation. Major educational responsibilities for clinical laboratory professionals relating to continuing education, competency assurance, certification and licensure will be addressed. *Prerequisite:* Medical Laboratory Technician (ASCP) certification or completion of an associate of science degree in medical laboratory technician within 5 years.

4850. Clinical Research Design. 2. A course in research design methods commonly used in clinical research. Emphasis is on research design, process, measurement, regulatory issues, and ethics, as used by investigators. The focus is to equip students with knowledge and skills necessary to critically examine professional literature, methodology and ethical considerations that influence research design. *Prerequisite:* Medical Laboratory Technician (ASCP) certification or completion of an associate of science degree in medical laboratory technician within 5 years.

4860. Laboratory Management. 3.

[(none)♦COM3] This course introduces students to laboratory management systems, testing, reimbursement, accrediting/regulatory issues, finances, information systems, QA/QC improvement and supervisory roles in the clinical laboratory. Emphasis is on management and communication skills needed to work successfully as entry-level professionals in a health care setting. *Prerequisite:* Medical Laboratory Technician (ASCP) certification or completion of an associate of science degree in medical laboratory technician within 5 years.

4870. Advanced Clinical Chemistry. 4.

This course is designed to introduce students to advanced topics in clinical chemistry in relation to instrumentation, diagnostic testing and its correlation to disease states, and method correlation and validation. Students will demonstrate the ability to describe principles and applications required for the entry level laboratory scientist. *Prerequisite:* Medical Laboratory Technician (ASCP) certification or completion of an AS degree in MLT within the past 5 years.

4880. Advanced Hematology: Erythrocytes. 2.

Advanced hematology principles and techniques prepare students for practice in the clinical laboratory. This course will focus on advanced topics of hematology, focusing on normal and abnormal erythrocytes in relation to assessment, and disease correlation. *Prerequisite:* Medical Laboratory Technician (ASCP) certification or completion of an AS degree in MLT within the past 5 years.

4890. Professional Career Paths and Review. 2.

This Medical Laboratory Sciences program prepares students for a variety of graduate degrees and careers in laboratory medicine. This course is designed to help students investigate career and education opportunities after becoming a certified Medical Laboratory Scientist and also provides students with a cumulative review to ensure mastery of content. *Prerequisite:* Medical Laboratory Technician (ASCP) certification or completion of an AS degree in MLT within the past 5 years.

4981. Advanced Clinical Practicum - Hematology. 3.

Advanced hematology principles and techniques prepare students for practice in the clinical laboratory. Topics include leukopoiesis, leukemias, lymphomas, hemostasis, coagulopathies, urinalysis and body fluids. Laboratory will focus on abnormal smears, normal and leukemic bone marrow evaluations, and coagulation mixing studies, factor assays and body fluids related to clinical disease states. *Prerequisite:* Medical Laboratory Techni-

cian (ASCP) certification or completion of an associate of science degree in medical laboratory technician within 5 years.

4982. Advanced Clinical Practicum - Molecular. 3.

Principles of molecular technology used in clinical laboratories. Laboratory experiences include cytogenetics, nucleic acid extraction, hybridization, detection, amplification, sequencing, microarrays, and in-situ hybridization. Emphasis is on the areas of the clinical laboratory that use molecular techniques related to genetics, oncology, infectious disease, and identity testing for forensic and transplant purposes. *Prerequisite:* Medical Laboratory Technician (ASCP) certification or completion of an associate of science degree in medical laboratory technician within 5 years.

4983. Advanced Clinical Practicum - Immunohematology. 3.

Principles of immunology theory, blood group systems, genetics, and immunohematology techniques. Procedures including evaluation of blood samples, pre-transfusion compatibility testing, and transfusion reactions are studied. Serologic testing and problem-solving in antibody identification and complex procedures are stressed. Laboratory emphasizes modern practices, resolution of compatibility problems and advanced antibody identification methods. *Prerequisite:* Medical Laboratory Technician (ASCP) certification or completion of an associate of science degree in medical laboratory technician within 5 years.

4984. Advanced Clinical Practicum - Microbiology. 3.

Focus is on underlying mechanisms of microbial pathogenesis, host responses to infectious disease and clinical diagnosis procedures. Emphasis is on detailed mechanisms of infection, pathogenesis, and major discoveries and technologies in medical microbiology. Current issues in public and global health, epidemiology, bioterrorism, biotechnology and vaccination programs will be studied. *Prerequisite:* Medical Laboratory Technician (ASCP) certification or completion of an associate of science degree in medical laboratory technician within 5 years.

Division of Social Work

Health Sciences Building, (307) 766-6112

FAX: (307) 766-6839

Web site: www.uwyo.edu/socialwork

Director: Mary Burman

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.

NEELY MAHAPATRA, B.Sc. Utkal University, India 1991; M.Sc. 1993; M.S.S.W. University of Texas-Austin 2003; Ph.D. 2008; Associate Professor of Social Work 2016.

VALERIE THOMPSON-EBANKS, B.Sc. University of the West Indies 2002; M.S.W. 2007; Ph.D. Colorado State University 2012; Associate Professor of Social Work 2018, 2012.

Assistant Professors:

KIRSTEN HAVIG, B.A. University of Missouri 1994; M.S.W. University of South Carolina 1998; Ph.D. University of Missouri 2010; Assistant Professor of Social Work 2016.

SANDY LEOTTI, B.A. Prescott College 2002; M.S.W. University of Montana 2006; Ph.D. Portland State University 2019; Assistant Professor of Social Work 2019.

SUKYUNG YOON, B.A. Chung-Ang University 2002; M.S.W. Yonsei University 2008; Ph.D. University of Tennessee 2019; Assistant Professor of Social Work 2019.

Assistant Lecturers:

BILLIE CHAPMAN, B.S.W. University of Wyoming 2005; M.S.W. 2008; Assistant Lecturer of Social Work 2018.

KYM CODALLOS, B.A. California State University, Sacramento 1999; M.S.W. California State University, Stanislaus 2006; M.A. 2011; Assistant Lecturer of Social Work 2018.

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. Social workers advocate for social justice.

Undergraduate Study

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 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 nine core areas (CSWE, 2015). 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.

Social Work Major

Social work is a professional degree program. Prior to admission to the professional degree program, declared social work majors are considered Tracking Majors. Typically students apply to the professional degree program the spring semester of their sophomore year. Acceptance to Admitted Major (professional degree program) is competitive and requires an application. Please see application requirements on the Division of Social Work website. Students accepted into the professional degree program are expected to complete their degree in a timely manner. Students who have not completed social work classes for one year or more must reapply for Admitted Major and submit a plan for readiness to continue in the social work degree program. A plan may include, but is not limited to, repeating or auditing a course taken at an earlier point in the student's academic experience, completing an independent study that may provide updated social work content for the student, demonstrating knowledge or practice skills. Readmission is not guaranteed.

Criteria for Admission as an Admitted Major

The admissions process is competitive. Students must meet the following minimum criteria to be considered for Admitted Major status.

1. Students must earn a minimum grade point average (GPA) of 2.500 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 or PSYC 2080)
 - f. STAT 2070
 - g. ECON 1010
3. Students must earn a grade of C or higher in all SOWK prerequisite classes.
4. Students must adhere to the UW Student Code of Conduct and the NASW Code of Ethics.
5. Students cannot exhibit behavior that will impinge on the student's present or future ability to fulfill professional responsibilities as a social work professional.
6. 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.
7. Students must submit an application and an application fee. (See UW Fee Book)
8. Applicants to the social work program cannot receive credit for life experience.

Requirements for Admitted Majors

Once admitted, 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 2.500 or above GPA overall every semester after admittance to Admitted Major.

5. Maintain a 2.500 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 advisor each semester for enrollment.
7. Complete SOWK 4990 with a satisfactory.
8. Students must adhere to the UW Student Code of Conduct and the NASW Code of Ethics.

Individuals failing to meet any of the above requirements will be reviewed by faculty and one of the following actions may be taken: remediation, probation, sanction, and/or dismissal from the program. Because many social work courses have prerequisite 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.

BSW Field Practicum

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 students may be 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 prior to determining a practicum site (please review 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.

For the practicum, a grade of U 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 the field committee's approval of the request for placement, 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 U is interpreted as not meeting minimal requirements of the course; failure to complete the minimum clock hours in the field placement; 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 U 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.)

Requirements for Graduation

The program requires 120 credit hours to graduate. Students must have completed all social work requirements, 42 upper-division hours, maintain a 2.500 GPA overall, a 2.500 GPA in social work coursework, and have achieved a grade of C or better in all social work courses. Courses must be taken for a letter grade unless offered for S/U only. USP H and PN courses must be taken outside the major subject, but can be cross listed with the major.

Four Year Plan of Study

FRESHMAN YEAR: Fall		Hrs.
PSYC 1000 (H)	.....	3
MATH 1000 (Q)	.....	3
ENGL 1010 (COM1)	.....	3
USP First-Year Seminar (FYS)	.....	3
USP Human Culture (H)	.....	3
SPAN 1010 recommended		
Total Hrs.		15

FRESHMAN YEAR: Spring		Hrs.
LIFE 1003 (PN)	.....	4
POLS 1000 (V)	.....	3
Elective*	.....	3
WMST 1080 recommended		
Elective*	.....	3
SPAN 1020 recommended		
SOC 1000 (H)	.....	3
Total Hrs.		16

SOPHOMORE YEAR: Fall		Hrs.
SOWK 2000	.....	3
STAT 2070 (Q)	.....	4
PSYC 2080	.....	3
USP Communication II (COM2)	.....	3
USP Physical and Natural World (PN)	.....	3
Total Hrs.		16

SOPHOMORE YEAR: Spring		Hrs.
ECON 1010 (H)	.....	3
Elective*	.....	3
RELI 1000 recommended		
Elective*	.....	3
WIND 2100 recommended		
Elective*	.....	3
SOC 2350 recommended		
Elective*	.....	3
PSYC 2330 recommended		
Total Hrs.		15

Application for Admitted Major submitted

(acceptance as Admitted Major needed to proceed in program)

JUNIOR YEAR: Fall		Hrs.
SOWK 3530	.....	3
SOWK 3630	.....	3
SOWK 3645	.....	3
SOWK 4060	.....	3
Elective*	.....	3
FCSC 3110 recommended		
Total Hrs.		15

JUNIOR YEAR: Spring		Hrs.
SOWK 3540	.....	3
SOWK 3640	.....	3
SOWK 3650	.....	3
SOWK 4850	.....	3
Elective*	.....	3
FCSC 4112 recommended		
Free elective	.....	2
Total Hrs.		17

SENIOR YEAR: Fall		Hrs.
SOWK 4560	.....	3
SOWK 4990	.....	5
SOWK 4991	.....	2
SOWK Elective*	.....	3
Total Hrs.		13

SENIOR YEAR: Spring		Hrs.
SOWK 4570 (COM3)	.....	3
SOWK 4990	.....	5
SOWK 4992	.....	2
SOWK elective*	.....	3
Total Hrs.		13
Total		120

*Work with your advisor to determine the best free electives for your particular career path. Consider adding a minor to your degree.

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 MSW program is focused on an advanced generalist

curriculum and rural social work that relies on the problem-solving method, and is based on the values, knowledge, and skills of the profession. The MSW is a full time, campus-based program that utilizes different course delivery methods to accommodate its widespread student population.

Certificate Program

School Social Work

See website for details and course requirements.

Graduate Admissions Requirements

The Division of Social Work's Graduate Admissions Committee bases its recommendations 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, and an academic essay.

Once the committee recommends admission of an applicant, the Office of Admissions in Academic Affairs makes the final decision of admission.

Requirements for the Standard MSW Program

- A baccalaureate degree from a nationally accredited college or university that reflects a broad liberal arts preparation. This consists of having completed at least 21 credit hours in social and behavioral sciences and 6 credit hours each in natural sciences, humanities, visual and performing arts, and quantitative reasoning;
- A human biology course, receiving a grade of C or better;
- A statistics course, receiving a grade of C or better;
- An undergraduate cumulative grade point average (GPA) of 3.000 or above on a 4-point scale.

Requirements for the Advanced Standing MSW Program

- A bachelor's degree in Social Work from a Council on Social Work Education accredited social work program;
- An undergraduate social work GPA of 3.250 or above;
- An overall undergraduate GPA of 3.000 or above;
- Received a B or better and/or a Satisfactory grade in BSW Field Education Practicum.

*International students have special requirements for admission to UW. All are encouraged to contact the International Programs office for details before applying.

All Applicants

All applicants will be evaluated on the their:

- a. 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;
- b. Commitment to social justice and equality;
- c. Written and verbal communication skills;
- d. Professional references and
- e. The compatibility of career goals with the MSW program's advanced generalist perspective.

All applicants meeting minimum criteria will be considered for admission interviews. Admitted applicants will be required to complete a criminal background check through the College of Health Sciences.

Program Specific Degree Requirements

All students entering the MSW program do so in the summer semester of their first year, completing introductory and/or bridge courses as needed for their specific program phase. The MSW program is divided into two phases: foundation and advanced standing. The foundation year of the MSW program prepares students without a BSW degree for the advanced generalist curriculum in the second year. Students who have already obtained their BSW degree may apply for Advanced Standing in the MSW program. These students complete only the second year courses.

Master of Social Work Field Practicum

All students, regardless of status, participate in a field practicum experience, starting in their first fall semester. New students submit an initial application for placement during their first summer of classes.

Foundation students will complete 900 hours in practicum over the course of their two years of study, 400 and 500 hours respectively. Advanced Standing students will complete 500 hours in their one year of study. All students in practicum will take a corresponding field seminar class each semester.

Grading is done as Satisfactory/Unsatisfactory. Receiving a grade of U is considered a failing grade and can result in termination from

the practicum. If the practicum is terminated, the student may be offered a remediation plan to retake the required hours. This opportunity is only offered one time. The student may also be referred to the DOSW faculty for review according to the Student Academic and Professional Performance policy.

Specific information and procedures relating to all aspects of the field practicum experience can be found in the Field Practicum Manual located on the Division of Social Work's website.

Master of Social Work Plan A - Thesis

Students complete all SOWK required courses except SOWK 5755. Plan A students register for SOWK 5960 Thesis Research. 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 and in accordance with the UW Thesis requirements.

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

Plan B - Practice Evaluation

Students complete all SOWK required courses except SOWK 5960. Plan B students register for SOWK 5755. Students registering for the Plan B option will conduct a practice evaluation which correlates to their advanced year practicum setting. Proposal defense and a final written paper with oral defense are required.

The practice evaluation requires a minimum of 2 credit hours, usually taken as 1 credit in the fall semester and 1 credit in the spring of the advanced year.

Social Work (SOWK)

USP Codes are listed in brackets by the 2003 USP code followed by the 2015 USP code (e.g. [QB♦Q]).

1900. Women and Leadership. 3. [O,L♦(none)] 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]. Introduction to 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.

3530. Human Behavior and the Social Environment I. 3. Covers theories and knowledge of human bio-psycho-social-spiritual development and social interactions within a systems framework. Introduces theories of individuals and families and their development. Paradigms of culture, marginalization and oppression are examined. *Prerequisite:* admitted social work major status.

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

3630. Generalist Social Work Practice I, Individual and Families. 3. Introduces generalist social work practice at all systems' levels, with focus on individuals and families. It covers the nature of social work practice, theoretical perspectives, ethics and values, engagement, assessment, intervention and evaluation processes and skills. *Prerequisite:* admitted social work 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 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. *Prerequisite:* admitted social work major status.

3650. Generalist Social Work Practice III; Communities and Organizations. 3. Teaches engagement, assessment, intervention and evaluation with organizations, communities and institutions within the generalist social work perspective. *Prerequisites:* SOWK 3630 with a C or better; SOWK 3540 pre or concurrent; admitted social work major status.

4020. Disability Studies Theory and Practice. 3.[CS♦COM3] Explores the interdisciplinary nature of disability studies theory and scholarship, including investigation of

embodied knowledge, cultural meanings, and socio-political practices related to disability. Students will develop in-depth critical disability research papers and deliver accessible, professional presentations. Dual listed with SOWK 5020; cross listed with WIND 4020. *Prerequisite:* WIND 2100 or WB/COM2.

4060. Diversity and Difference in Social Work Practice. 3. [D♦(none)] Examines social works' roles and issues related to human diversity. Social work values and ethics and social and economic justice are explored throughout. *Prerequisite:* admitted social work major status.

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 or COM2 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 or COM2 course and junior standing for non-social work majors.

4480. 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.

4550 [3550]. Child Welfare Services. 3. Examines issues of child and family welfare in the context of national, state, and local policy and practice. Social and economic justice are examined as they relate to interventions with children and families. Dual listed with SOWK 5550. *Prerequisites:* SOWK 2000; SOWK 3530.

4560. Social Work Research. 3. Introduces social work research and practice evaluation. Prepares students to use research in practice. *Prerequisites:* STAT 2050 or 2070 with a grade of C or better and admitted social work major status.

4570. Research-Informed Practice. 3. [WC♦COM3] Learn about and engage in methods of research applicable to their social work practice. Competence in methods such as single system design and program evaluation will be assessed in this course. *Prerequisites:* SOWK 4560 with a C or better and admitted social work major status.

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, Social Justice and Social Policy. 3. Examines human rights, social welfare policy, and social, political and economic justice, as well as systems that oppress and create injustice, both in the US and internationally. A focus of the course will be the analysis of social welfare policy as it affects social justice issues. *Prerequisites:* SOWK 4060, ECON 1010, and admitted social work major status.

4881. International Social Welfare and Social Development. 3. [G♦(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 3640, 3650 and application to the field program.

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. BSW Field Seminar 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 theory and scholarship, including investigation of embodied knowledge, cultural meanings, and socio-political practices related to disability. Students will develop in-depth critical disability research papers and deliver accessible, professional presentations. Dual listed with SOWK 4020; cross listed with WIND 5020.

5081. Assessment and The DSM. 3. Through a psychiatric social work lens students will become familiar with the process of conducting a diagnostic interview, writing psychiatric assessment including a mental status exam and formulating a diagnosis using the Diagnostic and Statistical Manual of Mental Disorders. This course assumes some knowledge of mental health and mental illness. *Prerequisite:* graduate standing.

5084. 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 4084. *Prerequisites:* SOWK 3630 and Admitted Major status; a WB or COM2 course and junior standing for non-social work majors.

5100. Principles and Philosophy of Social Work. 3. Explores the history, traditions, ethics, purpose, philosophy, and knowledge base of the social work profession. Introduces the 10 core competencies of the MSW curriculum and the generalist social work perspective in rural settings using the problem-solving approach. *Prerequisite:* admission into the MSW program.

5115. Social Welfare Policy: Human Rights and Social Justice. 3. Examines human rights and social and economic justice from a social work perspective, as well as systems that oppress and create injustice in the US and internationally. *Prerequisite:* admission to the MSW program.

5120. MSW Foundation Field Seminar I. 1. Develops and supports student integration of classroom and field practicum experiences in a seminar-style discussion of core competencies for the foundation year MSW student. *Prerequisites:* taken concurrently with SOWK 5450.

5121. MSW Foundation Field Seminar 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. *Prerequisites:* admission into the MSW program and either completion of SOWK 5100 or concurrent enrollment.

5210. Human Behavior and the Social Environment II. 3. A theoretical examination of human behavior in the social environment, focusing on groups, communities, organizations and institutions. Emphasizes issues of human diversity and social economic justice. *Prerequisite:* SOWK 5200.

5300. Generalist Social Work Practice I. 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 Social Work 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:* 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 commu-

nity service agency, of social work knowledge, values and skills learned in the classroom. *Prerequisite:* SOWK 5450.

5495. Social Work Research and Analysis. 3. 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. 3. Designed to prepare newly admitted advanced standing MSW students for advanced generalist practice. Covers, in depth, theoretical perspectives practice with individuals and families, ethics and values, the social work relationship, the problem-solving process, interviewing, intervention, and evaluation skills. Focus on evidence-based practice models will be addressed. *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 courses 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.

5550. Child Welfare Services. 3. Examines issues of child and family welfare in the context of national, state, and local policy and practice. Social and economic justice are examined as they relate to interventions with children and families. Dual listed with SOWK 4550. *Prerequisites:* admission to advanced standing or SOWK 5100 and 5200.

5600. Advanced Generalist Practice. 3. Advanced applications of generalist problem-solving theories and skills in working with individuals and groups in the context of their environment. Issues of ethics, rural practice, diversity, and evaluations of practice addressed throughout the course. *Prerequisites:* SOWK 5300 and SOWK 5310 or advanced standing.

5700. Advanced Theories and Practice with Children and Families. 3. Advanced applications of generalist problem-solving theories and skills in working with children and families in the context of their environment. Issues of ethics, rural practice, diversity, and evaluations of practice addressed throughout the course. *Prerequisites:* SOWK 5300 and SOWK 5310 or advanced standing.

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. *Prerequisites:* SOWK 5300 and SOWK 5310 or advanced standing.

5720. Advanced Generalist Practice: Community and 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. *Prerequisite:* SOWK 5310 or advanced standing.

5750. Applied Research: Practice Evaluation. 3. Focuses on the theory and use of small system design and program evaluation to evaluate one's social work practice. *Prerequisite:* SOWK 5400.

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. *Prerequisite:* SOWK 5750; or advanced standing status and SOWK 5495; and instructor approval.

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. *Prerequisites:* consent of instructor, graduate standing, participation in WYO HealthCARE Inter-disciplinary rural training grant.

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. *Prerequisite:* graduate standing and consent of instructor.

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. *Prerequisite:* graduate standing.

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. *Prerequisite:* successful completion of SOWK 5810.

5850. Advanced Field Practicum. 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. *Prerequisites:* SOWK 5460 or Advanced Standing.

5855. MSW Advanced Field Seminar I. 1. Supports the advanced year MSW student's experience in the field practicum. This course is taken concurrently with SOWK 5850. *Prerequisite:* taken concurrently with SOWK 5850.

5856. MSW Advanced Field Seminar 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. *Prerequisite:* SOWK 5855; concurrent with SOWK 5850.

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. *Prerequisite:* POLS 1000; ECON 1010 recommended.

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. *Prerequisite:* admission into graduate program.

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.

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. *Prerequisite:* enrollment in a graduate degree program and instructor approval.

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

Wyoming Institute for Disabilities (WIND)

147 Health Sciences Building,
(307) 766-2761

FAX: (307) 766-2763

Web site: www.uwyo.edu/wind

Executive Director: Sandra Root-Elledge, M.A.

Associate 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; Associate Professor of Disability Studies 2014, 2007.

Research Faculty:

ERIC J. MOODY, B.S. Pacific Lutheran University 1998; M.A. University of Denver 2004; Ph.D. 2007; Postdoc University of Colorado School of Medicine 2011; Research Professor, Director of Research and Evaluation 2018.

Associate Lecturers:

CANYON HARDESTY, B.S. University of Wyoming 2004; M.S. 2007; M.S. Creighton University 2011; Associate Lecturer 2018, 2013.

SANDRA ROOT-ELLEDDGE, B.S. University of Wyoming 2001; M.A. 2003; Associate Lecturer 2009, 2004.

Assistant Lecturers:

ETHAN DAHL, B.A. Minnesota State University Moorhead 2012; M.A. Ball State University 2014; Ph.D. Texas Tech University 2018; Assistant Lecturer 2018.

ALISON QUAGGIN HARKIN, B.A. University of Toronto 1981; M.A. Athabasca University 2010; Assistant Lecturer 2014.

TERRI WOFFORD, B.S. University of Central Florida 1994; M.S. East Tennessee State University 1998; Assistant Lecturer 2017.

The Wyoming Institute for Disabilities (WIND) is part of a national network of University Centers of Excellence in Developmental Disabilities Education, Research and Service (UCEDD). These centers provide a broad array of interdisciplinary academic, clinical, and research experiences of people with disabilities—particularly developmental disabilities. A wide variety of disciplines contribute to the study of disabilities.

WIND offers a Disability Studies Minor which investigates broad questions about the nature, meanings, and consequences of disability from interrelated social, historical, cultural, and political perspectives. The undergraduate minor in disability studies examines disability

issues from multiple lenses, and draws specifically from social sciences, humanities, and health sciences.

Disability studies has an ethical commitment to place the interests and voices of people with disabilities at the center of our curricula and training activities. The minor balances theoretical exploration with practical application, and provides students with a vibrant understanding of disability history, cultural representation, policy concerns, and current debates. Ultimately, students in the minor will work closely with people with disabilities, and gain the skills and perspectives to participate in unique disability research and advocacy.

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 advisor.

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 3150 Literature and Medicine
- WIND 4050 Independent Study
- WIND 4100 Global Disability Studies
- WIND 4200 Diverse Minds
- WIND 4990 Topics in Disability Studies

Additional Electives: 6 credits selected from WIND or other UW courses related to disability studies

As an interdisciplinary field investigating disability as human diversity, this program complements majors across the university. For more information, visit the website: www.uwyo.edu/wind/disabilitystudies/index.html, contact faculty director, 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 2003 USP code followed by the 2015 USP code (e.g. [QB◀▶Q]).

2100. Introduction to Disability Studies.

3. [CH,D◀▶H] 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.

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. [D◀▶H]

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.

3150. Literature and Medicine. 3. This course explores how literature and memoirs have grappled with illness, disease, and disability, paying particular attention to the perspectives of doctors, nurses, patients, families, and communities in shaping meanings of diagnoses, health, and access to care. *Prerequisite:* Completion of COM1.

4020. Disability Studies Theory and Practice. 3. [CS◀▶COM3] Explores the interdisciplinary nature of disability studies theory and scholarship, including investigation of embodied knowledge, cultural meanings, and socio-political practices related to disability. Students will develop in-depth critical disability research papers and deliver accessible, professional presentations. Dual listed with WIND 5020; cross listed with SOWK 4020. *Prerequisite:* WIND 2100 or WB or COM2.

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.

4100. Global Disability Studies. 3. [none]◀▶COM3] The course investigates global approaches to disability, including the UN Convention on the Rights of Persons with Disabilities (CRPD), and crucial disability issues such as education, employment, poverty and social integration. Students will carry out research projects and present on their work. *Prerequisite:* WIND 2100 or WIND 4020 or consent of instructor.

4200. Diverse Minds. 3. [none]◀▶COM3] Through investigations of novels, memoirs, films, and media representations of intellectual disability, autism/neurodiversity, and psychiatric disability, students critically analyze figurings of “unstable,” “unruly,” or what we will conceptualize as “diverse” minds. Dual listed with WIND 5200. *Prerequisite:* WIND 2100 or 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 theory and scholarship, including investigation of embodied knowledge, cultural meanings, and socio-political practices related to disability. Students will develop in-depth critical disability research papers and deliver accessible, professional presentations. Dual listed with WIND 4020; cross listed with SOWK 5020. *Prerequisite:* WIND 2100 or WB or COM2.

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.

5200. Diverse Minds. 3. Through investigations of novels, memoirs, films, and media representations of intellectual disability, autism/neurodiversity, and psychiatric disability, students critically analyze figurations of “unstable,” “unruly,” or what we will conceptualize as “diverse” minds. Dual listed with WIND 4200. *Prerequisite:* consent of instructor.