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Assumption University

School of Health Professions

PA PROGRAM

**“DONEC FORMETUR CHRISTUS IN VOBIS”**

Curricular Components and Academic Credit

Class of 2026

Richard J. and Sophia Catrambone Health Sciences Building

[500 Salisbury Street, Worcester, MA 01609](https://maps.apple.com/?address=500%20Salisbury%20St,%20Worcester,%20MA%20%2001609,%20United%20States&ll=42.291411,-71.829514&q=Work&_ext=EiYp2G83w7kkRUAx7pGwPXr1UcA5VkVdH+AlRUBBJPfsRrP0UcBQBA%3D%3D)

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| **PA Program Mission, Vision, Goals, & Core Values** |

## **PA Program Mission**

*The mission of the PA Program at Assumption University* *embodies the principles of Catholic social teaching, emphasizing the value and dignity of human life, compassion, and empathy, preparing our graduates to provide exceptional, ethical, patient-centered care with a focus on life-long learning, leadership, and service to individuals, families, and diverse communities. Our educational environment fosters the development of confident, competent graduates who practice medical care in a collaborative environment.*

*Approved by the PA Program Faculty & Staff 12 January 2022*

## **PA Program Vision**

The Assumption University PA Program strives to imbue our graduates with the clinical knowledge and reasoning needed to practice high-quality medicine while serving a diverse population through its emphasis on compassion, empathy, and treating the whole person. As a Catholic institution, Assumption University PA students will honor the value and dignity of human life through community service, compassion, and ethical principles as they enter meaningful careers in healthcare.

We envision our students to be leaders, significantly impacting their communities in their roles as healthcare professionals. We aim to be distinguished as a premier PA Program in the region, recognized for exceptional PAs in the community. Through the recruitment of a highly qualified pool of applicants that reflect the diversity of the community, we anticipate matriculating and graduating exceptional PA student cohorts.

*Approved by the PA Program Faculty & Staff 12 January 2022*

## **PA Program Goals**

1. Graduate students who align with Catholic social teaching by demonstrating concern for the value and dignity of human life as well as ethical, compassionate, and empathetic patient care.
2. Graduate students who provide exceptional patient care by applying a high level of medical expertise, clinical reasoning, and professionalism during patient encounters.
3. Through a comprehensive and supportive educational experience, the program will develop PAs well-prepared to enter clinical practice.
4. Provide an educational environment that fosters life-long learning.
5. Promote opportunities for community service throughout their educational experience.
6. Encourage leadership, scholarship, and professional development.
7. Create opportunities that encourage interdisciplinary collaboration among various healthcare professionals and students.

*Approved by the PA Program Faculty & Staff 12 January 2022*

## **PA Program Core Values**

**SERVICE | COLLABORATION | INTEGRITY | COMPASSION | LEADERSHIP**

**Service:** Rooted in our Catholic faith, we strive to form graduates known for their compassionate service.

**Collaboration:** Through the strong partnerships within the University and surrounding communities, we strive to educate our students using a collaborative team approach that instills critical thinking and problem-solving in addition to lifelong learning.

**Integrity:** We hold our students and faculty to the highest standards of professional behavior and conduct with an emphasis on honesty.

**Compassion:** Through our commitment to Catholic values, ethics, and integrity, we teach the importance of honoring the value and dignity of human life to provide compassionate care to those who have been entrusted to our care.

**Leadership:** Advocacy for the profession is a key component of our teachings and we strive to graduate PAs who will continue to lead the way in both the community and throughout healthcare.

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| **Curriculum & Credit Hours** |

## **Curriculum – Class of 2026**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course #** | **Course Name** | **SH** | |
|  | **Term One (Twelve Weeks)** | | (17 SH) |
| PAS 510 | Human Gross Anatomy | | 5 |
| PAS 511 | Applied Lab Medicine | | 1 |
| PAS 512 | Pharmacology | | 4 |
| PAS 513 | Human Physiology & Pathophysiology | | 4 |
| PAS 514 | Research Methods in Medicine | | 1 |
| PAS 515 | Medical Genetics | | 1 |
| PAS 516 | Principles of Practice Management & Leadership One | | 1 |
|  | **Term Two (Twelve Weeks)** | | (21 SH) |
| PAS 520 | Medicine One | | 5 |
| PAS 521 | Medicine Two | | 5 |
| PAS 522 | Physical Diagnosis & Clinical Decision Making | | 4 |
| PAS 523 | Orthopedic Surgery | | 5 |
| PAS 524 | Psychiatry | | 2 |
|  | **Term Three (Twelve Weeks)** | | (24 SH) |
| PAS 530 | Medicine Three | | 6 |
| PAS 531 | Medicine Four | | 5 |
| PAS 532 | Diagnostic Studies | | 1 |
| PAS 533 | Electrocardiography (+ Advanced Cardiac Life Support-ACLS) | | 4 |
| PAS 534 | Clinical Procedures & Clinical Decision Making | | 4 |
| PAS 535 | Legal, Ethical, & Religious Aspects of Healthcare | | 1 |
| PAS 536 | Public Health & Preventative Medicine (+ Dental Medicine) | | 2 |
| PAS 537 | Professional Practice One | | 1 |
|  | **Term Four (Twelve Weeks)** | | (27 SH) |
| PAS 540 | Medicine Five | | 5 |
| PAS 541 | Medicine Six | | 3 |
| PAS 542 | Pediatrics (+Pediatric Advanced Life Support-PALS) | | 4 |
| PAS 543 | Emergency Medicine | | 4 |
| PAS 544 | Surgery (+ Tactical Combat Casualty Care-TCCC Weekend) | | 5 |
| PAS 545 | Clinical Decision Making | | 4 |
| PAS 546 | Principles of Practice Management & Leadership Two | | 1 |
| PAS 547 | Professional Practice Two | | 1 |
|  | **Supervised Clinical Practice Experiences (SCPE)** | | (52 SH) |
| PAS 610 | Primary Care SCPE (Ten Weeks) | | 8 |
| PAS 611 | Inpatient Medicine SCPE (Five Weeks) | | 4 |
| PAS 612 | General Surgery SCPE (Five Weeks) | | 4 |
| PAS 613 | Pediatrics SCPE (Five Weeks) | | 4 |
| PAS 614 | Obstetrics & Gynecology SCPE (Five Weeks) | | 4 |
| PAS 615 | Psychiatry SCPE (Five Weeks) | | 4 |
| PAS 616 | Emergency Medicine SCPE (Five Weeks) | | 4 |
| PAS 617 | Orthopedic Surgery SCPE (Five Weeks) | | 4 |
| PAS 618 | Dermatology SCPE (Five Weeks) | | 4 |
| PAS 619 | Multi-Specialty SCPE (Five Weeks) | | 4 |
| PAS 620 | Elective One SCPE (Five Weeks) | | 4 |
| PAS 621 | Elective Two SCPE – Clinical (Five Weeks) \* | | 4 |
| PAS 622 | Elective Two SCPE – Non-Clinical (Five Weeks) \* | | 4 |
|  | Total | | 141 |
| \*PA Students take either PAS 621 or PAS 622 | | |  |
| [[ARC-PA Standard A3.12d]](#_d)_all_required) | | | |

## 

## **Credit Hours**

Each academic term is twelve (12) weeks in length; however, the credit hours assigned represent a workload and physical hours of class time equivalent to a traditional sixteen (16) week semester. The Didactic Phase of the program offers twenty-eight (28) graduate level courses and students are awarded eighty-nine (89) Semester Hours. The Clinical Phase of the program offers sixty-five (65) weeks of Supervised Clinical Practice Experiences over ten (10) core rotations and two (2) elective rotations. Upon graduation, students will have been awarded one-hundred forty-one (141) semester hours. [[ARC-PA Standard A3.12e](#_e)_academic_credit)]

## **Federal Definitions of a Credit Hour and the Carnegie Model**

1. One hour of classroom or direct faculty instruction and a *minimum* of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for a one-quarter hour of credit, or the *equivalent amount of work over a different amount of time*.
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

According to [34CFR668.10](https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html#credit), the [Carnegie Credit](https://carnegieclassifications.acenet.edu/index.php) is the minimum standard for assigning credit hours to a course. *The institution has the freedom to determine that the content meets the federal standard*.

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| Class of 2026 | | | | | | | | | | | | |
| 2024 | Didactic  Term One | | | Didactic  Term Two | | | Didactic  Term Three | | | Didactic  Term Four | | |
| 2025 | SCPE  One | | SCPE Two | | SCPE Three | SCPE Four | SCPE Five | SCPE Six | SCPE Seven | | SCPE Eight | SCPE Nine |
| 2026 | SCPE Ten | SCPE Eleven | SCPE Twelve | |  | | | | | | | |

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| Course Descriptions |

## **PAS 510 Human Gross Anatomy**

The Human Gross Anatomy course examines the form and function of the human body at a macroscopic level. Students receive detailed systems-based and regional anatomy lectures during the didactic portion of the class. Hands-on lab time provides the opportunity to dissect a complete cadaver allowing the learner to identify structures and understand their 3-dimensional relationships to one another.

## **PAS 511 Applied Lab Medicine**

The Applied Lab Medicine course provides a fundamental foundation for the use, interpretation, and application of commonly ordered clinical laboratory tests for the diagnosis, treatment, and long-term management of patients. It provides the PA student with the limits of lab testing and provides the dangers of overreliance on lab test results.

## **PAS 512 Pharmacology**

This course provides instruction on the general principles of pharmacology, pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Special emphasis will be placed on the clinical application to pharmaceutical therapeutics.

## **PAS 513 Physiology & Pathophysiology**

The physiology and pathophysiology course builds upon the PA Students’ foundational knowledge of human physiology by covering selected topics involving clinically relevant physiology and pathophysiology of the different systems of the human body.

## **PAS 514 Research Methods in Medicine**

Research Methods in Medicine provides instruction in the process of searching, evaluating, interpreting, and utilizing the results of medical literature in the provision of patient care. It also introduces the practicing clinician to the foundations of medical research. Students will discuss ethical concerns in conducting research as well as steps taken to protect human research subjects.

## **PAS 515 Medical Genetics**

This course describes the application of genetics to medical care. It covers the basic principles of medical genetics and molecular mechanisms of disease that serve as the foundation for understanding the effective assessment and management of diseases that have an identified genetic component. The rapidly expanding medical model of “personalized medicine” is largely based on the growth of our knowledge of the genetic components of diseases and genetic variation among patients affecting treatment success.

## **PAS 516 Principles of Practice Management & Leadership One**

The Principles of Practice Management & Leadership One course is an introduction for students to the healthcare stakeholders in a variety of settings as well as key health and medical systems. Students will examine professional behaviors, such as setting goals and managing time, as well as the attitudes and motivation required for success as a PA and a PA Leader.

## **PAS 520 Medicine One**

The Medicine One course introduces the PA Student to diseases and disorders of the endocrine, rheumatologic, hematologic, and oncologic systems. It builds upon foundational knowledge attained in the anatomy, physiology, pathophysiology, pharmacology, genetics, and lab medicine courses in the first term. It provides further insight into the diseases and conditions discussed concurrently in Medicine Two. It is coordinated with the skills taught in the Physical Diagnosis and Clinical Decision Making Course.

## **PAS 521 Medicine Two**

The Medicine Two course introduces the PA Student to diseases and disorders of dermatology, otorhinolaryngology, and ophthalmology. It builds upon foundational knowledge attained in the anatomy, physiology, pathophysiology, pharmacology, genetics, and lab medicine courses in the first term. It provides further insight into the diseases and conditions discussed concurrently in Medicine One. It is coordinated with the skills taught in the Physical Diagnosis and Clinical Decision Making Course.

## **PAS 522 Physical Diagnosis & Clinical Decision Making**

The Physical Diagnosis & Clinical Decision-Making Course is an introduction to the science and art of “hands-on” medicine. Students will learn the skills essential for obtaining a thorough medical history and performing a comprehensive physical examination. This course will establish the foundation for using the H&P to help determine the need for further testing, formulate a differential diagnosis, narrow the differential, and often establish the working diagnosis. It will promote the critical thinking skills necessary to instill confidence in the student in communication with patients, develop the skill of trust building, and solidify a need to approach the patient as a human being. This is coupled with a case-based curriculum that introduces students to patient care, small group interaction, interprofessional experiences, and professionalism in medicine. It allows the student the opportunity to practice the skills learned in the lab on real or simulated patients, develop case presentation skills, and establish note-writing expertise.

## **PAS 523 Orthopedic Surgery**

The Orthopedic Surgery course introduces the PA Student to common operative and non-operative orthopedic conditions, their presentation, complications, and management, including outpatient, inpatient, and operating room settings. It builds upon foundational knowledge attained in the anatomy, physiology, pathophysiology, pharmacology, genetics, and lab medicine courses in the first term. It is coordinated with the Physical Diagnosis and Clinical Decision Making Course, where students will perform orthopedic specialty tests and participate in small group orthopedic case presentations. Students will perform hands-on application of the procedures discussed in this course in the Clinical Procedures and Clinical Decision Making in the Third Term.

## **PAS 524 Psychiatry**

The Psychiatry course introduces the PA student to basic principles of behavioral health as a discipline. It builds upon foundational knowledge attained in the anatomy, physiology, pathophysiology, pharmacology, genetics, and lab medicine courses in the first term. The focus of this course will be on the evaluation and diagnosis of emergent and non-emergent psychiatric conditions, understanding both pharmacologic and non-pharmacologic treatment strategies, self-care, and assessing the relationship between mental health and its impact on systemic illness and one’s overall health and well-being. It is coordinated with the Physical Diagnosis and Clinical Decision Making Course, where students will participate in small group behavioral health case presentations and perform appropriate mental health assessments.

## **PAS 530 Medicine Three**

The Medicine Three course introduces the PA Student to diseases and disorders of the obstetric, gynecologic, urologic, and geriatric systems. It builds upon foundational knowledge attained in the anatomy, physiology, pathophysiology, pharmacology, genetics, and lab medicine courses in the first term. It provides further insight into the diseases and conditions discussed concurrently in Medicine Four. It is coordinated with the skills taught in the Clinical Procedures and Clinical Decision Making Course.

## **PAS 531 Medicine Four**

The Medicine Four Course introduces the PA Student to diseases and disorders of the cardiac and pulmonary systems. It builds upon foundational knowledge attained in anatomy, physiology, pathophysiology, pharmacology, genetics, and lab medicine courses in the first term. It provides further insight into the diseases and conditions discussed in Medicine One, Two, and Three. It relies upon the skills taught in the Physical Diagnosis and Clinical Decision Making Course. It is coordinated with the Clinical Skills and Clinical Decision Making Course in Term Three.

## **PAS 532 Diagnostic Studies**

The Diagnostic Studies course explores the basic principles of radiologic imaging and diagnostic testing modalities involved in comprehensive patient care. Discussions will include the utilization of common and important radiologic and ancillary studies with a focus on primary care.

## **PAS 533 Electrocardiography**

The Electrocardiography course will introduce PA students to the electrocardiogram, indications for ordering it as a diagnostic test, its use in supporting or formulating a diagnosis, and the interpretation of the actual ECG. PA students will apply an ECG to a fellow classmate and identify the correct placement of the ECG and findings that would suggest improper placement. As part of this course, students are required to also complete the American Heart Association Advanced Cardiac Life Support Course. The Electrocardiography course builds upon foundational knowledge attained in the anatomy, physiology, pathophysiology, and pharmacology courses in the first term. It relies upon the skills taught in the Physical Diagnosis and Clinical Decision Making Courses, and it is coordinated with the Medicine Four (Cardiology) and Clinical Skills and Clinical Decision Making Courses in Term Three.

## **PAS 534 Clinical Procedures & Clinical Decision Making**

The Clinical Procedures & Clinical Decision Making course will introduce PA students to perform clinical and technical skills including procedures commonly used by PAs in current professional practice. They will understand the indication for performing each procedure, the possible complication, the implications of not performing the procedure, and obtaining consent. PA students will demonstrate performance of skills on classmates, human models, task trainers, or high-fidelity simulators. The Course also provides a case-based education by presenting cased aligned with the medicine courses to help students understand and apply the knowledge attained in the classroom to realistic patient care scenarios performed in a high-fidelity simulation environment using human patient models or high-fidelity simulators in small groups supervised by clinically practicing clinicians. This course builds upon the foundational knowledge attained in the Physical Diagnosis & Clinical Decision Making Course in the second term. It prepares students for SCPEs.

## **PAS 535 Legal, Ethical, & Religious Aspects of Healthcare**

The Legal, Ethical, & Religious Aspects of Healthcare course provides an overview of the core ethical principles which guide medical practice and the laws that apply to healthcare practitioners. In addition, learners will explore religion’s impact on medicine, with an emphasis on medical experiences in relationship to one’s spirituality and faith, including the principles of Catholic social teaching.

## **PAS 536 Public Health & Preventative Medicine**

The Public Health & Preventative Medicine course discusses the core concepts of public health and the US healthcare delivery system. It introduces students to the concepts of preventative medicine and preventative health services. In addition, a module on oral health, dental medicine, and facial anesthesia is included. It utilizes a standardized curriculum for the oral health component of the course. Smiles for Life is a National Oral Health Curriculum designed to ensure the integration of oral health and primary care.

## **PAS 537 Professional Practice One**

The Professional Practice One course explores the history of the Physician Assistant profession and introduces the learner to the core professional issues associated with being a PA. The principles of current health care delivery applicable to PA practice will also be discussed.

## **PAS 540 Medicine Five**

The Medicine Five course introduces the PA Student to diseases and disorders of the gastrointestinal and infectious disease systems. It builds upon foundational knowledge attained in the anatomy, physiology, pathophysiology, pharmacology, genetics, and lab medicine courses in the first term. It provides further insight into the diseases and conditions discussed concurrently in Medicine Six. It is coordinated with the skills taught in the Physical Diagnosis and Clinical Decision Making Course.

## **PAS 541 Medicine Six**

The Medicine Six course introduces the PA Student to diseases and disorders of the nephrological, neurologic, and neurosurgical systems. It builds upon foundational knowledge attained in the anatomy, physiology, pathophysiology, pharmacology, genetics, and lab medicine courses in the first term. It provides further insight into the diseases and conditions discussed concurrently in Medicine Five. It is coordinated with the skills taught in the Physical Diagnosis and Clinical Decision Making Course.

## **PAS 542 Pediatrics**

This course focuses on the assessment and management of common and important pediatric diseases and disorders as well as general pediatric growth, development, and health maintenance. Common and important pediatric conditions will be covered in an organ system-based approach. In addition, learners will complete the Pediatric Advanced Life Support (PALS) course as part of the curriculum.

## **PAS 543 Emergency Medicine**

This course focuses on the assessment and management of common and important injuries, conditions, and complaints of patients presenting for emergency care.

## **PAS 544 Surgery**

This course focuses on the assessment and management of common and important surgical diseases and disorders through an organ system-based approach. Discussions will include the preoperative, operative, and perioperative settings. In addition, learners will complete a Tactical Combat Casualty Care (TCCC) course as part of the curriculum.

## **PAS 545 Clinical Decision Making**

This Clinical Decision Making course will provide case-based education by presenting cases aligned with the Medicine courses to help students understand and apply the knowledge attained in the classroom to realistic patient care scenarios performed in a high-fidelity simulation environment using human patient models or high-fidelity simulators in small groups supervised by clinically practicing clinicians. This course builds upon the foundational knowledge attained in the Clinical Procedures & Clinical Decision Making Course in the third term. It prepares students for SCPEs.

## **PAS 546 Principles of Practice Management & Leadership Two**

This course is an introduction for students to the healthcare stakeholders in a variety of settings as well as key health and medical systems. Students will examine professional behaviors, such as setting goals and managing time, as well as the attitudes and motivation required for success as a PA and a PA Leader.

## **PAS 547 Professional Practice Two**

This course explores the history of the Physician Assistant profession and introduces the learner to the core professional issues associated with being a PA. The principles of current health care delivery applicable to PA practice will also be discussed.

## **PAS 610 Primary Care SCPE**

The Primary Care SCPE is a required ten-week SCPE for all students. This course provides each student with an experience in a primary care setting allowing them to evaluate and treat patients seeking care for family medicine or internal medicine related medical concerns. This rotation will include the care of acute and chronic illness, preventive medicine visits, and patient education. Upon completion of the SCPE, the student will be prepared to meet program-defined learning outcomes for the Primary Care SCPE which enable each student to care for family medicine and internal medicine patients. Each student will be able to refine their skills in performing a history and physical exam, developing differential diagnoses, ordering and interpreting diagnostic tests, and developing treatment and education plans for patients.

## **PAS 611 Inpatient Medicine SCPE**

The Inpatient Medicine SCPE is a required five-week SCPE for all students. This course provides the PA student with an experience in an internal medicine inpatient setting allowing them to evaluate and treat patients with acute and chronic medical illnesses. Upon completion of the SCPE, the student will be prepared to meet program-defined learning outcomes for the Inpatient Medicine SCPE which enable each student to care for internal medicine patients. Each student will be able to refine their skills in performing a history and physical exam, developing differential diagnoses, ordering and interpreting diagnostic tests, and developing treatment and education plans for patients.

## **PAS 612 General Surgery SCPE**

The General Surgery SCPE is a required five-week SCPE for all students. This course provides the student with an experience in a surgical setting allowing them to evaluate and treat patients presenting for pre-operative, intra-operative, and post-operative care. They will participate in cases in the operating room allowing them to refine their surgical skills. They will see and evaluate patients pre-operatively and post-operatively through consultations, floor rounds, and clinic visits. This will allow the students the opportunity to strengthen their medical knowledge regarding surgical diagnoses.

## **PAS 613 Pediatrics SCPE**

The Pediatrics SCPE is a required five-week SCPE for all students. This course provides the student with an experience in a pediatric setting allowing them to evaluate and treat patients of the pediatric population, i.e., newborn, infant, child, and adolescent patients, including preventive medicine, acute and chronic illness, and patient education. The student will be able to refine their skills in performing a history and physical exam, ordering and interpreting diagnostic tests, and developing treatment plans for pediatric patients.

## **PAS 614 Obstetrics and Gynecology SCPE**

The Obstetrics & Gynecology SCPE is a required five-week SCPE for all students. This course provides the PA student with an experience in Obstetrics & Gynecology to include gynecologic care as well as obstetrics. The obstetrics will provide pre-natal care, post-partum care, and labor and delivery when possible.

## **PAS 615 Psychiatry SCPE**

The Psychiatry SCPE is a required five-week SCPE for all students. This course provides the student with an experience in a behavioral health setting, outpatient and/or inpatient, allowing them to evaluate and treat patients with psychiatric disorders. The student will be able to perform psychiatric evaluations and function as part of a team to develop treatment plans.

## **PAS 616 Emergency Medicine SCPE**

The Emergency Medicine SCPE is a five-week clinical course which provides the PA student with an experience in an emergency medicine setting allowing them to learn how to triage, evaluate, and treat acute and emergent patients. The student will be exposed to a variety of patient diagnoses throughout the emergency department. This will allow the students the opportunity to strengthen their medical knowledge and clinical reasoning skills.

## **PAS 617 Orthopedic Surgery SCPE**

The Orthopedic Surgery SCPE is a required five-week SCPE for all students. This course provides the student with an experience in an Orthopedic setting allowing them to evaluate and treat patients presenting with common orthopedic problems. Students will participate in patient care and gain experience with pre-operative, intra-operative, and post-operative management of patients with acute and chronic orthopedic diagnoses. Students will be given the opportunity to enhance their technical skills as they relate to common orthopedic problems. Students will be given the opportunity to build on their evaluation, diagnosis, management, problem-solving, and clinical decision-making skills.

## **PAS 618 Dermatology SCPE**

The Dermatology SCPE is a five-week SCPE for all students. This course provides the student with an experience in a Dermatology setting allowing them to evaluate and treat patients. The student will be able to refine their skills in performing a history and physical exams, developing differential diagnoses, ordering and interpreting diagnostic tests, and developing treatment and education plans for patients.

## **PAS 619 Multi-Specialty SCPE**

The Multi-Specialty SCPE is a required five-week SCPE for all students. This SCPE provides the student with an experience in ENT, Ophthalmology, and Radiology. This course provides the student with an experience in each of these three settings, with time in each divided over the course of the five-week rotation. The student will be able to refine their skills in performing a history and physical exam, developing differential diagnoses, ordering and interpreting diagnostic tests, and developing treatment and education plans for patients.

## **PAS 620 Elective One SCPE**

The Elective One SCPE is a five-week SCPE required for all students. This SCPE provides the student with an experience in an elective setting of their choosing in which they desire to gain additional experience. This course provides the student with an experience in an elective setting allowing them to evaluate and treat patients presenting for care. The student will be able to refine their skills in performing a history and physical exam, developing differential diagnoses, ordering and interpreting diagnostic tests, and developing treatment and education plans for patients.

## **PAS 621 Elective Two – Clinical SCPE**

The Elective Two SCPE is a five-week SCPE required for all students. This SCPE provides the student with an experience in an elective setting of their choosing in which they desire to gain additional experience. This course provides the student with an experience in an elective setting allowing them to evaluate and treat patients presenting for care. The student will be able to refine their skills in performing a history and physical exam, developing differential diagnoses, ordering and interpreting diagnostic tests, and developing treatment and education plans for patients.

## **PAS 622 Elective Two – Non-Clinical SCPE**

The Elective Two SCPE is a five-week SCPE required for all students. This SCPE provides the student with an experience in a non-clinical elective setting of their choosing in which they desire to gain additional experience, and the student may choose to pursue a non-clinical setting for this elective SCPE, allowing them to gain experience in a non-clinical field. Experiences can include, but are not limited to, educational settings, healthcare administration, pathology, medical examiner setting, or research.

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| **Accreditation** |

## **[ARC-PA](http://www.arc-pa.org/)**

The [Assumption University Master of Science in Physician Assistant Studies Program](https://www.assumption.edu/graduate/physician-assistant-studies) has applied for Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The program anticipates matriculating its first class in January 2024, pending achieving Accreditation-Provisional status at the June 2023 ARC-PA meeting. “Accreditation-Provisional” is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. If Assumption University is not granted accreditation, no students will be enrolled in the program, and any deposits paid will be refunded. [CASPA](https://caspa.liaisoncas.com/applicant-ux/#/login) application fees will not be refunded. [[ARC-PA Standard A3.12a](#_a)_the_program’s)]

## **Assumptionist Sponsorship**

The order of the [Augustinians of the Assumption](https://assumption.us/), founders of Assumption University, was established by Fr. Emmanuel d’Alzon, an educator whose most cherished project was the creation of a Catholic university. Fr. D’Alzon was devoted to helping people learn, adapt, grow and change in a multitude of ways. The Assumptionists sustain vigorous engagement with the University because they see higher education as an especially rich field within which to achieve the mission of the Church. In collaboration with the Trustees and the entire administrative, academic, and clerical staff, the Assumptionists fill a primary role in guaranteeing the Catholic character of the University and in promoting a philosophy of education which is consonant with the highest Christian and classical values and ideals. Through this commitment, the Assumptionists share in the building of an enlightened Church and in the formation of Christian leaders.

## [**NECHE**](https://www.neche.org/)

[Assumption University](https://www.assumption.edu/) is accredited by the [New England Commission of Higher Education](https://www.neche.org/institution/assumption-college/) (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer-review process. An accredited college or university is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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| **ARC-PA Standards (5th Edition)** |

## **A3.12 The program must define, publish, and make readily available to enrolled and prospective students general program information to include:**

### **a) the program’s ARC-PA accreditation status as provided to the program by the ARC-PA** **[**[**1**](#_ARC-PA)**]**

### **d) all required curricular components, including required rotation disciplines [**[**1**](#_Curriculum_–_Class)**]**

### **e) academic credit offered by the program** **[**[**1**](#_Credit_Hours)**]**

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| **Symbolism of the Assumption University Seal** |

Logo

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The Assumption College seal was designed by Brother Gerard Brassard, A.A. in 1954 when the College and the Assumption Preparatory School became separate, distinct entities. The elements of the official Assumption College seal each have symbolic meaning and tell the story of the College’s rich history and goals.

The seal’s blue and white coloring and the crowned “M” in the upper left-hand section of the shield both signify the Blessed Virgin Mary, the Patron of the Augustinians of the Assumption.

A fleur-de-lis cross quarters the shield, its presence a representation of the College’s faith and its styling an acknowledgment of its location within the Roman Catholic Diocese of Worcester, which employs a similar style of cross in its coat of arms.

On the cross is an open book: it represents the Gospel, which is the foundation of teaching at a Catholic institution of higher learning, as well as a more general signifier of knowledge and wisdom. Written on the book are the letters ART, a shortened form of “Adveniat Regnum Tuum” (Thy Kingdom Come), a phrase from the Lord’s Prayer that serves as the motto of the Assumptionists.

In the lower right corner, the fleur-de-lis is a reminder of the French origin of the College’s founding religious order.

Together, these components of the seal remind us of what it means to be a member of the Assumption College community and how we are all inheritors of a proud tradition.

Light the way.

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**The Assumption University Master of Science in Physician Assistant Studies Program has applied for Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).  The program anticipates matriculating its first class in January 2024, pending achieving Accreditation-Provisional status at the June 2023 ARC-PA meeting.  “Accreditation-Provisional” is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for graduation of the first class (cohort) of students.  If the Assumption University is not granted accreditation, no students will be enrolled in the program, and any deposits paid will be refunded.  CASPA application fees will not be refunded.**

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