

MASTER OF PHYSICIAN ASSISTANT STUDIES - MPAS

Program Description

The MPAS Program is an entry-level, graduate degree program for students desiring a career in healthcare as a PA. PAs are licensed medical professionals who practice medicine in collaboration with licensed physicians and in teams with other healthcare providers. They evaluate, diagnose, and treat patients by taking histories, performing physical exams, and ordering and interpreting laboratory and diagnostic studies. PAs also prescribe medication, counsel patients, make referrals to specialists, and certify health status.

The MPAS Program at St. Catherine University prepares competent, well-rounded PAs with a focus on primary and patient centered-care, emphasizing ethical practice and leadership. The MPAS foundation of study is aligned with the mission and liberal arts goals of St. Catherine University, as well as the standards outlined by the ARC-PA, the National Certification Commission for Physician Assistant Examination Content Blueprint, and the Competencies for Physician Assistant Professionals.

The MPAS Program uniquely prepares students through coursework that is constructed in an integrated fashion and in which “thinking like a clinician” is a foundational component from the very beginning. Clinical reasoning exercises and problem-based team learning provide optimal and efficient methods for adult learners. Practical application, early and frequent interactions with clinical experts and clinical settings, and collaboration with Program faculty and fellow students create a positive learning environment and strengthen the links between foundational knowledge and expertise in providing competent, compassionate patient care.

Students are enrolled in a full-time consecutive course of study for 28 months, commencing each fall. Students graduate in December earning a MPAS degree and are then qualified and well prepared to sit for the National Certification Examination required for state licensure and clinical practice.

Degree Program

St. Catherine's MPAS program is a full time, focused course of study that consists of 110 credits and an aim for over 2,000 clinical hours. Courses run full time during fall semester, J-term, spring semester, and summer session. The full-time curriculum takes 28 months to complete and is divided into three sections: 14 months of didactic courses, 14 months of supervised clinical experiences and a concluding senior seminar.

The 14-month didactic phase of the program covers traditional medical content that is organized around body systems, patient populations and practice settings – with an integrated approach incorporating many traditional “stand-alone” medical courses such as anatomy, pathophysiology, clinical medicine, patient evaluation and management. These courses are delivered one course at a time. Evidence-based medicine courses are semester long and delivered in tandem with integrated didactic courses.

The didactic phase is followed by 14 months of clinical clerkships. The 14 months of clinical experiences are divided into clerkships of equal lengths in the areas of: family medicine, pediatrics, women's health, general surgery, internal medicine, emergency medicine and mental health. Two rotations of elective time and two senior clerkships allow

St. Kate's students the opportunity to customize their own learning with a focus toward specific areas of interest, global perspectives, or strengthening areas of self-assessed weakness. Clinical clerkships take place at many practice locations and affiliates. The program concludes with a senior seminar designed to polish and present student portfolios and enhance a student's preparedness for the national certification exam and for employment as a PA.

Program Goals

The MPAS program strives to:

1. Prepare competent and compassionate PAs ready for clinical practice.
2. Deliver an innovative and integrated curriculum that emphasizes clinical reasoning, team-based care and scholarly practice.
3. Foster leadership and program engagement.

Student Learning Outcomes

Students attain the breadth and depth of curricular and co-curricular content necessary for fulfillment of the MPAS program mission, for first-attempt passing of the NCCPA certification exam, and for successful practice as a PA. The Learning Outcomes reflect the competencies of many professional sources, to include: the NCCPA Examination Content Blueprint, the Physician Assistant Professional Competencies, the ARC-PA Accreditation Standards, and the foundational mission, values and liberal arts goals of St. Catherine University. Students will be expected to demonstrate competency in eight core learning outcome categories:

Graduates of the MPAS Program will:

Medical Care

- Comprehend a wealth of medical knowledge including an understanding of basic and biomedical sciences, clinical medicine, patient presentation, differential diagnosis, patient management, surgical principals, health promotion and disease prevention.
- Demonstrate core knowledge and skills in researching established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.

Patient Care: Evaluation, Assessment and Management

- Attain knowledge and skills in patient care, including age-appropriate assessment, evaluation and management of disease and wellness.
- Demonstrate care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness.

Healthcare Systems Based Practice

- Attain the knowledge and understanding of healthcare systems-based practice, which encompasses the societal, organizational, and economic environments in which healthcare is delivered.
- Demonstrate an awareness of and responsiveness to the larger system of healthcare to provide optimal patient care and improvements to community and healthcare systems.

Interpersonal Skills and Communication (Leadership, Collaboration & Team-Based Care)

- Demonstrate interpersonal and communication skills for effective information exchange with patients, their patients' families, physicians, professional associates, and the healthcare system.
- Possess interpersonal and communication skills that encompasses verbal, nonverbal and written exchange of information.
- Attain the skills and attributes necessary to participate in team-based care, work in collaboration with others and take on leadership roles in their community, clinic or profession.

PA Practice/Professionalism; Ethics, Social Justice and Catholic Intellectual Teaching

- Demonstrate professionalism, ethical conduct, responsibility, sensitivity to a diverse patient population and adherence to legal and regulatory requirements.
- Demonstrate a solid understanding of PA practice, which includes an understanding of professional and personal limitations.
- Explain commitment to Catholic Social Teaching, Intellectual Inquiry and the ethical and religious directives for Catholic healthcare services: respect for life, service and advocacy, contribute to common good, and stewardship of resources.

Practice Based Learning

- Apply practice-based learning skills that include critical analysis of self-learning, mentorship, analysis of medical resources and literature, and use of technology and resources for implementation of the electronic health record, management of health information, and practice of evidence-based medicine.

Cultural Competence: Patient Populations, Diversity and Global Perspectives

- Demonstrate the knowledge, professional attitude and skills related to cultural competence, its relationship to health, health disparities, disease incidence and prevalence for specific communities and diverse patients.

Clinical Reasoning through Critical Thinking and Creative Inquiry

- Demonstrate effective clinical reasoning skills through critical thinking and creative inquiry.
- Demonstrate an investigatory and analytic thinking approach to clinical situations.

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) (<http://www.arc-pa.org/accreditation/accredited-programs/>) is the national accrediting agency of PA Programs. The ARC-PA has granted Accreditation - Continuing to the St. Catherine University PA Program. The next accreditation review is scheduled to take place in 2025.

Years to Complete the Program

Students typically complete the program within 2.5 academic years of initial enrollment and must complete in 5 years.

Degree Requirements

In addition to fulfilling University requirements and following all University policies for graduate Program standing and progression, students enrolled in the MPAS Program must observe the following progression requirements:

1. Adherence to all course prerequisites;
2. Adherence to codes and standards of the PA profession, and demonstration of professional behavior;
3. Maintenance of good Program standing, as defined by the University;
4. Successful completion of the didactic phase of the Program;
5. Demonstration of adequate formative competence on the Formative Evaluation prior to entrance into the clinical phase of the program;
6. Successful completion of all core clinical clerkship courses prior to taking the Program summative evaluations;
7. Successful completion of the Evidence Based Medicine I and II, CCQI course, clinical clerkship courses and summative evaluations; and
8. Demonstration of competence in all eight MPAS Student Learning Outcome categories on the Summative Evaluation;
9. Approval for graduation through completion of a graduate exit interview with positive recommendation from Program principal faculty.

Progression Policy

Successful progression through the MPAS Program is based on scholarly achievement, demonstration of clinical competence, and personal and professional qualities for the practice of medicine as a PA. Student performance attributes in some areas are objective and can be directly reflected in course grades. However, other performance attributes are less objective and are not as easily reflected in course grades. These attributes are defined in the Professionalism standards outlined above. Academic grades alone are not sufficient to warrant promotion within the Program or for graduation from the Program.

The MPAS faculty will evaluate all students in the MPAS Program at the end of each fall, spring and summer term, and following the Formative Assessments, to determine the students' progression through the Program. The faculty will review the student's file that consists of scholarly achievement and personal/professional qualities related to the practice of medicine as a PA. Faculty members involved in the education of PA students may be contacted regarding a student's performance in classroom and clinical settings for further input. Information disclosed during student meetings with faculty, coordinators, clinical instructors, Program administrators or school administrators will not be kept confidential if the information raises concerns about professional performance. Faculty and/or coordinators will share pertinent information with each other for the professional purpose of identifying student issues and enhancing problem solving about the concerns. The information is shared only with the individuals that need to be involved in the particular situation.

Sources of Evidence

Evidence of meeting academic and professional criteria in the MPAS Program may include, but are not limited to, any of the following:

1. Academic grades;
2. Feedback from faculty, staff, clinical instructors;
3. Performance in oral and written assignments, examinations, labs, or other appropriate course work;
4. Attendance record; and
5. Signed receipt of the policy manual.

Didactic Phase Progression

In general, all systems-based courses must be completed before moving to population-based courses, and all didactic population courses must be completed before a student moves to care setting-based courses. Failure of 2 courses may result in academic dismissal from the Program. Students who have had multiple remediations, (component, course, or combination of these) are at risk for failure to progress or academic dismissal from the Program. This is outlined in the Remediation section. Students must pass or successfully remediate every course in the didactic phase and pass or successfully remediate the Formative Evaluation before progressing to the clinical phase unless an alternative/conditional remediation schedule is recommended by the Program.

Clinical Phase Progression

All required clinical rotations must be satisfactorily completed as judged by the Clinical Coordinator before the student is recommended for graduation from the Program. If the student is not performing at an acceptable clinical or professional level at a rotation site and is either removed or dismissed from the site prior to the end of the rotation due to poor performance or unprofessional behavior an investigatory process will be completed by the Clinical Coordinator. The student will have to repeat the rotation in its entirety unless allowed to return and complete the rotation with a passing grade. In addition, the student will be subject to an appropriate Level Review and may be subject to dismissal from the Program.

Students who fail a clinical clerkship will be given a Level 2 review and placed on Academic Probation. They are required to repeat both the clerkship and the associated coursework. Students must discuss their performance with the course coordinator who will guide the plan for remediation through the AIP. A student who fails to pass the repeat clinical clerkship reassessment may be subject to academic dismissal. In addition to the ongoing evaluation and discussion of student progress at regular faculty meetings, the overall academic standing of each student is reviewed at the end of each academic semester.

Discipline

Levels of Review

Levels of Review are the structure used for academic performance or professional behavior issues. The level assigned to a review indicates the seriousness of the concern. A student will normally progress through the Levels of Review in a sequential order, however, an instance may arise in which the incident is determined by a faculty member to be serious enough to warrant an immediate Level 2 or 3 Review.

Level 1 Review

When a faculty member (usually the advisor) has a concern about a student meeting academic criteria or related to professional behavior or academic performance, the faculty member will hold a meeting with the student. Additional faculty (such as a course coordinator) may also be present at the meeting. The Remediation section below outlines further details regarding academic Level 1 review. In this information gathering process, the faculty member will:

1. Discuss the concern directly with the student and seek to work with the student to resolve the difficulty; and
2. Notify the student's advisor in writing, if not the advisor.
3. Faculty hold the right to invite additional faculty members deemed necessary for the concerns at hand.

Document in writing the dates, topics and plan discussed with the student and place documentation in student's advising folder. In many

cases, meetings between faculty and students resolve the concern(s) and do not lead to further reviews.

Level 2 Review

When a student is not meeting or following a Program or University standard, policy, or procedure, OR when concerns have not been resolved from a Level 1 Review, a Level 2 Review will be initiated. A Level 2 Review involves the student, the student's advisor and the appropriate third-party faculty member. If a problem arises in the clinical setting, the Clinical Coordinator will contact the clinical instructor for input before the meeting. The Remediation section below outlines further details regarding academic Level II review.

In this information gathering process, the faculty member will determine the nature of the concern, and gather sufficient information to develop a written plan to address that concern if one is needed. No further action may be required or the student may be asked, in writing, to modify his or her behavior and/or seek appropriate assistance. This process is designed to assist students in dealing with identified concerns that have an impact on their performance. Written documentation is kept in the student's advising file.

The faculty member will also assess and maintain documentation and decide if it is necessary to conduct a more comprehensive review or a move to a level 3 review.

Level 3 Review

When repeated patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student, or when the student is being considered for dismissal from the Program, a Level 3 Review is initiated. The Remediation section below outlines further details regarding academic Level 3 review.

The Level 3 Review participants will include 4 members of the MPAS department in addition to the faculty member bringing the concern: the Program Director, Medical Director, the phase Coordinator (didactic or clinical) and the student's advisor. If a faculty member has two roles, another faculty participant will be appointed by the Program Director. Most often, a level 3 review is sufficient to deal with student performance issues and is the final step in the MPAS review process.

When a Level 3 Review is initiated, the Program Director will review the material from the Level 2 Review, if one was conducted, and determine the nature of the problem and identify alternatives for its remediation. The student will be notified in writing of the concerns and meeting date with sufficient time to prepare for and attend the meeting.

Students must be notified of the Level 3 Committee decision in writing within seven calendar days of the review. It is the responsibility of the Program Director to communicate the decision to the student.

Probation, Suspension, and Dismissal

Based on a Level 2 or 3 Review and conference, the student will be informed of the decision in writing, which may include one or more of the following actions:

No conditions

Continue the student in the Program with no conditions. In these situations, the concern has been addressed and no further action by the student or Program is required.

Referral

Consult with and/or refer to the Dean of the Graduate School. If a referral is made to the Dean's Office after consultation, the student will be notified in writing about the nature of the concern and the fact that the referral is taking place. Situations which may result in referral to the Dean include academic dishonesty, hazing, racial or sexual harassment, possession or use of firearms or other weapons on University property, damage or destruction of University property, and conduct that endangers the health or safety of any University student, employee, or campus visitor.

Probation

Probation establishes formal conditions for the student's continuance in the Program. Probationary status may be placed by the Program and/or the University. Grounds for being placed on academic probation may include, but are not limited to:

1. Failure to maintain a cumulative GPA above 3.0;
2. Requiring more than 4 core component remediations (OSCE and/or written exam) or 2 course remediations;
3. Course failure; or
4. Lapses in professionalism that prompt a Level 2 Review.

During the probation term, the *student* will:

1. Meet with his or her advisor prior to the beginning of the term to review the situation and to plan the steps needed to be removed from probation; and
2. Meet with his or her advisor during the probation term to monitor progress and to address any difficulties.

During the probation term, the *advisor* will:

1. Monitor the commitments made in the student plan; and inform the Program Director if recommendations are not being followed.

During the probation term, the *Program Director* will:

1. Verify and report to the student any failure by the student to supply the plan or meet its goals and to give the student warning that a failure to meet the plan's goals will lead to termination.

Dismissal

In some situations, it will be recommended that the student no longer continue in the MPAS Program. The student may be counseled to withdraw from the Program. If withdrawal is not advised, or the student does not accept that recommendation, the student will be dismissed from the Program. In either case, the student will be provided with documentation regarding the specific reasons for their dismissal and the conditions, if any, under which they may return. Grounds for Program dismissal include, but are not limited to, the following:

1. Failure to raise the cumulative GPA above 3.0 at the completion of two academic Program semesters of probation (this includes the summer session);
2. Requiring more than 6 core component (OSCE and written) remediations;
3. Two course failures;
4. Failure to successfully remediate the Formative Evaluation;
5. Failure to meet conditions established in an AIP or probationary terms; or

6. Lapses in professionalism that are not corrected on an improvement plan, or are so severe that a patient is placed in jeopardy.

Student Appeal

Students have the right to appeal a dismissal decision on the grounds of procedural error through the St. Catherine University by contacting the Dean of the Henrietta Schmoll School of Health Sciences.

Reinstatement

The program does not reinstate dismissed students. If a student is dismissed, they have the right to petition the dismissal decision.

Procedure for Readmission

Students wishing to be considered for readmission must apply through the Central Application Service for Physician Assistants (CASPA). Such students will compete with other applicants in the current admissions cycle. If readmission is subject to conditions of a dismissal, those conditions must be met prior to application. There is no guarantee of readmission. Once readmitted, the student is subject to whatever requirements are in effect at the time of re-entry.

Academic Standards

Students are expected to maintain a cumulative GPA greater than or equal to 3.0. Multiple types of assessments are utilized within each of the courses and clerkships.

Didactic Phase

Each didactic phase course defines certain components (written exam and OSCE) as "Core." Successful academic progression through the Program requires a student to pass or successfully remediate every course. A passing grade for didactic phase courses requires:

1. Achievement of 75.0% or greater in each Core component (written exam and OSCE); and
2. Entire course cumulative score of 80.0% or greater.

Each Evidence Based Medicine course requires a course cumulative score of 80.0% or greater for passing.

The final course grade, if all passing requirements are met without remediation, will be the course cumulative score.

Clinical Phase

A passing grade for clinical phase clerkships requires:

1. Entire course cumulative score of 80.0% or greater; and
2. A passing score (75.0% or greater) on the Clinical Instructor Evaluation(s).

Remediation

Failure to meet any requirement for passing in the didactic phase courses will result in remediation. Students are responsible for monitoring their grades. After component/course grades are released, the student is responsible for emailing both academic advisor and course coordinator to discuss scores that require remediation attention. Failure to contact advisor and course coordinator in a timely fashion (by the end of the next academic day) is considered a violation of professionalism.

Scores that require remediation are as follows:

In the case of a Core component (written exam and/or OSCE) score less than 75.0%, that component will be remediated. In the case of

other assessments (practical exam, anatomy exam, 1:1 case) score less than 75.0%, that assessment will be remediated. In the case of a course cumulative score less than 80.0%, the remediation terms will be determined by the advisor in consultation with the course director.

Timing of remediation is as follows:

Early remediation must occur prior to completion of the following course. Efforts will be made to complete the early remediation as early as is feasible, ideally within the first week of the following course. If all passing requirements are met after early remediation, the final cumulative course score will not be adjusted any higher than the original cumulative score, or 80.0% if the final cumulative score had been less than 80%.

If an early remediation of a non-core assessment (practical exam, anatomy exam, 1:1 case) is not successful, late remediation is not necessary. However, a meeting with the student's advisor, course coordinator, or an appropriate Level review may be initiated.

Late remediation will occur after completion of that term if an early remediation of a core component(s) (written exam and/or OSCE) is not successful. In the case of a course that concludes at the end of a term, late remediation timing will be determined by faculty. will be conducted in the first week of the next term. If all passing requirements are met after a late remediation, the final cumulative course score will not be adjusted any higher than the original cumulative score, or 80.0% if the final cumulative score had been less than 80%. Failure to meet all passing requirements after late remediation will result in course failure and a Level 3 Review. All remediations must be completed prior to formative examinations.

Counting Core Component and Course Remediations

Remediation attempts for core components and course, both early and late, each count as one remediation. Students requiring 2 core component (written exam and/or OSCE) remediations will receive a level 1 review and an Academic Mentoring Plan (AMP) may be devised. Students requiring 4 core component remediations or 1 course remediation will receive a level 2 review and be placed on an Academic Improvement Plan (AIP). Students requiring 6 core component remediations or 2 course remediations will receive a Level 3 Review and be placed on Academic Probation. Exceeding 6 core component remediations or 2 course remediations may be grounds for dismissal from the Program (see Dismissal section of policy manual)

Counting Non-Core Component Remediations

Successful passing/remediation of non-core assessments (practical exam, anatomy exam, 1:1 case) is important in demonstrating mastery of knowledge and skills. Non-core component remediations will not be counted toward level review criteria. Students requiring multiple non-core component remediations, in either similar or different assessment types, may be asked to meet with their advisor, course coordinator, and/or other faculty to gather information, provide mentoring, and determine if additional support is needed.

Faculty advisors may initiate an advising meeting and development of an Academic Mentoring Plan (AMP) in the setting of persistent or concerning patterns of component remediations or low component scores (core and/or non-core).

Individualized interventions and outcomes will be determined through shared decision-making. Students may be referred to one or more of the following as needed:

1. Tutoring services;
2. Student Accessibility and Accommodations office;
3. Course Coordinator or specific instructor;
4. Program Director; or
5. Mental health counseling services.

Remediation Failure

If a student does not pass a core component or course remediation attempt, a Level Review II may be conducted and the student may be placed on Academic Probation. The student must meet with his or her advisor and the Curriculum Director or Course Coordinator, who will determine and oversee the student's remediation through an Academic Improvement Plan (AIP). The AIP will specify a specific study plan and timeline and terms for discontinuing Academic Probation. Failure to pass a late remediation will result in course failure and a Level 3 Review. Successful completion of the late remediation allows for passing the course and continued progression in the Program.

Clinical Evaluations

Clinical instructor Mid-Rotation and Final Evaluation of Student Performance: The student is to remind and encourage the clinical instructor to perform a mid-rotation evaluation to point out strengths and weaknesses that the student has demonstrated during the first-half of the rotation. In this way, students are able to work on those areas of weakness for the remainder of the rotation. The clinical instructor is responsible for evaluating student performance during the clerkship at the end of the clerkship as well, and is encouraged (but not required) to discuss this evaluation with the student prior to the completion of the rotation. Students are evaluated on their basic medical knowledge, ability to obtain a medical history, and to perform an appropriate physical examination. In addition, students are evaluated on critical interpersonal and communication skills, professionalism, practice-based learning and systems-based learning.

Major Requirements

Code	Title	Credits
First Year		
PA 6000	Foundations	1
PA 6010	Dermatology	3
PA 6020	Musculoskeletal	4
PA 6030	Neurology	3
PA 6040	Eyes Ears Nose Throat Infectious Disease	3
PA 6050	Cardiovascular	5
PA 6060	Pulmonary	4
PA 6070	Gastroenterology	3
PA 6080	Genitourinary	2
PA 6090	Hematology and Oncology	2
PA 6115	Endocrine	3
PA 6120	Mental Health	2
PA 6205	Women's Health	3
PA 6305	Pediatrics	3
PA 6400	Geriatrics	2
PA 6500	Special Populations	2
PA 6605	Primary Care	3

PA 8010	Evidence-based Medicine I: Search for Justice	2
PA 8012	Evidence-Based Medicine II: Search for Equity	2
Second Year		
PA 6700	Surgical and Hospital Care	2
PA 6800	Urgent and Emergency Care	2
Clinical clerkships:¹		
PA 7050	Primary Care Clerkship	4
PA 7150	Family Medicine Clerkship	4
PA 7200	Pediatrics Clerkship	4
PA 7350	Women's Health Clerkship	4
PA 7450	Internal Medicine Clerkship	4
PA 7500	General Surgery Clerkship	4
PA 7600	Emergency Medicine Clerkship	4
PA 7700	Mental Health Clinical Clerkship	4
PA 7800	Elective I Clerkship	4
PA 7850	Elective II Clerkship	4
Third Year		
PA 7255	Community of Clinical Quality Improvement	4
PA 7900	Senior Clerkship I	4
PA 7950	Senior Clerkship II	4
PA 7985	Senior Seminar-Capstone	2
Total Credits		110

¹ Clinical Clerkships: Students will register for clerkships in varying order from each other. Any of the following will occur in the second year. All of these, with the exception of 4 credits of a course will occur in the third year. Clerkship courses will be assigned at the conclusion of the first spring term.

NOTE: The following term by term program of study includes placeholders for clinical clerkships. Students will register for clerkships in varying order from each other. Students are encouraged to update their Degree Works Plan when their program is solidified after their first spring term of enrollment.

Code	Title	Credits
Fall Term		
PA 6000	Foundations	1
PA 6010	Dermatology	3
PA 6020	Musculoskeletal	4
PA 6030	Neurology	3
PA 6040	Eyes Ears Nose Throat Infectious Disease	3
PA 8010	Evidence-based Medicine I: Search for Justice	2
Spring Term		
PA 6050	Cardiovascular ¹	5
PA 6060	Pulmonary	4
PA 6070	Gastroenterology	3
PA 6080	Genitourinary	2
PA 6090	Hematology and Oncology	2
PA 6115	Endocrine	3
PA 6120	Mental Health	2

PA 8012	Evidence-Based Medicine II: Search for Equity	2
Summer Term		
PA 6205	Women's Health	3
PA 6305	Pediatrics	3
PA 6400	Geriatrics	2
PA 6500	Special Populations	2
PA 6605	Primary Care	3
Fall Term		
PA 6700	Surgical and Hospital Care	2
PA 6800	Urgent and Emergency Care	2
Clinical Clerkship		4
Clinical Clerkship		4
Spring Term		
Clinical Clerkship ¹		4
Clinical Clerkship		4
Clinical Clerkship		4
Clinical Clerkship		4
Clinical Clerkship		4
Summer Term		
Clinical Clerkship		4
Clinical Clerkship		4
Clinical Clerkship		4
Fall Term		
PA 7255	Community of Clinical Quality Improvement	4
PA 7900	Senior Clerkship I	4
PA 7950	Senior Clerkship II	4
PA 7985	Senior Seminar-Capstone	2
Total Credits		110