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# **COLLEGE OF HEALTH SCIENCES**

# Acupuncture Institute

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Acupuncture and Traditional Chinese Medicine (TCM) are one of the most respected healing professions around the globe. It serves a quarter of the world's population and has increased in public acceptance in the United States and Europe as the fastest growing complementary health care field. TCM has gained this respect by being the most ancient written form of medical therapy known. For more information, call Dr. Jennifer Brett: (203) 576-4122 or 1-800-EXCEL-UB (1-800-392-3582), ext. 4122

Traditional Chinese Medicine (TCM), which encompasses acupuncture, manual therapy, diet counseling, herbal therapies, exercise and breathing techniques, has been in use for thousands of years. Over the millennia, the Asian community has continuously refined this ancient healing art. During the last century, this refinement has included integration of Western medical sciences within the paradigm of TCM.

## Degrees:

- Master of Science in Acupuncture (M.S.Ac.)
- Master of Science in Traditional Chinese Medicine (M.S.TCM)
- Master of Science in Chinese Herbology (M.S.CH.)
- Doctorate in Traditional Chinese Medicine (D.TCM)

## MS-AC

The development of the Master of Science in Acupuncture degree program integrates the medical concepts of both the East and West. The student will learn classical acupuncture and Traditional Chinese medical theory as well as up-to-date western bio-medical sciences.

The Master of Science in Acupuncture degree program's goal is to provide acupuncture and Traditional Chinese medical training consistent with the developing traditions in

Asia and the growing modern health care system in the United States.

Having an opportunity to work alone and in conjunction with other health care practitioners in the Health Sciences Center, the students will be able to integrate the care of patients with other health care providers. Thus, the student gains a "real world" advantage before entering private practice.

## MS-TCM

The MS-TCM is a 4-year program during which the students are instructed in Chinese Herbology during three (3) of the four (4) years of training, after a first year of basic sciences, theory and diagnosis classes lay the foundation for understanding the art and science of a full range of TCM modalities. All foundational courses and clinical rotations from the MS-AC program are included in the MS-TCM.

The nearly 3400-hours of training in Traditional Chinese Medicine modalities, including excellent training in acupuncture, moxibustion, tui na as well as Chinese herbal studies is designed to produce graduates with exemplary clinical skills. The clinical focus of this program is evident from the very first classes and permeates all the training in the MS-TCM program.

The MS-TCM program is a residential program with students completing over 80% of their course work and 100% of their clinical rotations in residence. The ASIAN/CHINESE HERBOLOGY (ACH) courses will be offered in a blended format with 50% of the didactic program offered online and 50% during 4 weekends each semester, and an additional 3 weekends each summer for a total of 11 weekends a year. Students will participate in an online environment to complete their ASIAN/CHINESE HERBOLOGY studies.

## MS-CH

The MS-CH program is a stand-alone program that will allow licensed health care professionals to better understand Chinese Herbology and be able to safely utilize these herbal products.

Currently, many healthcare professionals are able to prescribe herbal therapies (MDs, DOs, NDs, DCs, L.Acs) or work with herbal therapies (PharmDs). The UB MS-CH pro-

gram is the only clinically-oriented systematic masters-level program for health professionals in these therapies. The focus of this program is on not only clinical usage of Chinese herbal therapies but also on safety in the clinical setting while framing the clinical use of these herbs in the TCM tradition. The potential for issues associated with integrated care and drug-herb and nutrient-herb interactions are covered in detail within the MS-CH courses.

The nearly 900-hours of training in Chinese herbal studies will produce graduates with exemplary clinical skills. The clinical focus of this program is evident from the very first classes and permeates all the training in the MS-CH program.

## D.TCM.

The D.TCM is a 170-credit, 4-year program during which the students are instructed in both biomedicine and Traditional Chinese Medicine (TCM). The first year of studies focuses on biomedicine and TCM theory and diagnosis classes which form the foundation for understanding the art and science of TCM modalities. The second and third years introduce students to the full panoply of TCM treatment modalities including acupuncture, Chinese herbology, dietetics, tui na, taijichuan and qigong. The last two years of training focus on clinical rotations both on campus and off campus including training in integrated medical settings.

The D-TCM program is designed to provide significant training in biomedicine and integrative medicine for those interested in providing traditional Chinese medicine in primary care. Chinese medicine practitioners (L.Ac.s) play an important part in U.S. healthcare. The Affordable Care Act prohibits discrimination against complementary and alternative medicine (CAM) practitioners, including acupuncturists. UBAI is dedicated to ensuring that its graduate practitioners are included in all aspects of healthcare, from the private office to hospitals and public health forums.

UBAI's D-TCM program will help graduates participate in a healthcare system that is multidisciplinary and enhances competence, mutual respect, and collaboration across all healthcare disciplines. The clinical program

# Acupuncture Institute

stresses a team-based approach to care.

## Accreditation

The MS-Acupuncture, MS-Traditional Chinese Medicine and Doctorate of Traditional Chinese Medicine degree programs of the University of Bridgeport Acupuncture Institute are programmatically accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for programs preparing acupuncture and TCM medicine practitioners. ACAOM is located at 8941 Aztec Drive, Eden Prairie, Minnesota 55347; phone 952/212-2434; fax 952/657-7068.

Accreditation contact:

ACAOM

8941 Aztec Drive

Eden Prairie, Minnesota 55347

Phone 952/212-2434; fax 952/657-7068.

email: info@acaom.org

## Educational Mission, Objectives & Goals

### Acupuncture Institute Mission & Educational Objectives

The mission of the University of Bridgeport Acupuncture Institute is to offer a comprehensive education that prepares qualified candidates to become successful licensed acupuncturists. The University of Bridgeport Acupuncture Institute is an integrated unit of the University of Bridgeport. The program seeks to advance the discipline of Traditional Chinese Medicine through educational, clinical and scholarly activities. The program educates its students to be productive, caring and responsible citizens and skilled healthcare professionals. By providing an outstanding professional education, the program will produce graduates with a high level of clinical skills who have the commitment and judgment necessary to act in the service of others.

The Educational Objectives of the Acupuncture Institute are to train and educate acupuncture students who prior to graduation:

The Educational Objectives of the Acupuncture Institute are to train and educate acupuncture students who prior to graduation:

1. Demonstrate competency in utilizing the four examinations to identify Traditional

Chinese Medicine (TCM) diagnoses.

2. Have the ability to formulate and skillfully implement the safe and effective clinical application of Chinese medicine modalities based upon a total assessment of the patient;
  - a. For MS- Acup: to formulate and skillfully implement safe and effective TCM acupuncture, moxibustion, qi cultivation, tui na and adjunctive techniques.
  - b. For MS-TCM & D.TCM.: to formulate and skillfully implement safe and effective acupuncture, moxibustion, Chinese herbal medicine, qi cultivation, tui na and other adjunctive techniques.
  - c. For MS-CH: to formulate and skillfully implement safe and effective Chinese herbal medicine, and dietary therapies.

3. Adapt diagnosis and treatment strategies as needed for diverse patient populations.
4. Evaluate patient care from biomedical, pharmacological and Asian perspective in order to understand the medical context in which patients present, make appropriate treatment, and consultation decisions in various healthcare settings including as part of a collaborative health care team; and make timely referrals when appropriate.
5. Value patients' dignity and confidentiality.
6. D.TCM: will have the knowledge and skills necessary to provide patient-centered care in a variety of settings in order to optimize patient health and coordinate care with other healthcare practitioner.

University of Bridgeport Acupuncture Institute institutional goals are to:

Offer a comprehensive graduate-level education that trains future graduates in a broad range of TCM knowledge, competencies and skills so that we achieve our Mission and educational objectives

1. Offer a comprehensive graduate-level education that trains future graduates in a broad range of TCM knowledge, competencies and skills so that we achieve our Mission and educational objectives

2. Administer a professional and affordable treatment clinic that:

- Serves the local community; and
- Instructs student interns in the diagnosis and treatment of health conditions in a diverse population

3. Conduct outreach clinics to:

- Support the profession of acupuncture through community service; and
- Train students in integrative care settings;

4. Preserve and further the understanding of human health and the art of Asian medicine.

5. Produce graduates who can meet state and national licensure requirements.

## Curriculum for Each Degree

### CURRICULUM MS-AC

The Master of Science in Acupuncture degree program is three years in length (34 months) and is scheduled on a semester basis. The curriculum of this major consists of seven (7) distinct areas:

#### 1. Acupuncture Practice and Techniques:

The nine (9) acupuncture courses introduce students to the theoretical and practical information of acupuncture therapy. The student becomes proficient in the clinical applications of acupuncture, moxibustion, cupping, electrical stimulation, and bleeding techniques. The student learns to identify acupuncture points by anatomical location, palpation, and proportional measurement. The classification, function and indications for each acupuncture point are discussed and demonstrated. In addition to the twelve bilateral channels, two midline vessels and six other extra meridians, forbidden and contraindication of points are discussed. In addition, extra points, auricular points and other categories of acupuncture points are demonstrated and treatment techniques based on these extra meridians and points are discussed and practiced.

# Acupuncture Institute

## 2. Asian Medicine Theory, Diagnosis and Application:

The twelve (12) TCM medicine theory and diagnosis courses are designed to provide the student with an understanding of the scope, philosophy, theory and conceptual frame work of TCM medicine and how acupuncture specifically affects the body within the TCM treatment paradigms. Emphasis is placed on Traditional Chinese Medicine (TCM) diagnoses and effective treatment strategies.

## 3. Western Biomedicine:

The twelve (12) western biomedical courses are designed to train the student fully about western medical terms, history taking, physical exam and diagnostic skills. The student learns how to make the appropriate referral and consultation, as well as the clinical relevance of laboratory and diagnostic tests and procedures.

## 4. Herbal Medicine Survey:

The four (4) courses in herbal medicine and dietetics give the student a basic introduction to western and Chinese botanical medicine and TCM treatment philosophies relevant to herbal medicine and clinical diet therapies. Training in botanical medicine is limited in the Acupuncture Institute to three survey courses: Botanical Medicine, Introduction to Chinese Herbal Remedies and Patent Remedies. Information is provided on indications, contraindications and drug-herb interactions. In addition, the two courses in dietetics and nutrition help the student understand the role of nutrition in patients' health. (Note that the course in western nutrition is listed under Western Biomedicine: ANT 521 Nutrition.)

## 5. Movement and Respiration Studies:

The seven (7) movement and respiration courses are designed to enhance the student's personal and energetic development. The student will be exposed to a wide variety of Asian movement practices that can be used to maintain their own and their patients' health care needs. In addition to the movement studies, two courses in soft tissue treatment techniques are offered.

## 6. Counseling, communications and practice management:

The four (4) specific courses in this area enhance the students' clinical skills, both in terms of diagnosing addressing patients' psychological health and in the area of best business practices. These courses help students learn the fundamental skills needed for private practice, ethical and legal considerations in health care and special considerations for practice in integrated care settings.

## 7. Clinical Services:

The five (5) clinical services courses are designed to allow the student to develop clinical, interpersonal communication and decision-making skills. In addition, students learn professional conduct, efficiency and confidence in dealing with patients on a regular basis. From inception through the end of clinical training, the student has the opportunity to observe and work with advanced TCM practitioners as well as other health care professionals. This allows the student to understand how and when to make appropriate referrals. Clinical service rotations are available in the UBAl on-campus clinic as well as in community and hospital outreach clinical sites. By the end of clinical training, each student will have seen a minimum of 380 patient visits and will have completed 830 hours of clinical training.

## Acupuncture Curriculum

### Semester 1

COURSE	LECT.	LAB	HRS.	CR.
ABS 511 Anatomy 1	4	0	72	4
ABS 515 Physiology 1	2	0	36	2
ATD 511 TCM History/Philosophy	1	0	18	1
ATD 512 TCM Theory	2	0	36	2
ATD 513 TCM Diagnosis 1	2	0	36	2
APT 511 Point Location 1	1.5	1	45	2
APT 512 Meridian Theory	2	0	36	2
AMR 511 Tai Ji Quan 1	0	1.5	27	1
ACS 511 Evidence Informed Practices	1	0	18	1
AWB 501 UBAl Clinical Safety Procedures	0.5	0	9	0.5
<b>TOTAL</b>	<b>16</b>	<b>2.5</b>	<b>333</b>	<b>17.5</b>

### Semester 2

COURSE	LECT.	LAB	HRS.	CR.
ABS 522 Anatomy 2	4	0	72	4
ABS 525 Physiology 2	2	0	36	2
ATD 524 TCM Diagnosis 2	2	0	36	2
ATD 526 Seminar 1	1	0	18	1

APT 523 Point Location 2	1.5	1	45	2
AMR 522 Tai Ji Quan 2	0	1.5	27	1
ANT 521 Western Nutrition	2	0	36	2
AWB 521 TCM Safe Practices	1	1	45	1.5
AWB 523 Pharmacology	1	0	18	1
<b>TOTAL</b>	<b>14.5</b>	<b>3.5</b>	<b>333</b>	<b>16.5</b>

### Semester 3

COURSE	LECT.	LAB	HRS.	CR.
ACS 611 Pathology 1	2	0	36	2
ACS 612 Clinical Diagnosis 1	3	2	90	4
ACS 613 Lab Diagnosis	2	0	36	2
APT 614 Acupuncture Tech 1	2	2	72	3
AHM 521 Botanical Medicine	2	0	36	2
AHM 612 Intro Chin Herbal Remedies	1	0	18	1
AHM 613 TCM Dietetics	2	0	36	2
AMR 613 Qi Gong 1	0	1.5	27	1
ATD 529 Seminar 2	1	0	18	1
ACS 711 Preceptorship 1	0	3	75	2
<b>TOTAL</b>	<b>15.5</b>	<b>8.5</b>	<b>444</b>	<b>20</b>

### Semester 4

COURSE	LECT.	LAB	HRS.	CR.
ACS 623 Clinical Diagnosis 2	3	2	90	4
ACS 624 Pathology 2	3	0	54	3
AWB 621 Medical Ethics	1	0	18	1
APS 621 Psych Assessment	2	0	36	2
APT 625 Acupuncture Tech 2	2	2	72	3
ATD 727 Case Studies 1	1	0	18	1
APT 626 Auricular Acupuncture	1	0	18	1
AMR 624 Qi Gong 2	0	1.5	27	1
ACS 722 Preceptorship 2	0	3	75	2
<b>TOTAL</b>	<b>13</b>	<b>8.5</b>	<b>408</b>	<b>18</b>

### Summer Session

COURSE	LECT.	LAB	HRS.	CR.
ACS 631 Clinical Education 1	0	10	245	8
APT 637 Japanese Acup Techniques	1	0	18	1
AMR 627 Tuina 1	1	2	54	2
ATD 711 Differential Diagnosis & Pathomechanisms	2	0	36	2
<b>TOTAL</b>	<b>4</b>	<b>12</b>	<b>353</b>	<b>13</b>

### Semester 5

COURSE	LECT.	LAB	HRS.	CR.
ATD 618 Seminar 3	1	0	18	1
ATD 715 TCM Internal Medicine	2	0	36	2
ATD 728 Case Study 2	1	0	18	1
ATD 729 Acupuncture Gynecology	1	0	18	1
AMR 715 Tuina 2	1	2	54	2
ACS 712 Clinical Education 2	0	10	215	8
<b>TOTAL</b>	<b>6</b>	<b>12</b>	<b>359</b>	<b>15</b>

### Semester 6

COURSE	LECT.	LAB	HRS.	CR.
ATD 717 Advanced Pulse/Tongue Dx	1	0	18	1
AMR 726 Tuina 3	1	2	54	2
APT 718 Pediatric Acupuncture	1	0	18	1
AHM 713 Patent Remedies	2	0	36	2
APP 721 Practice Management	2	0	36	2
ACS 724 Public Health	2	0	36	2
ACS 723 Clinical Education 3	0	10	220	8
<b>TOTAL</b>	<b>9</b>	<b>12</b>	<b>418</b>	<b>18</b>

**Total All Semesters: 76.5 59 2,648 118**

# Acupuncture Institute

Total: 118 credits.

830 Clinical hours/26 credits;

1815 didactic hours/92 credits.

## CURRICULUM – MS-TCM

The Master of Science in Traditional Chinese Medicine degree program is four years in length (45 months) and is scheduled on a semester basis. The curriculum of this major consists of eight (8) distinct areas:

### 1. Acupuncture Practice and Techniques (APT)

The nine (9) acupuncture courses introduce students to the theoretical and practical information of acupuncture therapy. The student becomes proficient in the clinical applications of acupuncture, moxibustion, cupping, electrical stimulation, and bleeding techniques. The student learns to identify acupuncture points by anatomical location, palpation, and proportional measurement. The classification, function and indications for each acupuncture point are discussed and demonstrated. In addition to the twelve bilateral channels, two midline vessels and six other extra meridians, forbidden and contraindication of points are discussed. In addition, extra points, auricular points and other categories of acupuncture points are demonstrated and treatment techniques based on these extra meridians and points are discussed and practiced.

### 2. Asian Medicine Theory, Diagnosis and Application (ATD)

The twelve (12) TCM medicine theory and diagnosis courses are designed to provide the student with an understanding of the scope, philosophy, theory and conceptual frame work of TCM medicine and how acupuncture specifically affects the body within the Traditional Chinese Medicine treatment paradigms. Emphasis is placed on Traditional Chinese Medicine (TCM) diagnoses and effective treatment strategies.

### 3. Western Biomedicine (AWB)

The twelve (12) western biomedical courses are designed to train the student fully about western medical terms, his-

tory taking, physical exam and diagnostic skills. The student learns how to make the appropriate referral and consultation, as well as the clinical relevance of laboratory and diagnostic tests and procedures.

### 4. Herbal Medicine Survey (AHM)

The five (5) courses in herbal medicine and dietetics give the student a basic introduction to Chinese pharmacy and dispensary practices, common OTC North American botanicals, the ethical consideration of utilizing sparse resources, and TCM clinical diet therapies. Information in the western botanical and pharmacy classes provides clear information regarding indications, contraindications and drug-herb interactions. The ethical and ecological impacts of TCM materia medica on the health of the individual and the world are explored. In addition, the two courses in dietetics and nutrition help the student understand the role of nutrition in patients' health. (Note that the course in western nutrition is listed under Western Biomedicine: ANT 521 Nutrition.)

### 5. Asian/Chinese Herbology (ACH)

The ten (10) courses in Chinese Herbology offer the student a thorough understanding of Chinese Materia Medica, Classical and Patent formulas and modifications, and the clinical application of Chinese herbs and formulae. The student becomes proficient in the theories pertinent to Chinese Herbal Medicine and the clinical applications of Chinese materia medica for a wide variety of clinical situations and patient populations. At the completion of the 10 course survey, students will have learned over 300 individual herbs and over 150 different classical and patent formulae.

### 6. Movement and Respiration Studies

The seven (7) movement and respiration courses are designed to enhance the student's personal and energetic development. The student will be exposed to a wide variety of Asian movement practices that can be used to maintain their own and their patients' health care needs. In addition to the movement studies, three courses in soft tissue treatment tech-

niques are offered.

### 7. Counseling, communications and practice management

The four (4) specific courses in this area enhance the students' clinical skills, both in terms of diagnosing addressing patients' psychological health and in the area of best business practices. These courses help students learn the fundamental skills needed for private practice, ethical and legal considerations in health care and special considerations for practice in integrated care settings.

### 8. Clinical Services

The five (5) acupuncture clinical services courses and four (4) Chinese Herbology clinical services (for a total of nine – 9 – clinical experience courses) are designed to allow the student to develop clinical, interpersonal communication and decision-making skills. In addition, students learn professional conduct, efficiency and confidence in dealing with patients on a regular basis. From inception through the end of clinical training, the student has the opportunity to observe and work with advanced TCM practitioners as well as other health care professionals. This allows the student to understand how and when to make appropriate referrals. Clinical service rotations are available in the UBAI on-campus clinic as well as in community and hospital outreach clinical sites. By the end of clinical training, each student will have seen a minimum of 575 patient visits and will have completed 1190 hours of clinical training (830 hours in the acupuncture/general clinical care; 360 in the herbology clinic).

## CURRICULUM – MS-Traditional Chinese Medicine

### Semester 1

	COURSE	LECT.	LAB	HRS.	CR.
ABS 511	Anatomy 1	4	0	72	4
ABS 515	Physiology 1	2	0	36	2
ATD 512	Traditional Chinese Medicine Theory	2	0	36	2
ATD 513	Traditional Chinese Diagnosis 1	2	0	36	2
ATD 511	Traditional Chinese History and Philosophy	1	0	18	1
AMR 511	Taijiquan 1	0	1.5	27	1
APT 512	Meridian Theory	2	0	36	2
ACS 511	Evidence Informed Practice	1	0	18	1



# Acupuncture Institute

APT 511	Point Location 1	1.5	1	45	2
AWB 501	UBAI Clinical Safety Procedures	0.5	0	9	0.5
Total:		16	2.5	333	17.5

## Semester 2

COURSE	LECT.	LAB	HRS.	CR.	
ABS 522 Anatomy 2	4	0	72	4	
ABS 525 Physiology 2	2	0	36	2	
ATD 524 Traditional Chinese Diagnosis 2	2	0	36	2	
APT 523 Point Location 2	1.5	1	45	2	
AMR 522 Taijiquan 2	0	1.5	27	1	
ANT 521 Western Nutrition	2	0	36	2	
AWB 521 TCM Safe Practices	1	1	45	1.5	
AWB 523 Pharmacology	1	0	18	1	
ATD 526 Seminar 1	1	0	18	1	
Total:		14.5	3.5	333	16.5

## Semester 3

COURSE	LECT.	LAB	HRS.	CR.	
ACS 612 Clinical Diagnosis 1	3	2	90	4	
ACS 611 Pathology 1	2	0	36	2	
APT 614 Acupuncture Tech 1	2	2	72	3	
AMR 613 Qigong 1	0	1.5	27	1	
AHM 613 Traditional Chinese Dietetics	2	0	36	2	
ACS 613 Lab Diagnosis	2	0	36	2	
AHM 521 Botanical Medicine	2	0	36	2	
ATD 529 Seminar 2	1	0	18	1	
ACH 511 Chinese Formulae and Constituents 1	2	0	36	2	
ACS 711 Preceptorship 1	0	4	75	2	
Total:		16	9.5	462	21

## Semester 4

COURSE	LECT.	LAB	HRS.	CR.	
ACS 623 Clinical Diagnosis 2	3	2	90	4	
ACS 624 Pathology 2	3	0	54	3	
APT 625 Acupuncture Techniques 2	2	2	72	3	
AMR 624 Qigong 2	0	1.5	27	1	
APS 621 Psych Assessment	2	0	36	2	
APT 626 Auricular & Scalp Acupuncture	1	0	18	1	
ACS 722 Preceptorship 2	0	4	75	2	
ATD 727 Case Studies 1	1	0	18	1	
AWB 621 Medical Ethics	1	0	18	1	
ACH 512 Chinese Formulae and Constituents 2	2	0	36	2	
Total:		15	9.5	444	20

## Summer Session:

COURSE	LECT.	LAB	HRS.	CR.	
ACS 631 Clinical Education 1	0	12	245	8	
APT 637 Japanese Acupuncture Techniques	1	0	18	1	
AMR 627 Tuina 1	1	2	54	2	
ACH 635 CH Formulae 1	2	0	36	2	
ATD 711 Differential Diagnosis and Pathomechanisms	2	0	36	2	
Total:		6	14	389	15

## Semester 5:

COURSE	LECT.	LAB	HRS.	CR.
AMR 715 Tuina 2	1	2	54	2
ATD 715 Traditional Chinese Internal Medicine	2	0	36	2
ATD 728 Case Study 2	1	0	18	1
ATD 729 Acupuncture Gynecology	1	0	18	1
ATD 618 Seminar 3	1	0	18	1

ACH 523 Chinese Formulae & Constituents 3	2	0	36	2	
ACS 712 Clinical Education 2	0	12	215	8	
Total:		8	14	395	15

## Semester 6:

COURSE	LECT.	LAB	HRS.	CR.	
AMR 726 Tuina 3	1	2	54	2	
ATD 717 Advanced Pulse & Tongue Diagnosis	1	0	18	1	
ACS 724 Public Health	2	0	36	2	
APP 721 Practice Management	2	0	36	2	
APT 718 Pediatric Acupuncture	1	0	18	1	
ACH 524 Chinese Formulae and Constituents 4	2	0	36	2	
ACS 723 Clinical Education 3	0	12	220	8	
Total:		9.5	14	418	18

## Summer Session:

COURSE	LECT.	LAB	HRS.	CR.	
ACH 636 Chinese Formulae 2	2	0	36	2	
AHM 634 Dispensary Management	1	0	18	1	
AHM 635 Pharmacognosy & Pharmacology of Chinese Herbs	1	0	18	1	
ACC 611 Chinese Herb Clinic 1	0	4	130	2.5	
Total:		4	4	202	6.5

## Semester 7:

COURSE	LECT.	LAB	HRS.	CR.	
ACH 617 Chinese Formulae 3	2	0	36	2	
ACH 619 CH Internal Medicine & Modifications 1	2	0	36	2	
AHM 616 Ethical and ecological considerations of Chinese materia medica	1	0	18	1	
ACC 632 Chinese Herb Clinic 2A	0	2	65	1.5	
ACC 723 Chinese Herb Clinic 2B	0	2	65	1.5	
Total:		5	4	220	8

## Semester 8:

COURSE	LECT.	LAB	HRS.	CR.	
ACH 628 CH Internal Medicine & Modifications 2	2	0	36	2	
ACH 641 CH Special Topics	2	0	36	2	
ACC 724 Chinese Herb Clinic 3	0	4	100	2	
Total:		4	4	172	6

Total All Semesters: 3368 hours 149 credits

## MS-CH Curriculum

The Master of Science in Chinese Herbology degree program is two years in length (22 months) and is scheduled on a semester basis. The curriculum of this major consists of four (4) distinct areas:

### 1. HERBAL MEDICINE SURVEY:

The four (4) courses in herbal medicine and dietetics give the student a basic introduction to Chinese pharmacy and dispensary practices, common OTC North

American botanicals, the ethical consideration of utilizing sparse resources, and TCM clinical diet therapies. Information in the western botanical and pharmacy classes provides clear information regarding indications, contraindications and drug-herb interactions. The ethical and ecological impacts of TCM materia medica on the health of the individual and the world are explored. In addition, the course in dietetics and nutrition help the student understand the role of nutrition in patients' health.

### 2. ASIAN/CHINESE HERBOLOGY:

The ten (10) courses in Chinese Herbology offer the student a thorough understanding of Chinese Materia Medica, Classical and Patent formulas and modifications, and the clinical application of Chinese herbs and formulae. The student becomes proficient in the theories pertinent to Chinese Herbal Medicine and the clinical applications of Chinese materia medica for a wide variety of clinical situations and patient populations. At the completion of the 10 course survey, students will have learned over 300 individual herbs and over 150 different classical and patent formulae.

### 3. RELATED AREAS:

The three (3) required courses in ethics, TCM diagnosis and evidence-informed clinical practices help practitioners better understand their patients, the evidence for TCM therapies, possible interactions and the ethics related to TCM clinical practice.

### 4. CLINICAL EDUCATION:

The four (4) Chinese Herbology clinical services are designed to allow the student to develop clinical, interpersonal communication and decision-making skills. From inception through the end of clinical training, the student has the opportunity to observe and work with advanced TCM practitioners. Clinical service rotations are available in the UBAI on-campus clinic as well as in community outreach clinical sites. By the end of clinical training, each student will have seen a minimum of 200 patient visits and will have completed 360 hours in the herbology clinic).

# Acupuncture Institute

## Semester 1:

	COURSE	LECT.	LAB	HRS.	CR.
AHM 613	TCM Dietetics	2	0	36	2
ACS 511	Evidence Informed Practices	1	0	18	1
ACH 511	Formulas and Individual Constituents 1	2	0	36	2
ACH 512	Formulas and Individual Constituents 3	2	0	36	2
ACC 611	Herb Clinic 1	0	4	130	2.5
Total:		7	4	256	9.5

## Semester 2

	COURSE	LECT.	LAB	HRS.	CR.
ATD 524	TCM Diagnosis 2	2	0	36	2
ACH 523	Formulas and Individual Constituents 2	2	0	36	2
ACH 524	Formulas and Individual Constituents 4	2	0	36	2
AWB 621	Medical Ethics	1	0	18	1
ACC 632	Herb Clinic 2A	0	2	65	1.5
Total:		7	2	191	8.5

## Summer Session

	COURSE	LECT.	LAB	HRS.	CR.
ACH 635	Chinese Formulae 1	2	0	36	2
ACH 636	Chinese Formulae 2	2	0	36	2
AHM 634	Dispensary Management	1	0	18	1
AHM 635	Pharmacognosy & Pharmacy of Chinese Herbs	1	0	18	1
Total:		6	0	108	6

## Semester 3

	COURSE	LECT.	LAB	HRS.	CR.
ACH 617	Chinese Formulae 3	2	0	36	2
ACH 619	Internal Medicine & Modifications	12	0	36	2
AHM 616	Ethical and ecological considerations of materia medica	1	0	18	1
ACC 723	Chinese Herb Clinic 2B	0	2	65	1.5
ACC 724	Chinese Herb Clinic 3	0	3	100	2
Total:		5	5	255	8.5

## Semester 4

	COURSE	LECT.	LAB	HRS.	CR.
ACH 628	Internal Medicine & Modifications 2	2	0	36	2
ACH 641	Special Topics	2	0	36	2
Total:		4	0	72	4

Total All Semesters: 882 hours/36.5 credits

## Electives:

	COURSE	LECT.	LAB	HRS.	CR.
ATD 511	TCM History/Phil.	1	0	18	1
AHM 521	Botanical Medicine	2	0	36	2
ATD 711	Differential Dx and Pathomechanisms	2	0	36	2

## Doctor of Traditional Chinese Medicine (DTCM) PROGRAM OF STUDY

The Doctor of Science in Traditional Chinese Medicine degree program is four years in

length (46 months) and is scheduled on a semester basis. The curriculum of this major consists of nine (9) distinct areas:

### 1. Acupuncture Practice and Techniques (APT):

The nine (9) acupuncture courses introduce students to the theoretical and practical information of acupuncture therapy. The student becomes proficient in the clinical applications of acupuncture, moxibustion, cupping, electrical stimulation, and bleeding techniques. The student learns to identify acupuncture points by anatomical location, palpation, and proportional measurement. The classification, function and indications for each acupuncture point are discussed and demonstrated. In addition to the twelve bilateral channels, two midline vessels and six other extra meridians, forbidden and contraindication of points are discussed. In addition, extra points, auricular points and other categories of acupuncture points are demonstrated and treatment techniques based on these extra meridians and points are discussed and practiced.

### 2. Asian Medicine Theory, Diagnosis and Application (ATD):

The thirteen (13) Asian medicine theory and diagnosis courses are designed to provide the student with an understanding of the scope, philosophy, theory and conceptual frame work of oriental medicine and how acupuncture specifically affects the body within the oriental treatment paradigms. Emphasis is placed on Traditional Chinese Medicine (TCM) diagnoses and effective treatment strategies.

### 3. Western Biomedicine (AWB):

The sixteen (16) biomedical courses are designed to train the student fully about biomedical terms, history taking, physical exam and laboratory diagnostic skills. The student learns how to make the appropriate referral and consultation, as well as the clinical relevance of laboratory and diagnostic tests and procedures.

### 4. Herbal Medicine Survey (AHM):

The five (5) courses in herbal medicine and dietetics give the student a basic in-

roduction to Chinese pharmacy and dispensary practices, common OTC North American botanicals, the ethical consideration of utilizing sparse resources, and TCM clinical diet therapies. Information in the western botanical and pharmacy classes provides clear information regarding indications, contraindications and drug-herb interactions. The ethical and ecological impacts of TCM materia medica on the health of the individual and the world are explored. In addition, the two courses in dietetics and nutrition help the student understand the role of nutrition in patients' health. (Note that the course in western nutrition is listed under Western Biomedicine: ANT 521 Nutrition.)

### 5. Asian/Chinese Herbology (ACH):

The ten (10) courses in Chinese Herbology offer the student a thorough understanding of Chinese Materia Medica, Classical and Patent formulas and modifications, and the clinical application of Chinese herbs and formulae. The student becomes proficient in the theories pertinent to Chinese Herbal Medicine and the clinical applications of Chinese materia medica for a wide variety of clinical situations and patient populations. At the completion of the 10 course survey, students will have learned over 300 individual herbs and over 150 different classical and patent formulae.

### 6. Movement and Respiration Studies:

The seven (7) movement and respiration courses are designed to enhance the student's personal and energetic development. The student will be exposed to a wide variety of Asian movement practices that can be used to maintain their own and their patients' health care needs. In addition to the movement studies, three courses in soft tissue treatment techniques are offered.

### 7. Counseling, communications and practice management:

The five (5) specific courses in this area enhance the students' clinical skills, both in terms of diagnosing addressing patients' psychological health and in the area of best business practices as well as

# Acupuncture Institute

ethical and legal considerations in health care. Additional courses in Clinical Procedures and Grand Rounds offer training for working in team-based care and practice in integrated care settings.

## 8. Integrated Clinical Practices

During the six (6) courses integrated clinical practice, students learn professional conduct, efficiency and confidence in dealing with patients, patient-centered care and integrated clinical decision making skills.

## 9. Clinical Services:

The five (5) acupuncture clinical services courses, four (4) Chinese Herbology clinical services, and two (2) Integrated clinical services courses (for a total of eleven – 11 – clinical experience courses) are designed to allow the student to develop clinical, interpersonal communication and decision-making skills, along with the ability to work in multidisciplinary and integrated clinical locations. In addition, students learn professional conduct, efficiency and confidence in dealing with patients, patient-centered care and integrated clinical decision making skills. From inception through the end of clinical training, the student has the opportunity to observe and work with advanced TCM practitioners as well as a number of other health care professionals. This allows the student to understand how and when to make appropriate referrals. Clinical rotations are available in the UBAI on-campus clinic as well as in community and hospital outreach clinical sites. By the end of clinical training, each student will have seen a minimum of 875 patient visits and will have completed 1400 hours of clinical training (610 hours in the acupuncture/general clinical care; 360 in the herbology clinic, 430 integrative care clinical hours).

## DTCM CURRICULUM:

### Semester 1

	COURSE	LECT.	LAB	HRS.	CR.
ABS 511	Anatomy 1	4	0	72	4
ABS 515	Physiology 1	2	0	36	2
ATD 512	Traditional Chinese Medicine Theory	2	0	36	2
ATD 513	Traditional Chinese Diagnosis 1	2	0	36	2

ATD 511	Traditional Chinese History and Philosophy	1	0	18	1
AMR 511	Taijiquan 1	0	1.5	27	1
APT 512	Meridian Theory	2	0	36	2
ACS 511	Evidence Informed Practice	1	0	18	1
APT 511	Point Location 1	1.5	1	45	2
AWB 501	UBAI Clinical Safety Procedures	0.5	0	9	0.5
Total:		16	2.5	333	17.5

### Semester 2

	COURSE	LECT.	LAB	HRS.	CR.
ABS 522	Anatomy 2	4	0	72	4
ABS 525	Physiology 2	2	0	36	2
ATD 524	Traditional Chinese Diagnosis 2	2	0	36	2
APT 523	Point Location 2	1.5	1	45	2
AMR 522	Taijiquan 2	0	1.5	27	1
ANT 521	Western Nutrition	2	0	36	2
AWB 521	TCM Safe Practices	1	1	45	1.5
AWB 523	Pharmacology	1	0	18	1
ATD 526	Seminar 1	1	0	18	1
Total:		14.5	3.5	333	16.5

### Semester 3

	COURSE	LECT.	LAB	HRS.	CR.
ACS 612	Clinical Diagnosis 1	3	2	90	4
ACS 611	Pathology 1	2	0	36	2
APT 614	Acupuncture Tech 1	2	2	72	3
AMR 613	Qigong 1	0	1.5	27	1
AHM 613	Traditional Chinese Dietetics	2	0	36	2
ACS 613	Lab Diagnosis 1	2	0	36	2
AHM 521	Botanical Medicine	2	0	36	2
ATD 529	Seminar 2	1	0	18	1
ACH 511	Chinese Formulae and Constituents 1	2	0	36	2
ACS 711	Preceptorship 1	0	4	75	2
ACS 641	Diagnostic Imaging	2	0	36	2
Total:		18	9.5	498	23

### Semester 4

	COURSE	LECT.	LAB	HRS.	CR.
ACS 623	Clinical Diagnosis 2	3	2	90	4
ACS 624	Pathology 2	3	0	54	3
APT 625	Acupuncture Techniques 2	2	2	72	3
AMR 624	Qigong 2	0	1.5	27	1
APS 621	Psych Assessment	2	0	36	2
APT 626	Auricular & Scalp Acupuncture	1	0	18	1
ACS 722	Preceptorship 2	0	4	75	2
ATD 727	Case Studies 1	1	0	18	1
AWB 621	Medical Ethics	1	0	18	1
ACH 523	Chinese Herb Formulae and Constituents 3	2	0	36	2
ACS 625	Physical Exam	2	0.5	45	2
ACS 626	Laboratory Diagnosis 2: Nutritional and functional analyses	2	0	36	2
Total:		19	10	525	24

### Summer Session

	COURSE	LECT.	LAB	HRS.	CR.
ACS 631	Clinical Education 1	0	12	245	8
APT 637	Japanese Acupuncture Techniques	1	0	18	1
AMR 627	Tuina 1	1	2	54	2
ACH 635	CH Formulae 1	2	0	36	2
ACS 731	Clinical Procedures	2	0.5	36	2
ATD 711	Differential Diagnosis and Pathomechanisms	2	0	36	2
Total:		8	14	425	17

### Semester 5

	COURSE	LECT.	LAB	HRS.	CR.
AMR 715	Tuina 2	1	2	54	2
ATD 715	Traditional Chinese Internal Medicine	2	0	36	2
ATD 728	Case Study 2	1	0	18	1
ATD 729	Acupuncture Gynecology	1	0	18	1
ATD 618	Seminar 3	1	0	18	1
ACH 512	Chinese Formulae and Constituents 2	2	0	36	2
ACS 712	Clinical Education 2	0	12	215	8
ACS 715	Physical and Functional Assessments of the UB Health Sciences	2	0	36	2
Total:		10	14	431	19

### Semester 6

	COURSE	LECT.	LAB	HRS.	CR.
AMR 726	Tuina 3	1	2	54	2
ATD 717	Advanced Pulse & Tongue Diagnosis	1	0	18	1
ACS 724	Public Health	2	0	36	2
APP 721	Practice Management	2	0	36	2
APT 718	Pediatric Acupuncture	1	0	18	1
ACH 524	Chinese Formulae and Constituents 4	2	0	36	2
AWB 725	Pharmacology 2	2	0	36	2
Total:		11	2	234	12

### Summer Session

	COURSE	LECT.	LAB	HRS.	CR.
ACH 636	Chinese Formulae 2	2	0	36	2
AHM 634	Dispensary Management	1	0	18	1
AHM 635	Pharmacognosy & Pharmacology of Chinese Herbs	1	0	18	1
ACC 611	Chinese Herb Clinic 1	0	4	130	2.5
Total:		4	4	202	6.5

### Semester 7

	COURSE	LECT.	LAB	HRS.	CR.
ACH 617	Chinese Formulae 3	2	0	36	2
ACH 619	CH Internal Medicine & Modifications 1	2	0	36	2
AHM 616	Ethical and ecological considerations of Chinese materia medica	1	0	18	1
ACC 632	Chinese Herb Clinic 2A	0	2	65	1.5
ACC 723	Chinese Herb Clinic 2B	0	2	65	1.5
ACS 811	Grand Rounds 1	2	0	36	2
ACS 812	Integrated Clinical Education 1	0	10	215	6
Total:		7	14	471	16

### Semester 8

	COURSE	LECT.	LAB	HRS.	CR.
ACH 628	CH Internal Medicine & Modifications 2	2	0	36	2
ACH 641	CH Special Topics	2	0	36	2
ACC 724	Chinese Herb Clinic 3	0	4	100	2
ATD 742	TCM Geriatrics	1	0	18	1
ACS 823	Grand Rounds 2	2	0	36	2
APP 722	Professional Development	1.5	0	27	1.5
ACS 814	Integrated Clinical Education 2	0	10	215	6
Total:		8.5	14	468	16.5

TOTAL: 118 didactic credits; 87.5 lab credits; 3956 hours; 170 total credits



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# Acupuncture Institute

Clinical Training: 150 observation hours; 460 acupuncture clinic hours; 360 TCM herbal clinical hours; 430 Integrative clinic hours

OPTIONAL CLINIC HOURS: 220 acupuncture clinic hours

D-TCM Program: 1400 total clinical training hours/2556 didactic training hours

*Note: For additional information about admissions requirements and procedures, transfer credit policies, rules and regulations for student conduct, attendance policies, grading policies, satisfactory performance and degree completion requirements, please see the Acupuncture Institute website and Acupuncture Institute Student Handbook which are official publications for these degree programs.*

# School of Chiropractic

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Chiropractic is the philosophy, art, and science which concerns itself with the relationship between structure and function of the human body, as that relationship may affect the restoration and preservation of health. The School of Chiropractic prepares students to be primary portal of entry health care providers. Each student is educated to arrive at a diagnosis, care for the human body, understand and relate fundamental scientific information, and to consult with, or refer to other health care providers.

The University of Bridgeport School of Chiropractic (UBSC) is a non-profit, coeducational professional institution which grants the Doctor of Chiropractic (D.C.) degree to graduates who successfully complete four academic years of study including a clinical clerkship. The program is offered on a full-time basis.

All requirements for the D.C. degree must be completed within seven years from the date of matriculation.

## **Degree**

Doctor of Chiropractic (D.C.)

## **Accreditation & Membership**

The doctor of chiropractic degree program of the University of Bridgeport School of Chiropractic is accredited by the Commission on Accreditation of the Council on Chiropractic Education (CCE), 8049 N. 85th Way, Scottsdale, AZ 85258, 480-443-8877. The School of Chiropractic is also a member of the Association of Chiropractic Colleges (ACC).

## **Mission Statement**

To educate chiropractic students to be successful providers of highly-competent, patient-centered care by utilizing best practice educational methodologies, engaging in relevant scholarly activities, and providing effective service to our University, College, and local communities.

## **Curriculum**

A Doctor of Chiropractic is a physician whose purpose is to meet the health needs of the public as a member of the healing arts. He/she gives particular attention to the relationship of structural and neurological aspects of the body and is educated in the basic and clinical sciences as well as related health subjects. Chiropractic science concerns itself with the relationship between structure (primarily the spine), and function (primarily coordinated by the nervous system) of the human body and how that relationship affects the restoration and preservation of health.

“The DCP of the University of Bridgeport incorporates the understanding of chiropractic as a profession, practicing primary health care, providing curricular and clinical evidence of that through outcome measures, and consists of education and training to prepare graduates to:

- A. Practice direct contact health care as a primary portal-of-entry provider for patients of all ages and genders;
- B. Assess the patient’s general health status, complaints and problems leading to a diagnosis. Specific elements of patient assessment minimally include a complete health history; review of systems; physical exam, biomechanical and neurological examination; analysis of vertebral and extra-vertebral joint function; and, when clinically indicated, diagnostic imaging, clinical laboratory, and/or specialized diagnostic procedures;
- C. Develop a goal-oriented case management plan that addresses any joint misalignment/function or other neuro-biomechanical problems which may include rehabilitation and/or other therapeutic modalities;
- D. Develop appropriate doctor/patient relationships with continuity in the chiropractic management of health problems, and coordination of care with other health-care providers; and
- E. Promote wellness by assessing health risks and providing problem-related, general and public health information, and lifestyle counseling.

The purpose of chiropractic professional

education is to provide the student with a core of knowledge in the basic and clinical sciences and related health subjects sufficient to perform the professional obligations of a doctor of chiropractic.

A doctor of chiropractic is a primary portal-of-entry physician and practitioner of the healing arts, to help meet the health needs of individual patients and of the public, giving particular attention to the structural and neurological aspects of the body.

The application of science in chiropractic concerns itself with the relationship between structure, primarily the spine, and function, primarily coordinated by the nervous system of the human body, and how that relationship affects the restoration and preservation of health.

Further, this application of science focuses on the inherent ability of the body to heal without the use of drugs or surgery.

As a gatekeeper for direct access to the health care delivery system, the doctor of chiropractic’s responsibilities as a primary care physician include wellness promotion, health promotion, health assessment, diagnosis and the chiropractic management of the patient’s health care needs. When indicated, the doctor of chiropractic consults with, co-manages, or refers to other health care providers. “An accredited Doctor of Chiropractic Program (DCP) prepares its graduates to practice as primary portal-of-entry chiropractic physicians, and provides curricular and clinical evidence of such through outcome measures.” (From the Council on Chiropractic Education Standards for DCPs, July 2013).

It is the purpose of the University of Bridgeport School of Chiropractic program to offer, as a minimum, those courses and objectives as suggested in the CCE standards. It is also the purpose of the UBSC program to offer a broad-based educational experience. In many cases, the educational program presented will go beyond the course offerings suggested by CCE and will also go beyond individual state laws and scope of practice.

The University of Bridgeport School of Chiropractic curriculum is divided into three phases: Basic Sciences, Clinical Sciences, and

# School of Chiropractic

Clinical Services.

## Semester Based Curriculum

(18 WEEK PROGRAM PER SEMESTER)

### YEAR ONE

#### SEMESTER ONE

NUMBER	COURSE	LECT.	LAB	SEM	CR.
AN 511	Cell and Tissue Microscopic Anatomy and Physiology	3	0	54	3
AN 512	Functional Anatomy and Biomechanics I: Spinal Anatomy	3	3	108	4.5
PP 511	Principles and Practice I: Chiropractic History and Philosophy	2	0	36	2
BC 511	Biochemistry, Metabolism, and Nutrition	2	0	36	2
PP 512	Principles and Practice II: Introduction to Evidence Based Practice	2	0	36	2
AN 513	General Anatomy I: Viscera	3	3	108	4.5
TE 511	Chiropractic Examination Skills I: Palpation and Biomechanics of the Spine and Pelvis	2	0	36	2
TE 511L	Chiropractic Examination Skills I: Palpation and Biomechanics of the Spine and Pelvis Lab	0	3	54	1.5
AN 514	Clinical Embryology I	1	0	18	1
		18	9	486	22.5

#### SEMESTER TWO

NUMBER	COURSE	LECT.	LAB	SEM	CR.
DI 521	Diagnostic Imaging I: Normal Anatomy	2	2	72	3
PH 521	Organ System Microscopic Anatomy and Physiology I	2	0	36	2
NS 521	Neuroscience I	3	0	54	3
PP 523	Principles and Practice III: Contemporary Chiropractic Studies	2	0	36	2
AN 525	General Anatomy II: Head and Neck	3	3	108	4.5
AN 526	Functional Anatomy II: Extremities	3	3	108	4.5
MB 521	Clinical Microbiology I: Introduction to Infectious Diseases	2	0	36	2
TE 522	Chiropractic Examination Skills II: Palpation and Biomechanics of the Extremities	2	0	36	2
TE 522L	Chiropractic Examination Skills II: Palpation and Biomechanics of the Extremities Lab	0	3	54	1.5
		19	11	540	24.5

### YEAR TWO

#### SEMESTER THREE

NUMBER	COURSE	LECT.	LAB	SEM	CR.
NS 612	Neurosciences II	3	0	54	3
PA 611	Fundamentals of Pathology	2	1	54	2.5
PH 612	Organ System Microscopic Anatomy and Physiology II	4	2	108	5
MB 612	Clinical Microbiology II: Infectious Diseases	2	0	36	2

TE 613	Technique Procedures I: Introduction to Full Spine Technique	1	0	18	1
TE 613L	Technique Procedures I: Introduction to Full Spine Technique Lab	0	3	54	1.5
DX 612	Diagnostic Skills II: Orthopedic and Neurology	2	0	36	2
DX 612L	Diagnostic Skills II: Orthopedic and Neurology Lab	0	4	72	2
DX 611	Diagnostic Skills I: Physical Examination	2	0	36	2
DX 611L	Diagnostic Skills I: Physical Examination Lab	0	3	54	1.5
DI 612	Diagnostic Imaging II: Normal Anatomy	1	2	54	2
BC 612	Biochemistry, Metabolism and Nutrition II	2	0	36	2
		19	15	612	26.5

#### SEMESTER FOUR

NUMBER	COURSE	LECT.	LAB	SEM	CR.
PA 622	Systems Pathology	4	1	90	4.5
TE 624	Technique Procedures II: Intermediate Full Spine and Upper Extremity Technique	2	0	36	2
TE 624L	Technique Procedures II: Intermediate Full Spine and Upper Extremity Technique Lab	0	4	72	2
DI 623	Diagnostic Imaging III: Bone Pathology	2	2	72	3
DX 624	Laboratory Diagnosis	3	0	54	3
MB 623	Public Health I: Intro to Public Health and Epidemiology	2	0	36	2
DX 623	Diagnostic Skills III: Orthopedic and Neurology	2	0	36	2
DX 623L	Diagnostic Skills III: Orthopedic and Neurology Lab	0	4	72	2
TE 625	Technique Procedures III: Soft Tissue	2	0	36	2
TE 625L	Technique Procedures III: Soft Tissue Lab	0	2	36	1
CN 621	Clinical Nutrition I: Pathology and Assessment	1	0	18	1
PP 624	Principles and Practice IV: Evidence-Based Practice	2	0	36	2
		20	13	594	26.5

### YEAR THREE

#### SEMESTER FIVE

NUMBER	COURSE	LECT.	LAB	SEM	CR.
TE 716	Technique Procedures IV: Intermediate Full Spine and Lower Extremity Technique	2	0	36	2
TE 716L	Technique Procedures IV: Intermediate Full Spine and Lower Extremity Technique Lab	0	4	72	2
DI 714	Diagnostic Imaging IV: Arthritis and Trauma	2	2	72	3
PT 711	Physiological Therapeutics I Modalities	1	0	18	1
PT 711L	Physiological Therapeutics I Modalities Lab	0	2	36	1
DD 711	Differential Diagnosis I: Internal Disorders	5	0	90	5
DD711L	Differential Diagnosis I: Internal Disorders Lab	0	2	36	1

CN 712	Clinical Nutrition: Treatment and Management	2	0	36	2
PH 713	Toxicology & Pharmacology	2	0	36	2
TE 717L	Technique Procedures V: Soft Tissue II	0	2	36	1
ER 711	Emergency Procedures	1	2	54	2
RS 711	Evidence Based Practice I	0	0	0	1
PS 711	Clinical Psychology	2	0	36	2
PP 715	Principles and Practice V: Ethics	1	0	18	1
		18	14	768	26

#### SEMESTER SIX

NUMBER	COURSE	LECT.	LAB	SEM	CR.
DI 725	Diagnostic Imaging V: Chest and Abdomen	1	2	54	2
TE 728	Technique Procedures VI: Advanced Chiropractic Technique I	2	0	36	2
TE 728L	Technique Procedures VI: Advanced Chiropractic Technique I Lab	0	3	54	2
DI 726	Diagnostic Imaging VI: Positioning and Physics	2	2	72	3
DD 722	Differential Diagnosis II: Neuromusculoskeletal	4	0	72	4
PT 722	Physiological Therapeutics II: Rehabilitation	2	0	36	2
PT 722L	Physiological Therapeutics II: Rehabilitation Lab	0	2	36	1
DX 725	Special Populations	3	0	54	3
CS 721	Clinical Science I	2	4	108	4
MB 724	Public Health II: Community Health and Wellness	2	0	36	2
BP 721	Documentation and Insurance Protocols: Billing and Coding	1	0	18	1
BP 722	Business Procedures	1	0	18	1
RS 722	Evidence Based Practice II	0	0	0	1
		20	14	612	28

### YEAR FOUR

#### SEMESTER SEVEN

NUMBER	COURSE	LECT.	LAB	SEM	CR.
CS 812	Clinical Services II	0	25	450	12.5
DI 827	Diagnostic Imaging VII: X-Ray Review	2	0	36	2
TE 819	Technique Procedures VII: Advanced Chiropractic Technique II	1.5	3	81	3
BP 813	Starting a Chiropractic Practice and Office Management	1	0	18	1
RS 813	Evidence Based Practice III: Clinical Case Studies	0	0	0	1
		4.5	28	585	19.5

#### SEMESTER EIGHT

NUMBER	COURSE	LECT.	LAB	SEM	CR.
CS 823	Clinical Services III	0	25	450	12.5
RS 824	Evidence Based Practice IV: Completion and Submission	0	0	0	1.5
		0	25	450	14
NUMBER	COURSE	LECT.	LAB	SEM	CR.
CS 824	Clinical Services IV (Six weeks) Summer Session	0	0	150	4

# Fones School of Dental Hygiene

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 Health Sciences Center  
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## Degree Programs

Dental Hygiene (A.S., B.S., B.S. Degree Completion, M.S.D.H.)

## Description

The Fones School of Dental Hygiene, established in 1949 at the University of Bridgeport, was named for Dr. Alfred Civilion Fones, the dentist who was instrumental in creating the profession of dental hygiene in 1913. Accredited since the American Dental Association publication of September, 1953, the Fones program is in full accord with the principles established by the Commission on Dental Accreditation, a specialized accrediting body recognized by the Council on Post-Secondary Accreditation and the United States Department of Education. The graduate is eligible for National, Regional, and State examinations in each of the fifty United States, and students earning the Associate's degree may apply their credits towards a Bachelor's degree.

## Accreditation

The A.S., B.S., and M.S.D.H. degree programs in Dental Hygiene are both licensed and accredited by the State of Connecticut Office of Higher Education.

## PROGRAM REQUIREMENTS

NUMBER	COURSE	CREDITS
DHYG 301	Dental Hygiene Practice	3
DHYG 302	Instructional Strategies	3
DHYG 303	Advanced Clinical Concepts	3
DHYG 304	Dental Hygiene Internship	3
DHYG 305	Dental Hygiene Research I	3
DHYG 306	Dental Hygiene Research II	4
DHYG 315	Statistical Reasoning	3
MKTG 205	Principles of Marketing	3
HUM	Humanities Core	6
FA	Fine Arts Core	3
SOSC	Social Science Core Elective	3
CAPS C390	Capstone Seminar	3
	Electives	12

For more information, see page 90

## Dental Hygiene Master of Science Degree Purpose and Objectives

The main purpose of the Master's Degree in Dental Hygiene is to prepare registered dental hygienists for leadership roles in the areas of education, administration, public health and dental hygiene practice. This commitment is met within a multidisciplinary framework that inter-relates theory, research, and practical experience. The program seeks to educate its students to develop and conduct research that adds to the body of knowledge that advances the mission of dental hygiene. By providing a high level of professional education, the program will produce graduates with critical thinking and commitment to the service of others. Through academic courses, independent study, research and practical experience, graduate candidates are prepared to meet the present demand for dental hygiene leaders, practitioners, educators, oral health promoters, administrators/managers and researchers.

The objectives of the proposed Master's degree program are to:

- Develop expertise in a specialized area of dental hygiene.
- Expand knowledge and skills to support advanced dental hygiene practice and role development in preventive and therapeutic oral health services.
- Expand knowledge in oral health promotion and education related to a specific functional role in dental hygiene.
- Develop managerial and administrative skills.
- Contribute to the dental hygiene scientific body of knowledge
- Acquire initial competence in conducting oral health research.
- Further develop and implement leadership strategies for the betterment of oral healthcare.
- Participate in graduate dental hygiene internship experiences in educational settings, rural areas, industry and community outreach sites.
- Build a foundation for future doctoral education.

Through completion of the MSDH program, graduates will achieve the following learning outcomes:

- Utilize scientific inquiry, critical thinking, and research methodology in developing contemporary theory and best practice.
- Cultivate the incorporation of existing and emerging health informatics and technology within ones profession.
- Contribute to and facilitate development of programs based on population need, diversity, and social and cultural sensitivity.
- Promote inter-professional collaboration within an integrated delivery system of health care.
- Forge the pathway toward expanding the professional landscape of dental hygiene.
- Instill the desire to pursue doctoral level education.

## Curriculum

### PROGRAM REQUIREMENTS

NUMBER	COURSE	CREDITS
DHYG 500	Leadership in Dental Hygiene	3
DHYG 501	Grant and Contract Writing	3
DHYG 502	Research	3
DHYG 503	Clinical and Didactic Educational Concepts	3
DHYG 504	Dental Hygiene Student Teaching	3
DHYG 506	Global Health Care	3
DHYG 508	Curriculum Development and Management	3
DHYG 512	Public Health	3
DHYG 513	Contemporary Issues in Dental Hygiene	3
DHYG 515	Statistical Reasoning	3
DHYG 516	Concentrated Practicum	3
DHYG 520	Dental Hygiene Capstone	4

### SUGGESTED CURRICULUM SEQUENCE

#### FIRST YEAR

#### Summer:

DHYG 500	Leadership
DHYG 501	Grant and Contract Writing

#### Fall:

DHYG 502	Research
DHYG 506	Global Health Care

#### Spring:

DHYG 508	Curriculum Development and Management
DHYG 515	Statistical Reasoning



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# Fones School of Dental Hygiene

## SECOND YEAR \_\_\_\_\_

### Summer:

DHYG 516 Concentrated Practicum  
DHYG 503 Clinical and Didactic Educational  
Concepts

### Fall:

DHYG 504 Student Teaching in Dental Hygiene  
DHYG 512 Public Health

### Spring:

DHYG 520 Dental Hygiene Capstone  
DHYG 513 Contemporary Issues in Dental Hygiene

After completing the two years of course work the Master's Degree Candidate will continuously register for DHYG 521 Dental Hygiene Capstone Extension (1 credit) until the thesis or professional project has been successfully written and defended. Upon successful completion of all course work, the master student will then apply for graduation.

# Health Sciences *Bachelor of Science Degree*

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 Charles Dana Hall, Room 151  
 Telephone: (203) 576-4268  
 Fax: (203) 576-4262  
 Email: waguiaar@bridgeport.edu

## Curriculum and Program Requirements

The B.S. in Health Sciences program prepares students for application to professional programs in the health sciences. Such programs range from medical school and physician assistant programs, to programs in chiropractic and naturopathic medicine, as well as nutrition, acupuncture, and pharmacy. Many of these career options can be pursued in the University's professional programs.

The program offers tracks (concentrations) in community health education, exercise and fitness, and nutrition for students who desire to enter these fields at the entry level.

The program affords this range of options primarily through a liberal arts orientation toward these professions. Thus, all students take a foundation of common courses in biology, chemistry, physics, and mathematics, as well as special general education courses such as biological psychology and healthcare ethics.

A primary conviction of the program is that one of the most pressing challenges of the twenty-first century is to provide adequate healthcare to the growing and aging population. Whether students prepare for professional school application and admission, or entry level opportunities, all are encouraged to develop a philosophy of care consistent with the University's mission.

## Learning Outcomes

As a result of completing the B.S. in Health Sciences, graduates will be able to apply principles of health and wellness as a lifelong process of learning grounded in the study of basic sciences and the behavioral arts. The students will:

- understand fundamental biological, chemical, and physical properties underlying life systems
- be able to gather and analyze research data and make inferences based on the data
- be aware of professional, ethical, and pri-

vacy issues that are pertinent to careers in the health sciences

- Exercise and Fitness students will understand the relationship between exercise and wellness maintenance and be skilled at developing appropriate fitness programs for diverse populations.
- Nutrition students will understand principles of human nutrition and the relationship to health and wellness using evidence based strategies.
- Community health education students will understand principles to help people assume more responsibility for their health and well being through educational development, implementation and evaluation of community health programs.
- Pre-professional students will be broadly prepared to enter professional schools and to successfully meet school admissions criteria.

## GENERAL EDUCATION REQUIREMENTS

The following General Education courses are required of all Health Science concentrations:

ENGL 101	English Composition	3
FYS 101	First Year Seminar	3
PHIL 110	Healthcare Ethics	3
PSYC 103	Introduction to Psychology	3
MATH 105	Intermediate Algebra	3
BIOL 113	Anatomy and Physiology I	4
HUM	Humanities Core	3
SOSC	Social Science Core	3
FA	Fine Arts Core	3
MATH 203/203B	Statistics/Biostatistics	4
CAPS 390	Capstone Seminar	3
Total Semester Hours Required		35

Concentration Requirements & Suggested Programs

Each concentration requires specific additional courses.

## PRE-PROFESSIONAL AND TRACK-SPECIFIC COURSE REQUIREMENTS

In addition to the requirements above, the pre-professional advisement sequence and specific tracks require additional General Education and Track-Specific courses:

## PRE-PROFESSIONAL CORE

ENGL 102	Intro to Literature	3
BIOL 100	Biology Study Skills	3
BIOL 102	Cell-Molecular Biology	4
BIOL 106	Microbiology	4
BIOL 114	Anatomy and Physiology II	4
MATH 109	Pre-Calculus	3
CHEM 103	General Chemistry I	4
CHEM 104	General Chemistry II	4
BIOL 307	Genetics	3
CHEM 205	Organic Chemistry I	4
CHEM 206	Organic Chemistry II	4
CHEM 360	Biochemistry	4
PHYS 201	General Physics	3
	HSCI Electives	10
Total Semester Hours Required		57

ALL PHASES OF PRE-PROFESSIONAL STUDY ARE CUSTOMIZED WITH COURSES THAT MEET THE STUDENT'S NEEDS FOR PROFESSIONAL PROGRAMS IN THE HEALTH SCIENCES

## COMMUNITY HEALTH EDUCATION TRACK

BIOL 106	Microbiology	4
BIOL 114	Anatomy and Physiology II	4
CHEM 113	Introduction to Chemistry	4
CHEM 114	Introduction to Biochemistry	4
PSYC 321	Research Methods	3
ACCT 101	Principles of Accounting	3
HSCI 240	Theory of Community Health Education	3
HSCI 255	Community Health Planning & Evaluation	3
HSCI 280	Community Health Promotion	3
HSCI 330	Health Care Administration	3
HSCI 326	Health Policy and Management	3
HSCI 455	Health Sciences Senior Project	3
HSCI 385	Community Health Internship	3
HSCI	Electives	12
	Electives	12
Total Semester Hours Required		67

**Total** 120

## SUGGESTED PROGRAM – COMMUNITY HEALTH EDUCATION

### FRESHMAN YEAR

#### FALL SEMESER

ENG 101	English Composition	3
FYS 101	First Year Seminar	3
PSYC 103	Intro to Psychology (SS)	3
MATH 105	Intermediate Algebra	3
HSCI 101	Seminar in Health Care Prof	1
HSCI 201	Medical Terminology	1

Total Hours: 14

# Health Sciences Bachelor of Science Degree

## SPRING SEMESTER

PHIL 110	Health Care Ethics (HUM)	3
FA C101	Fine Arts	3
ACCT 101	Principles of Accounting	3
NUTR 205	Fundamentals of Nutrition	3
HSCI 250	Intro to Community Health	3
HSCI 102	Current Topics in Hlth Sci	1
Total Hours:		16 (30)

## SOPHOMORE YEAR

### FALL SEMESER

BIO 113	Anat & Physiology I	4
SOSC	Social Sciences Core	3
HUM C201	Humanities Core	3
HSCI 260	Intro to Exercise Science	3
HSCI 240	Theory of Comm Hlth Educ	3
Total Hours:		16 (46)

### SPRING SEMESTER

BIO 114	Anat & Physiology II	4
BIOL 106	Microbiology	4
HSCI 255	Comm Hlth Plan & Eval	3
HSCI 280	Community Hlth Promotion	3
HSCI 240	Theory of Comm Hlth Educ	3
Total Hours:		17 (63)

## JUNIOR YEAR

### FALL SEMESTER

CHEM 113	Intro to Chemistry	4
MATH 203/B	Statistics/Biostatistics	4
HSCI 330	Health Care Admin	3
	Elective	3
Total Hours:		14 (77)

### SPRING SEMESTER

CHEM 114	Intro to Biochemistry	4
HSCI 326	Health Policy & Mgmt	3
HSCI 365	Epidemiology for HS Prof	3
PSYC 321	Research Methods	3
	Elective	3
Total Hours:		16 (93)

## SENIOR YEAR

### FALL SEMESTER

HSCI 401	Health Sciences Info Lit	3
HSCI 455	Health Sciences Sr Project	3
HSCI	Elective	3
HSCI	Elective	3
	Elective	3
Total Hours:		15 (108)

## SPRING SEMESTER

HSCI 385	Community Health Intern	3
CAPS C390	Capstone	3
HSCI	Elective	3
HSCI	Elective	3
Total Hours:		12 (120)

## EXERCISE AND FITNESS CONCENTRATION

BIOL 100	Biology Study Skills	3
BIOL 102	Cellular Molecular Biology	4
CHEM 113	General Chemistry I	4
CHEM 114	General Chemistry II	4
PHYS 201	General Physics	4
PSYC 355	Sports Psychology	3
HSCI 301	Intro to Exercise Science	3
HSCI 321	Exercise Physiology	4
HSCI 331	Kinesiology	3
HSCI 341	Strength and Conditioning	3
HSCI 351	Fitness & Wellness Program Development	3
HSCI 471	Exercise Nutrition	3
PSYC 355	Sports Psychology	3
HSCI 401	Health Sciences Information Literature	3
HSCI 361	Fitness Assessment	3
HSCI 381	Internship	3
HSCI	Electives	9
SCI	Electives	6
Exercise and Fitness Concentration		67
<b>Total</b>		<b>120</b>

## SUGGESTED PROGRAM – EXERCISE AND FITNESS CONCENTRATION

## FRESHMAN YEAR

### FALL SEMESTER

BIOL 100	Biology Study Skills	3
MATH 105	Intermediate Algebra	3
HSCII 201	Medical Terminology	1
ENGL 101	English Composition	3
FYS 101	First Year Seminar	3
HSCI 101	Seminar in Health Care Professions	1
Total Semester Hours Required		14

### SPRING SEMESTER

PHIL 110	Healthcare Ethics	3
NUTR 205	Fundamentals of Nutrition	3
HSCI 260	Intro to Exercise Science	3
BIOL 102	Cellular Molecular Biology	4
PSYC 103	Intro to Psychology	3
Total Semester Hours Required		16

## SOPHOMORE YEAR

### FALL SEMESTER

CHEM 113	General Chemistry I	4
BIOL 113	Anatomy & Physiology I	4
HSCI 250	Intro to Community Health	3
MATH 203	Statistics	3
HSCI 201	Medical Technology	1
Total Semester Hours Required		15

### SPRING SEMESTER

HSCI 321	Exercise Science A&P	4
CHEM 114	General Chemistry II	4
PHYS 201	General Physics	4
HSCI 365	Epidemiology for HS Prof	3
MATH 203B	Biostatistics Lab	1
Total Semester Hours Required		16

## JUNIOR YEAR

### FALL SEMESTER

HSCI 325	Exercise Physiology	4
HSCI 361	Fitness Assessment	3
PSYC 355	Sports Psychology	3
HSCI 331	Kinesiology	3
HSCI 401	HS Information Literature	3
Total Semester Hours Required		16

### SPRING SEMESTER

HSCI 341	Strength and Conditioning	3
HSCI 351	Fitness & Wellness Program Development	3
HSCI 301	Biomechanics	4
FA Core	Fine Arts Core	3
Total Semester Hours Required		13

## SENIOR YEAR

### FALL SEMESTER

HSCI 381	Internship	3
CAPS 390	Capstone Senior Seminar	3
	Science or HS Elective	6
HSCI 471	Exercise Nutrition	3
Total Semester Hours Required		15

### SPRING SEMESTER

PSYC 321	Research Methods	3
SCI	Elective	3
HSCI	Electives	6
HUM Core	Humanities Core Elective	3
Total Semester Hours Required		15

# Health Sciences *Bachelor of Science Degree*

## NUTRITION

### CONCENTRATION

ACCT 101	Principles of Accounting	3
BIOL 100	Biology Study Skills	3
BIOL 102	Cellular Molecular Biology	4
BIOL 106	Microbiology	3
BIOL 114	Anatomy & Physiology II	4
CHEM 113	Introduction to Chemistry	4
CHEM 114	Introduction to Biochemistry	4
PSYC 321	Research Methods	3
HUM	Core Humanities Elect	3
HSCI 320	Food Sanitation	3
HSCI 345	Comparative Diet Strategies	3
HSCI 350	Community Nutrition	3
HSCI 351	Fitness & Wellness	3
	Program Development	3
HSCI 370	Clinical Herbolgoy and Botany	3
HSCI 380	Nutrition Internship	3
HSCI 420	Food Service Management	3
HSCI 460	Vitamins and Minerals	3
HSCI	Electives	6
SCI	Electives	6
	Nutrition Concentration	68

**Total** \_\_\_\_\_ **120**

### SUGGESTED PROGRAM – NUTRITION CONCENTRATION

#### FRESHMAN YEAR \_\_\_\_\_

##### FALL SEMESTER

ENGL 101	English Composition	3
FYS 101	First Year Seminar	3
HSCI 101	Seminar in Health Care Professions	1
BIOL 100	Biology Study Skills	3
MATH 105	Intermediate Algebra	3
HSCI 201	Medical Terminology	1

Total Semester Hours Required \_\_\_\_\_ 15

##### SPRING SEMESTER

PHIL 110	Healthcare Ethics	3
NUTR 205	Fundamentals of Nutrition	3
ACCT 101	Prin of Accounting	3
PSYC 103	Intro to Psychology	3
BIOL 102	Cellular Molecular Biology	4
HSCI 102	Current Topics in HS	1

Total Semester Hours Required \_\_\_\_\_ 17

#### SOPHOMORE YEAR \_\_\_\_\_

##### FALL SEMESTER

BIOL 113	Anatomy & Physiology I	4
CHEM 113	Intro to Chemistry I	4
MATH 203	Statistics	3
HSCI 250	Intro to Public Health	3
FA	Fine Arts Core	3

Total Semester Hours Required \_\_\_\_\_ 15

#### SPRING SEMESTER

CHEM 114	Intro to Biochemistry	4
BIOL 114	Anat & Physiology II	4
HSCI 260	Intro to Exercise Science	3
HSCI 345	Comparative Diet Strategies	3
MATH 203B	Biostatistics Lab	1
Total Semester Hours Required		15

#### JUNIOR YEAR \_\_\_\_\_

##### FALL SEMESTER

HSCI 370	Clinical Herbolgoy & Botany	3
HUM	Humanities Core	3
BIOL 106	Intro to Microbiology	4
PSYC 321	Research Methods	3
SOSC	Social Science Core	3
Total Semester Hours Required		16

##### SPRING SEMESTER

HSCI 320	Food Safety & Sanitation	3
HSCI 350	Community Nutrition	3
HSCI 351	Fitness & Wellness	3
	Program Development	3
HSCI 365	Epidemiology for HS Prof	3
HSCI	Elective	3

Total Semester Hours Required \_\_\_\_\_ 15

#### SENIOR YEAR \_\_\_\_\_

##### FALL SEMESTER

HSCI 420	Food Service Management	3
HSCI 460	Vitamins and Minerals	3
HSCI or SCI	Elective	3
HSCI	Elective	3
HUM	Humanities Core	3
Total Semester Hours Required		15

##### SPRING SEMESTER

CAPS 390	Capstone Senior Seminar	3
HSCI 380	Nutrition Internship	3
HSCI 401	HS Information Literature	3
HSCI or SCI	Elective	3
Total Semester Hours Required		12



# Health Sciences *Doctor of Health Sciences*

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## Program Overview

The Doctor of Health Sciences (D.H.Sc.) is a terminal academic degree program that can be described as a combination of the Doctor of Science (D.Sc.) and the Doctor of Public Health (DPH) degrees. The goal is to provide a solid foundation in the health sciences while developing skills in research design and analysis, best-practices in clinical care and education. It is envisioned to contribute significantly to the personal and professional growth of healthcare professionals and educators. This program offers students with master's degrees the opportunity for continuing academic training and advancement in their fields. There are currently three areas of concentration: clinician, nutrition and education. The Doctor of Health Sciences is an academic degree and not a clinical healthcare degree, but one which prepares healthcare professionals with tools of administration and scholarship. The goals are to enable health professionals to become better clinicians, teach in colleges and universities, or become health care administrators. For those interested in research, this program provides the foundation for both qualitative and quantitative research as core values in the educational process.

## Concentration Areas

This D.H.Sc. program is currently designed with three tracks:

- 1) Clinician track
- 2) Nutrition track
- 3) Education track

Students will have the option of taking courses from other tracks, as electives.

This program has the potential to grow and add new tracks as demands and needs arise in the future.

## Outcomes of the Program

- Become leaders with the skills and knowledge to initiate changes in healthcare environments
- Have the ability to analyze and influence public policy related to healthcare services

- Possess the skills necessary to effectively utilize evidence to support best practice clinical decisions
- Have the knowledge to integrate evidence-informed complementary medicine modalities into care delivery
- Have the ability to use research to solve problems and make ethical decisions in healthcare settings.
- Effectively serve as consultants to patients, clients, community organizations, and professional colleagues
- Generate more professors with improved higher education pedagogy

## DISSERTATION

Each student will be assigned a faculty advisor prior to beginning their dissertation project. Students will complete a three-course 9 credit dissertation sequence that is designed to assist the student with the doctoral dissertation project. The aim of this sequence of courses is to ensure that each student is making progress toward the desired endpoint.

To complete the degree, students must complete the required dissertation sequence including submitting the dissertation which must be accepted by a dissertation committee.

The dissertation topic can be an area of interest selected by the student, with the approval of their adviser. Students will be working with their adviser and receive guidance throughout the dissertation process. The dissertation for the D.H.Sc. degree may involve original research, or it can be a research paper, literature review, meta-analysis or a systematic review. The dissertation is a high-quality scholarly paper, presenting the student's research and findings, that is submitted in support of candidature for the Doctor of Health Sciences degree. There is no formal oral defense, however, the dissertation must be approved by the committee members.

The dissertation committee shall consist of a minimum of three qualified faculty members. At least two members of the committee shall be from the University of Bridgeport. All committee members must possess a terminal degree and should have some expertise in the area. The student will work closely with their committee chair, who will primarily be responsible for supervising the student's work and guiding the student's progress. The

committee members will be responsible for periodically reviewing the student's progress and providing timely feedback. The responsibility of the entire committee is to examine the dissertation and meet to make a final determination concerning its acceptability.

## COURSE REQUIREMENTS (61 CREDITS)

### CORE COURSES

HSCI 710	(3 Credits) Introduction to the U.S. Health Care System
HSCI 715	(3 Credits) Research Methods for the Health Sciences
HSCI 720	(3 Credits) Global Health Issues
HSCI 725	(3 Credits) Fundamentals of Clinical Trials
HSCI 730	(3 Credits) Healthcare Informatics
HSCI 735	(3 Credits) Data Analysis and Interpretation Clinical Concentration
HSCI 840	(3 Credits) Advanced Disease Processes and Treatment
HSCI 845	(3 Credits) Lifestyle and Health Issues
HSCI 850	(3 Credits) Health Promotion and Disease Prevention
HSCI 855	(3 Credits) Integrative and Complementary Medicine

### NUTRITION CONCENTRATION

HSCI 851	(3 Credits) Advanced Clinical Nutrition 1: Metabolic Health Issues and Cardiovascular Health
HSCI 852	(3 Credits) Advanced Clinical Nutrition 2: Digestive Health Issues
HSCI 853	(3 Credits) Advanced Clinical Nutrition 3: Chronic Degenerative Diseases and Cancer
HSCI 854	(3 Credits) Advanced Clinical Nutrition 4: Neurological and Behavioral Issues

### EDUCATION CONCENTRATION

HSCI 848	(3 Credits) Teaching in the Health Professions
HSCI 849	(3 Credits) Educational Assessment
HSCI 858	(3 Credits) Curriculum and Syllabus Development in Higher Education
HSCI 859	(3 Credits) Pedagogy and Teaching Strategies for College Instructors

### ELECTIVE COURSES

HSCI 860	(3 Credits) Evidence-Based Practice
HSCI 865	(3 Credits) Principles of Health Policy and Management
HSCI 870	(3 Credits) Principles of Environmental Toxicology
HSCI 875	(3 Credits) Infectious Diseases
HSCI 888	(3 Credits) Medical Toxicology
HSCI 889	(3 Credits) Comparative Health Systems

### DISSERTATION COURSES

HSCI 890	(3 Credits) Dissertation Seminar
HSCI 891	(3 Credits) Dissertation I
HSCI 892	(3 Credits) Dissertation II
HSCI 895	(4 Credits) On Campus Seminar

### ***Completion of Doctoral Degree***

The doctoral degree must be completed within seven years of the date from which the student started coursework in the doctoral program. In exceptional cases, the department may recommend that the Dean grant an extension of this limit.

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## **School of Naturopathic Medicine**

The School of Naturopathic Medicine is no longer accepting new students or internal transfers. Current students should refer to the 2016-2018 catalog their current Program student handbook for program information.

# School of Nursing

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## Degree Programs

Bachelor of Science in Nursing (BSN)

Master of Science in Nursing (MSN)

## Bachelor of Science in Nursing (BSN) Program

The BSN Program is designed to prepare a graduate nurse for entry-level practice in a variety of healthcare settings, to provide the foundation for graduate education and/or continued education as a life-long learner, and to contribute to quality patient outcomes.

## University of Bridgeport School of Nursing Vision and Mission

The vision of the School of Nursing is to educate professional nurses who display a commitment to clinical excellence, global healthcare, and lifelong learning.

The mission of the School of Nursing is to provide innovative, evidence-based healthcare education that prepares a professional nurse to provide compassionate care that incorporates professional values of caring, excellence, integrity and diversity in the delivery of safe, quality healthcare and advancement of the profession within a global society.

## BSN Program Student Learning Outcomes (SLOs)

Student learning outcomes or SLOs are statements specifying what students will know, be able to do or be able to demonstrate when they have completed the nursing program. The UBSN program has nine (9) SLOs, all of which are equally important to achieve:

- Synthesize knowledge from a liberal education in communication, human experience, scientific literacy, analysis, and global society.

- Communicate using an ongoing interactive process that builds therapeutic interpersonal and inter-professional relationships for an increasingly interconnected healthcare environment.
- Apply the nursing process to provide patient-centered, evidence-based, clinically competent, contemporary professional nursing care.
- Apply critical thinking skills to support excellence in nursing practice and to provide comprehensive, compassionate, evidence-based nursing care across the life span.
- Promote healthy lifestyles through health education, health promotion strategies and population-focused interventions.
- Comprehend system-based practice and its impact on safe, quality patient care within the scope of professional nursing practice.
- Apply leadership and management skills in the provision of safe, quality and cost-effective care in the continuum of healthcare environments.
- Exercise innovative inquiry in the use of information and patient care technology with knowledge based on research for the improvement in patient outcomes.
- Practice within the values, ethics, and legal standards of professional nursing.

## Pre-Nursing Curriculum

Students begin their journey towards a BSN in the Pre-Nursing program. During freshman year, students enroll in general education courses. By February 1st, Pre-Nursing students interested in pursuing a BSN must apply to the School of Nursing. Students admitted to the BSN program will begin core courses in the fall of their sophomore year. New transfer students may be eligible to enter directly into the sophomore year.

## Bachelor of Science in Nursing (BSN) Program

Admission to the Bachelor of Science in Nursing Program through the University of Bridgeport School of Nursing (UBSN) is highly competitive. In addition to the general

requirements listed below, candidates are also expected to have completed a rigorous curriculum of general education, math, and science foundation coursework, as listed in the Program Prerequisites below, to be eligible to apply. Relevant admissions information can be found below for each applicant student type.

Assessment Technologies Institute Test of Essential Academic Skills (ATI TEAS) Examination scores will be used in the evaluation of candidates for the BSN Program.

## BSN Program Prerequisites (To be completed prior to matriculation)

Anatomy & Physiology I	4 credits
Anatomy & Physiology II	4 credits
Introductory Chemistry	4 credits
English Composition	3 credits
Introduction to College Algebra and Statistics	3 credits
Public Communication	3 credits
Introduction to Psychology	3 credits
Lifespan Development	3 credits
Principles of Sociology	3 credits
Freshman Seminar / Liberal Arts Elective*	3 credits

\*Transfer students who have completed more than 12 credits may satisfy the Freshman Seminar requirement with a Liberal Arts Elective (3 credits).

## Additional Recommended Co-Requisite Coursework

Microbiology	4 credits
Statistics	3 credits
Fine Arts Elective	3 credits
Humanities Electives	6 credits

**Nursing: 65 Credits**

**General Education: 55 Credits**

**Total Credits: 120**



# School of Nursing

## Bachelor of Science in Nursing (BSN) Program Curriculum

### Pre-Nursing (Non-Degree) Curriculum

#### YEAR I

##### FALL SEMESTER – 16 WEEKS

ENGL 101	English Composition	3
BIOL 113	Anatomy & Physiology I	4
PSYC 103	General Psychology	3
FYS 101	Freshman Seminar / Liberal Arts Elective	3
MATH 103	Introduction to College Algebra and Statistics	3

Total – 16 Credits

##### SPRING SEMESTER – 16 WEEKS

BIOL 114	Anatomy & Physiology II	4
MCOM 110	Public Communication	3
SOCI 101	Principles of Sociology	3
CHEM 113	Introductory to Chemistry	4
PSYC 205	Lifespan Development	3

Total – 17 Credits

#### YEAR II

##### FALL SEMESTER – 16 WEEKS

BIOL 106	Microbiology	4
NURS 201	Intro to Professional Nursing	2
NURS 202	Fundamentals of Professional Nursing	4
NURS 204	Health Promotion I: Health Assessment Fine Arts	3 3

Total – 16 Credits

##### SPRING SEMESTER – 16 WEEKS

NURS 206	Health Maintenance & Restoration I	6
NURS 208	Pharmacology for the Professional Nurse	3
MATH 203	Elementary Statistics Humanities	3 3

Total – 15 Credits

#### YEAR III

##### FALL SEMESTER – 16 WEEKS

NURS 314	The Research Process in Nursing	3
NURS 316	Health Maintenance & Restoration II Humanities General Elective (HSCI 230 rec.)	6 3 3

Total – 15 Credits

##### SPRING SEMESTER – 16 WEEKS

NURS 323	Essentials of Family Nursing	5
NURS 328	Health Policy & Health Systems General Elective	3 3
NURS 318	Essentials of Psych/Mental Health Nursing	4

Total – 15 Credits

#### YEAR IV

##### FALL SEMESTER – 16 WEEKS

NURS 344	Health Promotion II: The Community	5
NURS 345	Leadership & Management Roles in Nursing	3
NURS 326	Health Maintenance & Restoration III	6

Total – 14 Credits

##### SPRING SEMESTER – 16 WEEKS

NURS 357	Current Issues & Trends in Nursing	3
NURS 358	Transition to Prof. Practice: Sr. Practicum	6
NURS 393	Nursing Capstone II	3

Total – 12 Credits

## Graduation Requirements

In order to graduate from the BSN program, students must complete 55 credits in general education and 65 credits in nursing, totaling 120 credits. Along with a solid foundation in nursing, graduates of the program will be eligible to sit for the National Council Licensure Examination (NCLEX-RN® Exam).

## Additional Policies

Please consult the UBSN Student Handbook for additional policies related to the School of Nursing.

## RN to BSN Completion Program

The University of Bridgeport RN to BSN Completion Program in the School of Nursing prepares the graduate nurse for quality practice, career development and the educational mobility to advance into graduate nursing programs. The RN to BSN completion program curriculum is a total of 120 credits of which 28 credits are in nine upper level nursing courses.

## Curriculum and Program Requirements

The RN to BSN Completion Program at the University of Bridgeport provides career/educational mobility for the registered nurse who desires to earn the Bachelor of Science in Nursing (BSN) degree. The streamlined progression is designed for both the diploma and associate degree graduate who can earn advanced placement on transfer of credits previously earned at a nationally accredited

institution.

No placement examination is required, and applicants may transfer up to 64 credits from previous nursing program coursework from an accredited program. The total curriculum credits are 120 with 28 from the upper level nursing BSN courses. The RN to BSN Completion Program offers the RN student the opportunity to earn the BSN degree in a reasonable timeframe without repetition of learning in an environment that acknowledges the knowledge, skills and abilities the RN brings to the learning environment. The curriculum assists the RN to enhance the role of the professional nurse in today's complex health care environments. The curriculum is designed for professional growth and further development of critical thinking, analysis and decision-making, utilization of evidence-based practice, and communication within inter-disciplinary practices in a variety of health care settings.

## Program Pre-Requisites/ Requirements

- NURS301 Theory and Evidenced Based Practice has a pre-requisite course, MATH203/DH315 Statistics.
- NURS303 Community Health requires health clearance, background and drug testing.
- NURS303 requires students to select a community site for NURS310 Population and Global Health and complete a 35-hour learning experience during the course to expand their professional practice into the community.

## RN to BSN Completion Program (BSN) Curriculum

The nine BSN upper level nursing courses exist in three tier groups to establish a level of progression from introductory courses to mid-level courses and finishing with the final three courses including the Nursing Capstone course. The RN student may complete courses at the mid-level prior to completing all three introductory courses with approval from their advisor.

# School of Nursing

## RN to BSN Completion Program (BSN) Curriculum

UNIVERSITY CORE COURSES	CREDITS
English 101	3
MCOM 110 Public Speaking	3
MATH103 or higher	3
BIOL 113 Anatomy & Physiology I	4
BIOL 114 Anatomy & Physiology II	4
Humanities	6
Sociology 101	3
Psychology Child/Lifespan	3
Fine Arts	3
<b>Total University Core Courses</b>	<b>32</b>

### PROGRAM REQUIREMENTS/TRANSFER

BIOL 106 Microbiology	4
PSYC 103 General Psychology	3
MATH203/DH315 Elementary Statistics	3
Basic Nursing Program Block Transfer	34
<b>Total Program Requirements</b>	<b>44</b>

Upper Level BSN Courses	Credits
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### TIER ONE - INTRODUCTORY COURSES

NURS302 Nursing Health Assessment	3
NURS304 Professional Seminar	3
NURS307 Informatics	3

### TIER TWO - MID-LEVEL

NURS301 Theory & Evidenced Based Practice	3
NURS303 Community Health	3
NURS306 Quality, Safety and Policy	3

### TIER THREE - FINAL COURSES

NURS305 Leadership and Management	4
NURS310 Population and Global Health	3
NURS308 Nursing Capstone	3

<b>Total Upper Level BSN Courses</b>	<b>28</b>
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<b>General Elective Courses</b>	<b>16</b>
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<b>Total RN to BSN Completion Program</b>	<b>120</b>
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## Additional Policies

Please consult the UBSN Student Handbook for additional policies related to the School of Nursing.

## Master of Science in Nursing (MSN) Program

The MSN Program is an online program, dual-focused in nursing leadership & education. Based on the AACN Essentials for Master's Nursing Education is prepares nurses as leaders and educators in order to expand career opportunities and forge partnerships between education and practice settings. Nurse leaders will have the skills to collaborate with and within healthcare systems, to enhance patient outcomes. The core three advanced practice content is required. The broad based curriculum also includes integrating concepts from epidemiology, social, scientific and environmental evidenced based data and business management principles in an effort to synthesize core leadership in nursing content from the perspective of a nurse educator and leader. Curriculum design, learning theory and evaluating outcomes are core areas for a nurse educator and essential to understanding and creating educators and leaders who uphold professional educational standards in an academic or clinical setting. This unique skill set is innovative in responding to the recommendations of the IOM report, "The Future of Nursing: Leading Change, Advancing Health" (2010). Leadership & Education MSN graduates will assimilate in a variety of healthcare settings with the educational foundation for a terminal doctoral degree.

## MSN Program Student Learning Outcomes (SLOs)

Student learning outcomes or SLOs are statements specifying what students will know, be able to do or be able to demonstrate when they have completed the masters of science nursing program. The UBSN program has (8) SLOs, all of which are equally important to achieve:

- Apply leadership & decision making skills in the provision of quality & safe care delivery to individuals & populations across healthcare delivery systems.
- Integrate epidemiological, social, core scientific and environmental data in drawing inferences regarding the health status of patient populations and interventions to

promote optimal health.

- Engage in Scholarship to direct evidenced-base practice and decision-making.
- Employ principles of business management within healthcare systems/organizations.
- Demonstrate competence in communication and collaboration required to advance inter-professional partnerships.
- Incorporate knowledge of curriculum development and design, implementing, and evaluating health education programs.
- Demonstrate competency as a leader and educator in nursing including upholding the professional nursing standards and policies.
- Incorporate ethical principles for promoting a just culture for leading and educating compassionate nursing practice.

## MSN Program Tracks

Students may begin their journey towards an MSN in the RN to BSN online program. Current associate and diploma nurses may obtain a BSN in the UB RN to BSN program then continue to the MSN program in an accelerated track. This provides a seamless progression saving students time and money when three MSN level nursing courses in the MSN program are waived. Similarly, for those with a non-nursing bachelor's degree, an accelerated RN to MSN degree track is available (no BSN conferred) as a path to completing the MSN. Current RN to BSN students interested in pursuing the MSN should apply in their next to final semester in the RN to BSN program. Students admitted to the MSN program will begin with the direct care core graduate level courses.

## Pre-requisites/admission requirements

Admission to the Masters of Science in Nursing Program through the University of Bridgeport School of Nursing (UBSN) is competitive. Each track below has specific requirements. Relevant admissions information is provided for each applicant student type. The GRE is not required.

# School of Nursing

## Online MSN in Leadership & Education

All potential MSN candidates must complete a graduate program online application and submit the following requirements based on the entering track:

### 1. University of Bridgeport BSN to MSN Program Requirements:

- Cumulative GPA > 3.0
- One professional letter of recommendation
- A 300-word essay on the reasons you are interested in the UB Leadership & Educator MSN Degree
- Current unencumbered RN license

### 2. BSN to MSN Program

- Cumulative GPA > 3.0 from an accredited BSN nursing program
- Two professional letters of recommendation
- A 300-word essay on the reasons you are interested in the UB Leadership & Educator MSN Degree
- Completion of MATH203 Elementary Statistics with a C+ or better
- Current unencumbered RN license

### 3. RN to MSN students

- a non-nursing bachelor's degree from an accredited program
- an associate's degree or diploma from an accredited school of nursing
- Cumulative GPA > 3.0
- Two professional letters of recommendation
- A 300-word essay on the reasons you are interested in the UB Leadership & Educator MSN Degree
- Current unencumbered RN license

## Master of Science in Nursing (MSN) Online Program Curriculum

### Option 1. UB RN to BSN to MSN Nursing Curriculum (BSN Conferred)

#### YEAR I \_\_\_\_\_

FALL SEMESTER - 15 WEEKS		
NURS 550	Advanced Pharmacology	3
NURS 560	Advanced Health Assessment & Advanced Pathophysiology	3
		6 Credits

SPRING SEMESTER - 15 WEEKS		
NURS 602	Curriculum Development & Design	3
NURS 604	Teaching, Assessment & Evaluation of Outcomes	3
		6 Credits

#### YEAR II \_\_\_\_\_

FALL SEMESTER - 15 WEEKS		
NURS 606	Resource Management & Finance	3
NURS 608	Organizational Leadership	3
		6 Credits

SPRING SEMESTER - 15 WEEKS		
	Elective	3
	Elective	3
		6 Credits

#### YEAR III \_\_\_\_\_

FALL SEMESTER - 15 WEEKS		
NURS 610	Educator Practicum	3
NURS 612	Leadership Practicum	3
		6 Credits

**Credits 30**

### Option 2. BSN to MSN Nursing Curriculum

#### YEAR I \_\_\_\_\_

SUMMER TERM I - 7 WEEKS		
NURS 301		3
NURS 306		3
		6 Credits

SUMMER TERM II - 7 WEEKS		
NURS 307		3
		3 Credits

FALL SEMESTER - 15 WEEKS		
NURS 550	Advanced Pharmacology	3
NURS 560	Advanced Health Assessment & Advanced Pathophysiology	3
		6 Credits

SPRING SEMESTER - 15 WEEKS		
NURS 602	Curriculum Development & Design	3
NURS 604	Teaching, Assessment & Evaluation of Outcomes	3
		6 Credits

#### YEAR II \_\_\_\_\_

FALL SEMESTER - 15 WEEKS		
NURS 606	Resource Management & Finance	3
NURS 608	Organizational Leadership	3
		6 Credits

SPRING SEMESTER - 15 WEEKS		
	Elective	3
	Elective	3
		6 Credits

#### YEAR III \_\_\_\_\_

FALL SEMESTER - 15 WEEKS		
NURS 610	Educator Practicum	3
NURS 612	Leadership Practicum	3
		6 Credits

**Total Credits 39**

### Option 3. RN to MSN Nursing Curriculum

#### YEAR I \_\_\_\_\_

SPRING SEMESTER - 7 WEEKS		
NURS 303	term 1	3
NURS 310	term 2	3
MATH 203	Intro To Statistics (15 weeks)	3
		9 Credits

SUMMER SEMESTER - 7 WEEKS		
NURS 301		3
NURS 306		3
NURS 307		3
		9 Credits

FALL SEMESTER - 15 WEEKS		
NURS 550	Advanced Pharmacology	3
NURS 560	Advanced Health Assessment & Advanced Pathophysiology	3
		6 Credits

SPRING SEMESTER - 15 WEEKS		
NURS 602	Curriculum Development & Design	3
NURS 604	Teaching, Assessment & Evaluation of Outcomes	3
		6 Credits

#### YEAR II \_\_\_\_\_

FALL SEMESTER - 15 WEEKS		
NURS 606	Resource Management & Finance	3
NURS 608	Organizational Leadership	3
		6 Credits

SPRING SEMESTER - 15 WEEKS		
	Elective	3
	Elective	3
		6 Credits

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# School of Nursing

## YEAR III

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### FALL SEMESTER – 15 WEEKS

NURS 610	Educator Practicum	3
NURS 612	Leadership Practicum	3
		<hr/>
		6 Credits

**Total Credits 45**

### ***Graduation Requirements***

In order to graduate from the MSN program, students must complete all required credits in their program track.

UB RN to BSN – 30credits credits

BSN to MSN – 39 credits

RN to MSN – 48 + required prerequisites not completed or transferred

Along with a solid foundation in nursing, graduates of the program will be encouraged to meet the National League for Nursing (CNE) Certified Nurse Educator Exam work requirements so they may become eligible to sit for the exam.

### ***Additional Policies***

Please consult the UBSN Student Handbook for additional policies related to the School of Nursing.

# Nutrition Institute

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## **Degree Program**

Human Nutrition (M.S.)

## **Mission Statement**

The mission of the human nutrition program is to prepare graduates to positively influence and support specific health challenges and promote overall well-being by integrating biochemical and physiological science knowledge with evidence-based strategies that link to integrative and preventative nutrition-based interventions.

## **Learning Outcomes**

The UB Human Nutrition Institute graduates will:

1. Promote and support awareness of the benefits of optimal nutrition to health and overall well-being.
2. Integrate biochemical and physiological science knowledge with nutritional evidence-based interventions and competent decision-making to prevent, positively influence and support various health challenges
3. Exhibit professional behavior that is ethical, collaborative and culturally sensitive
4. Demonstrate the ability to successfully complete the UB comprehensive exam

## **Degree Requirements**

Degree candidates must complete the courses listed in the 50 credit curriculum with a minimum grade point average of 3.0 (B average). All students are required to pass a comprehensive examination at the completion of all coursework in order to graduate. All degree requirements are to be completed within a five year period from start date of their first master's course. A research project (thesis) is an elective option and not required.

## **Joint Programs**

A joint program with the UB Colleges of Chiropractic has been established to allow students to pursue the M.S. degree in Human Nutrition while working on the D.C degree. Students who have completed the fifth semester of chiropractic studies, with a 3.0 GPA or above, may be recommended by their respective deans for entry into the Master's program at an advanced level. UB also offers a joint campus program with the Acupuncture Institute.

## **Joint DC/MS Program**

Students from the UB College of Chiropractic will enter the second semester of the Nutrition Program. They will be required to complete a total of 24 semester hours of required nutrition courses as specified in their admission letter.

## **Master of Science Curriculum**

NUTR 560A	Pathophysiologic Basis of Metabolic Disease	4
NUTR 560B	Biochemistry of Nutrition	4
NUTR 560C	Vitamins and Minerals	3
NUTR 560E	Nutrition Assessment	3
NUTR 560D	Clinical Biochemistry	3
NUTR 560F	Nutritional Therapeutics	4
NUTR 560G	Lifelong Healing with Food	4
NUTR 560H	Developmental Nutrition	3
NUTR 560I	Functional Medicine Nutrition	3
NUTR 560K	Virtual Clinic	4
NUTR 560M	Evidence Based Nutrition	3
NUTR 560N	Anatomy and Physiology	4
NUTR 560P	Botanical Medicine	3
NUTR 560U	Introductory Biochemistry	3
NUTR 560V	Fundamentals of Nutrition	2
Total		50



# Physician Assistant Institute

*Director:* Lauren Weindling  
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 30 Hazel Street  
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 E-mail: lweindli@bridgeport.edu

The University of Bridgeport Physician Assistant Institute is committed to the development of highly qualified physician assistants who deliver patient-centered health care. UB physician assistants gain skills that enable them to be leaders in the profession and the community, and advocates for their patients. The PAI underscores the importance of integrated medicine and of global health in clinical practice.

## Degree

Master of Science: Physician Assistant

## Mission Statement

The mission of the University of Bridgeport Physician Assistant Institute is to develop clinicians with dedication to patients; commitment to life-long education; respect for the profession; a global perspective on health care; volunteerism as a professional core value, and an integrative approach to practice for the benefit of all patients. This mission to educate the physician assistant is reflected in our motto: *Adiuvare, Mederi, Communiter -TO HELP, TO HEAL, TOGETHER.*

## Curriculum

The physician assistant curriculum is comprised of a rigorous 28 month Master of Science Program. The didactic phase of the program consists of three semesters of primarily classroom instruction. Students learn the tenets of basic science, clinical medicine technical skills, global and public health, and interviewing and counseling. The research semester teaches the basics of evidence-based medicine and research methods. The clinical phase of the program consists of three semesters of clinical rotations in internal medicine, surgery, pediatrics, emergency medicine, family medicine, psychiatry, obstetrics/gynecology and an elective. Content experts from both

academic and clinical settings provide the curriculum. Students complete a capstone project during the final phase of the program.

## Program Objectives

- Provide compassionate and effective patient care for diverse populations
- Exhibit culturally competent communication skills
- Demonstrate knowledge of established and evolving clinical sciences, applying this knowledge to patient care
- Develop the skills necessary for self-reflection and life-long learning
- Work effectively in inter-professional teams to enhance patient safety. Incorporate considerations of cost, patient safety and advocacy
- Demonstrate ethical principles and cultural sensitivity. Acquire a work ethic where patient needs replace self-interest
- Participate in scholarly and service-based activities necessary to build the profession
- Possess a mutual respect for health care advocates providing alternative modalities of care

## Semester Based Curriculum

### TERM I

NUMBER	COURSE	CREDITS
MSPA 511	Anatomy I	3
MSPA 521	Physiology I	3
MSPA 551	History & Physical Exam I	3
MSPA 529	Clinical Medicine I	5
MSPA 565	Integrative Medicine & Practice	2
MSPA 575	Global Health & Preventive Medicine	2
Term Total		18

### TERM II

NUMBER	COURSE	CREDITS
MSPA 512	Anatomy II	3
MSPA 522	Physiology II	3
MSPA 552	History and Physical Exam II	3
MSPA 581	Pharmacology I	3
MSPA 530	Clinical Medicine II	6
MSPA 534	Correlative Medicine I	2
Term Total		20

### TERM III

NUMBER	COURSE	CREDITS
MSPA 533	Clinical Medicine III	8
MSPA 556	Patient Education, Nutrition, and Counseling	2
MSPA 542	Correlative Medicine II	2
MSPA 572	Pharmacology II	3
MSPA 591	Technical Skills	2
MSPA 574	Medical Ethics & Professional Practice	2
Term Total		19

### TERM IV

NUMBER	COURSE	CREDITS
MSPA 602	Information Literacy and Medical Writing	2
MSPA 671	Research Methods	2
MSPA 661	Capstone Project I	4
MSPA 651	Internal Medicine Clerkship	5
Term Total		13

### TERM V

NUMBER	COURSE	CREDITS
MSPA 652	Pediatrics Rotation	5
MSPA 653	Surgery Rotation	5
MSPA 654	Emergency Medicine Rotation	5
Term Total		15

### TERM VI

NUMBER	COURSE	CREDITS
MSPA 655	OB/GYN Rotation	5
MSPA 656	Family Medicine Rotation	5
Term Total		10

### TERM VII

NUMBER	COURSE	CREDITS
MSPA 657	Psychiatry Rotation	5
MSPA 658	Elective Rotation	2
MSPA 695	Graduate Practice Logistics	1
MSPA 662	Capstone Project II	2
Term Total		10

## Curriculum Total

**105**