

Interdisciplinary Health Sciences Education: An "Out Of The Box" Approach

Brian B. Shulman, Ph.D.

Department of Speech-Language Pathology and Audiology
School of Graduate Medical Education
Seton Hall University

MaryAnn Clark, PT, Ed.D.

School of Graduate Medical Education
Seton Hall University

INTRODUCTION

One of the objectives of the School of Graduate Medical Education of Seton Hall University is to have a significant national presence in health sciences education. In response to the changing health care needs of society, the School is assuming a leadership role in the development of high quality, innovative programs at the master's and doctoral levels, as well as at the baccalaureate level with other schools and colleges of the University. The focus is to continue identifying and demonstrating alternate ways for satisfying the need for primary care providers in the developing health care system, as well as preparing health professionals for traditional roles. The School of Graduate Medical Education seeks to utilize the resources of the community, the University, its core hospitals and affiliates to establish an educational center for health professionals.

THE SCHOOL OF GRADUATE MEDICAL EDUCATION-SETON HALL UNIVERSITY

The School of Graduate Medical Education, established in 1987, is a professional school within the University structure. The School's mission is to prepare health care professionals to assume leadership roles in the health care arena. To achieve this goal, a variety of unique and innovative educational programs are offered utilizing a multi-institutional/integrated approach to graduate education. The School is comprised of three distinct educational programs: residency and fellowship training, continuing medical and dental education, and graduate programs in health sciences.

RESIDENCY TRAINING AND FELLOWSHIP PROGRAMS

Residency programs offer training for physicians and dentists in specialty areas such as: internal medicine, neuroscience, obstetrics/gynecology, pediatrics, dentistry, oral and maxillofacial surgery, podiatry, and osteopathic internship. There is also subspecialty training available for qualified candidates who have completed the appropriate prerequisite training. All residency, internship, and fellowship programs are ACGME or AOA accredited. The training occurs at the following participating institutions: Saint Michael's Medical Center in Newark; St. Joseph's Hospital and Medical Center in Paterson; St. Elizabeth Hospital in Elizabeth, and John F.

Kennedy Medical Center in Edison. The hospitals and the University jointly attest to the successful completion of the residency training through the issue of a certificate.

CONTINUING MEDICAL AND DENTAL EDUCATION

Continuing medical education is a program designed to provide updating of the most useful recent advances in the diagnosis and management of medical and physical disorders as they are encountered by primary health care providers and practicing specialists. The University and participating hospitals offer these updates in the form of conferences, seminars, courses, workshops, and mini-residency experiences. The School of Graduate Medical Education is accredited by the American Dental Association and the American Medical Association to provide continuing medical and dental education credits.

GRADUATE PROGRAMS IN HEALTH SCIENCES

In 1994, the School began the process of the development and operation of the degree granting programs. Prior to that time, the activities of the School consisted of only the residency training programs and the provision of continuing medical and dental education for practicing physicians and dentists.

Predicated on the fact that there was a shortage of qualified, doctorally prepared faculty in many of the health sciences in addition to the perceived shortage of clinical placement sites, the School entered into an agreement with the University of Medicine and Dentistry of New Jersey (UMDNJ). UMDNJ was the main provider of health sciences education in the state of New Jersey and its main campus in Newark is located approximately five miles east of Seton Hall University. Plans were developed which were designed to take advantage of the strengths of both institutions to establish high-quality, innovative educational programs.

The first program developed resulted in a collaborative work between UMDNJ and Seton Hall University to establish a six-year program in physical therapy. Students would be admitted to Seton Hall University as freshmen biology majors. They would complete the base requirements for the Bachelor of Science in Biology in three years and then proceed to the Master of Science in Physical Therapy at UMDNJ for another three years. At the completion of the fourth year of study, the student would receive a Bachelor of Science in Biology from Seton Hall University. At the completion of the sixth year of study, the student would receive a Master of Science in Physical Therapy from UMDNJ. Progression from the pre-professional to professional program would be seamless, as long as the student performed at a pre-established academic level. Twenty students would follow this course of study and join 30 others admitted directly to UMDNJ for the professional program.

The second program, developed in 1995, was the physician assistant program. Again, this program followed the already successful precedent set by the physical therapy program. The Physician Assistant program would be offered in collaboration with UMDNJ. Students would enter Seton Hall University as freshmen biology majors where they would complete three years of study before moving to three years of a professional program. After the fourth year of study, the

student would receive a Bachelor of Science in Biology from Seton Hall University. After the sixth year of study, the student would receive a Master of Science in Physician Assistant from both UMDNJ and Seton Hall University. The first students to complete the program graduated in May 1998.

Having seen the possibilities and advantages of working collaboratively with a large state-supported health science school, we decided to continue our program development. In 1995, plans were instituted for the establishment of a third degree program. This time, a program that offered post-professional education -- beyond entry level -- was considered. This type of advanced education was not available in New Jersey for many practicing professionals.

The Master of Science in Health Sciences was established with specialty tracks in movement science and health professions leadership. Response from the professional community was enthusiastic and now, three years later, approximately 75 students are engaged in pursuing master's level studies. The first students to complete this program will graduate in May 1999.

By the end of 1996, there was only one program in New Jersey for the entry-level education of occupational therapists, and this program was at a baccalaureate level. A needs assessment was completed and work began in earnest to develop the Master of Science in Occupational Therapy. This time, UMDNJ decided not to partner on the program. They were partners in other programs with the institution that housed the baccalaureate program in the state and felt that a conflict of interest might develop. Seton Hall University moved along independently, using the same model that had been so successful for the physical therapy and physician assistant programs.

In 1997, students were admitted to Seton Hall University as freshmen in either a Bachelor of Arts in Social and Behavioral Sciences or a Bachelor of Arts in Business Administration. Both majors allowed for sufficient flexibility in curricula to permit students to complete the requirements for the baccalaureate degree while completing the prerequisites for the professional program. After three years of study, the students moved to the professional program for three additional years of study before attaining a Master of Science in Occupational Therapy. Simultaneously with the admission of the freshmen class, students with baccalaureate degrees were admitted directly to the professional program. The first class of graduates from the Master of Science program is expected in May 2000.

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

A needs assessment was conducted by the School of Graduate Medical Education during Spring 1997 to determine the need, if any, for more professionals in speech-language pathology. A total of 600 questionnaires were mailed to practicing speech-language pathologists in New Jersey. Of those, 246 (representing 41%) were returned. When asked about the utilization of their facilities for clinical fieldwork for speech-language pathology students, 57% indicated that they would be interested in becoming a clinical affiliate. When asked if they believed that there was a need for another speech-language pathology graduate program in the state, 82% responded affirmatively. It was clear from this assessment that there was, indeed, a need for additional

practicing speech-language pathologists in New Jersey, and that those currently in practice would support the development of a new educational program. Fall 1997 saw the initial development of the Master of Science in Speech-Language Pathology. The first class of 20 graduate students began the program in the Fall 1998.

The mission of the Speech-Language Pathology graduate program is to prepare a clinician who practices within the health care system and community in a variety of settings and possesses a broad base of knowledge with which to serve clients of all ages. Based upon a strong foundation in the liberal arts and sciences, the graduate will advance speech-language pathology within the interdisciplinary health care system to serve the client, the profession and the community. The Speech-Language Pathology program views the role of the speech-language pathologist as a clinician, educator, administrator and researcher. As a clinician, the graduate will be able to identify health needs of individuals and design, implement and evaluate care plans to meet those needs. In the area of education, the graduate will be prepared to teach in health care community environments. In supervision and management, the graduate will be able to plan, establish and evaluate speech-language pathology services in a variety of settings. The graduate will be able to critically analyze new concepts and findings. The program recognizes the importance of modifying the curriculum to integrate changes in the speech-language pathology profession that occur within the current dynamic health care delivery system.

The overall goal of the curriculum is to prepare graduates to be active contributors in the health care and educational systems. To achieve this goal, a comprehensive curriculum has been designed that strives to integrate classroom, laboratory and clinical learning experience to facilitate student entry into their profession.

The curriculum prepares graduates to (1) practice in a safe, ethical and legal manner, (2) deliver appropriate speech-language pathology services, and (3) accept the responsibility for professional growth through entry into the educational, research, and legislative arenas.

The curriculum prepares the graduate to practice in a professional manner by adhering to (1) standards of practice endorsed by the profession, (2) applicable state and federal laws, (3) ethical principles endorsed by the profession, (4) professional practice within the scope of their abilities in the delivery of care, and (5) appropriate referral to other professionals when indicated. The curriculum also prepares the student to deliver appropriate speech-language pathology services by (1) selecting and performing appropriate evaluations and interpreting the results of speech-language pathology evaluations, (2) planning and implementing an appropriate treatment program for patients with speech and language disorders, (3) documenting all aspects of speech-language pathology services, and (4) communicating effectively with clients, families and colleagues. Moreover, students enrolled in the Master of Science in Speech-Language Pathology program are exposed to a variety of program initiatives that assist in professional development. These include the ability to (1) review, critically analyze, design and implement research projects, (2) critically analyze and apply new concepts and findings to clinical practice, and (c) participate in professional activities at the local, state, and national levels.

In designing the speech-language pathology curriculum, it was important to identify key curricular content areas that clearly differentiated Seton Hall University's program from those offered around the country. It was also important to provide students with numerous opportunities to develop critical thinking skills in both the academic curriculum and in the clinical practica and externship opportunities provided them during their tenure in the graduate program.

As a result of extensive evaluation of other graduate curricula in the health sciences, and more specifically, in speech-language pathology, a 99-credit eight-semester graduate program was developed which was comprised of core course work in the health sciences, professional course work specifically related to communication sciences and disorders, clinical practica/externship opportunities, and course work related to professional development and current professional issues (see Appendix A).

PROGRAM INNOVATIONS-MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

The Master of Science in Speech-Language Pathology curriculum emphasizes a "research-to-practice" philosophy in which students are expected to understand the scientific principles supporting assessment and treatment methodologies. In the Research Methods course, for example, students are expected to design and conduct a group research project by the end of the first year of the program in consultation with a program faculty mentor. In turn, they are required to orally present their findings at the annual School of Graduate Medical Education's Research Forum held each Spring. Moreover, they are also encouraged to submit their work for presentation at the annual meeting of the American Speech-Language-Hearing Association. In the other core courses, namely the Biomedical Ethics, Neuroscience, and Scientific Writing courses, a collaborative teaching format is used. While these specific core courses are taught by faculty who are outside the Department of Speech-Language Pathology and Audiology but within the School of Graduate Medical Education or the College of Arts and Sciences, program faculty provide breakout sessions throughout the given semester to provide students with applications to the field of speech-language pathology. For example, the Biomedical Ethics course is taught by the Chair of the Department of Biomedical Ethics from the School of Graduate Medical Education. This course is taken by all students enrolled in the graduate programs in the School of Graduate Medical Education, including students in speech-language pathology, occupational therapy, physician assistant, and those in the post-professional programs (i.e., Master of Science in Health Science and Doctor of Philosophy in Health Science).

The purpose of this course is to describe the application of human and professional values, judgements and choices to selective ethical dilemmas that arise in clinical practice. Emphasis is placed upon various traditional and contemporary approaches to normative ethics within decision-making models and application to resolving professional dilemmas in the delivery of health care. Specific course topics include: the framework of health care ethics, moral issues and perspectives, fundamental ethical principles of health care ethics, theories of moral development, the impact of death and dying on the treatment of clients, and how managed health care affects treatment of clients. To address the issue of ethics as it specifically is applied to speech-language pathology, a faculty member in speech-language pathology provides a number of breakout sessions in which the American Speech-Language-Hearing Association Code of Ethics is

reviewed and discussed. Moreover, specific clinical case studies are presented that address clinical ethics. Students are subsequently required to prepare term papers that must address an aspect of clinical ethics in speech-language pathology. This information is an integral part of the student's semester as it has direct impact on their clinical experience in the future semesters of the program. The notion of ethical practice is also re-addressed in one, 16-week Professional Seminar course offered towards the end of the student's graduate program in order that the student can re-examine content from the Biomedical Ethics course as it relates to the extensive amount of clinical experience they have obtained during their tenure in the program. During this specific Professional Seminar, the students are required to identify ethical dilemmas they faced (or could face) and describe orally and in written form the steps that could be taken to resolve each dilemma. Plans call for practicing health care professionals from the community to participate in this course to address specific ethics issues.

In summary, the student's exposure to ethical practice issues began initially with enrollment in a core course in biomedical ethics geared to address global issues of ethics and health care practice. Breakout sessions were also provided in this core course in order to orient the speech-language pathology student about ethical issues of clinical practice which s/he may encounter in upcoming clinical practica/externship opportunities while enrolled in the program. The final aspect of the student's education in clinical ethics occurs in a Professional Seminar in which they revisit the content area prior to graduating from the program and entering the work force as speech-language pathologists. Clearly, this "out of the box" approach provides the student with general information about biomedical ethics, followed by clinical applications to speech-language pathology, followed by requiring the student to think critically about strategies to use as they face clinical ethical dilemmas during their graduate training and beyond as they enter the field of speech-language pathology.

It should be noted that this approach is also implemented in the Neuroscience core course in which a speech-language pathology program faculty member engages in collaborative teaching with the course instructor to provide further instruction in the applications of neuroscience to the clinical practice of speech-language pathology. Specific clinical case vignettes are used to relate neuroscience and neuroanatomical information to the assessment and treatment of neurologically-based communication disorders. In particular, this information provides an easy transition for the student to the remaining three courses in the four-course "neuro sequence" provided in the speech-language pathology curriculum.

DOCTORAL EDUCATION

When the idea of starting the degree granting programs was in its initial phase, the administration of the School recognized that entry-level education alone would not be enough to fulfill the mission of becoming a nationally recognized leader in the education of health professionals. There was always a vision of having doctoral level programs to attract the brightest and the best teachers, scholars, and students. Subsequently, as the entry-level programs were being developed both with and without a partner institution, discussions began on how to establish doctoral programs. Because both institutions had a similar vision and because the collaborative programs that were already established were successful, it was decided to again

work collaboratively. In early 1998, the Doctor of Philosophy in Health Sciences was approved as a collaborative offering between UMDNJ and Seton Hall University. Although there are specialization tracks (i.e., movement science, nutrition science, health professions leadership), the program offers a basic framework and philosophy for all tracks. With the recent establishment of the Department of Speech-Language Pathology and Audiology within the School of Graduate Medical Education, a speech-language pathology track has been developed within the doctoral program as will be the case for audiology and hearing science once program faculty are appointed.

Specifically, four core curricular content areas have been identified and course work appropriate to each of these is a requirement for all students enrolled in the Doctor of Philosophy in Health Sciences program regardless of their specialization. These core areas include: biomedical ethics, philosophy of science, health care systems, and biomedical informatics. Additionally, all doctoral students are required to enroll in course work in the advanced sciences, research methods, statistics, and dissertation research. Strongly encouraged, although not required, is a course in scientific writing which, at the doctoral level, specifically addresses the form and format of writing for professional journal publication.

DOCTOR OF SCIENCE IN AUDIOLOGY

Once the Master of Science in Speech-Language Pathology program admitted its inaugural class, it was important to substantiate the perceived need for a graduate program in audiology at Seton Hall University. At that time, it was known that only one program in the state of New Jersey offered a graduate degree in audiology. In conjunction with its previous successful practices in identifying the viability of establishing new graduate programs in the health sciences, the School of Graduate Medical Education conducted a needs assessment during the Summer 1998 to determine if an entry-level program in audiology was necessary. Because it had been established by the American Speech-Language-Hearing Association that the doctoral degree would eventually become the entry-level degree for audiology, the survey focused on the need for doctoral education in audiology at the entry-level and post-professional levels.

A total of 594 questionnaires were mailed to practicing audiologists in New Jersey. Of those, 377 (representing 63%) were returned. It should be noted that only 9.5% of the respondents possessed a doctoral degree. In response to a question concerning the need to educate additional audiologists, 71% of all the respondents indicated that there was a need. When asked if they, themselves, would consider enrolling in such a program, 76% (of respondents without a doctoral degree) indicated they would be interested. Responses to a question concerning the number of vacant audiology positions at their facility indicated that there were approximately 19 unfilled positions. It was clear from this assessment that (1) there was a need for an additional graduate program in audiology in the state and (2) those audiologists currently in practice would support the development of this new educational program so they could acquire post-professional education in audiology to meet the impending changes. As a result of the needs assessment, the School and University made a commitment to offer a Doctor of Science (ScD) in Audiology degree. A 134-credit four-year entry-level (post-baccalaureate) degree granting program was developed with enrollment of the first class to be Fall Semester 1999 (see Appendix B). The overall goal of the entry-level audiology curriculum is to

prepare graduates to be active contributors and participants in the health care system. To achieve this goal, a comprehensive curriculum has been designed that integrates classroom, research laboratory and clinical learning to facilitate student entry into the profession. To meet the needs of the practicing clinical audiologist, a post-Master's track within the ScD program was also developed (see Appendix C).

The mission of the audiology program is to prepare clinicians who practice within the health care system and in a variety of community settings and possess a broad base of knowledge to serve clients of all ages. Based on a strong foundation of science and scientific principles, graduates will advance audiology within the interdisciplinary health care system to better serve the clients, the profession and the community. The intent of the audiology program is to prepare audiologists to function as clinicians, educators, administrators and researchers. As a clinician, graduates will be able to identify the hearing health needs of individuals and design, implement and evaluate treatment plans to meet those needs. In the area of education, graduates will be prepared to teach in community health care environments. As an administrator, the graduate will be able to plan, establish and evaluate audiology services in a variety of settings. The graduate will also have acquired research skills that will enable him/her to critically analyze new information in the field and apply it to clinical practice.

OUR ACCOMPLISHMENTS SO FAR

Within the past five years, the School of Graduate Medical Education has developed and implemented six graduate programs in the health sciences. Of these, four are entry-level programs (i.e., occupational therapy, physician assistant, speech-language pathology) and two are post-professional programs (i.e., Master of Science in Health Sciences and Doctor of Philosophy in Health Sciences). The total number of full-time faculty in the School of Graduate Medical Education has grown from one faculty member in 1994 to 14 in 1999, with an expected increase of five additional faculty members for the 1999-2000 academic year. In addition to having graduated 27 physician assistants in May 1998, current enrollments across each of the programs offered by the School of Graduate Medical Education are displayed in Table 1 below.

Table 1. SCHOOL OF GRADUATE MEDICAL EDUCATION PROGRAM ENROLLMENTS AS OF SPRING 1999

<i>Program</i>	<i>Enrollment</i>
MS in Physician Assistant	95
MS in Health Sciences	75
PhD in Health Sciences	22
MS in Speech-Language Pathology	18
MS in Occupational Therapy	48
Undergraduate 3+3 Programs in PT, PA, and OT	175
TOTAL NUMBER OF ENROLLED STUDENTS	463

WHAT THE FUTURE HOLDS

The impending 1999-2000 academic year will see the initiation of the Doctor of Science in Audiology program, the first clinical doctoral program in audiology in New Jersey. The

development and initiation of an Audiology and Hearing Science specialization within the Doctor of Philosophy in Health Sciences program will also occur.

The School of Graduate Medical Education continues to identify additional programmatic initiatives that make itself stand out nationally and internationally as a premier health sciences center for the provision of exemplary graduate health sciences education programs and state-of-the-art continuing medical and dental education opportunities and residency training programs.

ADDRESS CORRESPONDENCE TO:

Brian B. Shulman, Ph.D. CCC-SLP/FASHA
Professor and Chair
Department of Speech-Language Pathology and Audiology
School of Graduate Medical Education
Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079-2689
Phone: (973) 275-2501
Fax: (973) 275-2370
E-mail: shulmabr@shu.edu

APPENDIX A
Seton Hall University
School of Graduate Medical Education
Department of Speech-Language Pathology and Audiology

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY CURRICULUM

FIRST PROFESSIONAL YEAR

Neuroscience* (4)
Biomedical Ethics* (3)
Research Methods* (3)
Scientific and Professional Writing* (3)
Language Acquisition Seminar (3)
Diagnostic Principles and Practices (2)
Instrumentation for Speech-Language Pathology (3)
Neuromotor Disorders of Communication (3)
Clinical Practicum (2)
Professional Seminar (1)

SECOND PROFESSIONAL YEAR

Acquired Disorders of Language and Cognition (3)
Aging and Communication Disorders (3)
Early Intervention (3)
Language-Learning in the School-Age Years (3)
Language-Learning Disorders in the School-Age Years (3)
Speech Science (3)
Phonological Disorders (3)
Counseling Techniques in Speech-Language Pathology (3)
Medical Speech Pathology/Dysphagia (3)
Clinical Practicum (6)
Professional Seminar (3)

THIRD PROFESSIONAL YEAR

Fluency Disorders (3)
Augmentative and Alternative Communication (3)
Voice Disorders (3)
Traumatic Brain Injury (3)
Multicultural Aspects of Communication Disorders (3)
Aural Rehabilitation (3)
Craniofacial Disorders (3)
Clinical Practicum (4)
Clinical Externship (9)
Professional Seminar (2)
Total Number of Credits: 99

*Indicates School of Graduate Medical Education Core Course

APPENDIX B

Seton Hall University
School of Graduate Medical Education
Department of Speech-Language Pathology and Audiology

DOCTOR OF SCIENCE IN AUDIOLOGY CURRICULUM:
POST-BACHELOR'S TRACK/ENTRY-LEVEL

FIRST PROFESSIONAL YEAR

Research Methods* (3)
Speech and Hearing Science (3)
Biomedical Ethics* (3)
Auditory Anatomy and Physiology (3)
Diagnostic Procedures in Audiology I (4)
Basic Hearing Aid Technology and Fitting (4)
Aural Rehabilitation for Adults (3)
Diagnostic Procedures in Audiology II (4)
Clinical Instrumentation (4)
Clinical Practicum (1)

SECOND PROFESSIONAL YEAR

Advanced Amplification Technology (3)
Basic Medical Audiology (2)
Pediatric Aural Re/Habilitation (3)
Neuroscience* (4)
Scientific Writing* (3)
Basic Psychoacoustics (4)
Diagnostic Procedures in Audiology III (3)
Advanced Medical Audiology (3)
Laboratory Instrumentation and Advanced Psychoacoustics (4)
Professional Seminar (3)
Clinical Practicum (6)

THIRD PROFESSIONAL YEAR

Directed Research I (2)
Directed Research II (3)
Directed Research III (3)
Pediatric Audiology (3) OR Community and Industrial Audiology (3)
Health Services: Issues and Trends (3)
Aging and Communication Disorders (3) OR Psycholinguistics & Speech Perception (3)
Statistical Theory and Computer Applications I (3)
Statistical Theory and Computer Applications II (3)
Professional Seminar (1)

Clinical Practicum (4)

Clinical Externship (4)

Related Field Electives (6) [In consultation with faculty advisor, student selects a graduate level course in a related field

(i.e, Business, Public Administration, Psychology, Education]

FOURTH PROFESSIONAL YEAR

Speech-Language Pathology for Audiologists (3)

Professional Seminar (1)

Clinical Practicum (2)

Residency in Audiology (9)

Residency in Audiology (9)

Additional Requirement

Practicum in Classroom Teaching (2) OR Practicum in Clinical Supervision/Teaching (2)

Total Number of Credits: 134

*Indicates School of Graduate Medical Education Core Course

APPENDIX C

Seton Hall University
School of Graduate Medical Education
Department of Speech-Language Pathology and Audiology

DOCTOR OF SCIENCE IN AUDIOLOGY CURRICULUM:
POST-MASTER'S TRACK

YEAR 1

Advanced Amplification Technology (3)
Biomedical Ethics* (3)
Clinical Instrumentation (4)
Scientific Writing* (3)

YEAR 2

Advanced Amplification Technology (3)
Basic Psychoacoustics (4)
Diagnostic Procedures in Audiology III (3)
Advanced Medical Audiology (3)
Professional Seminar (1)

YEAR 3

Neuroscience* (4)
Directed Research I (2)
Directed Research II (3)
Statistical Theory and Computer Applications I (3)
Statistical Theory and Computer Applications II (3)
Professional Seminar (1)

YEAR 4

Directed Research III (3)
Health Services: Issues and Trends (3)
Professional Seminar (1)
Related Field Electives (6) [In consultation with faculty advisor, student selects a graduate level course in a related field

(i.e., Business, Public Administration, Psychology, Education]

Additional Requirement

Practicum in Classroom Teaching (2) OR Practicum in Clinical Supervision/Teaching (2)

Total Number of Credits: 58+practicum**

*Indicates School of Graduate Medical Education Core Course

**Clinical practicum requirements for post-Masters students will be determined during the first year of the program.
The student's clinical skills will be evaluated on an individual basis.

