



Touro University Nevada Doctor of Physician Associate Handbook

Academic year 2026-2027

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INTRODUCTION

The Doctor of Physician Associate (DPA) program at Touro University Nevada provides a post professional doctoral degree program designed specifically for the Graduate Physician Associate/Assistant. The curriculum of the DPA program complements and expands on the graduate entry-level education of the Physician Associate/Assistant and provides four doctoral track options for participation in the program. Those doctoral tracks are Clinical Medicine/Surgery, Behavioral Health, Medical Education, and Healthcare Administration.

The DPA curriculum is designed to provide graduate level courses to deliver professional and scholarly experiences that support the core values of the DPA degree. DPA students will develop a Capstone Doctoral Project aligned with their elected doctoral track of study. The DPA student will participate and gain a broad understanding of scientific evidence and research methodology.

The program prepares graduates to utilize their specialized area of expertise with honed research skills to practice in a contemporary healthcare field. The DPA program prepares graduates to take leadership roles as advanced practitioners in clinical medicine/surgery, medical education, behavioral health, participate and contribute to medical research, and to participate in healthcare administration and medical industry.

Every doctoral program in management has its own philosophy, value system, and orientation to the field, requirements, structures, rules, policies and procedures. In this handbook, we articulate the basic features of our DPA Program at TUN. This Handbook will serve as your guide to the philosophy, policies, and procedures that will affect you as you progress through the DPA Program.

This Handbook is intended for use in conjunction with other University documents, particularly the University Catalog. It is the responsibility of each student to be fully aware of and adhere to the regulations and requirements of both the University and the Doctoral Program as presented in the Catalog. The DPA Handbook will be posted in your student Canvas portal.

This handbook specifies and articulates the program's policies and procedures and is designed to assist you in successfully completing the DPA doctoral program. The content here will tell you about the program requirements, description of the core curriculum courses, the sequence of the courses, help you understand what to expect in your process, and provide the rationale for how the program components are designed to prepare you for a professional career as a professional doctorate as a Physician Associate/Assistant. Additionally, this handbook should help you understand how you are evaluated, identify the processes and procedures that you need to know and follow, and clarify the expectations of you as a student.

HANDBOOK POLICIES

This handbook summarizes the policies in effect for the Doctor of Physician Associate Program from 2026-2027. All policies and requirements are subject to change. Students are expected to regularly review program announcements that accompany such changes and then abide by the changed policies. Students are obligated to follow current program policy and procedures, as they evolve, unless otherwise stated.

STATEMENT OF NON-DISCRIMINATION

Following the general policy of the University, the Doctor of Physician Associate Program admits students regardless of race, gender, color, religion, creed, sexual orientation, age, national and ethnic origin, or handicap status to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, gender, color, creed, sexual orientation, age, national and ethnic origin, or handicap status in the administration of its educational policies, admission policies, or scholarship and loan programs.

THE HISTORY OF TOURO UNIVERSITY

Historical Perspective Touro University is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission. Touro College was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts and science students. Since those early days, the institution has experienced substantial growth.

Touro College has developed into a major institution of higher education, which includes the following schools: The College of Arts and Sciences (1971); the School of Health Sciences (1972); the School of General Studies (1974), the Graduate School of Jewish Studies (1979); the Jacob D. Fuchsberg Law Center (1980); the School for Lifelong Education (1989); the New York School of Career and Applied Science (1995), the Graduate School of Education and Psychology (1995); Touro University College of Osteopathic Medicine Vallejo (founded in 1997 as the San Francisco College of Osteopathic Medicine); Touro University International, offering degree programs on the internet in Cypress, California (1999); the Lander College for Men in Kew Garden Hills (2000) created in 2001 through a merger of two previously separate divisions, the School of General Studies (founded in (1974) and the School of Career and Applied Studies (created in 1995); Touro University Nevada (2004); and Touro College, Rome, Italy (2005).

Touro opened a branch in Moscow in spring of 1991 and its operations now include the Institute of Jewish Studies (branch campus) and a business program with Moscow University Touro (an independent entity) operated through an inter-institutional agreement. The branch campus in Jerusalem comprises the Graduate School of Jewish

Studies, an undergraduate business program and the Touro Israel Option (year abroad program). In October 2003, Touro opened a small branch campus in Berlin.

Touro has long been interested in medical education. In 1983, Touro established the Center for Biomedical Education, a cooperative program leading to an M.D. from the Technion-Israel Institute of Technology, Israel's premier school of applied sciences. Success in this and other related programs led Touro to explore the possibility of establishing a college of osteopathic medicine. Touro sought incorporation in the State of California, and in 1997 located a campus in the San Francisco Bay Area. The campus was moved to Mare Island, California in 1999. In 2003, Touro University College of Osteopathic Medicine (TUCOM) became the Founding College of Touro University – California. Touro University – California is now composed of four colleges – College of Osteopathic Medicine (grants the Doctor of Osteopathic Medicine Degree – D.O.), the College of Health Sciences (founded 2003) and grants the Master of Science in Physician Assistant Studies-MSPAS and Master of Public Health-MPH, the College of Education (founded 2004 and provides teacher credentials), and the College of Pharmacy (grants the Doctor of Pharmacy) which received pre-candidate status from the American Council of Pharmaceutical Education in 2005.

As Touro College looked to other potential sites for a college of osteopathic medicine, Nevada was chosen as a potential site due to the current physician shortage in Nevada and the rapidly growing population within Las Vegas and the surrounding communities. The branch campus, Touro University Nevada, began the College of Osteopathic Medicine and matriculated its first class in fall 2004, providing programs in osteopathic medicine and PA studies. In 2005 Touro University Nevada added the College of Health and Human Services providing graduate programs in nursing, occupational therapy, and education. In 2009, Physical Therapy and Camp Administration and Leadership were added to the College of Health and Human Services and Medical Health Sciences was added to the College of Osteopathic Medicine.

Touro University has long been a leader in PA education and produces the most PA graduates in the civilian sector throughout the United States. Touro University opened the first accredited PA program in the state of New York on Long Island, New York in 1975. The university expanded and established PA programs especially in geographic areas of healthcare need.

TOURO INSTITUTIONAL MISSION STATEMENTS AND ACCREDITATION

MISSION STATEMENT OF TOURO UNIVERSITY

To provide quality educational programs in the fields of healthcare and education in concert with the Judaic commitment to social justice, intellectual pursuit, and service to humanity.

MISSION STATEMENT OF THE TOURO UNIVERSITY NEVADA DPA PROGRAM

The mission of the Touro University Nevada Doctor of Physician Associate Program is to advance graduate Physician Associates/Assistants in their professional growth by providing a comprehensive, structured Doctoral level study.

ACCREDITATION

Touro University Nevada is accredited by the regional accreditation of The WASC Senior College and University Commission (WSCUC). For more information on WSCUC visit: <https://www.wscuc.org> or write WASC, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501.

DPA PHILOSOPHY, MISSION, TENETS, AND LEARNING OUTCOMES AND EXPECTATIONS

PROGRAM PHILOSOPHY

The Touro University Nevada Doctor of Physician Associate Program is exclusively designed to serve the needs of working graduate PA professionals who wish to advance in their professional field. The DPA program emphasis on a basic understanding and appreciation of the entry-level graduate education of the PA is essential in applying a doctoral experience that provides the graduate PA an essential foundation for participation in the dynamic evolution of healthcare including professional practice, education, research, industry, and leadership. This key tenet of the DPA program is guided by Touro's focus on professional graduate education.

Students in the program will learn to apply a Scholar-Practitioner Model to real- world research and take an evidence-based approach to problem-solving in the professional setting. Graduates of the program will possess a discerning understanding of how applied professional principles and concepts can inform an evidence-based practice and support professional endeavors that PAs more commonly qualify for. The DPA will provide students a comprehensive understanding of the theories and research needed to expand competencies in their profession as they face the challenges of individual, institutional, and

community functioning in today's technologically sophisticated, media-connected, and culturally diverse global environment.

DPA PROGRAM MISSION DEFINITION

The Doctor of Physician Associate (DPA) Program is committed to advancing Touro University's mission by providing a high-quality educational experience that creates opportunities for adult learners, underserved populations, and healthcare professionals to engage in lifelong learning. The program supports professional growth that contributes to the advancement of individual careers, the Physician Associate profession, the broader healthcare community, and society as a whole. Designed at the doctoral level, the program enables students to acquire, apply, and actively engage in advanced scholarly and professional activities. Through this structure, the Doctor of Physician Associate Program addresses a critical need by preparing Physician Associates/Assistants to adapt, lead, and thrive in the evolving healthcare environment.

DPA FOUNDATIONAL TENETS OF EDUCATION

The Touro University Nevada DPA Program will:

1. Provide a comprehensive, structured clinical Doctoral level study to codify, complement, and expand on the entry level graduate education and clinical experience of the PA.
2. Support the Doctoral level study of a DPA students' self-identified specialized area of doctoral track study.
3. Magnify the DPA student's experiences in critical evidence based scholarly development, healthcare systems structure, healthcare law, and healthcare management.
4. Enhance the clinical and professional foundation of the graduate PA for clinical practice, medical education, leadership, research and industry.

DPA PROGRAM LEARNING OUTCOMES

Upon successful completion of the Doctor of Physician Associate Program, students should be able to:

The DPA graduate will be able to:

1. Demonstrate advanced, evidence-based mastery of a selected doctoral concentration.
2. Analyze and synthesize contemporary issues and research in health care.
3. Apply theory and conceptual frameworks to solve complex, real-world problems.
4. Design, conduct, evaluate, and interpret applied research.
5. Communicate scholarly and professional information effectively.
6. Demonstrate leadership and professional competence across diverse health-related roles such as advanced clinical medicine/surgery, medical education, behavioral health, medical research, healthcare administration, and in the medical industry.
7. Exemplify ethical, professional, and socially responsible practice.
8. Translate research into practice and policy

PROGRAM REQUIREMENTS

The Touro University Nevada Doctor of Physician Associate (DPA) program is uniquely designed to serve the needs of Post Professional PA candidates who may be practicing in any area of medicine, surgery, medical education, leadership, research, or industry. DPA candidates must have graduated from an accredited PA educational program, have at least a Bachelor's degree, have a current state PA license or Retired/Emeritus, NCCPA certification or Retired/Emeritus, and present two letters of recommendation. The curriculum is comprised of 24 semester hour credits (10 courses) delivered over traditional three semesters or a two semester option for qualified students. The completed Capstone Doctoral Project serves as evidence of program mastery and achievement of the Program Learning Outcomes.

COMMUNICATION

The Touro University Nevada DPA program is delivered online and asynchronous. Communication within the boundaries of this style of education delivery is critical. The DPA student is expected to be aware of communication within the program and in each course.

The vast majority of communication will be electronically but telephonic/Zoom communication is encouraged especially between the student and course professor as appropriate. Timely communication is expected in the program and again especially between the student and course professors. The contact information for course professors will be provided in the course syllabus. The DPA student is highly encouraged to communicate with course professors or the Program Director for any questions, clarifications, or issues.

The DPA Program Director will hold a Zoom Town Hall Meeting with students of each class at least once per semester and as needed. Participation is highly encouraged though not mandatory unless so communicated.

ATTENDANCE

Participation in this course for an asynchronous online format requires consistent engagement and effective time management by the student. Although the course does not employ a traditional “roll call” system, regular attendance is defined by meaningful and ongoing participation in course activities, including timely access to course materials, completion of assigned work, and engagement in discussions and learning activities. The program utilizes management system technologies (e.g., Canvas) to monitor student access to course content and participation patterns. These data may be used to assess student engagement, identify potential issues affecting progress, and support academic success. If personal, professional, or unforeseen circumstances arise that may interfere with required participation, students are expected to proactively communicate with the course faculty or, when appropriate, the Program Director.

ACADEMIC GRADING POLICIES

The Doctor of Physician Associate Program follows the grading system of Touro University Nevada as described in the Catalog. DPA student grades will reflect the quality and content of work the student produces as part of key curriculum items such as summative course assignments and discussion threads. Course failure is identified as a course grade less than 83%. Course remediation is at the discretion of the DPA program.

FINAL GRADE APPEAL PROCEDURES

A student who believes that a course final grade has been assigned inappropriately must follow the steps in the appeal process as stated in the Touro University Nevada Catalog. The student must observe the stated time limits for completion specified within the policy.

GOOD STANDING STATUS

Students are considered in Good Standing and making acceptable progression towards graduation when the following items are present: GPA cumulative average of 83.0% or higher and Absence of Professional Behavior sanctions

STUDENT REQUESTING SUPPORT/ACCOMODATIONS

The university has resources to support students. These resources include the Jay Sexter Library for research support and the OASIS department who help with any additional support and assistance for sickness, health, family and writing tutors, etc - students can reach them at <https://tun.touro.edu/life-at-touro-nevada/academic-success/>. Our student counseling team can help with any additional support students need. They can be contacted at <https://tun.touro.edu/life-at-touro-nevada/personal-support/student-counseling-services/>. Reach out to these support teams if you ever need assistance throughout your program.

ASSIGNMENT SUBMISSION POLICY

DPA students are to refer to the individual course syllabus for specifics regarding assignment submission guidelines and requirements.

PROGRAM & COURSE EVALUATIONS

The Doctor of Physician Associate program supports a continuous self-evaluation process. Input is considered from a variety of sources and stakeholders in order to offer the educational program and community service of high quality and value to our consumer groups. It is the expectation of multiple accreditation agencies that a process be in place to gather information in order to critically assess the effectiveness of the instructor and the course presentation.

Course and faculty evaluations will be completed by each student upon completion of each course throughout the curriculum. The results of the evaluations will be made available to the DPA Program Director and course faculty member(s) after grades are submitted. Confidentiality of the evaluation data will be maintained through the process. The information obtained from the evaluations will be considered for potential course and curriculum improvements and accreditation purposes. It is the goal of course and faculty evaluations that students would provide feedback that could enhance the course.

DPA PROGRAM ETHICAL STANDARDS FOR ARTIFICIAL INTELLIGENCE AND AVOIDING PLAGIARISM

The TUN Doctor of Physician Associate Program requires the following standards to be maintained by all DPA candidates to avoid Plagiarism and utilization of Artificial Intelligence:

1. Integrity in Research: DPA students must ensure that their use of AI tools adheres to principles of honesty and integrity, avoiding any form of plagiarism or misrepresentation of their work.
2. Transparency and Citation: DPA students should disclose their use of AI tools in their research and writing processes, ensuring that their contributions are clear and understandable. The work of the student should clearly state sources for support of their research.
3. Data Privacy: When using AI tools, DPA students must safeguard any personal or sensitive data, adhering to relevant laws and institutional policies regarding data privacy.
4. Critical Evaluation: DPA students should critically assess the outputs of AI tools, recognizing their limitations and avoiding blind reliance on technology for academic work.
5. Collaborative Ethics: When collaborating with peers, DPA students should ensure that the use of AI tools is agreed upon and that contributions are fairly acknowledged.

6. Professional Integrity: The DPA student is required and expected to maintain the highest level of professional integrity. This includes using academic tools to continuously self-assess and avoid any concerns for plagiarism especially in utilization of any technology.

Touro University Nevada AI policy standards can be found at this link:

<https://www.touro.edu/students/policies/academic-integrity/>

TUN DPA PROGRAM FACULTY AND STUDENT LEARNING ENVIRONMENT EXPECTATIONS

Expected DPA Faculty Value to the Doctoral Learning Environment

The course professor is responsible for assessing an acceptable acquirement of the program material and course objectives by the DPA student. The course professor is expected to engage the DPA student for the purpose of guiding and critiquing the DPA student in a timely fashion as identified in the course syllabus. The course professor is responsible for providing reasonable options to the DPA student to address an objective that has not been satisfied.

Expected DPA Student Value to the Doctoral Learning Environment

The DPA student is principally responsible for comprehending and completing program material and course objectives. The DPA student is responsible for completing all assignments as directed by the course syllabus. The DPA student is responsible for seeking clarifications for objectives not met or well understood. The DPA student is responsible for using appropriate time management to complete the program curriculum. The DPA student's shared expertise and experiences is an expected critical educational quality designed to enhance the learning environment of every student.

REQUIREMENTS FOR SATISFACTORY ACADEMIC PROGRESS

Each doctoral candidate will be required to maintain satisfactory progress toward degree conferral. The doctoral candidate is expected to complete all courses with a grade of B or better and is expected to successfully complete the Capstone Doctoral Project. These must be completed to be considered for conferral of degree.

DPA PROGRAM AND CURRICULUM

The TUN Doctor of Physician Associate Program is delivered online and is asynchronous. The program is designed for the post professional student. The primary educational delivery base is Canvas. Canvas tutorial material is provided to the student on-line and it is the responsibility of the DPA student to acclimate to this system. Touro provides easily accessible resources to support this learning instrument.

The program is delivered over three semesters (one year) or a two semester option for qualified candidates and awards 24 semester hours with successful completion of each course in the program. All courses and course instructions are accessible through Canvas. Every course will provide the student with expectations and instructions on how to successfully navigate and complete the course. If ever any questions to this, the DPA student is expected to communicate with the course professor in a timely manner.

DOCTOR OF PHYSICIAN ASSOCIATE (CURRICULUM BY COURSE)

Course	Title	Credits
DPAV 701	Research Methods for Healthcare Professionals	3
DPAV 702	Advanced Discussions in Doctoral Track I	3
DPAV 703	Capstone Doctoral Project Phase I – DPA Scholar Preparation	3
DPAV 704	Healthcare Law	2
DPAV 706	Advanced Discussions in Doctoral Track II	3
DPAV 708	Advanced Discussions in Doctoral Track III	3
DPAV 709	Capstone Doctoral Project Phase II – Proposal	3
	OR	
DPAV 709A	Capstone Doctoral Project Phase II – DPA Scholar – Preparation and Proposal	3
DPAV 710	Capstone Doctoral Project Phase III – Final Project	3
DPAV 711	Contemporary Issues in Clinical Medicine and Practice	1
	Total Credit Units	24

THREE SEMESTER CURRICULUM

The first semester of the DPA program incorporates preparatory academic activities toward the Capstone Doctoral Project. The courses of DPA 703 Capstone Doctoral Project I and DPA 707 Capstone Doctoral Project II run consecutively in the first semester. These two courses provide academic activity to reinforce the development of the Doctoral Project Topic. By the end of this semester the DPA student is expected to have a working Capstone Doctoral Project topic. The DPA student will also identify their Doctoral Project Advisor as outlined in the course syllabi.

The second semester includes the course DPA 709 Capstone Doctoral Project III-Proposal. This course involves the development and presentation of the Capstone Doctoral Project Proposal. This is delivered as a paper as outlined in the syllabus and defended as an oral presentation by PowerPoint.

The third semester the final course in the development of the Capstone Doctoral Project, DPA 710 Capstone Doctoral Project – Final. This semester includes the construction and delivery of the final Capstone Doctoral Project. This is delivered by a written paper as outlined in the syllabus and in this handbook. The final project is defended in an oral PowerPoint or Poster presentation. The oral presentation is outlined in the course syllabi and this handbook.

TWO SEMESTER CURRICULUM

The two-semester curriculum option coursework is designed based on the DPA student's chosen doctoral track of study. All courses are designed to support the successful completion of the Capstone Doctoral Project.

The first semester of the two-semester option incorporates accelerated preparatory academic activities toward the completion of the Capstone Doctoral Project. DPA 709A Capstone Doctoral Project – PA Scholar and Doctoral Proposal consists of basic preparatory support for the Capstone Doctoral Project. This includes the production of an Annotated Bibliography, Capstone Doctoral Project Proposal (summative paper) , and an Oral Presentation Defense in support of the Capstone Doctoral Project Proposal.

The second semester continues with coursework supportive for the Capstone Doctoral Project. In this semester, Capstone Doctoral Project, DPA 710 Capstone Doctoral Project – Final, includes the construction and delivery of the final Capstone Doctoral Project. This is delivered by a written paper as outlined in the syllabus and in this handbook. The final project is defended in an oral PowerPoint or Poster presentation. The oral presentation is outlined in the course syllabi and this handbook.

DOCTOR OF PHYSICIAN ASSOCIATE (CURRICULUM BY SEMESTER)

STANDARD THREE SEMESTER CURRICULUM TRACK

SEMESTER ONE	COURSE NAME	SHRS
DPA 701	Research Methods for Healthcare Professionals	3
DPA 702	Advanced Discussions in Doctoral Track I	3
DPA 703	Capstone Doctoral Project Phase I – DPA Scholar (Preparation)	3
SEMESTER TWO		
DPA 704	Healthcare Law and Professional Practice	2
DPA 706	Advanced Discussions in Doctoral Track II	3
DPA 709	Capstone Doctoral Project Phase II – DPA Proposal	3
SEMESTER THREE		
DPA 708	Advanced Discussions in Doctoral Track III	3
DPA 710	Capstone Doctoral Project III – Final	3
DPA 711	Contemporary Professional Issues in Medicine	1

SAMPLE TWO SEMESTER CURRICULUM OPTION (Does not reflect courses that may be credited and course credit that will be applied once deemed qualified)

SEMESTER ONE	COURSE NAME	SHRS
DPA 701	Research Methods for Healthcare Professionals	3
DPA 702	Advanced Discussions in Doctoral Track I	3
DPA 703	Capstone Doctoral Project I – DPA Scholar (Preparation)	3
DPA 709	Capstone Doctoral Project Phase II – DPA Proposal OR	3
DPA 709A	Capstone Doctoral Project II – DPA Scholar Preparation/Proposal	3
SEMESTER TWO		
DPA 704	Healthcare Law and Professional Practice	2
DPA 706	Advanced Discussions in Doctoral Track II	3
DPA 708	Advanced Discussions in Doctoral Track III	3
DPA 710	Capstone Doctoral Project III – Final	3
DPA 711	Contemporary Professional Issues in Medicine	1

DPA COURSE DESCRIPTIONS

DPAV 701 Research Methods for Healthcare Professionals (3 Semester Hours)

This course is designed to support the DPA Capstone Doctoral Project. The course focuses on research methodology used in the field of medicine with a focus on a systematic approach. In this course, students will develop concrete analytical tools to assess and critique medical literature. Students will develop research skills such as development of clinical questions, understanding and critique of study methodology, data collection, analysis, and interpretation. The DPA student is introduced to the utilization of quantitative reasoning, and statistical analysis as applicable to performing scientific investigations in contemporary medicine.

DPAV 702 Advanced Discussions in Doctoral Track I (3 Semester Hours)

This is the first of 3 courses that supports the DPA Capstone Doctoral Project. In Advanced Discussions I, the DPA student will participate in discussions and scholarly activity that expresses their research and knowledge in key areas of their elected DPA doctoral track (Clinical Medicine, Healthcare Administration, Behavioral Health, Medical Education). For DPA students electing the Clinical Medicine Track, you will be expected to codify core clinical knowledge in their identified medical/surgical specialty and expand on respective, evidence based advances in pharmacologic and medical therapeutics. The discussion forum allows for a diverse sharing of all the DPA Doctoral Tracks that complements key professional values associated with the DPA degree. The course discussion includes discussions in understanding and incorporating healthcare policy, clinical practice guidelines, and implementing best practice for optimal patient care

DPAV 703 Capstone Doctoral Project Phase I – DPA Scholar - Preparation (3 Credit)

This course is the introductory and a preparatory phase of the DPA Capstone Doctoral Project. The course is designed to prepare the DPA student for DPA 709 Capstone Doctoral Project Phase II – Capstone Doctoral Project Proposal. The Capstone Doctoral Project course and all supporting coursework are primarily focused on the DPA student's elected track of course work (Clinical Medicine, Healthcare Administration, Behavioral Health, Medical Education). For students in the Clinical Medicine track, it is recommended that the Capstone Doctoral Project be focused in their self-identified field or specialty of medicine or surgery.

This Capstone Doctoral Project course(s) are supported by key elements of the DPA core curriculum. In this course the DPA student will gain an understanding of the Capstone Doctoral Project. There are no requirement in this course to identify the final Capstone Doctoral Project topic/focus but is specifically designed to assist the student in achieving that eventual goal. In this course the DPA student will participate in discussions on evidence-based medicine, understanding the AMA and APA style of scholarly writing, and professional expectations and ethics in participating in scholarly activities including utilization of Artificial Intelligence and avoiding plagiarism. The course will provide scholarly exercises in searching the medical literature, developing clinical questions,

building an annotated bibliography, and developing a working articulation of what your Capstone Doctoral Project topic might be. Ultimately, the completed Capstone Doctoral Project serves as evidence of program and research mastery in completing the DPA program.

DPAV 704 Healthcare Law and Professional Practice (2 Credits)

This discussion based course, the DPA student will gain a comprehensive understanding of the United States health care legal and regulatory system and its application to patient care, clinical practice guidelines, and information utilization for optimal healthcare outcomes. The DPA student applies this knowledge in multiple discussion threads. The course is designed to support the Capstone Doctoral Project.

DPAV 706 Advanced Discussions in Doctoral Track II (3 Credits)

This is course is the second of 3 courses and is a continuation of DPAV 702. In Advanced Discussions II, the DPA student will continue participating in discussions and scholarly activity that expresses their research and knowledge in key areas of their elected DPA doctoral track (Clinical Medicine, Healthcare Administration, Behavioral Health, Medical Education). The discussion forum allows for a diverse sharing of all the DPA Doctoral Tracks that complements key professional values associated with the DPA degree. The course discussion will include discussions in understanding and incorporating healthcare policy, clinical practice guidelines, and implementing best practice for optimal patient care.

DPAV 708 Advanced Discussions in Doctoral Track III (3 Credits)

This is course is the last of 3 courses and is a continuation of DPAV 702 and DPAV 706. The course supports the Capstone Doctoral Project. In Advanced Discussions III, the DPA student will continue participating in discussions and scholarly activity that expresses their knowledge in key areas of their elected DPA doctoral track (Clinical Medicine, Healthcare Administration, Behavioral Health, Medical Education). The discussion forum allows for a diverse sharing of all the DPA Doctoral Tracks that complements key professional values associated with the DPA degree. The course discussion will include discussions in clinical practice guidelines, understanding and incorporating healthcare policy, medical education, and implementing best practice for optimal patient care.

DPAV 709 Capstone Doctoral Project Phase II – Doctoral Project Proposal (3 Credits)

This course is the second preparatory phase of the DPA Capstone Doctoral Project and is a continuation of DPAV 703. This course is supported by key elements of the DPA core curriculum. In this course the DPA student will develop and submit an annotated bibliography reflective of their Doctoral Project literature review followed by the DPA student finalizing their Capstone Doctoral Project topic and present that project in a written and oral project proposal. The proposal will be reviewed by the DPA students Doctoral Advisor before presentation and ultimately by the DPA Program Director, Medical Director, or DPAV 709 Course Professor. The project must be approved by the DPA Program before moving on to the Final Project. Ultimately, the completed Capstone Doctoral Project serves as evidence of program and research mastery in completing the DPA program.

DPAV 709A Capstone Doctoral Project Phase II – DPA Scholar - Preparation and Proposal (3 Credits)

This course is an intense preparatory course designed specifically for DPA students participating in the DPA Two Semester Track option. The course incorporates key components of DPAV 703 and DPAV 709 and is supported by key elements of the DPA core curriculum. In this course the DPA student will participate in preparatory scholarly work fundamental for the Capstone Doctoral Project. The DPA student will complete an annotated bibliography reflective of their literature review in support of their working Doctoral Project topic. This will be followed by the DPA student presenting a proposal for their Capstone Doctoral Project. This will be presented that in a written and oral project proposal. The proposal is reviewed by the DPA Program Director, Medical Director, or DPAV 709 Course Professor. The project must be approved by the DPA Program before moving on to the Final Project. Ultimately, the completed Capstone Doctoral Project serves as evidence of program and research mastery in completing the DPA program.

DPAV 710 Capstone Doctoral Project Phase III – Final (3 Credits)

This course is the final course in preparation of the Final Capstone Doctoral Project. This course is supported by key elements of the DPA core curriculum. In this course the DPA student will present their written final paper for their Capstone Doctoral Project. Once the paper is approved the student will present their project in a PowerPoint presentation or in a Poster with audio presentation. The project must be approved by the DPA Program. In this course the DPA student will identify and discuss a peer reviewed journal they would consider for publication of their Capstone Doctoral Project. Publication of the Final Project is encouraged but not required. The completed Capstone Doctoral Project serves as evidence of program and research mastery in completing the DPA program.

DPAV 711 Contemporary Professional Issues in Medicine (1 Credit)

This course is a discussion forum on contemporary healthcare and professional issues that impact the Physician Associate/Assistant as well as other healthcare providers. It is designed to allow the student to examine, contemplate, discuss, and reflect on those issues that are commonly encountered will in the clinical practice of medicine and how it will affect their daily practice and professional interactions. The course also provides discussion on how the DPA will impact the PA profession and the healthcare environment.

DPA DISCUSSION THREADS

Every course in the DPA curriculum incorporate interactive Discussion Threads. Discussion threads in the DPA courses are an important and integral part of the doctoral curriculum and the expected scholarly participation of the DPA student. The discussion forum allows for a diverse sharing of clinical and professional areas integral to the PAs general medical and professional education. The course discussions are shared discussions and includes key concepts explored in each doctoral track. These shared discussions representing each track represents the global value of the DPA curriculum.

Discussions require you to research, contemplate and to articulate your research in a discussion forum amongst your colleagues and classmates. Participating in the discussion threads is a professional and scholarly exchange of facts and ideas with your colleagues and classmates.

The discussion forum is a scholarly activity that is designed to be a reinforcing and expansive educational activity. The discussion thread requires each participant to lead, present, and discuss as the clinical or professional content expert. Participation is required for successful completion of the DPA course curriculum.

CAPSTONE DOCTORAL PROJECT

The Capstone Doctoral Project is the key scholarly activity required for successful completion of the Touro University Nevada Doctor of Physician Associate Program. The Capstone Doctoral Project is a unique but not an uncommon part of clinical doctoral programs including PA post graduate programs. This scholarly project culminates the intellectual and educational scholarly experiences provided in the DPA program and supported by the program curriculum. **It highly recommended that the DPA student format a Capstone Doctoral Project topic that supports their current doctoral track of study and their clinical/professional role as a graduate PA.**

The TUN DPA Capstone Doctoral Project is a graduate level academic experience that challenges the DPA student to focus on evidence-based data to answer contemporary clinical or clinically related professional/educational questions. This educational activity requires the DPA student to integrate and apply data to develop original ideas on addressing real world issues important to PAs, their colleagues, and to the profession.

The Capstone Doctoral Project is divided into 3 courses delivered over three semesters or 2 courses in the optional two semester track, that includes preparatory activities, a written proposal and oral presentation, and a final evidence-based written paper and final oral presentation by PowerPoint or Poster. All Capstone Doctoral Project instructions are provided in the course syllabi accessible by Canvas.

The DPA student is required to have a working Capstone Doctoral Project topic by the end of the first semester of the three semester curriculum or have a declared final Capstone Doctoral Project by the end of the first semester in the optional two semester track. Declaration and approval of the final Capstone Doctoral Project is required before entering into the final semester of the curriculum.

The Final Capstone Doctoral Project Paper is expected to be a publishable product. Publishing is highly encouraged but not required for successful completion of the Capstone Doctoral Project.

RECOMMENDED TYPES/FORMATS OF DOCTORAL PROJECTS

There are many types of formats to construct a Doctoral Project. In the TUN DPA Program, the final Capstone Doctoral Project is typically an evidence-based paper. Recommended and most commonly used formats include Literature Reviews such as Systematic Reviews, Prospective or Retrospective Reviews or a Case Study. These formats are most favorable to adapt to our DPA program primarily because of the program structure.

Bench research type of projects are not recommended due to the constrictions of the curriculum delivery and the short timelines of the program. For a larger project, the DPA student is recommended to develop a Doctoral Project that supports that project but will act as a stepping stone into a post-DPA graduate activity. A DPA student may request other formatting or project options for their Doctoral Project but this must be done so early in the program (first semester) and must be approved by the Program Director.

In addition to the Doctoral Project written paper, the DPA student must also provide oral presentations for their project. First, during the proposal phase in the second semester, the student is required to present their project orally with a PowerPoint presentation. The final presentation of the Capstone Doctoral Project requires an oral presentation by PowerPoint or Poster.

DOCTORAL PROJECT ADVISOR

The Doctoral Project Advisor is an individual identified and approved by the DPA Program Director to provide counsel to the DPA student in support of their Capstone Doctoral Project. The Doctoral Project Advisor is either assigned by the DPA Program Director or that individual can be chosen by the DPA student as long as the DPA Program Director approves and that individual meets the basic requirements to be a Doctoral Project Advisor. Each DPA student is required to have a Doctoral Project Advisor identified by the time as outlined in the course curriculum.

The Doctoral Project Advisors role is primarily to provide voluntary guidance and feedback on the Capstone Doctoral Project as requested by the DPA student.

Importantly, the Doctoral Project Advisor's is NOT responsible for the DPA student's completion of their Doctoral Project. **The Doctoral Project and the completion of the Doctoral Project is solely the responsibility of the DPA student.**

Key requirements of the Doctoral Project Advisor include:

- Any identified advisor must be approved by the DPA program.
- Must have a doctoral degree and preferably in the medical sciences.
- Must be voluntary and agree to advise during the courses of the Doctoral Project.
- Preferably be a Touro Faculty/Touro DPA Faculty member but not mandated.

DOCTORAL PROJECT PAPER FORMATS

Recommended and most commonly used formats include Literature Reviews such as Systematic Reviews, Prospective or Retrospective Reviews or a Case Study. These formats are most favorable to adapt to our DPA program primarily because of the program structure.

There are two key timelines for presentation of your Capstone Doctoral Paper. The first is the Capstone Doctoral Project Proposal due as required in track of study (second semester of the three-semester track or the first semester of the two-semester track). The Final Capstone Doctoral Project Paper is due in the final semester of either track. The following represent standard recommendations for structuring the Capstone Doctoral Project Paper(s).

Capstone Doctoral Project PROPOSAL Written Formatting

1. Title Page - includes the title of your proposed Doctoral Topic Title, Name of the Course and Course Number, the name of your doctoral project advisor, and your name.
2. Key components of the Doctoral Proposal are:
 - a. Title Page
 - b. Doctoral Project Summary Paragraph on the first page of your paper.
 - c. Discussion of the clinical problem and the significance of your research/study.

- d. Introduce the Clinical Questions for your Doctoral Project (no fewer than one and no more than 4 questions). Utilize the PICO concept in the development of your clinical questions.
 - e. Discussion of the methods and resources you will use to conduct your Doctoral project including key components of how you will conduct your literature review. Briefly discuss the analysis you plan to use to conduct your research.
 - f. Discussion of your Doctoral Project anticipated outcomes.
 - g. Working Bibliography/References
 - h. Conduct a Turnitin Plagiarism Evaluation of your proposal paper. An acceptable score is considered 30% or less. If your Turnitin score is higher than 30%, explain why in your proposal and/or presentation. You must turn in the Turnitin Plagiarism Evaluation score sheet with your proposal.
3. Your clinical focus and clinical questions should be:
 - Reflective of your declared DPA clinical discipline of practice.
 - What you would consider principle to your Doctoral studies.
 - Clinical questions that has the potential to improve health care.
 4. The main body of the paper should be no less than 3 pages and no more than 5 pages.
 5. The paper should be double-spaced.
 6. The paper should utilize the AMA/APA style of writing and citation.
 7. Font Style will be Calibri and Font Size 12.
 8. The working reference/citation must show at least 10 citations.

Capstone Doctoral Project FINAL Paper Written Formatting

Structure of the Doctoral Project Paper for Literature Review/Systematic Review/Meta-Analysis

1. In general, key components of the Literature Review/Systematic Review/Meta-Analysis type paper are:
 - Title
 - Abstract
 - Introduction
 - Methods
 - Results
 - Discussion
 - Conclusion
 - References
2. The basic DPA Doctoral Paper formatting directions are:
 - a. A Title Page (one page)
 - i. Title of the Paper
 - ii. Includes your name and credentials.

- iii. Includes the name of your Doctoral Project Advisor.
- iv. The title page should include a statement: "In partial fulfillment of the required studies of the Touro University Nevada Doctor in Physician Associate".
- v. Includes the name of the course.
- vi. Includes the date of submission.
- b. Body of the Paper
 - i. The body of your paper should be no less than 6 pages and no more than 10 pages.
 - ii. The primary components of the body are (and in order)
 - Abstract (350 words)
 - Introduction
 - Methods
 - Results
 - Discussion
 - Conclusion
- c. References/Citations is the last component of your paper but is not included in the total number of pages required for the body of the paper.
- d. Conduct a Turnitin Plagiarism Evaluation of your paper. An acceptable score is considered 30% or less. You must turn in the Turnitin Plagiarism Evaluation score sheet with your proposal. A score of >30% must be explained in the PowerPoint presentation of the Capstone Doctoral Project.
- e. If more than 10 pages is needed for the body of your paper, discuss first with your Doctoral Project Advisor for approval.
- f. The paper will be typed and double-spaced.
- g. The paper should utilize the AMA or APA style of writing and citation.
- h. Font Style will be Calibri and Font Size 12.

Structure of the Doctoral Project Paper (CASE STUDY)

1. In general, key components of the Case Study type paper are:
 - Title Page
 - Introduction
 - Clinical Case
 - Discussion
 - Summary
 - References
2. The Basic DPA Doctoral Paper Formatting Directions are:
 - i. A Title Page (one page)
 1. The title page should include a statement: "In partial fulfillment of the required studies of the Touro University Nevada Doctor in Physician Associate".
 2. Includes your name and credentials.
 3. Includes the name of your Doctoral Project Advisor

4. Includes the date.
- ii. Body of the Paper
 1. The body of your paper should be no less than 6 pages and no more than 10 pages.
 2. Primary components of the body of the paper are:
 - a. Introduction
 - i. In the introduction, provide a brief description of the clinical scenario/clinical subject.
 - ii. Provide at least two learning objectives you wish to accomplish with your case study.
 - iii. This should be no more than 1-2 pages in length.
 - b. Clinical Case Presentation
 - i. Discuss the patient presentation and specifics.
 - ii. Provide detailed information of the clinical history and presentation, physical examination, standard of care testing, and your final diagnosis or working diagnoses.
 - iii. This should be no more than 2-4 pages of the body of your paper.
 - c. Discussion of the Case
 - i. Using your clinical case, discuss and expand on how your case responds to your clinical learning objectives using evidence based medicine.
 - ii. Remember your case is putting all the data together to provide a clinical learning opportunity to your audience and your colleagues.
 - iii. The Discussion section should be no less than 3 pages and no more than 5 pages.
 - d. Summary of the case
 - i. Summarize the key learning points represented in your paper.
 - ii. The Summary of your paper should be 1-2 pages.
 3. References/Citations is the last component of your paper but is not included in the number of pages required for the body of the paper.
 4. Conduct a Turnitin Plagiarism Evaluation of your proposal paper. An acceptable score is considered 30% or less. You must turn in the Turnitin Plagiarism Evaluation score sheet with your proposal.
 5. If more than 10 pages is needed for the body of your paper, discuss first with your Doctoral Project Advisor for approval.
 6. The paper will be typed and double-spaced.
 7. The paper should utilize the AMA or APA style of writing and citation.
 8. Font Style will be Calibri and Font Size 12.

DOCTORAL PROJECT PAPER ORAL PRESENTATIONS FOR PROPOSAL

The Capstone Doctoral Project Proposal is a scholarly defense of your proposed Capstone Doctoral Project Topic. The following are directions for constructing and delivering the proposal.

1. The oral presentation can be a recorded presentation or a Zoom call presentation with the approval of the Course Professor. The DPA student is responsible for coordinating this activity.
2. The presentation will be presented as directed in the course syllabus.
3. The presentation will be presented by PowerPoint presentation.
4. The presentation should be **no more than 5 minutes** and **no less than 3 minutes** in length.
5. Basics of the Presentation
 - a. Title of Doctoral Project Proposal
 - b. Provide a brief background of the project.
 - c. Provide the key research questions of the proposal.
 - d. Provide a brief overview of how the research will be conducted.

CAPSTONE DOCTORAL PROJECT PAPER ORAL PRESENTATIONS FOR FINAL PROJECT

The Capstone Doctoral Project Final Proposal is part of the Final Capstone Doctoral Project. It is delivered during the third semester and represents an overview and discussion of the Final Capstone Doctoral Project. This presentation can be delivered by a recorded or Zoom PowerPoint format or may be a recorded or Zoom oral overview of a Poster. The following are directions for constructing and delivering these presentation options. .

Structure of the Doctoral Project Presentation (PowerPoint)

The DPA student has the option of providing a PowerPoint overview discussion of the key results obtained in the Capstone Doctoral Project Paper. Think of the presentation as you would present at a scientific medical conference for PAs or others.

The oral presentation directions:

1. The oral presentation can be a live or recorded Zoom presentation.
2. A live presentation must be approved by the course professor and the DPA student is responsible for coordinating this presentation.
3. The presentation will be presented by PowerPoint presentation format.
4. The presentation should be no more than 15 minutes and no less than 10 minutes in length.

Structure of the Doctoral Project Presentation (Poster)

An option for presentation of the Doctoral Project is developing a Poster Presentation. A PowerPoint must be used to develop the poster. The poster must be presented by audio overview. The PowerPoint poster and audio can be delivered by live or recorded Zoom as agreed by the course professor. The presentation should be no more than 15 minutes in length and no less than 10 minutes. The oral presentation should follow the structure of the poster format.

There are different YouTube options available to provide directions in development of the poster. There are several sites on YouTube that may be used. Always use a reputable site. The following are links to two links acceptable for PowerPoint poster development:

Smith Institute - <https://www.youtube.com/watch?v=Hlzk6FGrHow>

Simplified Science - <https://www.youtube.com/watch?v=eUD013iGU4>

INSTITUTIONAL REVIEW BOARD (IRB)

The student in counsel with the DPA program/Course Professor must determine if a Capstone Doctoral Project requires IRB review. All faculty and student research involving human participants must be submitted for review by the Touro University Nevada Institutional Review Board (IRB). The level of risk to humans, and therefore the level of scrutiny needed from the review board, varies across research projects. A review of IRB policies gives the student researcher guidelines for determining the level of risk to their participants, and therefore the category of review they are requesting from the IRB (Exempted Certification, Expedited Review, or Full Review). While some doctoral research is consistent with an application for "exemption certification, exempted" status is granted by the IRB through the review process, not assumed by the student researcher or their doctoral research project chair or committee. Regardless of the anticipated level of risk to humans, Doctoral projects must be reviewed by the IRB.

The IRB review is required by Federal law and regulations. After the proposed research is approved, students must receive approval from the TUW Institutional Review Board (IRB) prior to collecting and analyzing data (this includes surveys, focus groups, and any research involving human subjects). The student submits to the IRB (through the committee chair) an application summarizing the project and the human subjects' protection issues that it poses (a copy of the methodology discussion and any relevant forms and/or data gathering instruments are generally attached to the application). The IRB Chair then makes the determination whether the project qualifies for expedited review (carried out by the IRB chair alone) or requires full IRB discussion and approval. It is very important that students understand that they may not collect data before IRB approval is received, and if they do collect data before that approval, they may not use it in the doctoral project.

TIMELINE FOR SUCCESSFUL PROGRAM COMPLETION

The DPA program is online and asynchronous. Each course has timelines for completion of course work. Please read and understand these carefully. All requirements for the doctoral degree (including completion of the entire coursework and delivering the Capstone Doctoral Project with TUN) are expected to be completed within the prescribed timelines of the DPA program.

The DPA program expects the DPA student to participate and complete the coursework within the 3 semester (1 Year) timeframe or the 2 semester option (6-8 months) timeframe. If the DPA student requires additional time to complete the coursework, then this will be approached on a case by case basis. If time extension is needed, the DPA student must discuss this with the DPA Program Director as soon as feasible.

In compelling circumstances, students may request a leave of absence for one academic term or more, or leave the program for a short period of time (up to two terms). If a student will be on Leave of Absence (LOA) for more than two terms, s/he will be required to reapply and be accepted according to the new Catalog rights (if applicable).