

MASTER OF SCIENCE IN ANATOMY DUAL DEGREE

The Master of Science in Anatomy (MSA) program provides an opportunity for students currently enrolled in the Doctor of Osteopathic Medicine (DO) program or Doctor of Podiatric Medicine (DPM) program to apply to the Non-Thesis Track Program as dual degree students. The curriculum for dual degree students is designed to be completed during the first two years of their medical program. The emphasis for dual degree students is on expanding each student's anatomic knowledge to better prepare them to enter medical specialties underpinned by anatomical knowledge (e.g., surgery, radiology). This option lets students combine the expertise gained in the master's degree program (non-thesis track) with their clinical knowledge and practice, helping their patients and enhancing their professional options and career.

MISSION

To educate highly competent students for professional careers in teaching the anatomic sciences, in conducting interdisciplinary research in anatomy and in advancing knowledge of human health, evolution and global diversity.

VISION

The Anatomy Graduate Program aims to mentor future educators and researchers in advancing and disseminating knowledge that enhances our understanding of the anatomical sciences as they pertain to the global community.

PROGRAM REQUIREMENTS

To be considered for admission, applicants must either currently be enrolled in the Doctor of Osteopathic Medicine (DO) or Doctor of Podiatric Medicine (DPM) programs at DMU or be within two years of having completed the required coursework outlined below.

Applicants must have completed the following required coursework within their respective programs: Molecules, Cells & Tissues (8 credits); Gross Anatomy A (6 credits)

The minimum grades recommended for application are a 2.8 cumulative GPA on a 4.0 scale, in the above required coursework.

PROGRAM APPLICATION PROCESS

Students apply for enrollment in the master's program (non-thesis track) during the first year of their clinical program. Applications open in December and run until May. If accepted, students begin the master's curriculum the following June.

Application to the Master of Science in Anatomy Non-Thesis Dual Degree Track is accepted through The Centralized Application Service for Postbaccalaureate Programs ([PostBacCAS](#)).

Detailed information regarding the process can be found on the MSA Program Admissions [website](#).

CURRICULUM OVERVIEW AND OUTLINE

The curriculum is designed to immerse students in the discipline of anatomy while honing their teaching and presentation skills. Through the courses, teaching hours, individual journaling, laboratory work and

research, students will develop a deep knowledge of anatomy and an exceptional ability to share that knowledge.

Prerequisites: Molecules, Cells & Tissues (8 credits); Gross Anatomy A (6 credits)

Core Courses: Gross Anatomy B (4 credits); Human Development (2 credits); MSA Capstone Experience (2.5 credits)

Other required courses: Teaching in Anatomy (4 credits); Advanced Dissection (2 credits); Seminar in Anatomy I (1 credit); Seminar in Anatomy II (1 credit); Biostatistics and Research (3 credits)

Electives (6 credit hours required from MSA approved elective list): Problem-based Anatomy (1 credit); Cranial Nerves (1 credit); Coronary Circulation (1 credit); Tools for Teaching (1 credit); Research (1-3 credits); Forensic Osteology (1 credit); Community Health Immersion Project (1 credit); Practical Foundations for Medical Education (1 credit); Dying in America (1 credit); Frontiers in Biomedical Research I (1.5 credits); Frontiers in Biomedical Research II (1 credit); Cranial OMM (2 credits); Ultrasound (0.5 credits) Special Topics (1-6 credits).

PROGRAM OBJECTIVES

Five program objectives guide teaching, learning and assessment within the MSA educational program. These objectives emanate from the [DMU Learning Goals](#). Graduates of the program are expected:

1. To demonstrate mastery of the anatomic sciences including anatomic imaging
2. To effectively teach and communicate in the field of anatomy
3. To demonstrate professional attributes
4. To demonstrate critical thinking skills
5. To demonstrate knowledge of biochemical and physiological concepts and principles (Teaching Track specific)

CONTINUOUS QUALITY IMPROVEMENT

The MSA program is committed to delivering high-quality academic programming to ensure the academic and professional success of its students. Assessment and evaluation are crucial steps in the educational process that are carefully aligned with student learning objectives and instructional activities. Formative and summative assessment methods vary in format. Student assessment results are incorporated into the COM planning process on a regular basis to support continual improvement in programs and services to students.

TECHNICAL STANDARDS FOR ADMISSION, ACADEMIC PROMOTION AND GRADUATION

Dual enrolled students must meet both technical standards for both the primary program and the [Master of Science in Anatomy program](#).

The purpose of this document is to specify the technical standards the University deems necessary for a student to matriculate, remain in good standing and ultimately achieve all the competencies necessary for graduation within their program. The University, therefore, requires candidates to confirm their ability to comply with these standards, with or without accommodation, as a condition of admission and on an annual basis thereafter.

Fulfillment of the technical standards for graduation does not guarantee that a graduate will be able to fulfill the technical requirements of any specific residency program or employment setting.

A candidate seeking a MSA or MSBS degree at Des Moines University must be capable of completing core educational requirements and achieving the competencies in the basic and applied sciences. DMU seeks to develop candidates who have a deep and robust medical knowledge base, with the ability to appropriately apply it, effectively interpret information, and contribute to decisions across a broad spectrum of laboratory situations in all settings. The critical skills required to be successful are outlined below, and include the ability to observe, communicate, perform motor functions, as well as to understand, integrate core knowledge and skills, and to behave appropriately in varied educational and professional situations.

Reasonable accommodations may be required by otherwise qualified individual candidates to meet the technical standards specified below. Requests for University-provided accommodations will be granted if the requests are reasonable, do not cause a fundamental alteration of the medical education program, do not cause an undue hardship, are consistent with the standards of the profession, and are recommended by the Accommodations and Educational Support Specialist.

1. Observation: Candidates and students must be able to acquire required information and timely interpret demonstrations, experiments, and laboratory exercises in the basic sciences.
2. Communication: Candidates and students must be able to demonstrate proficiency in the English language such that they can communicate effectively in oral and written form with all members of the classroom and laboratory team. Candidates and students must be able to communicate with peers and advisors in order to elicit and share information. They must have the capacity for comfortable verbal and non-verbal communication and interpersonal skills to enable effective collaboration within a multidisciplinary team. In any case where a candidate's ability to communicate is compromised, the candidate must demonstrate alternative means and/or abilities to communicate with teams.
3. Motor and Sensory: Candidates and students must have sufficient motor and tactile function to execute movements reasonably required to perform basic laboratory tests. Such actions may require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch. In any case where a candidate's ability to complete and interpret laboratory findings using motor skills is compromised, the candidate must demonstrate alternative means and/or abilities to retrieve these physical findings.
4. Strength and Mobility: Candidates and students must demonstrate strength, including lower extremity and body strength, and mobility to complete laboratory dissections or experiments.
5. Intellectual, Conceptual, Integrative, and Quantitative Abilities: Candidates and students must have the ability to accurately measure, calculate, reason, analyze, synthesize, problem solve, and think critically. They must also have the ability to participate and learn through a variety of modalities including, but not limited to, classroom instruction, small groups, team and collaborative activities. In addition, candidates and students should be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. Candidates and students must be able to concentrate, timely analyze and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction.
6. Behavioral Attributes, Social Skills, and Professional Expectation: Candidates and students must be able to effectively utilize their intellectual abilities, exercise good judgment, timely complete all responsibilities attendant to the diagnosis and care of patients, and develop mature, sensitive, and effective relationships with patients and colleagues. Candidates and students must be able to professionally manage heavy workloads, prioritize conflicting demands, and function effectively under stress. They must be able to adapt to changing environments; to display flexibility, to learn to function in the face of their own possible biases and uncertainties inherent in the process of research, and to not engage in substance abuse. Candidates and students must be able to understand and determine the impact of the social determinants of health and other systemic issues which impact the care for all individuals in a respectful and effective manner regardless of race, color, national origin, ethnicity, creed, religion, age, disability, sex, gender, gender identity, sexual orientation, or any other protected status. Professionalism, compassion, integrity, concern for others, interpersonal skills, interest and motivation are all qualities that are required throughout the educational process.

REASONABLE ACCOMMODATIONS

Des Moines University welcomes qualified candidates and students with disabilities who meet the technical standards of the program, with or without reasonable accommodations. Students with a disability who may need accommodations during their educational career at DMU will be asked to reaffirm their need for accommodations when acknowledging the ability to meet technical standards annually. The student is responsible for requesting accommodations through the Accommodations and Educational Support Specialist in Academic Support within the Center for Educational Enhancement. Please reach out in person, by email (accommodations@dmu.edu), or by calling Academic Support at 515-271-1516. The Accommodations and Educational Support Specialist reviews all requests for accommodations through an individualized, interactive process.

The use of an intermediary may be a reasonable accommodation while performing some non-essential physical maneuvers or non-technical data gathering. However, an intermediary cannot substitute for the candidates' or student's interpretation and judgement. Intermediaries may not perform essential skills on behalf of the candidate or student, nor can they replace technical skills related to selection and observation.

PROCESS FOR ASSESSING COMPLIANCE WITH THE TECHNICAL STANDARDS

Candidates are required to attest at the time they accept an offer to matriculate that they meet the applicable technical standards, with or without reasonable accommodation, and annually confirm they continue to meet these standards. These standards are not intended to deter any candidate or student who might be able to complete the requirements of the curriculum with reasonable accommodations.

The University will provide reasonable accommodations as may be required by the Americans with Disabilities Act or the Iowa Civil Rights Act

A student whose behavior or performance raises questions concerning his or her ability to fulfill these technical standards may be required to obtain evaluation or testing by a health care provider designated by the University, and to provide the results to the Center for Educational

Enhancement to be considered as part of the interactive process to determine possible reasonable accommodations.

Technological compensation can be made with respect to certain technical standards, but candidates and students should be able to perform these standards in a reasonably independent manner.

PHYSICAL HEALTH

In addition to the technical standards set forth, candidates and students must possess the general physical health necessary for performing the duties of a student in the health sciences and a health professional in training without endangering the lives of patients and/or colleagues with whom they might have contact.

REQUIRED COURSES

Dual enrolled students are required to meet all course requirements of both their primary degree program and the [MSA Non-Thesis Track program](#) or [MSA Thesis Track program](#).

GRADUATION REQUIREMENTS

Dual enrolled students are required to meet all graduation requirements of both their primary degree program and the [MSA Non-Thesis Track program](#) or [MSA Thesis Track program](#).