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# SCHOOL OF MEDICINE AND PUBLIC HEALTH GUIDE

## DEGREES/MAJORS

### The University of Wisconsin School of Medicine and Public Health

in Madison is committed to improving the health of Wisconsin and beyond through service, scholarship, science and social responsibility. We are developing new approaches for preventing, diagnosing and treating illness by uniting the principles and power of traditional medicine and public health. Learn more about our mission and vision (<https://www.med.wisc.edu/about-us/mission-values-and-diversity-commitment/>).

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# SCHOOL OF MEDICINE AND PUBLIC HEALTH - SCHOOL WIDE

## DEGREES/MAJORS

### DEGREES/MAJORS

- Genetic Counselor Studies, MGCS (p. 2)
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# GENETIC COUNSELOR STUDIES, MGCS

The Master of Genetic Counselor Studies Program at the University of Wisconsin School of Medicine and Public Health educates students to become competent and compassionate genetic counselors who will be lifelong learners and leaders in the field.

Our training program is fully accredited by the Accreditation Council for Genetic Counseling and with the first class of genetic counselors starting in 1976, it is one of the most experienced programs in the United States.

Visit our webpage for more information about the Genetic Counseling Program and our Mission. (<https://www.med.wisc.edu/education/genetic-counseling-program/welcome-and-mission-statement/>)

## LEARNING OUTCOMES

### LEARNING OUTCOMES

1. Demonstrate and utilize a depth and breadth of understanding and knowledge of genetics and genomics core concepts and principles.
2. Integrate knowledge of psychosocial aspects of conditions with a genetic component to promote client well-being.
3. Construct relevant, targeted and comprehensive personal and family histories and pedigrees.
4. Identify, assess, facilitate, and integrate genetic testing options in genetic counseling practice.
5. Assess individuals' and their relatives' probability of conditions with a genetic component or carrier status based on their pedigree, test result(s), and other pertinent information.
6. Demonstrate the skills necessary to successfully manage a genetic counseling case.
7. Critically assess genetic/genomic, medical and social science literature and information.
8. Establish a mutually agreed upon genetic counseling agenda with the client.
9. Employ active listening and interviewing skills to identify, assess, and empathically respond to stated and emerging concerns.
10. Use a range of genetic counseling skills and models to facilitate informed decision-making and adaptation to genetic risks or conditions.
11. Promote client-centered, informed, non-coercive and value-based decision-making.
12. Understand how to adapt genetic counseling skills for varied service delivery models.
13. Apply genetic counseling skills in a culturally responsive and respectful manner to all clients.
14. Effectively educate clients about a wide range of genetics and genomics information based on their needs, their characteristics and the circumstances of the encounter.
15. Write concise and understandable clinical and scientific information for audiences of varying educational backgrounds.
16. Effectively give a presentation on genetics, genomics and genetic counseling issues.
17. Demonstrate understanding of the research process.
18. Understand the methods, roles and responsibilities of the process of clinical supervision of trainees.
19. Act in accordance with the ethical, legal and philosophical principles and values of the genetic counseling profession and the policies of one's institution or organization.
20. Advocate for individuals, families, communities and the genetic counseling profession.
21. Demonstrate a self-reflective, evidenced-based and current approach to genetic counseling practice.
22. Establish and maintain professional interdisciplinary relationships in both team and one-on-one settings, and recognize one's role in the larger healthcare system.

## CERTIFICATION/LICENSURE

### CERTIFICATION/LICENSURE PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

The United States Department of Education (via 34 CFR Part 668 (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/toc=1>)) requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure. The expectation is that institutions will determine whether each applicable academic program meets state professional licensure requirements and provide a general disclosure of such on an official university website.

Professional licensure requirements vary from state-to-state and can change year-to-year; they are established in a variety of state statutes, regulations, rules, and policies; and they center on a range of educational requirements, including degree type, specialized accreditation, total credits, specific courses, and examinations.

UW-Madison has taken reasonable efforts to determine whether this program satisfies the educational requirements for certification/licensure in states where prospective and enrolled students are located and is disclosing that information as follows.

Disclaimer: This information is based on the most recent annual review of state agency certification/licensure data and is subject to change. All students are strongly encouraged to consult with the individual/office listed in the Contact Information box on this page and with the applicable state agency for specific information.

#### The requirements of this program meet certification/licensure requirements in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, District of Columbia

#### The requirements of this program do not meet certification/licensure requirements in the following states:

Not applicable

Updated: 1 June 2025

## ACCREDITATION

### ACCREDITATION

Accreditation Council for Genetic Counseling (<https://www.gceducation.org/>)

Accreditation Status: Accredited. Next Accreditation Review: 2028.

## MEDICINE, MD

The Doctor of Medicine (MD) Program at the UW School of Medicine and Public Health provides an outstanding educational experience preparing our graduates to become highly competent and compassionate physicians who advance health and health equity through remarkable service to patients and communities.

Visit our webpage for more information about the MD Program and admissions requirements. (<https://www.med.wisc.edu/education/md-program/>)

- Medicine: Wisconsin Academy for Rural Medicine Excellence in Rural Residencies, MD (p. 4)
- Medicine: Wisconsin Academy for Rural Medicine, MD (p. 4)

## ADMISSIONS

### ADMISSIONS

See the program's website: <https://www.med.wisc.edu/education/md-program/admissions/>

## REQUIREMENTS

### REQUIREMENTS

See the program's website: <https://www.med.wisc.edu/education/md-program/>

## LEARNING OUTCOMES

### LEARNING OUTCOMES

1. Knowledge for Practice
2. Patient Care
3. Practice-Based Learning and Improvement
4. Systems-Based Practice
5. Professionalism
6. Interpersonal and Communication Skills

## CERTIFICATION/LICENSURE

### CERTIFICATION/LICENSURE PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

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Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, District of Columbia, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

### **The requirements of this program do not meet certification/licensure requirements in the following states:**

Not applicable

Updated: 1 June 2025

## ACCREDITATION

### ACCREDITATION

Liaison Committee on Medical Education (<https://lcme.org/>)<sup>1</sup>

Accreditation Status: Accredited. Next Accreditation Review: 2025.

<sup>1</sup> Liaison Committee on Medical Education of the American Association of Medical Colleges and the American Medical Association.

## MEDICINE: WISCONSIN ACADEMY FOR RURAL MEDICINE EXCELLENCE IN RURAL RESIDENCIES, MD

Wisconsin Academy for Rural Medicine excellence in Rural Residencies (WARMER) is an expedited, competency-based, "short-track" UME-GME pathway to advance UWSMPH WARM students to rural practice in Wisconsin in collaboration with partner academic health systems utilizing robust educational handoffs, UME-GME cooperative competency coaching, and continuity as an organizing principle. WARMER is a directed pathway where candidates are highly ranked and positioned to match with our individual GME partners.

Partnering residency programs are:

- General Surgery – UWSMPH Department of Surgery, Rural General Surgery Residency Track
- Family Medicine – Emplify/Gundersen Health
- Internal Medicine – Sanford/Marshfield Clinic Health Systems

## MEDICINE: WISCONSIN ACADEMY FOR RURAL MEDICINE, MD

The Wisconsin Academy for Rural Medicine (<https://www.med.wisc.edu/education/md-program/warm/>) (WARM) focuses on admitting and training students committed to improving the health of rural communities. The goal is to address physician shortages in rural areas, ultimately helping to improve the health of rural Wisconsin communities.

WARM students relocate to one of our statewide academic campuses for 28 months of their curriculum. This includes Aurora BayCare Medical Center in Green Bay, Gundersen Health System in La Crosse and Marshfield Clinic Health System in Marshfield.

Students who complete the four-year program emerge prepared for residencies in any specialty area. Rural Wisconsin hospitals and health systems have expressed a need for physicians of all specialties, with an emphasis on primary care.

## PHYSICAL THERAPY, DPT

Fostering education and research to meet the physical therapy needs of the people in the State of Wisconsin and beyond.

At the University of Wisconsin-Madison Doctor of Physical Therapy Program, we prepare students to enter the workforce as generalist practitioners, equipped to provide interprofessional, evidence-based, quality care through the roles of clinician, educator, researcher, administrator, and consultant. Our program provides a welcoming, collaborative environment, which offers an integrative, team-taught curriculum bolstered by an emphasis on leadership, service, and professional behaviors.

Visit our webpage for more information about the Physical Therapy Program and admissions requirements. (<https://www.med.wisc.edu/education/physical-therapy-program/>)

## LEARNING OUTCOMES

### LEARNING OUTCOMES

1. Use appropriate verbal, nonverbal, and written communication with all individuals when engaged in physical therapy practice, research, and education, including patients, clients, families, caregivers, practitioners, consumers, payers, and policy-makers. This communication includes developing and delivering formal oral presentations in both clinical and classroom settings.
2. Choose and perform appropriate examination procedures including, but not limited to, those listed in the Guide to Physical Therapy Practice 3.0.
3. Perform a physical therapy evaluation and make appropriate clinical judgments based on examination findings. Within an evaluation,

consideration is given to the level of current impairments; the probability of prolonged impairment, functional limitation, and disability; the living environment; potential discharge destinations; and social supports.

4. Develop appropriate diagnoses relevant to physical therapist practice by organizing information obtained from the examination into defined clusters, syndromes, or categories to help determine the most appropriate intervention strategies.
5. Determine a patient prognosis by stating the predicted optimal level of improvement in function that might be attained through intervention and the amount of time required to reach that level.
6. Develop and implement a plan of care by integrating examination data and incorporating prognostic indicators. Specific treatment interventions include, but are not limited to those listed in the Guide to Physical Therapy Practice 3.0.
7. Engage in outcomes data collection and analysis at each step of patient management as well as with discharge planning.
8. Demonstrate ability to apply universal precautions and basic life support.
9. Interact and practice in collaboration with a variety of professionals, including, but not limited to, physicians, physician assistants, pharmacists, dentists, nurses, educators, social workers, occupational therapists, speech-language pathologists, athletic trainers, chiropractors and audiologists.
10. Participate in student laboratory learning experiences, role-playing as both physical therapist and patient. Laboratory experiences may include, but are not limited to, palpation, modalities, manual therapy, such as massage, and other hands-on skills, and may involve exercise and other physical activities.
11. Participate in the process of scientific inquiry by applying the principles of scientific methods to read and interpret professional literature; participate in, plan, and/or conduct research; evaluate outcomes; and assess new concepts and technologies.
12. Educate by imparting information or skills, and instruct by precept, example, and experience so individuals acquire knowledge, master skills, and develop competence. Apply teaching/learning theories and methods in health care and community environments using a variety of instructional strategies that are commensurate with the needs and unique characteristics of the learner.
13. Provide prevention and wellness services, including screening, health promotion, and education, that are appropriate for physical therapy and promote healthy behaviors in the community.
14. Participate in administration activities consistent with entry-level physical therapy practice, including planning, directing, organizing, and managing resources.
15. Provide consultation to individuals, businesses, schools, government agencies, or other organizations by rendering professional or expert opinion or advice; applying highly specialized knowledge and skills to identify problems, recommend solutions, or produce a specified outcome or product in a given amount of time on behalf of a patient/client.
16. Formulate and implement a plan for personal and professional career development based on self-assessment and feedback from others.
17. Demonstrate social responsibility by becoming involved in professional organizations and activities, providing pro bono services, and participating in community and human service organizations.
18. Incorporate an understanding of the implication of individual and cultural differences when engaged in physical therapy practice, research, and education.

19. Assimilate large amounts of didactic materials under time constraints through a strong commitment to study. Professional programs possess unique demands that may require students to modify their lifestyle accordingly. Time management, prioritization of tasks, as well as the ability to multi-task are all necessary skills to meet these demands.

## CERTIFICATION/LICENSURE

### CERTIFICATION/LICENSURE PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

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#### The requirements of this program do not meet certification/licensure requirements in the following states:

Not applicable

Updated: 1 June 2025

## ACCREDITATION

### ACCREDITATION

Commission on Accreditation in Physical Therapy Education (<http://www.captonline.org/home.aspx>)

Accreditation Status: Accredited. Next Accreditation Review: 2031.

## PHYSICIAN ASSISTANT, MPA

The Physician Assistant Program at the University of Wisconsin School of Medicine and Public Health is guided by our mission to educate professionals committed to the delivery of comprehensive health care in a culturally and ethnically sensitive manner. We place an emphasis on primary health care for populations and regions in need.

Explore the five distinct PA program tracks, the application process, and why a degree from UW–Madison will prepare you for excellence in education, patient care, and service.

Visit our webpage for more information about the Physician Assistant Program and admissions requirements. (<https://www.med.wisc.edu/education/physician-assistant-pa-program/>)

## LEARNING OUTCOMES

### LEARNING OUTCOMES

1. MEDICAL KNOWLEDGE (MK): Understand essential medical knowledge needed to provide patient care.
2. MEDICAL HISTORY (HIST): Interview and elicit an appropriate complete, interval, or acute history.
3. PHYSICAL EXAMINATION (PE): Perform complete and focused physical examinations.
4. CLINICAL REASONING (CR): Identify, process, and integrate information in order develop a differential diagnosis, and diagnostic impression.
5. DIAGNOSTIC STUDIES (DIAG): Identify, order and interpret appropriate diagnostic studies.
6. THERAPEUTICS (TH): Formulate an appropriate and comprehensive therapeutic plan.
7. INTERPERSONAL COMMUNICATION WITH PATIENTS AND FAMILIES (PTCOM): Demonstrate effective exchange of information and collaboration with patients and their families.
8. INTERPERSONAL COMMUNICATION WITH HEALTH PROFESSIONALS (MEDCOM): Demonstrate effective exchange of information and collaboration with other health professionals both orally and in writing.
9. PROFESSIONALISM (PROF): Demonstrate the skills, attributes and behaviors of a competent physician assistant and serve as a member of the professional medical community.
10. EVIDENCE BASED Medicine (EBM): Use appropriate literature to make evidence-based decisions.
11. SELF-REFLECTION & SELF-IMPROVEMENT (SRSI): Engage in a process of ongoing self-reflection and self-improvement.
12. HEALTHCARE SYSTEMS (HS): Recognize financial and legal aspects of healthcare systems.
13. SOCIETY AND POPULATION HEALTH (SPH): Recognize social determinants affecting the health of individuals and communities.
14. CULTURAL HUMILITY (CH): Demonstrates sensitivity and adaptability to cultural differences, ensures equitable care.
15. INTERPROFESSIONAL COLLABORATION AND LEADERSHIP (ICL): Engage in interprofessional education that will enhance patient-/

population-centered care, collaboration, communication, teamwork and leadership in the clinical setting.

16. TECHNICAL SKILLS (TS): Demonstrate proficiency in common procedures and technical skills.

## CERTIFICATION/LICENSURE

### CERTIFICATION/LICENSURE PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

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#### The requirements of this program do not meet certification/licensure requirements in the following states:

Not applicable

Updated: 1 June 2025

## ACCREDITATION

### ACCREDITATION

Review Commission on Education for the Physicians Assistant (<http://www.arc-pa.org/accreditation/>)



Accreditation status: Accredited. Next Accreditation Review: 2025

## PHYSICIAN ASSISTANT: COMMUNITY BASED PA PROGRAM, MPA

## PHYSICIAN ASSISTANT: MPAS AT UW-PLATTEVILLE, MPA

### REQUIREMENTS

### REQUIREMENTS

All program requirements will remain the same. The program's website (<https://www.med.wisc.edu/education/physician-assistant-pa-program/curriculum/>) will be edited to include details of the MPAS at UW-Platteville named option.

## PUBLIC HEALTH, MPH

The Master of Public Health (MPH) program provides professional preparation in the core public health competencies to health professionals and students.

The degree provides a practice-oriented approach for those who want to strengthen their general knowledge and skills in public health, either through a single degree or through one of the program's many dual degree programs.

Visit our webpage for more information about the MPH Program and admissions requirements. (<https://www.med.wisc.edu/education/master-of-public-health-mp/h/>)

### LEARNING OUTCOMES

### LEARNING OUTCOMES

1. Utilize a global health perspective to confront the root causes of less than optimal health and promote wellness for all communities.
2. Engage theory and evidence-based methods to lead multidisciplinary and professional public health practice and research.
3. Employ a socio-ecological model to analyze dynamic interactions among human and social systems.
4. Identify strengths and limitations of current public health models and approaches and design innovative solutions for today's public health challenges.
5. Practice public health with honesty and integrity using a respectful and collaborative approach that responds to the needs of the communities we serve.

### CERTIFICATION/LICENSURE

### CERTIFICATION/LICENSURE PROFESSIONAL CERTIFICATION/LICENSURE DISCLOSURE (NC-SARA)

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#### The requirements of this program meet certification/ licensure requirements in the following states:

Wisconsin

#### The requirements of this program do not meet certification/licensure requirements in the following states:

Not applicable

Updated: 1 June 2025

### ACCREDITATION

### ACCREDITATION

Council on Education for Public Health (<https://ceph.org/>)

Accreditation Status: Accredited. Next Accreditation Review 2029.

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