RIVERSIDE
College of Health Careers

COLLEGE CATALOG
ADDENDUM A
2022 – 2023

316 Main Street ● Newport News, VA 23601-3814
(757) 240-2200 ● (757) 240-2225 Fax ● www.riverside.edu

RIVERSIDE COLLEGE OF HEALTH CAREERS

316 Main Street
Newport News, VA 23601

757-240-2200
Fax: 757-240-2225
Website: www.riverside.edu

Robin Nelhuebel, PhD, MSN, RN, RT(R)
Executive Director

Riverside College of Health Careers is certified to operate in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV).
101 N. 14th Street, James Monroe Building, Richmond, VA 23219
804-225-2600 www.schev.edu

The College is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES)
7777 Leesburg Pike, Suite 314 N., Falls Church, VA 22043
703-917-9503 www.abhes.org

Riverside College of Health Careers has been approved to participate in the National Council for State Authorization Reciprocity Agreements
www.nc-sara.org

Riverside Regional Medical Center is accredited by DNVGL-Healthcare
400 Techne Center Drive, Suite 100, Milford, OH 45150
www.dnvglhealthcare.com

This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. GI Bill® is a registered trademark of the U.S Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Webs site at http://www.benefis.va.gov/gibill

Original Catalog Publication Date: June 1, 2022
Addendum A Publication Date: March 27, 2023

(Addition of the Respiratory Care Program, Cardiovascular Technology with Non-Vascular Specialty, and Geneva/Portage Partnership for General Education courses)

This Catalog is for informational purposes only and does not create a contract, nor does it constitute a guarantee of continued enrollment. Riverside College of Health Careers continuously attempts to improve each program and reserves the right to modify admission criteria, curriculum, course content, and policies as deemed necessary. Policy references are for public information purposes only. Enrolled students should refer to the most current policies published in their online course management system as needed.

Cover photo: College Administration Building.

Back cover photos clockwise from top left: students in front of Ruby Pope Drumm Health Sciences Library; student study group on the campus lawn; students in front of the classroom building; students relaxing in the Treehouse Café.

Table of Contents

Pictured above:
A group of students.

Pictured below:
A group of students studying.

Respiratory Care Program

The Respiratory Care Program prepares students to enter the practice of respiratory therapy, working under the direction of a physician. Respiratory Care Practitioners (RCP) assist in the diagnosis, treatment, management, and preventive care of patients with cardiopulmonary problems.

Respiratory Therapists are trained to administer oxygen, manage mechanical ventilators, measure lung function, and administer medications. Most respiratory therapists are employed in acute care hospital settings, long-term ventilator facilities, home care, or outpatient diagnostic laboratories.

The Riverside Respiratory Care Program was established in 2022 as a Bachelor of Science degree program. The program curriculum includes a thorough study of cardiopulmonary anatomy and physiology, pathophysiology, pharmacology for respiratory care, pulmonary diagnostics, and mechanical ventilation. There are 180 skills laboratory hours and 630 clinical hours to assist students to development the clinical competencies required for practice as a Respiratory Therapist.

What We Offer

- Full-time Day option consisting of four 16-week semesters and one 8-week summer semester in addition to specified College-level prerequisite preadmission courses
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Low Instructor-Student ratio

Program Mission

The mission of the Respiratory Care Program is to graduate professional, knowledgeable, and competent entry-level respiratory therapists who are prepared to challenge the National Board for Respiratory Care (NBRC) examination to become a registered respiratory therapist and gain employment in the field.

Course Delivery Methods

The majority of courses in this program are delivered on-site with web enhancement via our learning management system. Some courses have an online component. The courses are designated as either distance (online), residential (on campus) or blended (on campus and online).

Clinical Work During Enrollment

The College recognizes a student's right to attain employment. Enrolled students who are employed may not represent themselves as students during hours of employment. They may not wear their student uniform or student identification badge.

Program Goals & Learning Outcomes

1. To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).

    - Graduate will demonstrate critical thinking skills with a comprehensive knowledge base (cognitive) to apply respiratory therapy skills in a clinical setting.
    - Graduate will demonstrate the competency in diagnostic and therapeutic procedures (psychomotor) required of a respiratory therapist entering the profession.
    - Graduate will demonstrate professional behavior (affect) that reflects integrity, supports objectivity, and fosters trust in the respiratory therapy profession.
    - Graduate will demonstrate professional and effective oral and written communication skills.

2. To prepare leaders for the field of respiratory care by including curricular content with objectives related to the acquisition of skills in one or more of the following: management, education, research, and advanced clinical practice (which may include an area of clinical specialization).

    - Graduate will be prepared to contribute to patient care in a collaborative environment by promoting evidence-based research, and clinical practice guidelines.
    - Graduate will be prepared to promote disease prevention and wellness through patient education.
    - Graduate will demonstrate competence on the proper use and care of respiratory equipment.
    - Graduate will be prepared to pursue graduate education in management, research, or other health care related fields.

Respiratory Care Program, cont.

Programmatic Accreditation

Riverside College of Health Careers is currently in the process of seeking CoARC accreditation for a respiratory care program. However, Riverside can provide no assurance that accreditation will be granted by the CoARC.

Commission on Accreditation for Respiratory Care (CoARC)
264 Precision Blvd., Telford, TN 37690
Phone: 817-283-2835 www.coarc.com

Credentialing

Graduates of the program are eligible to sit for the Therapist Multiple-Choice Examination (TMC) and the Clinical Simulation Examination (CSE) by the National Board for Respiratory Care (NBRC) to become licensed to practice as a Registered Respiratory Therapist (RRT). Application for the examinations is the responsibility of the student and involves additional fees charged by the NBRC. Additional information regarding the Respiratory Therapist examinations may be obtained from:

National Board for Respiratory Care (NBRC)
10801 Mastin Street, Suite 300, Overland Park, KS 66210
Phone: 913-895-4900 info@nbrc.org

ADMISSION REQUIREMENTS

General Education Pre- and Co-Requisite Course Requirements

*College Pre-requisite Course Requirements**:		*College Co-requisite Course Requirements**:	
English Composition*	3 credits	Essentials of Nutrition	3 credits
Speech / Communications Elective*	3 credits	Fine Arts / Humanities Electives (2)	6 credits
Anatomy and Physiology I & II w/Labs*	8 credits	*Elective*	1 credit
Microbiology w/Lab*	4 credits	*Elective*	3 credits
General Chemistry I*	4 credits	*Elective*	3 credits
Physics*	3 credits	*Elective*	3 credits
Medical Terminology*	3 credits	*Elective*	3 credits
Psychology*	3 credits	GEN 111 Introduction to Healthcare**	1 credit
College Algebra*	3 credits	GEN 321 Academic Writing	3 credits
Statistics / Introduction to Statistics*	3 credits	GEN 445 Leadership & Management in Healthcare	3 credits

- *All credits are reflected as semester credits.*
- *Anatomy & Physiology and Microbiology courses cannot be substituted with CLEP testing.*
- *Official transcripts must be evaluated and accepted by the College Registrar prior to matriculation.*
- *Completion of all Pre-requisite General Education Courses (marked *) are required prior to matriculation.*
- *Completion of all Co-requisite General Education Courses (marked **) are required prior to Semester 2.*
- *All General Education courses must be 100 College-level or above (no developmental/remedial courses)*
- *All General Education courses must be passed with a grade of "C" or higher.*
- *All General Education courses must be taken at an institution accredited by an agency recognized by the United States Department of Education (ED) or the Council for Higher Education Accreditation (CHEA) will be accepted. Foreign transcripts must be evaluated by a current member of the National Association of Credential Evaluation Services, Inc. (NACES).*

Additional Admission Criteria:

- Cumulative college-level GPA of 2.5 or higher is recommended due to the competitive nature of admissions.
- Accepted applicants who decline admission must apply for a future start date. Admission is competitive and not guaranteed.

Respiratory Care Program, cont.

Graduation Requirements

Eligibility for graduation is based upon successful completion of all phases of the course of study. Degree conferral requires completion of 120 academic credits. Students must satisfy the following minimum requirements prior to graduation:

- Completion of all Pre- and Co-requisite General Education courses prior to enrolling in Level 5 courses.
- Complete each course with a minimum grade of 80% and satisfactory clinical/preceptorship/practicum performance.
- Successfully achieve all required clinical competencies.
- Successfully complete all required clinical hours.
- Return all materials belonging to the College including books borrowed from the College or checked out from the Ruby Pope Health Sciences Library.
- Return pictured identification badge.
- Satisfy all financial obligations to the College, to include all tuition, fees, and library fines and financial aid exit counseling if applicable.
- Complete Graduate Exit process, including Exit Interview with the appropriate Program Director or designee.

Course Descriptions

Complete course sequencing, clock hours, and semester credit hours (CR) awarded are shown on the Curriculum Plan page at the end of the program section. Occasional evening and weekend hours may be required.

Level One

RC 311 INTRODUCTION TO RESPIRATORY CARE (3 Credits): This blended course introduces respiratory care as a profession, including the healthcare environment and the respiratory therapist's role on the health care team. Topics include medical terminology, infection control, basic patient assessment, professional ethics, and psychosocial needs of the patient and family with particular attention to death and dying.

RC 321 FUNDAMENTALS OF RESPIRATORY CARE (3 Credits): This course will focus on the theory and application of physics, chemistry, and basic respiratory care modalities. Topics include gas laws, medical gas therapy, aerosol and humidity therapy, hyperinflation therapy, and airway clearance. This course is taught in conjunction with RC 321L.

RC 321L FUNDAMENTALS OF RESPIRATORY CARE LAB (1 Credit): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 311 and RC 321. Topics include infection control, patient assessment, oxygen delivery devices, aerosol medication administration, humidification devices, hyperinflation techniques, positive expiratory pressure (PEP) therapy, chest physical therapy, and arterial blood gas sampling.

RC 331 ACID-BASE REGULATION AND ABG ANALYSIS (2 Credits): This course focuses on the anatomy and physiology of the cardiopulmonary system as related to gas exchange, diffusion, perfusion, and ventilation-perfusion relationships. Emphasis is on oxygen and carbon dioxide transport abnormalities in gas exchange. Students will integrate this knowledge through arterial blood gas interpretation, as it relates to the science of respiratory care.

GEN 321 ACADEMIC WRITING FOR THE HEALTH PROFESSIONAL (3 Credits): This distance learning course introduces the principles of effective written communication with a focus on invention, drafting, revising, editing, and self-assessment of written scholarly work. Writing in APA format will be the focus to ensure proper formatting, proper citing, and referencing.

Level Two

RC 302C CLINICAL PRACTICUM I (3 Credits): This clinical course provides progressive supervised clinical experiences up to the advanced beginner level for the implementation and practice of general patient assessment and communication skills required for safe and effective patient care. Students will put theoretical knowledge of fundamental respiratory care procedures and patient care skills into practice, under appropriate supervision (direct and/or

in-direct) and with support and guidance. Students will familiarize themselves with duties of the interdisciplinary team throughout the respiratory environment.

RC 312 PHARMACOLOGY FOR RESPIRATORY CARE (3 Credits): This blended course provides an in-depth overview of various classifications of cardiopulmonary medications and the function of the autonomic nervous system. Emphasis is on drug dosage, applied mathematics, clinical pharmacology, indications, hazards, intended actions, and side-effects of agents as they apply to respiratory care.

RC 322 CARDIOPULMONARY ANATOMY AND PHYSIOLOGY (3 Credits): This course provides an in-depth examination of the cardiopulmonary and renal systems. Emphasis is on the structure, function, and physiology of the cardiopulmonary and renal systems and the role each plays in the maintenance of homeostasis.

Respiratory Care Program, cont.

RC 332 MECHANICAL VENTILATION (3 Credits): This course introduces adult artificial airways, and non-invasive and invasive ventilation. Topics include airway management, manual resuscitation equipment, intubation, adult mechanical ventilation indications, modes, modifications, weaning, discontinuance, and ventilator graphics. This course is taught in conjunction with RC 332L.

RC 332L MECHANICAL VENTILATION LAB (1 Credit): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 332. Emphasis is on airway management, artificial airways, manual resuscitation equipment, intubation, and management of adult non-invasive and invasive ventilators.

LEVEL THREE

RC 303C CLINICAL PRACTICUM II (3 Credits): This clinical course provides progressive supervised clinical experiences at advanced beginner level while implementing patient care skills in the intensive care unit (ICU). Students will further integrate theoretical knowledge of fundamental respiratory procedures, continue to learn to work as a team member, manipulate equipment, develop their awareness, and use of respiratory safety principles under appropriate supervision (direct and/or in-direct) and with support and guidance.

RC 313 CARDIOPULMONARY PATHOPHYSIOLOGY (3 Credits): This blended course explores commonly encountered diseases and disorders which may affect function of the cardiopulmonary system and the clinical manifestations and treatment rationales as related to respiratory care. Emphasis is on deviations from normal functioning and will include disease etiology, pathology, diagnosis, prognosis, and treatment.

RC 323 PULMONARY DIAGNOSTICS (2 CREDITS): This course provides a study of standard methodologies used to diagnose and monitor patients with pulmonary disease. Emphasis is on technical aspects as well as disease presentation. Topics include measurement and analysis of lung volumes, ventilation, pulmonary mechanics, gas distribution, diffusion testing, exercise testing, and quality assurance..

LEVEL FOUR

RC 404C CLINICAL PRACTICUM III (4 Credits): This clinical course provides progressive supervised clinical experiences up to advanced intermediate level while implementing patient care skills in the intensive care unit (ICU). Students will focus on working as an interdisciplinary team member, manipulating equipment, developing their awareness, and use of respiratory safety principles. This is the third clinical course in the sequence and is designed to allow the student to function more independently, under appropriate supervision (direct and/or in-direct) and with support and guidance. Students will complete an observation in pulmonary function testing (PFT) and pulmonary rehabilitation (PR) at their assigned clinical site.

RC 414 NEONATAL & PEDIATRIC RESPIRATORY CARE (3 Credits): This course provides an overview of fetal and neonatal physiology as well as an introduction to neonatal and pediatric pulmonary disease and management. Emphasis is on the etiology, pathophysiology, diagnosis, and treatment of cardiopulmonary conditions encountered in newborn and pediatric patients. This course is taught in conjunction with RC 414L.

RC 414L NEONATAL & PEDIATRIC RESPIRATORY CARE LAB (1 Credit): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 414. Emphasis is on fetal and neonatal physiology as well as an introduction to neonatal and pediatric pulmonary disease management. This course will also familiarize the student with basic respiratory care techniques and equipment used with the compromised infant and prepares the student for clinical practicum.

RC 424 CRITICAL CARE MONITORING & DIAGNOSTICS (3 Credits): This course presents the theory, equipment, and techniques involved in critical care monitoring and diagnostics. Topics include bronchoscopy, hemodynamic assessment, and advanced cardiopulmonary monitoring techniques. This course is taught in conjunction with RC 424L

RC 424L CRITICAL CARE MONITORING & DIAGNOSTICS LAB (1 Credits): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 424. Emphasis is on equipment and techniques involved in critical care monitoring and diagnostics, and the recognition of normal values and waveforms in life-threatening changes.

RC 434 RESPIRATORY CARE FOR SPECIAL POPULATIONS (2 Credits): This blended course provides an in-depth study of cardiopulmonary rehabilitation and alternatives to hospital care. Emphasis is on the procedures and technologies applied to cardiopulmonary rehabilitation, patient education, nutrition, and respiratory care in alternative settings.

LEVEL FIVE

GEN 445 LEADERSHIP & MANAGEMENT IN HEALTHCARE (3 Credits): This blended course will provide an overview of leadership skills and prepares students for managerial challenges encountered by leaders and health care practitioners in health service organizations. Emphasis is on leadership theory, conflict management, strategic planning, ethics, and financial management.

RC 323 PULMONARY DIAGNOSTICS (2 CREDITS): This course provides a study of standard methodologies used to diagnose and monitor patients with pulmonary disease. Emphasis is on technical aspects as well as disease presentation. Topics include measurement and analysis of lung volumes, ventilation, pulmonary mechanics, gas distribution, diffusion testing, exercise testing, and quality assurance.

Respiratory Care Program, cont.

RC 323 PULMONARY DIAGNOSTICS (2 CREDITS): This course provides a study of standard methodologies used to diagnose and monitor patients with pulmonary disease. Emphasis is on technical aspects as well as disease presentation. Topics include measurement and analysis of lung volumes, ventilation, pulmonary mechanics, gas distribution, diffusion testing, exercise testing, and quality assurance.

LEVEL FOUR

RC 404C CLINICAL PRACTICUM III (4 Credits): This clinical course provides progressive supervised clinical experiences up to advanced intermediate level while implementing patient care skills in the intensive care unit (ICU). Students will focus on working as an interdisciplinary team member, manipulating equipment, developing their awareness, and use of respiratory safety principles. This is the third clinical course in the sequence and is designed to allow the student to function more independently, under appropriate supervision (direct and/or in-direct) and with support and guidance. Students will complete an observation in pulmonary function testing (PFT) and pulmonary rehabilitation (PR) at their assigned clinical site.

RC 414 NEONATAL & PEDIATRIC RESPIRATORY CARE (3 Credits): This course provides an overview of fetal and neonatal physiology as well as an introduction to neonatal and pediatric pulmonary disease and management. Emphasis is on the etiology, pathophysiology, diagnosis, and treatment of cardiopulmonary conditions encountered in newborn and pediatric patients. This course is taught in conjunction with RC 414L.

RC 414L NEONATAL & PEDIATRIC RESPIRATORY CARE LAB (1 Credit): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 414. Emphasis is on fetal and neonatal physiology as well as an introduction to neonatal and pediatric pulmonary disease management. This course will also familiarize the student with basic respiratory care techniques and equipment used with the compromised infant and prepares the student for clinical practicum.

RC 424 CRITICAL CARE MONITORING & DIAGNOSTICS (3 Credits): This course presents the theory, equipment, and techniques involved in critical care monitoring and diagnostics. Topics include bronchoscopy, hemodynamic assessment, and advanced cardiopulmonary monitoring techniques. This course is taught in conjunction with RC 424L

RC 424L CRITICAL CARE MONITORING & DIAGNOSTICS LAB (1 Credits): This laboratory course provides training skills to reinforce the practical knowledge learned in RC 424. Emphasis is on equipment and techniques involved in critical care monitoring and diagnostics, and the recognition of normal values and waveforms in life-threatening changes.

RC 434 RESPIRATORY CARE FOR SPECIAL POPULATIONS (2 Credits): This blended course provides an in-depth study of cardiopulmonary rehabilitation and alternatives to hospital care. Emphasis is on the procedures and technologies applied to cardiopulmonary rehabilitation, patient education, nutrition, and respiratory care in alternative settings.

LEVEL FIVE

GEN 445 LEADERSHIP & MANAGEMENT IN HEALTHCARE (3 Credits): This blended course will provide an overview of leadership skills and prepares students for managerial challenges encountered by leaders and health care practitioners in health service organizations. Emphasis is on leadership theory, conflict management, strategic planning, ethics, and financial management.

RC 405C CLINICAL PRACTICUM IV (1.5 Credits): This clinical course provides a progressive supervised clinical experience at advanced intermediate level while implementing patient care skills in the pediatric intensive care (PICU), neonatal intensive care (NICU), and long-term acute care hospital (LTACH). Students will continue to work as an interdisciplinary team member, manipulate equipment, develop their awareness, and use of respiratory safety principles under appropriate supervision (direct and/or in-direct) and with support and guidance.

RC 415 FUNDAMENTALS OF RESPIRATORY CARE RESEARCH & CURRENT TRENDS (3 Credits): This blended course explores current healthcare trends and the importance of research to the field of respiratory care. Emphasis is on current healthcare trends, sampling and research design, statistical tools, critical review of literature, analysis, and communication of research results. A research paper is one of the course requirements.

RC 425 PROFESSIONAL SEMINAR (CAPSTONE) (3 Credits): This Capstone course prepares students for the National Board for Respiratory Care (NBRC) examination and entry into clinical practice. Emphasis is on test matrices, using both text and computer review materials. Career planning topics are discussed to include completing applications for employment, resume writing, interviewing strategies, and job retention qualities.

RC 435C CLINICAL PRACTICUM V (2.5 Credits): This clinical course provides a progressive supervised clinical experience implementing the skills learned in the didactic portion of the curriculum. This clinical rotation will focus on demonstrating entry level performance for the skills outlined by the NBRC for entry level practice. This clinical course provides opportunities for the student to further refine clinical skills, working independently with appropriate supervision. Clinical practicum V requires the student to continue to work as an interdisciplinary team member, manipulate equipment, develop their awareness, and use of respiratory safety principles. Students will complete clinical practicum at their assigned clinical site.

Respiratory Care Program, cont.

Curriculum Plan

COLLEGE LEVEL GENERAL EDUCATION COURSE REQUIREMENTS			
Pre-application Course Requirements:		***Additional Pre- or Co-Requisites (all 100 level or higher):***	
English Composition	3 credits	Essentials of Nutrition	3 credits
Speech / Communications Elective	3 credits	Fine Arts / Humanities Electives (2)	6 credits
Anatomy and Physiology I & II w/Labs	8 credits	*Electives*	13 credits
Microbiology w/Lab	4 credits	GEN 111 Introduction to Healthcare*	1 credit
General Chemistry I	4 credits	*TOTAL Credits*	23 credits
Physics	3 credits		
Medical Terminology	3 credits	**Course Taught at Riverside College of Health Careers*	
Psychology	3 credits		
College Algebra	3 credits		
Statistics / Introduction to Statistics	3 credits		
TOTAL Credits	37 credits		

LEVEL 1	A	CS	CE	Clock Hours	Credit Hours
RC 311 Introduction to Respiratory Care	45			45	3
RC 321 Fundamentals of Respiratory Care	45			45	3
RC 321L Fundamentals of Respiratory Care Lab		45		45	1
RC 331 Acid-Base Regulation & ABG Analysis	30			30	2
GEN 321 Academic Writing for the Health Professional	45			45	3
TOTAL Hours & Credits	*165*	*45*		*210*	*12*

LEVEL 2	A	CS	CE	Clock Hours	Credit Hours
RC 312 Pharmacology for Respiratory Care	45			45	3
RC 322 Cardiopulmonary Anatomy & Physiology	45			45	3
RC 332 Mechanical Ventilation	45			45	3
RC 332L Mechanical Ventilation Lab		45		45	1
RC 302C Clinical Practicum I			135	135	3
TOTAL Hours & Credits	*135*	*45*	*135*	*315*	*13*

LEVEL 3	A	CS	CE	Clock Hours	Credit Hours
RC 313 Cardiopulmonary Pathophysiology	45			45	3
RC 323 Pulmonary Diagnostics	30			30	2
RC 303C Clinical Practicum II			135	135	3
TOTAL Hours & Credits	*75*		*135*	*210*	*8*

A = Academic Instructional Hour 15 hours/credit
CS = Skills Lab Instructional Hour 45 hours/credit
CE = Clinical Experience Hour 45 hours/credit

LEVEL 4	A	CS	CE	Clock Hours	Credit Hours
RC 414 Neonatal & Pediatric Respiratory Care	45			45	3
RC 414L Neonatal & Pediatric Resp. Care Lab		45		45	1
RC 424 Critical Care Monitoring & Diagnostics	45			45	3
RC 424L Critical Care Monitoring & Diagnostics Lab		45		45	1
RC 434 Respiratory Care for Special Populations	30			30	2
RC 404C Clinical Practicum III			180	180	4
TOTAL Hours & Credits	*120*	*90*	*180*	*390*	*14*

LEVEL 5	A	CS	CE	Clock Hours	Credit Hours
GEN 445 Leadership & Management in Healthcare	45			45	3
RC 415 Fundamentals of Respiratory Care Research & Current Trends	45			45	3
RC 425 Professional Seminar (Capstone)	45			45	3
RC 405C Clinical Practicum IV			67.5	67.5	1.5
RC 435C Clinical Practicum V			112.5	112.5	2.5
TOTAL Hours & Credits	*135*		*180*	*315*	*13*

RESPIRATORY CARE PROGRAM SUMMARY	Clock Hours	Credit Hours
Total General Education Credit Hours		**66**
RCHC Curriculum Program Hours		
RCHC Program Hours – Theory	540	36
RCHC Program Hours – Skills Laboratory	180	4
RCHC Program Hours - Clinical	630	14
Total RCHC RC Program Credit Hours		**54**
Total RC Curriculum Credit Hours		**120**

Cardiovascular Technology Program with Non-Invasive Vascular Specialty

Cardiovascular Technology (CVT) consists of multiple specialties within the profession: invasive cardiovascular technology, adult echocardiography, pediatric echocardiography, non-invasive vascular technology, and cardiac electrophysiology. Members in the Cardiovascular Technology profession work with physicians in the diagnosis and treatment of cardiovascular disease.

The Non-invasive Vascular Technologist performs ultrasounds of the arteries and veins in the extremities, head, neck, and abdominal vasculature to provide physicians with the analytical information needed for diagnosis and treatment.

The Riverside Cardiovascular Technology Program with Non-Invasive Vascular Specialty was established in 2022 as a one-year certificate program. Certification or licensure in a health-related field is a prerequisite requirement. The program curriculum includes a thorough study of ultrasound physics, cardiovascular technology, skills laboratory time, and over 800 hours of clinical practice.

Non-invasive Vascular Technology students are required to challenge the Sonography Principles and Instrumentation (SPI) exam and the Vascular Technology (RVT) exam with the American Registry of Diagnostic Medical Sonography (ARDMS) prior to graduation.

What We Offer

- Full-time Day option consisting of two 16-week semesters and one 8-week summer semester in addition to specified College-level prerequisite preadmission courses
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and a variety of affiliated clinical sites
- Financial aid for students who qualify
- Career Planning
- Low Instructor-Student ratio

Program Mission

The mission of the Cardiovascular Technology Program – Non-Invasive Vascular Specialty is to graduate competent, entry-level Cardiovascular Technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for adult echocardiography and vascular sonography who are prepared to challenge the industry registry exam, earn their credential and gain employment in the field.

Course Delivery Methods

The majority of courses in this program are delivered on-site with web enhancement via our learning management system. Some courses have an online component. The courses are designated as either distance (online), residential (on campus) or blended (on campus and online).

Clinical Work During Enrollment

The College recognizes a student's right to attain employment. Enrolled students who are employed may not represent themselves as students during hours of employment. They may not wear their student uniform or student identification badge.

Program Goals & Student Learning Outcomes

1. Students will be clinically competent.
    - Students will perform cardiovascular examinations and accurately complete preliminary report.
    - Students will recognize normal from abnormal cardiovascular examinations.
    - Students will appropriately respond to emergent situations.
2. Students will demonstrate communication skills.
    - Students will identify the diversity of patients and communicate appropriately.
    - Students will demonstrate respectful written and oral communication with patients, members of the care team, and their peers.
3. Students will implement critical thinking skills.
    - Students will integrate the individual needs of each patient based on their medical history and physician's order into the study being performed.
    - Students will incorporate their knowledge of ultrasound and pathology by modifying study being performed as required by protocol.
4. Students will model professionalism.
    - Students will participate in the care of the patient as a member of a collaborative healthcare team.
    - Students will display professionalism in relationships with physicians, team members, and the public.
    - Students will display ethical behavior and comply with patient privacy laws.

CVT with Non-Invasive Vascular Specialty, cont.

PROGRAMMATIC ACCREDITATION

The Cardiovascular Technology – Adult Echocardiography Program at Riverside College of Health Careers is accredited by the Commission on Accreditation of Allied Health Programs (www.caahep.org) upon recommendation of the Joint Review Committee in Cardiovascular Technology. The CVT – Non-Invasive Vascular Specialty program is pending CAAHEP/JRC-CVT accreditation.

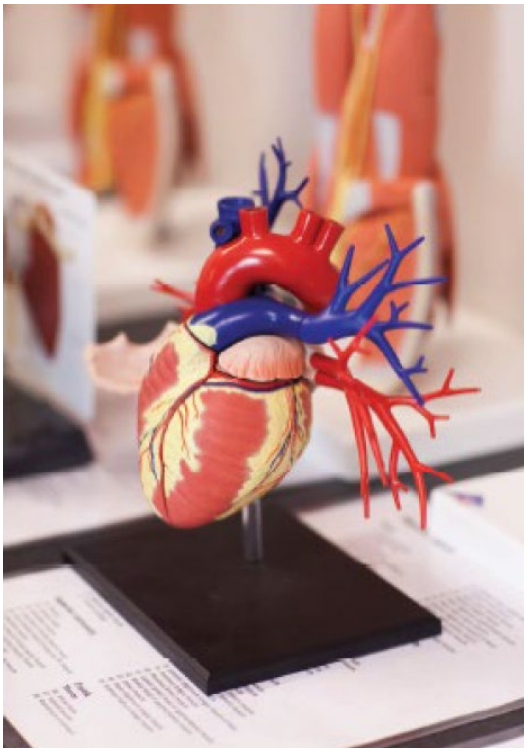
Commission on Accreditation of Allied Health Education Programs
9355 113th St N, #7709, Seminole, FL 33775
727-210-2350 www.caahep.org

Joint Review Committee on Education in Cardiovascular Technology
1449 Hill Street, Whitinsville, MA 01588
978-456-5594 www.jrccvt.org

CREDENTIALING

Students are required to challenge the Sonography Principles and Instrumentation (SPI) Examination and the Vascular Technology (VT) Examination with the American Registry of Diagnostic Medical Sonography (ARDMS) prior to graduation. Further information may be obtained from:

American Registry of Diagnostic Medical Sonography (ARDMS)
1401 Rockville Pike, Suite 600, Rockville, MD 20852-1402
800-541-9754 FAX 301-738-0312 www.ardms.org



Pictured: Heaty model in the Anatomy Skills Lab.

ADMISSION REQUIREMENTS

PREREQUISITE COURSES:

Anatomy and Physiology with Lab
English Composition
College Math (any 100-level or higher)
Psychology: Gen, Intro, or Developmental
General or Conceptual Physics
Medical Terminology

ADDITIONAL ADMISSION CRITERIA:

- The applicant must have completed the Anatomy & Physiology w/Lab, English Composition, Physics, and College Math courses before a formal application can be submitted and reviewed. Psychology and Medical Terminology must be completed prior to matriculation.
- The applicant must be a graduate of an accredited high school with a GPA of 2.0 or higher or have earned a high school equivalency (GED) certificate.
- Cumulative college-level GPA of 2.5 or higher is recommended on all prerequisite course requirements.
- Completion of a Healthcare Certification Program with evidence of certification or licensure as applicable currently held within the last five years. Students currently enrolled in a Healthcare Certification Program may submit an application provided they are in good standing and expected to graduate before the first scheduled day of the Cardiovascular Technology Program. Proof of standing is required to include transcript and letter from the Program's Director.
- Prospective students in the Cardiovascular Technology Program with prior criminal offenses are urged to contact the American Registry for Diagnostic Medical Sonographers (ARDMS) Compliance Policies and/or contact ARDMS to verify eligibility for obtaining credentials.

CVT with Non-Invasive Vascular Specialty, cont.

Graduation Requirements

Eligibility for graduation is based upon successful completion of all phases of the course of study. Students must satisfy the following minimum requirements prior to graduation:

- Complete each course with a minimum grade of 80% and satisfactory clinical/preceptorship/practicum performance.
- Successfully achieve all required clinical competencies.
- Successfully complete all required clinical hours.
- Return all materials belonging to the College including books borrowed from the College or checked out from the Ruby Pope Health Sciences Library.
- Return pictured identification badge.
- Satisfy all financial obligations to the College, to include all tuition, fees, and library fines and financial aid exit counseling if applicable.
- Complete Graduate Exit process, including Exit Interview with the appropriate Program Director or designee.

Course Descriptions

Complete course sequencing, clock hours, and semester credit hours (CR) awarded are shown on the Curriculum Plan page at the end of the program section. Occasional evening and weekend hours may be required.

Level One

CVT 311 – INTRODUCTION TO CARDIOVASCULAR TECHNOLOGY (15 Clock Hours): This online course will introduce the student to the careers in Cardiovascular Technology. Topics covered include basic cardiovascular anatomy, basic exam techniques, patient positioning, and proper ergonomic practices. Processes of registry examinations, professional societies, lab accreditation, and the importance of continuing medical education (CME) are reviewed. Instruction in professionalism and employment opportunities will be discussed. An orientation to the clinical environment as well as fire safety and campus security policy review.

CVT 321 – CARDIOVASCLAR PHYSIOLOGY (30 Clock Hours): This blended course covers the major principles and laws that correspond to the function of the cardiovascular system. Normal cardiac anatomy, cardiac circulation, cardiac hemodynamics, and the electrophysiology of the heart will be covered. Topics include construction and dynamics of the cardiovascular system, correct placement of ECG leads, components of an ECG tracing, normal and abnormal tracings.

CVT 341 – ACOUSTIC OR ULTRASOUND PHYSICS (45 Clock Hours): This blended course explores the theory of ultrasound physics. The acoustic variables and acoustic parameters of sound waves, sound wave propagation, resolution and attenuation will be introduced. The bioeffects of ultrasound will be discussed. Ultrasound imaging and instrumentation to include various transducers, pre- and post-processing images will be reviewed. Other topics presented are hemodynamics and principles of Doppler.

VAS 331 VASCULAR TECHNOLOGY I (45 Clock Hours): This course is designed to give the student a thorough look at the anatomy, physiology, and hemodynamics of arterial and venous systems. The student will be introduced to the cerebrovascular system and venous anatomy of the upper and lower extremities. Topics covered will include sonographic appearance, clinical assessment, evaluation protocols, technical factors, and image quality.

VAS 331L VASCULAR TECHNOLOGY LAB I (45 Clock Hours): This skills laboratory-based course is a complement to Vascular Technology I. In this course students will learn the practice of non-invasive vascular ultrasound. Students will be provided with scan lab demonstration and techniques that will allow them to apply what they learn in class to live scan models. Students will study proper patient positioning, ergonomics, ultrasound cart instrumentation, and how to perform the complete basic 2D ultrasound to include M-mode, color/spectral Doppler and routine measurements.

Level Two

VAS 332 VASCULAR TECHNOLOGY II (45 Clock Hours): This course presents the fundamentals of vascular technology including basic Duplex ultrasound procedures used to assess normal and abnormal vasculature in the abdomen and arterial anatomy of the upper and lower extremities. Topics include sonographic appearance, clinical assessment, evaluation protocols, technical factors, and image quality. The student will also be introduced to vein mapping, venous reflux, and hemodialysis assessment.

CVT with Non-Invasive Vascular Specialty, cont

VAS 332L VASCULAR TECHNOLOGY LAB II (45 Clock Hours): This skills laboratory-based course is designed to complement Vascular Technology II. The student will continue to increase efficiency in performing vascular exams in the laboratory setting. Students will be provided with scan lab demonstration and techniques that will allow them to apply what they learn in class to live scan models. Laboratory experience will include the use of plethysmography and real-time sonography to evaluate and record the hemodynamics of flow.

VAS 302C VASCULAR CLINICAL I (405 Clock Hours): This clinical course will allow the student to demonstrate their knowledge and put their skills into practice in the clinical setting with the supervision and guidance of a clinical preceptor. The student will participate as part of a healthcare team. Clinical experiences will take place at multiple vascular laboratories that are affiliated with the college. Successful completion of Clinical Experience I includes adherence to attendance policies, evaluations, and paperwork submission. The diagnostic proficiencies learned in the classroom and practiced during the first-semester lab sessions will be applied to situations in the hospital and clinic setting.

LEVEL THREE

VAS 303C VASCULAR CLINICAL II (450 Clock Hours): This clinical course will allow the student to integrate their knowledge and skills into practice in the clinical setting with the supervision and guidance of a clinical preceptor. The student will play an active role as part of the healthcare team. Clinical experiences will take place at multiple vascular laboratories that are affiliated with the college. Successful completion of Clinical Experience II includes adherence to attendance policies, evaluations, and paperwork and submission. The diagnostic proficiencies learned in the classroom practiced during the first and second-semester lab sessions will be applied to situations in the hospital and clinic setting.

VAS 399 CAPSTONE (30 Clock Hours): The Capstone course is designed to prepare the student for successfully passing the national exam with the American Registry for Diagnostic Medical Sonographers (ARDMS) through review and a final exam. The student will present a clinical case study. The student will also prepare to enter the workforce by refining their résumé and practicing interviewing techniques.

CURRICULUM PLAN

1st PAYMENT PERIOD for Financial Aid				
LEVEL 1	**A**	**CS**	**CE**	**Clock Hours**
CVT 311 Introduction to CVT	15			15
CVT 321 Cardiovascular Physiology	30			30
CVT 341 Acoustic or Ultrasound Physics	45			45
VAS 331 Vascular Technology I	45			45
VAS 331L Vascular Technology Lab I		45		45
TOTAL LEVEL HOURS	*135*	*45*		*180*

LEVEL 2	**A**	**CS**	**CE**	**Clock Hours**
ECH 332 Echo Technology II	45			45
ECH 332L Echo Technology II Lab		45		45
ECH 302C Echo Clinical I			405	405
TOTAL LEVEL HOURS	*45*	*45*	*405*	*495*
Total Hours for Payment Period	***180***	***90***	***405***	***675***

2nd PAYMENT PERIOD for Financial Aid				
LEVEL 3	**A**	**CS**	**CE**	**Clock Hours**
VAS 303C Vascular Clinical II			450	450
VAS 399 Capstone	30			30
TOTAL LEVEL HOURS	*30*	*0*	*450*	*480*
Total Hours for Payment Period	***180***	***90***	***405***	***675***

Program Summary	***Total Clock Hours***
RCHC Program Hours - Theory	***210***
RCHC Program Hours - Lab	***90***
RCHC Program Hours - Clinical	***855***
RCHC Program Hours	***1155***

A = Academic Instructional Hour **CS** = Skills Lab Instructional Hour **CE** = Clinical Experience Hour

Student Accounts Information

2022-23 TUITION & FEES *Tuition Rates Effective Fall 2023*

*The College reserves the right to change tuition and other fees as deemed necessary. Incremental tuition increases are generally made at the beginning of the fall semester if applicable. Tuition & Fees information current at date of document publication. Updated information available on the College website at www.riverside.edu. A $30.00 charge will be assessed for returned checks. * Fees and expenses charged by an external service provider are the responsibility of the applicant/student and are not covered in the College's applicant processing fee or tuition.*

ENTRANCE FEES

- Applicant Processing Fee -- $100.00
  Fee is non-refundable and due upon application submission.
  Current Riverside employees are eligible for a 25% discount off this fee!

FEES APPLICABLE TO ACCEPTED STUDENTS

- Tuition Deposit -- $125.00 *Fee is non-refundable and credited towards first semester tuition.*
- Background Screening, Drug Testing, Immunization & Medical Records Management Estimate* -- $129.00
- CPR Course Estimate* -- $65.00 *Only the American Heart Association BLS for the Healthcare Provider or American Red Cross CPR for the Healthcare Provider will be accepted.*
- Student Resource Fee - $100.00
- Campus Parking - $10

TUITION: BACHELOR OF SCIENCE IN RESPIRATORY CARE

Total Tuition*(2-year Core Program)		**$25,320**
$350 per upper-level GEN credit (6)	$ 2,100	
$430 per RC credit (54)	$23,220	

Book Estimate:	$1,365,
Uniform & Shoe Estimate:	$175
Trajecsys Estimate:	$150
Exam Review:	$435
Credentialing Estimate:	$390

TUITION: NON-INVASIVE VASCULAR TECHNOLOGY SPECIALTY

Clock-Hour based Flat Rate per Payment Period

Payment Period 1:	$6,125
Payment Period 2:	$6,125
Core Program Tuition	**$12,250**

Book Estimate	$350
Uniform & Shoe Estimate	$150
Supplies Estimate	$50
Credentialing Estimate	*First attempt included in tuition*

AUDIT / TRANSFER STUDENT FEES

- Audit Fee -- $50.00 per credit
  See policy for details regarding course eligibility.
- Transfer Evaluation Fee -- $100.00
  Fee is non-refundable; waived for current or former military members.

*The Total Tuition does not include prerequisite courses, entrance fees, textbooks, supplies, uniforms, or living expenses. Textbook, supplies, uniform, and living expenses are reflected in the student budgets available through the Financial Aid Coordinators. Textbook and uniform prices vary according to the vendor. The amounts provided are estimates.

Additional Program Costs Related to Clinical Placements
Students are responsible for all costs incurred in travel to assigned clinical sites. Clinical site requirements may vary. Students are responsible for meeting these requirements which may include but are not limited to fees for drug screens, repeated criminal history background checks, and/or additional immunizations.

Pre-Nursing / Pre-Allied Health Track

Geneva College / Portage Learning Partnership

To provide ease of access to pre-requisite and co-requisite general education courses, RCHC has entered into an agreement with Geneva College / Portage Learning. Prospective students interested in acceptance into RCHC degree and certificate programs of study may first apply to the **Pre-Nursing or Pre-Allied Health track** to complete required coursework. Students must declare their intended program of study upon initial enrollment and apply for program acceptance after completing specified pre-application courses. Financial aid may be available to eligible students.

Fully distance courses available through the partnership that meet pre- and co-requisite curriculum requirements include:

- Medical Terminology
- Essentials in Nutrition
- Essential Human Anatomy & Physiology with Lab I
- Essential Human Anatomy & Physiology with Lab II
- Essential Microbiology with Lab
- Foundations of General Chemistry with Lab
- Foundations of Public Speaking
- English Composition I
- English Composition II
- College Algebra
- Introduction to Statistics
- Physics
- General Psychology
- Developmental Psychology
- Introduction to Ethics

Additional courses for assigned remediation or to satisfy electives are also available.

Tuition: Pre-Nursing & Pre-Allied Health General Education Courses $300 per credit

Completion of Geneva/Portage pre-requisite or co-requisite courses does not guarantee acceptance into a RCHC degree or certificate program.

Students in a pre-nursing or pre-allied health track must apply for their degree or certificate program of choice upon completion of specified "pre-application" courses and meet all admission requirements of the program.

See individual program descriptions and curriculum guides for specified pre-and co-requisite course listings as well as pre-application course requirements.

Students completing general education pre- and/or co-requisite courses at RCHC through the Geneva/Portage partnership agree that RCHC and Geneva/Portage will share academic records to include course progress reports and final transcripts.

Applicants are not required to take pre-requisite or co-requisite courses from RCHC/Geneva and may transfer courses from any accredited institution to RCHC for consideration upon application for their degree or certificate program of choice.

Pictured: College sign on Main Street

Pre-Nursing / Pre-Allied Health Track

Application Procedure

The **Pre-Nursing and Pre-Allied Health track** is provided to allow students to complete pre-requisite and/or co-requisite courses required in Nursing or Allied Health degree and certificate programs (Core Programs).

Application for admission to the **Pre-Nursing and Pre-Allied Health track** and additional information can be accessed at www.riverside.edu. Applications are accepted on a continual basis for consideration and entry into the next available semester. Admission is not guaranteed.

Acceptance into the Pre-Nursing or Pre-Allied Health track does not guarantee acceptance into a RCHC degree or certificate program. Pre-Nursing and Pre-Allied Health students must meet all Core Program Application and Admissions requirements and are instructed to review Program Criteria prior to applying for the pre-nursing or pre-allied health track.

Admission Criteria

- The Application for Admission and all Official Academic Transcripts (to include high school and all college-level courses attempted) must be submitted no later than the published application deadlines for consideration in the next available semester.
- Official High School transcript *with a high school GPA ≥2.0* or GED certificate (*The applicant must be a graduate of an accredited high school or have earned a high school equivalency (GED) certificate. Applicants who are unable to provide official transcripts must complete a signed Attestation of High School Graduation which includes the name of the high school attended, city, state, graduation year. The Registrar will evaluate the validity of the institution provided on the attestation form to determine if the entity is/was approved to provide secondary school education by the state listed. State agencies will be contacted as applicable.)*
- Ability to meet required computer technology requirements.
- Immigration documentation is required if applicant is not a U.S. citizen. (*The College is not Student and Exchange Visitor Program (SEVP) certified and cannot accept international students on an F-1 or M-1 visa).*
- If English is the applicant's second language, a TOEFL score of 550 (paper) or 79 (internet based) is required (*Test must have been completed within the last 2 years).*
- Accepted pre-nursing and pre-allied health track applicants who decline admission may defer to the next available semester with tuition deposit paid and pending space availability or must reapply for a future start date.

The Following Items are Required Prior to Enrollment in Pre-Nursing or Pre-Allied Health Courses

- Tuition Deposit (credited towards first semester tuition)
- Student Information Sheet
- Request for Transfer Evaluation, if applicable (due with tuition deposit)
- Identity verification-requires a government-issued ID
- Textbooks*

**Fees and expenses charged by an external service provider are the responsibility of the applicant/student and are not covered in the College's applicant processing fee or tuition.*

Administrative Disclosure

Educational Requirements for Specific State Licensing or Credentialing

The Programs of the College are designed to meet the educational requirements for licensing or certification that are required for employment. State requirements for credentialing vary; in addition to educational requirements, an agency or board may require additional criteria be met.

If you are physically located outside of Virginia, or intend to practice in another state, we encourage you to contact the state board or agency in the state in which you plan to practice for the most complete and up-to-date information pertaining to licensure and certification. Contact information for state licensing agency bodies can be found at CareerOneStop.org.

College Administration

Information current at date of document publication. Updated information available on the College's website at www.riverside.edu

SENIOR LEADERSHP

Robin Nelhuebel, PhD, MSN, RN, RT(R)	Executive Director -- Full Time	Capella University
Terri Del Corso, MSN, MPS, RN	Dean, Institutional Effectiveness – Full Time	Old Dominion University
G. Michael Hamilton, MEd	Dean, Student Success -- Full Time	Drexel University
Charlene Jensen, DPT, PT, MMHPE	Dean, Allied Health Education -- Full Time Program Director, Physical Therapist Assistant	Shenandoah University
Beth Compton, MSN, RN	Dean, Nursing Education -- Full Time	University of Phoenix

PROGRAM ADMINISTRATION AND SUPPORT

Christina Barley, MMHPE, BS, CST, CRCST	Assistant Dean, ST Program – Full Time	Eastern Virginia Medical School
Linda-Marie Burton, MSN, RN	Evening/Weekend Coordinator – Full Time	Walden University
Cheralynn Chambers, MBA, RVT, RDCS, RT(R)(CT)	Assistant Dean, CVT Program – Full Time	Western Governors University
Victoria Crisp, RN, MSN, CEN	Asst. Dean, Practical Nursing & Nurse Aide – Full Time	Walden University
Candice Norris, BS LPTA, CES	Asst. Program Director/ACCE, PTA Program – Full Time	Hampton University
Debbie Outlaw, MSN, RN	Associate Dean, Professional Nursing – Full Time	Regent University
K. Hope Rash, MSN, RN, CNE	Asst. Dean, Prof. Development & Distance Ed. – Full Time	Old Dominion University
Kirsten Swain, MPH, BSRT, RRT-ACCS	Assistant Dean, RC Program – Full Time	Independence University
Wendy Unison-Pace, PhD, RN, BCETS	Associate Dean, RN-to-BSN Program – Full Time	Capella University
Lianne White, M.Ed., RT(RMPH)(M)	Assistant Dean, RT Program – Full Time	College of William & Mary

Faculty

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RN-TO-BSN PROGRAM

Ruth Cody, DNP, MSN, RN-BC	Professor – Full Time *(shared position)*	Old Dominion University
Janet Harper, MN, RN	Adjunct Instructor – Full Time *(shared position)*	University of Washington
Ramona Hercules, DNP, NPD-BC	Professor – Full Time	Old Dominion University
Robin Nelhuebel, PhD, MSN, RN, RT(R)	Adjunct Instructor	Capella University
Debbie Outlaw, MSN, RN	Adjunct Instructor	Regent University

PROFESSIONAL NURSING PROGRAM

Diane Baranek, MSN, RN, CNOR	Assistant Professor – Full Time	Walden University
Ruth Cody, DNP, MSN, RN-BC	Professor – Full Time *(shared position)*	Old Dominion University
Mary Dorsey, MSN, RN	Assistant Professor – Full Time	Old Dominion University
Rachael Fillinger, BSN, RN	Instructor – Full Time	West Virginia University
Alphenia Greene, MSN, RN	Adjunct Instructor	Liberty University
Leah Greene, MSN, RN	Adjunct Instructor	Wesley College

Faculty cont.

Janet Harper, MN, RN	Adjunct Instructor – Full Time *(shared position)*	University of Washington
Amy Hobbs, MSN, RN	Assistant Professor – Full Time	Walden University
Monica Hunter, MSN, RN	Assistant Professor – Full Time	Chamberlain College of Nursing
Jayme Johnson, BSN, RN	Instructor – Full Time	Capella University
Ethlyn McQueen-Gibson, DNP, MSN, RN-BC	Adjunct Instructor	Ursuline College
Amanda Nawrot, MSN, RN	Assistant Professor – Full Time	Walden University
Lisa Robb, MSN, RN	Assistant Professor – Full Time	Walden University
Aston Shelby, BSN, RN	Adjunct Lab & Clinical Instructor	Georgia State University
Kelle Shiflett, MSN, RN	Assistant Professor – Full Time	Old Dominion University
Monica Smith, MSN, RN	Adjunct Instructor	Old Dominion University
Suzanne Sutton, MSN, RN	Assistant Professor – Full Time	Walden University
Karen Thombley, DNP, RN	Adjunct Instructor	Old Dominion University
Sarah Vito, MSN, RN	Adjunct Instructor	Old Dominion University

PRACTICAL NURSING PROGRAM

Julia Balus, BSN, RN	Instructor – Full Time	Old Dominion University
Malia Dimeling, MSN, RN	Adjunct Instructor	University of San Francisco
Jo Hadley, MSN, RN	Assistant Professor – Part Time	Kaplan University
Connie Milbourne-Hargrave, MSN, RNC	Assistant Professor – Full Time	Walden University
Keeyada Robinson, BSN, RN	Instructor – Full Time	ECPI

NURSE AIDE PROGRAM

Suzanne Langley, BSN, RN	Instructor – Full Time	American Military University
Donna McCutchen, BSN, RN	Adjunct Instructor	Howard University

RESPIRATORY CARE PROGRAM

Amanda Hickman, MHA, RRT-ACCS	Asst. Professor/Clinical Coordinator – Full Time	Liberty University

PHYSICAL THERAPIST ASSISTANT PROGRAM

Heather Cole, BSPTA, LPTA	Instructor – Full Time	Pima Medical Institute
Rhonda Hubberstey, BS, PT, FAAOMPT	Instructor – Full Time	University of British Columbia
Patricia Ponce, PT, DPT, OCS, SCS, ATC	Professor – Part Time	Temple University
Audrey Shematek, BS, LPTA	Instructor – Part-Time	Old Dominion University

RADIOLOGIC TECHNOLOGY PROGRAM

Miranda Calvert, BA, RT(R)(CT)	Instructor – Full Time	La Roche University
Naomi Pollock, MS, RT(R)	Asst. Professor/Clinical Coordinator – Full Time	Eastern Virginia Medical School
Crystal McKenney, MEd, RT(R)(BD)(CT)	Instructor – Full Time	Liberty University
M. Stacy Whittington, BS, RT(R)(M)(MR)	Adjunct Instructor	Virginia Commonwealth University

Faculty cont.

SURGICAL TECHNOLOGY PROGRAM

Jennifer Brandt-Chandler, MPH, CST	Assistant Professor – Full Time	Eastern Virginia Medical School
Lindsey Lehman, BS, CST	Adjunct Instructor	Virginia Tech

CARDIOVASCULAR TECHNOLOGY PROGRAM

Jennifer Clifton, BS, RVT	Instructor/Clinical Coordinator (Non-Invasive Vascular) – Full Time	Old Dominion University
Dahlia Norman, BS, RDCS, ACS	Instructor/Clinical Coordinator (ECHO) – Full Time	Oregon Institute of Technology

Staff

Information current at date of document publication. Updated information available on the College's website at www.riverside.edu

Lori Arnder	Registrar -- Full Time	
Jacob Bartone, BS	Admissions Coordinator II/Student Accounts – Full Time	Old Dominion University
Sandra Bell, MEd.	Student Engagement Coordinator -- Full Time	Strayer University
Carol Brown, AAS	Financial Aid Associate -- Full Time	Mississippi Gulf Coast Comm College
Angela Dryden, MSN, RN	Instructional Design & Assmt Specialist / Nsg – Full Time	Old Dominion University
Douglas Gardner, BA	Financial Aid Manager – Full Time	Christopher Newport University
Ki Hadfield, BS	Assistant Registrar – Full Time	Old Dominion University
Charis Hutton, BS	Recruitment & Marketing Specialist -- Full Time	Christopher Newport University
Jaliah Johnson, BS	Library Technician -- Labor Pool	Norfolk State University
Michelle Lemmert, AAS	Administrative Assistant I – Full Time	Median School of Allied Health
Janice Logan	Library Assistant -- Labor Pool	
Michelle Lemmert	Administrative Assistant I -- Full Time	
Terri Lore, MA	Administrative Assistant I -- Full Time	Liberty University
Wilma Maxwell	Academic Database Warehouse Specialist -- Full Time	
Cassandra Moore, MLS	Library Services Manager -- Full Time	North Carolina Central University
Q'uanet Moore	Admissions Coordinator II/Student Accounts – Full Time	
Dawn Outlaw	Admissions Coordinator I -- Full Time	
Bobby Parker, BS	Academic Technology Assistant -- Part Time	Strayer University
Catrina Richardson, BS	Admissions Coordinator I -- Full Time	Christopher Newport University
Kenneth Richardson	Campus Facilities & Safety Coordinator -- Full Time	
Brittany Snapp, BSN	Skills Lab Assistant – Full Time	Riverside College of Health Careers
Robin Tucker, MSCS	Academic Technology Coordinator -- Full Time	Liberty University
Jaqueita Walker	Campus Office Manager -- Full Time	
Liz Williams, AS	Admissions Manager -- Full Time	ECPI University
Melissa Wilson, MEd.HE/L,CMA	Instructional Design & Assessment Specialist / Allied Health – Full Time	Liberty University

Please stop by…we would love to show you our campus!

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