



COLLEGE CATALOG

2020 – 2021



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RIVERSIDE COLLEGE OF HEALTH CAREERS

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Website
www.riverside.edu

Riverside College of Health Careers is certified to operate in the Commonwealth of Virginia by the State Council of Higher Education for Virginia (SCHEV).

The College is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES)

This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency.

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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.

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From Riverside Health System – System Director of Education / Campus Administrator

Welcome!

Thank you for your interest in our College and programs. With the COVID-19 pandemic of 2020, the tremendous value of healthcare professionals is even more evident. The faculty and staff of Riverside College of Health Careers are dedicated to providing a quality educational options from certificate to bachelor's degree programs for the future healthcare workforce of Virginia and beyond.

All of our faculty meet or exceed the high standards of their professions and accreditation organizations and have chosen to make your educational goal their priority.

Explore our catalog and website or come in for a visit to learn about the many programs and courses offered. I hope to welcome you soon as an enrolled student!



Robin M. Nelhuebel, PhD, RN, RT(R)



Riverside College of Health Careers

ORGANIZATION

Riverside College of Health Careers is organized under Riverside Hospital, Inc. d/b/a Riverside Regional Medical Center. Riverside Regional Medical Center is a private, not-for-profit healthcare agency accredited by DNV GL - Healthcare and is a subsidiary of Riverside Healthcare Association, Inc. d/b/a/ Riverside Health System. Riverside has facilities to care for medical, surgical, obstetrical, emergency, and geriatric patients.

MISSION • VISION • VALUES

The mission of Riverside College of Health Careers is to enhance the well-being and improve the health of communities of Southeastern Virginia and beyond by providing high-quality, undergraduate education in nursing and allied health; preparing competent and caring professionals for careers within Riverside Health System and the region. We believe in respect, trust, and teamwork among our students, faculty, and staff that positively enhance our learning environment; change and its ability to drive creativity and innovation that leads to excellence; health careers education that fosters excellence, compassion, competence, safety, lifelong learning, and self-esteem; meaningful community involvement and partnerships that result in improved healthcare education and community wellbeing; fiscal responsibility and resource management that supports growth based on workforce needs.

The College treats our students, faculty, staff, and other stakeholders with consideration, respect, and integrity. We use the strategic planning process to enable the College and its programs to meet evolving healthcare education needs in a variety of settings. In planning, we listen to our stakeholders so as to better serve their needs and improve educational programs and graduate outcomes. The College provides practitioners who respond to the changing healthcare needs of Riverside Health System and other healthcare providers in our market area.

PURPOSE

The purpose of Riverside College of Health Careers is to:

- Provide students with quality healthcare education that results in the successful attainment of credentials that meet or exceed requirements to practice in a specific healthcare career.
- Prepare healthcare professionals who respond to the changing healthcare needs of Riverside Health System and other healthcare providers to care for patients and families in our communities.
- Prepare students to be life-long learners with appreciation for continuing their education to include advanced degrees and additional certification.

RIVERSIDE REGIONAL MEDICAL CENTER (RRMC)

Riverside began serving the Virginia Peninsula community in 1916. In 1963, Riverside moved to the present 72-acre location in Newport News on J. Clyde Morris Boulevard. A 300-bed facility, Riverside Regional Medical Center is the Virginia Peninsula's most comprehensive medical facility combining the most recent computerized medical technology with a healing environment.

Riverside Health System is proud to be affiliated with more than 600 providers in over 100 locations across Hampton Roads with the Riverside Medical Group (RMG). RMG is one of the largest and most diverse multi-specialty group practices in the Commonwealth of Virginia.



Campus History & Facilities Information

BACKGROUND

Riverside College of Health Careers evolved from a group of individual educational programs into a diverse yet unified college that educates nurses and other allied health professionals. The educational programs include: *Professional Nursing (1916)*, *Practical Nursing (1961)*, *Radiologic Technology (1964)*, *Surgical Technology (1969)*, *Physical Therapist Assistant (2012)*, *Nurse Aide (2017)*, and *RN-to-BSN Program (2020)*.

The leadership of the programs came together in 2003 with the purpose of uniting as one educational institution on a single campus known as Riverside School of Health Careers. The newly formed leadership team from the founding programs designed the foundation and infrastructure of the new campus. Our name was changed to Riverside College of Health Careers January 1, 2015.

Construction of the new campus was completed in September 2005. The result was a new educational campus (containing over 96,000 square feet) with modern classrooms, skills laboratories, computer laboratories, and library with wireless internet access throughout. The campus is approximately three miles from Riverside Regional Medical Center (RRMC) which serves as the College's main clinical practice facility.

Building 316 houses the College's Administration, Faculty, and Support Services staff. Building 318 contains the nursing, surgical technology and radiologic technology clinical skills laboratories, a large classroom, and a fitness room. Building 320 contains numerous spacious classrooms, a computer lab, a nurse aide classroom and laboratory, the *Recovery Room* student lounge, meeting rooms, and the anatomy skills laboratory. Building 310 contains the Ruby Pope Drumm Health Sciences Library and Alumni Room, multiple computer labs, and the *Treehouse Café student lounge*. Building 314 contains a skills laboratory for the Physical Therapist Assistant Program, a classroom, and a conference room. Campus parking and buildings are handicap accessible.

Today, Riverside College of Health Careers has over 70 Administrative and support staff and faculty and an average annual student enrollment of over 500 men and women. Many graduates go on to find employment in one of the numerous facilities operated by Riverside Health System.

The Newport News Main Street campus is located on Virginia's Greater Peninsula in the southeastern area of the state. Many exciting and famous historical, recreational, and cultural attractions are located on the Peninsula or within an hour's drive of the campus.

CAMPUS SAFETY & SECURITY

The College provides a safe and secure environment conducive to learning. Building access on the main campus is controlled by swipe badge entry. Students and employees are issued identification badges which must be worn at all time while on campus. Students receive training on security procedures and practices on campus as well as the services offered by Riverside Protection Officers. Exercises designed to test the College's emergency procedures and preparedness are conducted at least twice annually in the form of fire or lockdown exercises. Each spring, an announced tornado drill is also conducted.

Riverside Health System (RHS) Protection Officers provide a visible presence on the College campus. They patrol campus properties to deter inappropriate and illegal activities. These officers are not sworn officers and therefore do not have any powers of arrest, do not carry weapons, or use any form of force to detain or arrest. RHS Protection Officers patrol the main campus during evening and weekend classes and are available during daytime hours as needed. RHS Protection may be contacted at: (757) 594-2208 (RRMC).

College Leadership maintains a close working relationship with the Newport News Police Department. College officials and Newport News Police communicate on the scene of incidents that occur in and around the campus area. College officials and Newport News Police Investigators work closely when incidents arise that require joint investigative efforts, resources, crime-related reports, and exchanges of information, as deemed necessary.

Campus Crime Statistics are posted on our website at www.riverside.edu under Quick Links and in the Annual Campus Safety & Security Report which is also available on this website. In compliance with the Higher Education Act of 1965 as amended and §23-9.2:11 of the Code of Virginia, the College has implemented a comprehensive Emergency Notification System. This system consists of several notification technologies including: email alerts to students and employees, text messaging, notifications posted on the learning management system, and announcements via the College's call-in Emergency Notification & Announcement Line (757) 240-2499. This notification system allows the prompt disclosure of information about crimes on and/or near the campus that may pose an ongoing threat to the College community. Inclement Weather Announcements, including campus closure or delay, will also be disseminated through the College's emergency notification system.

Riverside prohibits individuals with a valid concealed handgun permit to carry a handgun on Riverside property, including the College campus, without prior authorization from the RHS System Director of Protection and the College Education Campus Administrator.

Campus History & Facilities Information, cont.

PARKING FACILITIES

There is ample parking centrally located on the College campus. Parking is by decal only. The College assumes no responsibility for student vehicles. Students assume all responsibility for transportation to and from the College and clinical sites.

DRUG-FREE & TOBACCO-FREE ENVIRONMENT

The College is committed to working against the illicit use of drugs and alcohol among students and employees. The College campus has been designated "drug-free". Unauthorized possession, manufacture, sale, distribution, or use of any controlled substance is illegal under both state and federal laws. Such laws are strictly enforced; violators will be subject to College disciplinary action up to and including dismissal or termination, criminal prosecution, fine and/or imprisonment. Tobacco, smokeless tobacco, and nicotine delivery products (e-cigarettes, vaping devices, etc.) are not permitted anywhere on the campus including sidewalks and parking lot.

In a good faith effort to comply with the federal and state regulations regarding the abuse of controlled substances including the Drug-Free Schools and Communities Act of 1989 and laws of the Commonwealth of Virginia, the College informs all employees and students at the beginning of each academic year that the unlawful manufacture, possession, use, or distribution of illegal drugs (including inhalants) and alcohol on the property of the College, or as part of any College activity, is prohibited. Being under the influence or having identifiable trace quantities of illegal or unauthorized drugs or alcohol in their system while on College property, in class, lab or at an RHS or non-RHS clinical facility is strictly prohibited. Students are eligible to receive Substance Abuse prevention program information through the Riverside Employee Assistance Program.

Students charged or convicted in state or federal court of violating a criminal drug statute must inform their Program Director within five (5) calendar days of the charge and/or conviction. A student who is receiving a federal grant such as a Pell grant must report the conviction to the granting agency within five (5) calendar days of the conviction. Violation of this policy, as well as conviction for drug use, possession or sale anywhere by persons covered under this policy, will be reason for disciplinary action up to and including denial of access to College property and/or disciplinary dismissal from the program of study. Additional information is posted on our website at www.riverside.edu.

SKILLS LABORATORIES

Learning resources are available in all of the skills laboratories to meet program needs. Skills laboratories include: nursing (2), nurse aide (1) radiologic technology (2), surgical technology (1), and physical therapist assistant (1). These skills laboratories provide an area for student practice and skills performance evaluation under faculty supervision. Each laboratory contains equipment identified by program faculty as necessary for instruction. Students are required to participate as subject or patient simulators during class, skills laboratory, and clinical learning experiences. The learning experiences are conducted in a respectful, safe, and professional manner at all times. Supply storage is provided in secured, walk-in storage rooms located in or adjacent to the laboratories. Open laboratory hours are available in some skills laboratories and upon request. Laboratory equipment is in good working order and is maintained on an ongoing basis by Riverside Regional Medical Center Biomed Department, Laerdal, and Hill-Rom.

SIMULATION LABORATORY: The simulation skills laboratory contains a SimMan 3G®, computerized, interactive, high fidelity simulation mannequin who talks, breathes, and responds like a patient. SimMan 3G® provides students with learning opportunities in a variety of realistic patient care situations in a safe learning environment. The simulation skills laboratory also contains a SimJunior® pediatric simulator that represents a six year old boy with a wide range of conditions from a healthy talking child to an unresponsive, critical patient. The simulation laboratory is equipped with an audio and video system which allows simulated human interaction between the student and a prerecorded or live human voice, and an audiovisual recording of the simulation for use by the instructor during the debriefing session.

NURSING SKILLS LABORATORIES: The two nursing skills laboratories include over 1,700 square feet of practice space. The larger nursing laboratory contains seven electric patient beds with assorted adult low and mid-fidelity mannequins, a VitalSim®, two wall mounted blood pressure cuffs and an otoscopic and ophthalmoscopic trainer. Three mounted headwalls provide simulations for suctioning and oxygen administration. Additional available equipment includes an obstetrics model to simulate antepartal and postpartal assessment, and a neonatal care station with an isolette, a radiant warmer unit, an electronic scale, and a newborn mannequin. The laboratory also contains a computer & LCD wall mounted monitor for video-based skills training. The smaller nursing laboratory is furnished with two critical care-style stations, including two electric beds. Permanently mounted critical care headboard units provide simulations for suctioning, oxygen administration, electrical access, and lighting. Two adult low-fidelity mannequins and an airway management trainer are located at these stations.

Campus History & Facilities Information, cont.

SKILLS LABORATORIES, CONT.

NURSE AIDE SKILLS LABORATORY: The skills laboratory for the NA program contain patient beds, geriatric low-fidelity mannequins, and sinks. This laboratory has student and teaching stethoscopes, blood pressure cuffs, and assorted disposable supplies.

RADIOLOGIC TECHNOLOGY SKILLS LABORATORIES: There are two large RT skills laboratories, each with a radiographic table with a bucky, an upright bucky, a column mounted non-energized radiographic tube, and appropriate accessories. These laboratories also contain wheelchairs, stretchers, radiographic image receptors, calipers, monitors, lead aprons, gloves, thyroid shields, patient movement devices, positioning sponges, image receptor holders, radiograph teaching files, and a full-body radiography phantom with complete skeleton.

SURGICAL TECHNOLOGY SKILLS LABORATORY: The ST skills laboratory includes a surgical practice area set up like an operating room, vestibule, sink, and scrub area. The surgical practice area is equipped with an OR bed, cane stirrups and arm-boards, mannequin, IV poles, mayo stands, instrument tables, ESU (electrosurgical unit), suction canisters with stand, x-ray view box, two overhead surgical lights, and an AV tower with laparoscopic equipment including a light source, insufflator, and camera. A window between the "OR" and scrub sink allows a view of the scrub sink area which contains three functional scrub sinks.

PHYSICAL THERAPIST ASSISTANT SKILLS LABORATORY: The PTA skills laboratory contains a variety of evaluative and gait training equipment, positioning devices, exercise equipment, and human anatomy reference models. Treatment modalities used in the skills laboratory include: ultrasound units, electrical stimulation units, cervical/lumbar traction unit with Hi/Lo mat, hydrocollator with hot packs, freezer with cold packs, iontophoresis unit, TENS unit, hydrotherapy tank, biofeedback unit, portable NMES, cryocuff with attachments, paraffin unit, Biofreeze, and massage wax.

ANATOMY LABORATORY: The anatomy laboratory contains human anatomy reference materials such as skeletal models, upper and lower limb muscle models, and anatomy flipcharts. These are available for use by students of all of the College programs.

RUBY POPE DRUMM HEALTH SCIENCES LIBRARY

The library's collection contains over 5,000 books, 200 print journals, and has access to over 4,000 online journals and 100 eBooks including nursing, medical, and allied health resources, and electronic interlibrary loan services. Audiovisual and electronic resources are also available. Online access to *Pubmed* and *The Cumulative Index to Nursing and Allied Health Literature* (CINAHL) is provided via a suite of database programs through EBSCO. In addition, the *OVID* database offers access to 81 Lippincott journals in the Nursing Full Text Plus and Clinical and Essential Hospital Collections. Students may access these electronic resources at any time from home.

The spacious facility is the media center for students, faculty, physicians, and other health system personnel. The students can enjoy refreshments while watching the big screen television in the Treehouse Café student lounge.

The library computer learning lab provides numerous computers with instructional programs focused on nursing and allied health skills. This lab is open for student use during posted library operating hours.

COMPUTER ACCESS & TECHNOLOGY REQUIREMENTS*

The College provides WiFi connection in all academic buildings. All enrolled students are required to have access to a computer with reliable Internet connection and audio and video capability (webcam and mic built in or external components).

The following are recommended standards for home computers:

- *Mozilla Firefox version 68.3+, and/or Google Chrome 74+*
- Cookies and pop-ups enabled
- Capability to view, create, and save documents (*Microsoft Office 365—see course management system*)

**For additional technology requirements for the RN-BSN program, please see page 33.*

Upon acceptance, students are provided unique secure login information (username and password) and instructions for accessing their schedules and orientation materials. During New Student Orientation, students will complete a technology orientation which includes a computer literacy assessment and hands-on training as needed. The RN-to-BSN program will complete an online orientation as outlined in their Welcome Package.

Administrative Disclosures

RIGHT-TO-KNOW

The following information is provided with regard to the federal Student Right to Know Act, and Campus Sex Crimes Prevention Act. [Ed.gov websites frequently contain information that reflects prior years' data.]

- Graduation and licensure/certification pass rates may be obtained from the Office of the Registrar (757-240-2233, our website page at www.riverside.edu or at: www.nces.ed.gov/Collegenavigator/?id=233408
- Campus Crime Statistics are available upon request from the Office of Registrar (757) 240-2233 or at: <http://ope.ed.gov/security/GetOneInstitutionData.aspx>
- State information of registered sex offenders may be obtained at: <http://sex-offender.vsp.virginia.gov/sor/>
- National Center for Education Statistics (General Information, Characteristics, Enrollment, Financial): http://www.nces.ed.gov/globallocator/col_info_popup.asp?ID=233408
- Financial Aid information is available upon request from the Financial Aid Coordinator at (757) 240-2231/2232.

TRANSFERABILITY

Courses, diplomas, certificates, or degrees completed at Riverside College of Health Careers are not guaranteed to transfer to other schools because such transferability is solely at the discretion of the receiving school. AAS and AOS degrees are terminal degrees and these degrees are generally not applicable to other degrees. However, several local schools do articulate with Riverside College of Health Careers and offer transferability for continuing education. See the Program Director for specific information regarding your field of study.

TRANSFERRING FROM ANOTHER NURSING OR ALLIED HEALTH PROGRAM

Transfer of credit for College courses is evaluated on an individual basis. Transfer credit will be awarded if the courses are taken at a regionally accredited institution. They may also be considered if 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). The College does not provide credit for experiential learning unless it has resulted in recognized healthcare licensure or certification. Discipline-specific courses considered for transfer credit must have been completed within the last three (3) years with a minimum grade of 80% required. A grade of C or higher is required for general education courses that are prerequisites for a program of study.

The individual requesting to transfer course credits into a College program will contact Admissions to begin the transfer application

process. Transfer requests will include:

- Completed Request for Transfer Evaluation Form;
- Transfer Evaluation Fee;
- Course Syllabi for each course being evaluated from previous program;
- Official Transcripts from previous courses of study;
- School Course Catalog; and
- Letter of Recommendation from the Director/Dean of the current or former program of study.

An applicant conference with the Program Director or designee may be necessary to determine placement. If testing is necessary to determine placement, a fee will be charged per test. For discipline-specific courses, a list of clinical competencies achieved must be provided preadmission. Validation of clinical competency in an area previously mastered may be required at the discretion of the individual Program Director and fees may apply.

The applicant will be notified in writing of the transfer evaluation and recommendation for placement. Enrollment will be based on space availability. All students transferring credits will be required to complete a minimum of 50% of the Riverside program. If, after transfer status evaluation, the applicant elects to apply to the program, they will complete the application procedure outlined as applicable.

ADVANCED PLACEMENT

The College provides an opportunity for Advanced Placement within the Professional Nursing Program. All other educational programs within the College will evaluate transfer credit as stated within the "Credit for Previous Education" section. No other Advanced Placement opportunities are provided.

TRANSCRIPTS

Transcripts will not be released to any third party without written consent from the student except as allowed by Family Educational Rights and Privacy Act of 1974 (FERPA).

To request a transcript, call the Registrar at 757-240-2233 or download the request form from the College website at www.riverside.edu. A form must be completed for each request. Processing time for transcripts is 7-10 business days.

Official transcripts will not be released to persons who are delinquent in meeting their financial obligations to the College, considered not to be in good standing, or to students failing to respond to College communications. Transcripts will not be faxed under any circumstances. Transcripts requested for pick-up will not be kept past 30 days. Unofficial transcripts are available to enrolled students through the Student Information System.

Administrative Disclosures, cont.

ACCESS TO RECORDS

Under the Family Educational Rights and Privacy Act of 1974 students have legal access to their files. Students have the opportunity to review their cumulative record by submitting a written request to the Registrar. The policy and procedure for access are available in the Student Handbook.

DIRECTORY INFORMATION

Directory information may be released to individuals and/or agencies outside the College unless the student has requested in writing that the information be withheld. The College designates the following items as Directory Information: name, address, telephone number, gender, email address, date and place of birth, program of study, dates of attendance, expected graduation date, enrollment status, diplomas/certificates and awards received, previous educational institution(s) attended, College generated identification numbers, provided these cannot be used to breach students' personal security, photograph, and participation in officially recognized activities.

The National Student Clearinghouse provides enrollment verification and deferment reporting on financial aid students to the education finance industry and the Department of Education based on enrollment information provided by the College. Monthly uploads of directory information may also be provided to the U.S. government's CMS database (Centers for Medicare & Medicaid Services) and other internal or external auditors as requested.

NONDISCRIMINATION POLICIES

It is the policy of Riverside College of Health Careers to maintain and promote equal educational opportunity without regard to race; age (except where age is a bona fide clinical requirement); color; gender or sexual orientation; cultural, ethnic or national origin; religion; marital status; military or veteran status; disability; physical or mental condition(s), as long as the condition(s) do not limit the applicant/student's ability to perform the Essential Program Requirements with or without reasonable accommodations as outlined in the Americans with Disabilities Act of 1990, Title III Public Accommodations, ADA Amendments Act of 2008, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973 and the Rehabilitation Act Amendments of 1992, Section 504; the U.S. Department of Justice's revised final regulations implementing the ADA; Va. Code (annotated) § 51.5-44; or any other factor prohibited by law in its educational programs or activities. Inquiries concerning this policy should be addressed to the College Disabilities Officer who can be reached at (757) 240-2203. The campus is handicap accessible.

The College does not knowingly practice discrimination in the recruitment, admission, progression, graduation, and withdrawal process/policies or in any other activity affecting students. Discrimination complaints can be filed with the Office for Civil Rights (OCR). Prior to filing a complaint with OCR against an institution, a potential complainant should use the institution's grievance process to attempt complaint resolution. However, a complainant is not required by law to use the institutional grievance process before filing a complaint with OCR. If a complainant uses an institutional grievance process and also chooses to file the complaint with OCR, the complaint must be filed with OCR within 60 days after completion of the institutional grievance process.

TITLE IX, EDUCATION AMENDMENTS OF 1972

The College does not discriminate on the basis of sex in employment practices for faculty and staff, nor does it discriminate in its educational programs or student activities.

The College's Title IX Coordinator is responsible for ensuring that the College maintains an environment for students and employees that is free from unlawful sex discrimination or harassment in all aspects of the educational experience, including admissions, financial assistance, academics, extracurricular activities, and administrative policies and procedures. Sexual harassment is defined as deliberate, unsolicited, unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. Inquiries concerning gender equity/discrimination may be addressed to the Title IX Coordinator at: TitleIXCoordinator@rivhs.com or by calling (757) 240-2202.

TITLE VII, CIVIL RIGHTS ACT OF 1964

Riverside College of Health Careers seeks to employ individuals and admit students without regard to race; age (except where age is a bona fide clinical requirement); color; gender or sexual orientation; cultural, ethnic or national origin; religion; marital status; military or veteran status; disability; physical or mental condition(s), as long as the condition(s) do not limit the applicant/student's ability to perform the Essential Program Requirements with or without reasonable accommodations as outlined in the Americans with Disabilities Act of 1990, Title III Public Accommodations, ADA Amendments Act of 2008, Title IX of the Education Amendments of 1972, and the Rehabilitation Act of 1973, Section 504; or any other factor prohibited by law in its educational programs or activities. The College extends to those individuals all the rights, privileges, activities, and programs made available to employees and students.

THE REHABILITATION ACT OF 1973, SECTION 504

The College does not discriminate against faculty, staff, students, or applicants who are disabled.

Administrative Disclosures, cont.

THE AMERICANS WITH DISABILITIES ACT OF 1990, ADA AMENDMENTS ACT OF 2008, TITLE III PUBLIC ACCOMMODATIONS (AND COMMERCIAL FACILITIES)

The College does not discriminate against individuals on the basis of disability with regards to the full and equal enjoyment of the goods, services, facilities, or accommodations of any place of public accommodation.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

The College maintains the confidentiality of student educational records and personal information. Students have the right to review their educational records. Educational records are not released to individuals or agencies outside of the College without the student's written consent or request.

GRAMM-LEACH-BLILEY MODERNIZATION ACT (GLB) OF 1999

The College ensures that the student's financial records are protected and that access is available only to those with authorization to view such records.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996

The College protects the healthcare information received from students and that such information is only accessible to authorized personnel.

HIGHER EDUCATION ACT OF 1965, THE CLERY ACT, AND THE HIGHER EDUCATION OPPORTUNITY ACT

The College provides for the safety and well-being of all members of the campus community. Compliance with the Higher Education Act of 1965, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), and the Higher Education Opportunity Act (HEOA), requires ongoing monitoring and reporting crime statistics, including violations of drug and alcohol policies. Safety-related education of students in compliance with these federal regulations is essential for ensuring a campus culture of safety. The College annually publishes a Campus Security Report which is accessible on the College website, www.riverside.edu. This report includes information about crimes and criminal activity on campus and in the surrounding geographic area, policy statements regarding safety and security measures, and descriptions of campus crime prevention programs.

DRUG-FREE SCHOOLS & CAMPUSES REGULATIONS, EDGAR PART 86

The College prohibits the unlawful manufacture, possession, use, or distribution of illegal drugs (including inhalants) and alcohol on the property of the College, or as part of any College activities. "Illegal drugs" are those chemicals that are specifically identified in Schedule I-V, section 202 of the Federal Control Substances Act (21 U.S.C. 812). The College notifies students annually about the significant health risks associated with the use of illegal drugs and the abuse of alcohol. Confidential counseling, treatment and rehabilitation

programs are available to students. Serious legal sanctions may be invoked under local, state, and federal laws for the unlawful manufacturing, possession, use, or distribution of illegal drugs and alcohol. These sanctions include fines and incarceration commensurate with the offense. Students charged or convicted in state or federal court of violating a criminal drug statute must inform their Program Director within five (5) calendar days of the charge and/or conviction. Students who receives a federal grant such as a Pell grant must report the conviction to the granting agency within five (5) calendar days of the conviction. Federal law requires that a person who is convicted in state or federal court of violating a criminal drug statute in the workplace must inform his or her employer within five (5) calendar days of the conviction.

VIOLENCE AGAINST WOMEN ACT AND CAMPUS SEXUAL VIOLENCE ELIMINATION ACT (CAMPUS SAVE)

The College strives to maintain an educational environment in which sexual and gender based harassment and sexual violence are prohibited, and in which persons reporting harassment and/or sexual violence are provided support and avenues of redress. When sexual and gender based harassment or sexual violence is brought to the attention of the College, Administrators will take prompt and appropriate action to end the behavior, prevent its recurrence, and address its effects. The College provides ongoing prevention and awareness programs for students and employees. The College has defined procedures for institutional disciplinary action in cases of alleged sexual and gender-based harassment and sexual violence.



Pictured: Student in Anatomy Lab

Academic Policies

SEMESTER LENGTH & CREDIT DEFINITION

Day Division Spring and Fall semesters are 16 weeks in length and Evening/Weekend Division semesters are 23 weeks in length. Day Division Summer semester lengths vary by program.

Semester hour credits are earned as follows:

- Lecture 15 clock hours = 1 credit hour
- Skills Laboratory 45 clock hours = 1 credit hour
- Clinical 45 clock hours = 1 credit hour

The Nurse Aide Program does not follow the College's standard semester schedule. The Nurse Aide Program offers a Day Program that is 6 weeks in length and an Evening/Weekend Program that is 10 weeks in length. The Nurse Aide Program is a certificate program that does not confer academic credit.

METHODS OF INSTRUCTIONAL DELIVERY

Most of the courses taught at Riverside College of Health Careers are delivered on-site with web enhancement via our course management system. Some courses with an online component are designated as either blended (some of the course content delivered online) or distance (all of the course content delivered online). The course descriptions in each program identify courses that are blended or online. Students enrolled in blended courses may have academic requirements which must be completed online prior to coming to class.

All programs use a variety of teaching approaches. These instructional strategies have been determined as appropriate by the faculty to meet the identified content outcomes of the course and are referenced in course syllabi as methods of instruction. These include, but are not limited to: lecture, voice-over presentations, case studies, demonstrations, group projects, poster projects, observations, gaming activities, online forum discussions, computer simulations, direct patient care, student computer-based learning modules, clinical skills lab activities, clinical preceptorship experiences, and attendance at professional organization meetings. Clinical rotations and practicums vary in location and students are required to provide their own transportation to and from class and clinical or practicum sites.

ATTENDANCE*

Specific attendance requirements for each program of study are published in the student handbook and course syllabi. To achieve the educational goals of the designated program of study, consistent attendance for all learning experiences is an expectation. Absences interfere with the student's ability to achieve course and curriculum outcomes. Absences are documented and reviewed to

determine if disciplinary action is warranted. Students may refer to the College's Academic Calendar which includes all designated student breaks and holidays.

**For attendance requirements for the RN-to-BSN Program, see page. 33.*



Pictured: Students studying in the Alumni Room

GRADING & PROMOTION

The College has established policies for grading and promotion. Testing, class participation, completion of assignments, attendance, clinical competencies, and observation determine the scholastic rating of each student. The table below explains how grades are assigned.

Letter Grade	Numerical Grade	Quality Point Value Per Course Credit Hour
A	96-100	4.0
A-	94-95	3.7
B+	91-93	3.3
B	89-90	3.0
B-	86-88	2.7
C+	83-85	2.3
C	80-82	2.0
MC	80	2.0
F	<80	0
S*	Satisfactory	0
U*	Unsatisfactory	0
I*	Incomplete	0
AU*	Audit Only	0
EX*	Exempt Course	0
W*	Withdrew (no grades)	0
WP*	Withdrew Passing	0
WF	Withdrew Failing	0

**Not included in GPA calculation*

Academic Policies, cont.

ACADEMIC PROGRESSION

SATISFACTORY ACADEMIC PROGRESS (SAP)

Academic progression and eligibility for financial assistance within any Riverside College of Health Careers' program is dependent on the student maintaining satisfactory academic progress (SAP). SAP is dependent on the student's individual course grades, cumulative program grade point average (CGPA) of 2.0 or greater, and their ability to practice safely within clinical and laboratory settings. These qualitative criteria are evaluated by the Program Director at the end of each semester when final course grades are posted.

SAP is also dependent on the student's ability to complete a program of study within a maximum of 150% of the total program length (calculated based on the number of semesters, weeks, or sessions, depending on the program, that a student is enrolled in the program). The College conducts this quantitative evaluation at specific intervals for each program as well as upon any course failure (see table below).

The College does not allow students who fail to meet qualitative and/or quantitative minimum standards for SAP to continue to receive financial assistance regardless of the student's circumstances.

COURSE FAILURE OR WITHDRAWAL

When a student fails or withdraws from a course after the Add/Drop date, they will not be permitted to progress in the program of study until the course is repeated successfully. This will impact the total length of the program for that student. Students in the RN-to-BSN program who fail a course will be permitted to continue in the program until SAP is exceeded. Failed courses must be completed prior to enrollment in courses for which the failed course is a prerequisite.

When a student withdraws from a program due to an approved medical necessity, the semester will not count toward total program length and any incomplete courses will not be reflected in their cumulative GPA. *(Documentation of medical necessity will be required and must be approved by the College Disabilities Officer.)*

Students who withdraw must complete the Student Exit Process. If a student does not comply with the policy for student withdrawal, the official withdrawal date will be based upon the last known date of attendance which is the last day a student had a documented academically related activity, the student will be ineligible for readmission to the College, and official transcripts will not be released.

REPEATED COURSE & INCOMPLETE (I) COURSE GRADE

An incomplete grade (I) is given by the course faculty when the student is unable to complete course requirements due to serious illness, pregnancy, or emergency. Course work must be completed by the start of the next semester but not to exceed 30 calendar days from the end of the previous semester. If the course work is not completed within the allotted time frame, the "I" grade automatically becomes an "F".

Students repeating a course, or making up an incomplete course grade, are eligible to continue receiving financial assistance if the following conditions are met:

1. The student is otherwise making satisfactory progress;
2. The student meets the minimum enrollment standard; and,
3. The time needed to satisfy the incomplete course work is within the maximum total program length.

SAP EVALUATION INTERVAL TABLE

**REPEATING A COURSE WILL INCREASE THE TIME NEEDED TO COMPLETE THE PROGRAM.*

Program	Program Length	150% of LENGTH (rounded down to nearest whole timeframe)	Minimum Evaluation Intervals
RN-to-BSN	10 sessions	15 sessions	End of Fall & Spring Semesters
Professional Nursing	4 semesters	6 semesters	Completion of Levels 2 & 3
Practical Nursing	3 semesters	4 semesters	Completion of Levels 1 & 2
Nurse Aide	DD: 6 weeks EW: 10 weeks	DD: 9 weeks EW: 15 weeks	DD: Completion of Week 3 EW: Completion of Week 5
Physical Therapist Assistant	5 semesters	7 semesters	Completion of Levels 2 & 4
Radiologic Technology	5 semesters	7 semesters	Completion of Levels 2 & 4
Surgical Technology	5 semesters	7 semesters	Completion of Levels 2 & 4

Academic Policies, cont.

LEAVE OF ABSENCE (LOA)

The purpose of an LOA is to provide the student with an opportunity to temporarily interrupt their academic studies without completely withdrawing from the program or negatively affecting their SAP, including their ability to complete the program within the maximum program length. Students may request an LOA for reasons including but not limited to serious medical problems; pregnancy; military duty; death of an immediate family member; or to remediate underlying problem(s) producing poor academic performance.

To be eligible for an LOA during a semester due to serious illness or emergency, the student must expect to return prior to the end of the semester. If the student does not return prior to the approved return date, the student will withdraw from the course. To be eligible for an LOA while waiting to repeat a course, the student must be able to reenroll in the course(s) within 180 days from the last date of attendance. Eligibility is predicated on the course(s) being offered and space availability.

All LOA requests must be approved by the Program Director. The LOA status must not exceed 180 days within any 12-month period. Students must submit their LOA request in writing and approval requires the student's financial account to be paid in full. All loans and grants will be returned as appropriate to parties or disbursements rescheduled for the semester of an approved LOA. No monetary charges or accumulated absences will be assessed to the student on approved LOA.

If the student does not resume attendance on or before the approved return date, the student will be withdrawn from the program and the date that the LOA was approved will be considered the last date of attendance for refund purposes.

TRANSFER

When students are granted transfer credit for courses taken at another institution or in another college program, the Registrar will determine a baseline related to the student's ability to complete the program within a maximum 150% of program length according to stated program minimum evaluation intervals.

READMISSION

A student who has officially withdrawn from a Riverside program of study may be eligible for readmission. A student dismissed for failure to make SAP is not eligible for readmission to the same program of study. The student dismissed for unsafe practice and/or disciplinary reasons will be denied readmission to any Riverside program of study.

EXTENDED ENROLLMENT STATUS

Students who have met their qualitative minimums (passed courses, CGPA of 2.0 or greater, and safe clinical practice) but have failed to complete their program of study within the maximum program length may petition the Program Director for approval to complete their studies in an extended enrollment status.

While on extended enrollment status, the student is not eligible to receive financial assistance and will be responsible for all costs incurred. The student must make acceptable financial arrangements with Student Services in order to continue in the program. The student must complete and pass all attempted courses within the extended enrollment status. Any course failure or withdrawal will result in immediate program dismissal.

FAILURE TO MAKE SATISFACTORY ACADEMIC PROGRESS (SAP)

To assist students, the College has academic standards designed to provide early identification of students who are experiencing academic difficulty and to provide timely intervention through academic advising and academic support. Students who are not making SAP will be placed on Academic Warning or Academic Probation as appropriate.

The College may at any time dismiss a student when the student's academic performance or other behavior is unsatisfactory or has become disruptive to the academic mission of the College.

ACADEMIC WARNING

Students will be placed on Academic Warning when their academic performance is unsatisfactory in a course. Criteria for placing a student on Academic Warning include: testing average below 80%; poor attendance, chronic tardiness; conduct issues; and unsatisfactory clinical performance. A Plan for Improvement that details specific measurable strategies for academic recovery will be developed and implemented. This plan may include but is not limited to requirements such as mandatory remediation and tutoring, additional academic advising appointments, and/or referral to the Riverside Employee and Student Assistance Program.

The student's Academic Advisor monitors their ongoing academic progress, modifies the Plan for Improvement as needed and, when patterns of ongoing academic concern are identified, reports the findings to the Program Director. The student will be removed from Academic Warning at the end of the semester if he or she successfully meets all of the course requirements.

Academic Policies, cont.

ACADEMIC PROBATION

Academic Probation is a serious enrollment status that alerts the student that unsatisfactory performance, if continued, will result in Academic Dismissal. A student will be placed on Academic Probation when their CGPA falls below 2.0 and/or when another course failure will result in an inability to complete the program within the maximum of 150% of the total program length. The Program Director or Registrar will notify students when they are placed on Academic Probation. When a student's CGPA falls below 2.0 at the end of a semester, the student will not be permitted to receive financial assistance the following semester. Students who do not progress according to the SAP standards will be denied future financial assistance.

The student placed on Academic Probation will continue on the current or revised Plan for Improvement and will be reevaluated at the end of the next completed semester. At this time, the student will be removed from Academic Probation if they demonstrate SAP in all course work for the semester and achieve a cumulative CGPA of 2.0 or greater. The student will remain on Academic Probation if another course failure will result in an inability to complete the program within the maximum 150% of the total program length.

ACADEMIC DISMISSAL

A student is a candidate for academic dismissal from the program of study under any of the following circumstances:

- the student fails a course;
- the student fails a Mastery Exam;
- the student's CGPA is less than 2.0;
- the readmitted student fails a course;
- unsafe practice (laboratory or clinical);
- encumbrances prevent the completion of programmatic requirements including but not limited to ineligibility for licensure, certification, or employment;
- the student is unable to complete the entire program within the maximum 150% of program length.

A student is automatically dismissed from the program of study under any of the following circumstances:

- the student fails the same course twice;
- the student displays serious or repeated unsafe practice (laboratory or clinical);
- the student fails or withdraws from a course while in extended enrollment status.

GRIEVANCE AND APPEALS PROCESS

The College provides a mechanism through which students have the ability to address and receive fair consideration regarding issues of an academic and non-academic nature. Students receive ongoing

communication regarding performance. Students have the right to appeal perceived unfair, capricious or discriminatory grading, complaints of discrimination and/or harassment, and issues related to ADA accommodations. Students may also appeal a program dismissal. Students will not be subject to adverse actions by any College official as a result of initiating a complaint. When the student has a complaint or concern, the student is encouraged to attempt informal resolution with the course faculty or staff member concerned. In the event that informal complaint resolution is unsuccessful in resolving the student's concern, the student may file a grievance with the Program Director.

The student has three academic calendar days to submit a written grievance statement to the Program Director after the informal resolution process with course faculty has failed or the student has received notification of course failure or dismissal. The Program Director will meet with the student within two weeks of receipt of the written grievance or as soon thereafter as agreed upon by both parties. The Program Director after considering the student's grievance will make a decision based on the nature of the grievance and College policy. In the event that the student disagrees with a decision by the Program Director, the student may appeal the decision to the Student Evaluation Committee. This Committee provides a vehicle for student appeals of decisions relating to their academic performance and to address behavioral issues. The Student Evaluation Committee is responsible for rendering decisions based on its findings and assigning disciplinary sanctions up to and including dismissal from the program. Finally, an appeal review by the System Director of Education may be requested by the student. The decision of the System Director of Education is final.

Complaints which cannot be resolved by direct negotiation with the College in accordance with its written appeals policy may be filed with:

State Council of Higher Education for Virginia
101 N. 14th Street, 10th Floor, James Monroe Building
Richmond, VA 23219
Tel: (804) 225-2600 Fax: (804) 225-2604

The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. Their office investigates complaints of GI Bill beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact their office via email ssa@dvs.virginia.gov.

Student concerns, complaints, and appeals can also be filed with the College and program specific accrediting and/or governing agencies, the Federal government's Office for Civil Rights (OCR), and/or the US Department of Education.

Academic Policies, 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 Drumm Health Sciences Library.
- Return pictured identification badge.
- Return dosimeters (Radiologic Technology and Surgical Technology Programs only).
- 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.

*Graduation Requirements for the RN-to-BSN Program are listed on page 32.

STUDENT RIGHTS & RESPONSIBILITIES

STUDENTS HAVE THE RIGHT TO:

- Receive a quality education;
- Develop one's individual potential;
- Access to faculty, academic technology, classrooms, library, and other resources necessary for the learning process;
- Learn in a safe environment;
- Receive clear policies and procedures;
- Receive fair and impartial evaluation based on academic and clinical performance;
- Be given course syllabus, objectives, criteria, and expected outcomes for determining success;
- Be given information regarding their progress in the course;
- View their grades when finalized and discuss their grades with faculty upon request;

- Provide input about educational process and participate in course and program evaluation;
- Be treated fairly without discrimination or harassment;
- Grieve violations of policy;
- Privacy in academic affairs, student records, student meetings, and personal/health information;
- Be informed and review information contained in their records;
- Reasonable ADA accommodations according to ADA law;
- Discuss grievances or receive due process on matters of concern to students;
- Appeal judgments and to take reasoned exception to information, data or views offered during the course of study;
- Study, work and interact in an environment of professionalism and of mutual trust and respect;
- Receive academic advising.

STUDENTS HAVE THE RESPONSIBILITY TO:

- Engage in independent learning;
- Exercise freedom to learn in a manner that respects the rights of others;
- Behave in a respectful, professional manner with peers, faculty, staff and visitors;
- Uphold the Honor Code and follow all codes of conduct established by the College;
- Develop and enhance the capacity for critical judgment;
- Maintain standards of academic and clinical performance established for each course of study undertaken;
- Meet the minimum technology specifications as defined in this Catalog;
- Complete the technology training requirements on the New Student Orientation site in the course management system;
- Make and keep appointments with faculty and staff;
- Check communications from faculty and administration on a daily basis and respond in a timely manner as requested;
- Review and adhere to the Policies and Procedures of the school;
- Respect the resources and property of the school;
- Uphold and maintain academic and professional honesty and integrity;
- Maintain and regularly monitor their student account;
- Facilitate the learning environment and process of learning including attending class regularly, being prepared for class, and completing class assignments.

Student Resources

STUDENT HANDBOOK

Enrolled students have online access to the Student Handbook which contains the policies of the College. Excerpts from selected policies are included in this catalog to help prospective students make informed enrollment decisions. Print copies of policies and/or a copy of the handbook may be requested from the College Registrar.

STUDENT ADVISING

The College provides ongoing academic advising to students from entry into a program of study until graduation or withdrawal. The academic advisor monitors student academic progress and serves as a resource for students experiencing academic difficulties. The academic advisor serves as a mentor and a resource for academic assistance including learning strategies (goal setting, study skills, time management strategies, testing strategies, note-taking skills, etc.); clarification of academic and institutional policies; career development; and referrals to the Riverside Student and Employee Assistance Program if personal issues are impacting academic performance.

CAREER & EMPLOYMENT INFORMATION

The College affords all students career advising, career planning, and opportunities to attend job placement events in coordination with Riverside Health System's Talent Acquisition Center prior to graduation. The College does not guarantee employment.

FACULTY ACCESS

Students have access to their course faculty for academic and/or course advisement at times that are outside regularly scheduled class hours. Faculty contact information and office hours are published on course syllabi and in the course management system.

MALPRACTICE INSURANCE

As a sponsor of the College and its' students, Riverside Regional Medical Center covers malpractice claims against students under the hospital's professional malpractice insurance policy. However, because that policy only covers alleged acts of malpractice during the normal scope of student clinical practice, it is recommended that the student obtain their own supplemental malpractice insurance.

DISABILITY SUPPORT SERVICES (DSS)

The College evaluates requests for disability accommodations on an individual basis. Students with disabilities are encouraged to contact DSS early in the program to apply for accommodations.

Students who require the use of a service animal should contact DSS to discuss restrictions prior to bringing the animal to campus. Service animals are individually trained to do work or perform tasks for people with disabilities. Service animals may not be permitted in certain limited clinical areas due to infection control restrictions. The College will work with students to ensure clinical placements that allow service animals when possible; however, students will still be required to meet all clinical competencies and program outcomes if clinical placement with a service animal is not possible.

Students with service animals may be ineligible to apply to some College programs due to the clinical requirements of the program. Comfort animals: animals not individually trained to work as a service animal, are restricted from campus and all clinical areas.

STUDENT ORGANIZATIONS

Each admitted class has the option to elect its own class representatives. Information regarding membership to the following organizations is available from the Program Directors:

- Professional Nursing students—National Student Nurses Association
- Practical Nursing students—NAPNES (National Association of Practical Nursing Education and Service)
- Radiologic Technology students—ASRT (American Society of Radiologic Technologists)
- Surgical Technology students—AST (Association of Surgical Technologists)
- Physical Therapist Assistant students—APTA (American Physical Therapy Association)

The College holds regularly scheduled Student Advisory Council meetings where the students are provided an open forum for discussion with College leadership. A history of recommendations and follow-up actions is maintained and available to students for review.

Student feedback is also solicited during exit interviews and surveys. Students indicate satisfaction with the physical campus and available resources. Student and faculty feedback assists in identifying areas of concern and provide direction for strategic planning.

Academic Calendars

PROFESSIONAL NURSING, *PRACTICAL NURSING, & ALLIED HEALTH PROGRAMS

DAY DIVISION

FALL SEMESTER 2020

Semester begins: August 17
 Last Day to Add/Drop: August 28
 College Closed: September 7 (Labor Day)
 Student Break: October 12-13
 No Classes November 25-27 (Thanksgiving)
 Semester Ends: December 7
 Student Break: December 8 to January 8
 College Closed: December 24-25 (Christmas)

SPRING SEMESTER 2021

College Closed: January 1 (New Year's Day)
 Semester Begins: January 11
 Last Day to Add/Drop: January 22
 Student Break: March 8-12
 Semester Ends: April 30
 Student Break: May 3-14

SUMMER SEMESTER 2021

Semester Begins: May 17
 Last Day to Add/Drop: May 28
 College Closed: May 31 (Memorial Day)
 College Closed: July 4 (Independence Day)
 Semester Ends: July 14
 Student Break: July 15 to August 13

EVENING / WEEKEND DIVISION

E/W FALL SEMESTER 2020

Semester Begins: July 6
 Last Day to Add/Drop: July 17
 Student Break: August 10-14
 College Closed: September 7 (Labor Day)
 Student Break: October 12-13
 No Classes: November 25-27 (Thanksgiving)
 Semester Ends: December 10
 Student Break: December 11 to January 3
 College Closed: December 24-25 (Christmas)

E/W SPRING SEMESTER 2021

College Closed: January 1 (New Year's Day)
 Semester Begins: January 4
 Last Day to Add/Drop: January 15
 Student Break: March 8-12
 College Closed: May 31 (Memorial Day)
 Semester Ends: June 13

**There will be no Practical Nursing Program in the Day Division Fall Semester 2020. This program will resume in the day division in Spring Semester 2021.*

RN-TO-BSN PROGRAM

FALL SESSIONS 2020

Session 1 Begins: August 17
 Last Day to Add/Drop: August 21
 Session 1 Ends: October 11

Session 2 Begins: October 12
 Last Day to Add/Drop: October 16
 Session 2 Ends: December 6

SPRING SESSIONS 2021

Session 1 Begins: January 11
 Last Day to Add/Drop: January 15
 Session 1 Ends: March 7

Session 2 Begins: March 8
 Last Day to Add/Drop: March 12
 Session 2 Ends: May 2

SUMMER SESSIONS 2021

Session 1 Begins: May 17
 Last Day to Add/Drop: May 21
 Session 1 Ends: July 11

NURSE AIDE PROGRAM ENROLLMENT DATES *[Dates subject to change]*

DAY DIVISION

2020

August 3 – September 11
 September 21 – October 30
 November 9 – December 18

2021

TBD [contact the Registrar's Office]
 See College website "Programs at a Glance"

EVENING / WEEKEND DIVISION

2020

July 6 – September 11
 October 12 – December 18

2021

TBD [contact the Registrar's Office]
 See College website "Programs at a Glance"

Admissions Requirements

ESSENTIAL PROGRAM REQUIREMENTS*

(TECHNICAL STANDARDS)

- Intact gross and fine motor skills; precise hand/eye coordination and dexterity
- Able to discriminate tactile sensations
- Clear speech
- Congruent verbal/nonverbal behavior; emotional stability; cooperative; no signs of impaired judgment
- Able to walk, bend, stoop, kneel, stand, twist, sit, carry, lift hands overhead
- Able to evacuate a 4-story building in less than 3 minutes
- Able to sit and stand long periods of time (4-7 hours in class; 8 hours in clinical)
- Able to pull 75 lbs; lift 35 lbs; push 100 lbs
- Able to travel independently to clinical sites as assigned
- Intact short and long-term memory
- Visual color discrimination and depth perception; near and far vision 20/20 (may be corrected with lenses)
- Able to hear and discriminate alarms (may be corrected with hearing aid)
- Able to detect odors sufficient to maintain environmental safety, including smoke and noxious odors
- Frequent exposure to electricity, electromagnetic fields, electronic media and latex; chemical hazards including but not limited to disinfecting solutions, dyes, acetone, bleach, and alcohol
- Possible exposure to toxic drugs; anesthetic gases; ionizing radiation; infectious agents (blood, urine, mucus, saliva, etc.)

The use of medication/substances that may cause drowsiness or otherwise impair mental or physical functioning, whether prescribed, over-the-counter, or illegal, is prohibited during class, lab, and clinical experiences because of the potential safety hazards to self, patients, and others.

**The Essential Program Requirements for the RN-to-BSN Program are listed on page 34.*

STUDENT HEALTH & SAFETY REQUIREMENTS

The Student Services Department, along with its partnership with an external service provider, reviews and monitors student's immunization status and ability to meet the Essential Program Requirements on admission and while enrolled. Students are expected to inform the College of any change in their health status that impacts their ability to meet the Essential Program Requirements.

Students are strongly encouraged to have medical insurance for the duration of their program. The College assumes no responsibility for medical costs incurred by a student.

REQUIRED IMMUNIZATIONS INCLUDE:

- Tetanus booster (td or Tdap vaccination) within the past 10 years;

- Two measles, mumps, and rubella (MMR) immunizations, or titers proving immunity;
- Hepatitis B (HBV) immunization series completed, in progress, or a Hepatitis B Vaccination Declination Form signed by the student;
- Lab results showing immunity to varicella (chickenpox) or vaccination series (two doses required);
- Tuberculin Skin Testing:
 - Two Mantoux Tuberculin Skin Tests (TST) within the past 12 months with one of the TSTs administered within the past 30 days. Following the initial two-step TST, a single annual TST will be required. For a previously positive TST, a negative chest x-ray subsequent to the positive TST is required.

OR

- Negative IGRA test results from either: (1) QuantiFERON®-TB Gold In-Tube test (GFT-GIT) or (2) T-SPOT® TB test (T-Spot).
- Annual influenza immunization required. Requests for medical and religious exemptions are handled individually. Students with approved exemptions may be required to be masked during influenza season.

CPR REQUIREMENT: All programs (with the exception of Nurse Aide) require CPR certification prior to the program start date. Only the *American Heart Association BLS for the Healthcare Provider* will be accepted.

ADMISSION DRUG SCREENING

All admitted students are required to undergo a urine drug screening prior to the first day of class. The purpose of the drug screening is to identify students whose use of unauthorized drugs violates the College drug policy. Admission will be immediately revoked for accepted students who fail their drug screening or miss the assigned deadline for the screening. Reapplication will not be considered until at least twelve (12) months following the positive drug screen or missed screening deadline. Reapplication is not a guarantee of readmission.

CRIMINAL HISTORY DISCLOSURE

All applicants are required to disclose if they have been convicted of or are presently under indictment for any felony or misdemeanor offense. All applicants who are accepted into a College program will be required to undergo a nationwide criminal history record, Sex Offender Registry, and Healthcare Fraud and Abuse Registry checks prior to the first day of class. The purpose of the background checks is to identify students whose documented history might prevent them from participating in clinical experiences or impair their potential for licensure/ certification and/or eligibility for employment within Riverside Health System.

Admissions Requirements, cont.

PROGRAM	COLLEGE PREREQUISITE COURSES*	OTHER INFORMATION												
RN-TO-BSN	Anatomy & Physiology w/Lab** 8 Credits Microbiology w/Lab** 4 Credits English Composition 3 Credits Developmental Psychology 3 Credits <ul style="list-style-type: none"> Applicants must have completed Anatomy & Physiology w/Lab, Microbiology w/Lab, and English Composition requirements before a formal application can be submitted and reviewed. Developmental Psychology must be completed prior to matriculation. Cumulative College-level GPA of 3.0 or better is recommended. 	<ul style="list-style-type: none"> The applicant must be a graduate of an accredited high school or higher or have earned a high school equivalency (GED) certificate. The applicant must be a graduate of a program-matically accredited professional nursing program through either ACEN or CNEA and be licensed to practice as an RN (exception: Concurrent Students) <p>CO-REQUISITE GENERAL EDUCATION COURSES: <i>(Must be completed prior to graduation and conferral of BSN degree)</i></p> <table> <tr> <td>English Elective</td> <td>3 Credits</td> </tr> <tr> <td>Fine Arts / Humanities Electives (2)</td> <td>6 Credits</td> </tr> <tr> <td>Mathematics Elective</td> <td>3 Credits</td> </tr> <tr> <td>Natural Sciences Elective</td> <td>3 Credits</td> </tr> <tr> <td>Social Sciences Electives (2)</td> <td>6 Credits</td> </tr> <tr> <td>Speech/Communications Elective</td> <td>3 Credits</td> </tr> </table>	English Elective	3 Credits	Fine Arts / Humanities Electives (2)	6 Credits	Mathematics Elective	3 Credits	Natural Sciences Elective	3 Credits	Social Sciences Electives (2)	6 Credits	Speech/Communications Elective	3 Credits
English Elective	3 Credits													
Fine Arts / Humanities Electives (2)	6 Credits													
Mathematics Elective	3 Credits													
Natural Sciences Elective	3 Credits													
Social Sciences Electives (2)	6 Credits													
Speech/Communications Elective	3 Credits													
PROFESSIONAL NURSING	Anatomy & Physiology w/Lab** 8 Credits Microbiology w/Lab** 4 Credits English Composition 3 Credits Developmental Psychology 3 Credits <ul style="list-style-type: none"> Applicants must have completed Anatomy & Physiology w/Lab, Microbiology w/Lab, and English Composition requirements before a formal application can be submitted and reviewed. Developmental Psychology must be completed prior to matriculation. Cumulative College-level GPA of 3.0 or better is recommended due to the competitive nature of admissions. 	<ul style="list-style-type: none"> 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. Preadmission testing required. Documentation of previous healthcare experience (including volunteer hours) is recommended. Chemistry: 1 unit of High School or College level chemistry <i>must be completed before application can be submitted</i> (Also accepted: CLEP of 100 level chemistry course; job-related chemistry; LPN developmental courses in chemistry; adult education courses; or Chemistry related courses in military education) Prospective nursing students with prior criminal offenses are urged to review the Virginia Board of Nursing Guidance Document 90-55. 												
LPN-TO-RN ADVANCED PLACEMENT OPTION	Anatomy & Physiology w/Lab** 8 Credits Microbiology w/Lab** 4 Credits English Composition 3 Credits Developmental Psychology 3 Credits <ul style="list-style-type: none"> Applicants must have completed Anatomy & Physiology w/Lab, Microbiology w/Lab, and English Composition requirements before a formal application can be submitted and reviewed. Developmental Psychology must be completed prior to matriculation. Cumulative College-level GPA of 3.0 or better is recommended due to the competitive nature of admissions. 	<ul style="list-style-type: none"> Applicants must meet all entrance requirements of the Professional Nursing Program. Be licensed to practice in a licensure compact state. Have been employed as an LPN for at least one year within five years prior to application. Achieve a minimum of 80% on a preadmission, faculty-prepared nursing content test. Attend mandatory orientation session. Validation of clinical competencies may be required at the discretion of the Program Director 												

* All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better and taken at a regionally accredited institution. Courses 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).

** Anatomy & Physiology and Microbiology courses cannot be substituted with CLEP testing.

Δ High School Seniors, graduating no later than June, are eligible to apply for summer or fall programs if their GPA is 2.0 or higher at time of application and a positive recommendation from their Guidance Counselor has been provided.

Admissions Requirements, cont.

PROGRAM	COLLEGE PREREQUISITE COURSES*	OTHER INFORMATION
PRACTICAL NURSING	No prerequisite college courses required.	<ul style="list-style-type: none"> 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. Preadmission testing required High School Seniors may be eligible to apply.Δ Prospective nursing students with prior criminal offenses are urged to review the Virginia Board of Nursing Guidance Document 90-55.
NURSE AIDE	No prerequisite college courses required.	<ul style="list-style-type: none"> 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. Preadmission testing not required High School Seniors may be eligible to apply.Δ
SURGICAL TECHNOLOGY	Anatomy and Physiology w/Lab** 4 Credits English Composition 3 Credits College Math (any 100-level or higher) 3 Credits Psychology: Gen, Intro, or Developmental 3 Credits Medical Terminology 2 Credits <ul style="list-style-type: none"> Applicants must have completed the Anatomy & Physiology w/Lab, English Composition, and College Math requirements before a formal application can be submitted and reviewed. Psychology and Medical Terminology must be completed prior to matriculation. 	<ul style="list-style-type: none"> 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. Preadmission testing required. Documentation of previous healthcare experience (including volunteer hours) is recommended.
RADIOLOGIC TECHNOLOGY	Anatomy and Physiology w/Lab** 4 Credits English Composition 3 Credits College Math (any 100-level or higher) 3 Credits Psychology: Gen, Intro, or Developmental 3 Credits Medical Terminology 2 Credits <ul style="list-style-type: none"> Applicants must have completed the Anatomy & Physiology w/Lab, English Composition, and College Math requirements before a formal application can be submitted and reviewed. Psychology and Medical Terminology must be completed prior to matriculation. 	<ul style="list-style-type: none"> 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. Preadmission testing required. Documentation of previous healthcare experience (including volunteer hours) is recommended. Prospective students for the Radiologic Technology Program are urged to review the American Registry of Radiologic Technologists (ARRT) Ethics Pre-Application Review prior to starting any radiologic technology program.
PHYSICAL THERAPIST ASSISTANT	Anatomy and Physiology w/Lab** 4 Credits English Composition 3 Credits College Math (any 100-level or higher) 3 Credits Psychology: Gen, Intro, or Developmental 3 Credits Medical Terminology 2 Credits <ul style="list-style-type: none"> Applicants must have completed the Anatomy & Physiology w/Lab, English Composition, and College Math requirements before a formal application can be submitted and reviewed. Psychology and Medical Terminology must be completed prior to matriculation. 	<ul style="list-style-type: none"> 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. Preadmission testing required. Documentation of previous healthcare experience (including volunteer hours) is recommended. Prospective students for the Physical Therapist Assistant Program with prior criminal offenses are urged to contact the Virginia Board of Physical Therapy (VBOPT) to verify eligibility for licensure and employment in Virginia.

* All credits are reflected as semester credits. Prerequisite courses must be passed with a grade of "C" or better and taken at a regionally accredited institution. Courses 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).

** Anatomy & Physiology and Microbiology courses cannot be substituted with CLEP testing.

Δ High School Seniors, graduating no later than June, are eligible to apply for summer or fall programs if their GPA is 2.0 or higher at time of application and a positive recommendation from their Guidance Counselor has been provided.

Application Process

APPLICATION PROCEDURE

Admission is on a competitive basis. The College reserves the right to select applicants who are deemed best qualified for the program of study and potential employment by Riverside Health System.

Application for admission and additional information can be accessed at www.riverside.edu. Applications are accepted on a continual basis until the published application deadline.

Deadlines may be extended until class space is filled with qualified applicants. Application deadline information is available on our website at www.riverside.edu.

Preadmission testing scores are required with application. (Not applicable to the Nurse Aide and RN-to-BSN Programs) Disabilities accommodations may be provided. The following minimum scores are recommended due to the competitive nature of admissions:

Program	Test	Recommended Minimum Score
Professional Nursing	ATI TEAS	66.1%
Practical Nursing	ATI TEAS	58.4%
Physical Therapist Asst.	ATI TEAS	61.4%
Radiologic Technology	ATI TEAS	60.6%
Surgical Technology	ATI TEAS	61.4%

Applicants testing at the College, who do not score the recommended minimum, may retake the ATI TEAS test once in each application cycle, not to exceed three (3) tests total. Retakes are at the discretion of the Admissions Officer and dependent on space availability.

ATI TEAS test study materials are available for purchase at www.atitesting.com.

ADMISSION CRITERIA

- Complete application with preadmission test scores submitted no later than the published application deadline. (Preadmission test scores are not applicable to the RN-to-BSN Program)
- Satisfactory criminal check
- Satisfactory urine drug screen
- Official College transcripts from all schools attended.
- All applicants must be 18 years of age prior to program start date.
- All students must reside in Virginia during program enrollment.
- Previous employment (Current or past employees of

Riverside Health System will be evaluated for job performance and eligibility for rehire. Riverside Health System employees (in good standing) are awarded additional points toward admission).

- Ability to meet essential program requirements.
- 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. Evidence such as a high school transcript or signed attestation of graduation must include the name of the high school attended, city, state, graduation year and that the high school or program was approved by the applicable governing or state authority).
- 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).

THE FOLLOWING ITEMS ARE REQUIRED PRIOR TO ENROLLMENT

- Tuition Deposit (deducted from first semester tuition)
- Student Information Sheet
- Identity verification-requires a government-issued ID
- Proof the student resides in Virginia
- Statement of Financial Responsibility
- Background screening processed through specified service provider*
- Drug testing processed through specified service provider*
- Immunization and Medical Records management through specified service provider*
- CPR certification.* *Only the American Heart Association BLS for the Healthcare Provider will be accepted. (Not applicable to Nurse Aide Program)*
- Textbooks*
- Student Uniforms from a specified service provider* (Not applicable to the Surgical Technology, Nurse Aide, and RN-to-BSN Programs)

**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.*

Student Accounts Information

TUITION PAYMENT PROCEDURES

Current tuition information is available on the website at www.riverside.edu, by mail, walk-in, or phone at (757) 240-2200. It is also included in this catalog. Tuition increase history is available from Admissions at (757) 240-2200.

- Tuition and fees are payable in full on or before the first day of each semester with the following exceptions: the student has made prior arrangements with Student Financial Services or the student is awaiting receipt of an award (i.e., scholarships, grants, loans, military tuition assistance, or other authorized financial assistance). Proof of award is necessary.
- Students will not be permitted to attend classes if full payment is not received. Payment in full of outstanding financial obligations is a prerequisite to registration each semester.
- A student entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits may attend/participate in classes until the date on which payment from VA is made to the institution or 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.
- Payment is accepted by check, credit card, or money order only. No cash payments are accepted. A charge will be assessed for returned checks. After one returned check, checks will no longer be accepted from the student.
- Payments made within sixty days of program completion/graduation must be made by money order, credit card, or cashier's check only. Personal checks will not be accepted.
- Unpaid balances will be sent to Riverside Health System's collection department if not paid within 30 days.

Riverside reserves the right to make changes in tuition and other fees as deemed necessary. Incremental tuition increases are generally made at the beginning of each Division's (Day or Evening/Weekend) Fall semester.

TUITION STATUS

- Full-time: ≥ 12 semester hour credits per semester
- 3/4 time: ≥ 9 - <12 semester hour credits per semester
- 1/2 time: ≥ 6 - <9 semester hour credits per semester
- Less than 1/2 time: < 6 semester hour credits per semester

INSTITUTIONAL REFUND & CANCELLATION POLICY

It is the policy of Riverside College of Health Careers to refund tuition to students who meet strict criteria. Multiple mechanisms are used to notify students of their account status. The purpose of this policy is to inform students of the schedule of institutional charges incurred by students who cancel, withdraw or are dismissed.

The refund process is initiated when a student takes a Leave of Absence, cancels their enrollment, withdraws, or is dismissed. Students who cancel their enrollment, take a Leave of Absence, withdraw, or are dismissed must complete the exit process. Students may obtain the Student Exit Form from the Registrar or their Program Director. If a student does not comply with the exit process and/or fails to notify the College of the intent to withdraw, the College will determine the student's withdrawal date based upon the last known date of attendance.

Return of Title IV funds are governed by regulatory policies and procedures of the U.S. Department of Education and State agencies. All fees and payments, with the exception of the non-refundable Application Fee, remitted to the College by a prospective student, will be refunded if the student is not admitted, does not enroll in the program, does not begin the program or course, or is dismissed prior to the start of the program.

A student applicant (one who has applied for admission to the College) may cancel, by written notice, his/her enrollment at any time prior to the first day of the class session for which application was made. When cancellation is requested under these circumstances, the College will refund all tuition paid by the student less the non-refundable Application Fee.



Pictured: Engraved recognitions on the 'Tree of Knowledge Sustaining Fund' sculpture

Student Accounts Information, cont.

Tuition is calculated based on the courses a student is enrolled in each semester. Tuition refunds will be determined according to the following:

1. Students who cancel their enrollment or are dismissed from a program during the published Add/Drop period are entitled to a full refund of their paid tuition even if they have signed an Enrollment Agreement.
2. Students who withdraw after the published Add/Drop date but have completed less than 25% of the total semester are entitled to a 50% refund of their paid tuition.
3. Students who withdraw after completing at least 25% but less than 50% of the total semester are entitled to a 25% refund of their paid tuition.
4. Students who withdraw after completing 50% or more of the total semester will not be entitled to a tuition refund.

No monetary charges will be assessed to a student during a Leave of Absence. No additional charges to the student as a result of the Leave of Absence will be imposed.

Applicant Processing Fees and Transfer Evaluation fees are non-refundable except under extraordinary circumstances such as course cancellations by the College. The College Registrar/ Enrollment Manager authorizes the partial or full refund. Books and uniforms are not included in tuition. Student account credit balances are refunded within 45 days of receipt of a written request to terminate their status as student or the determination of the withdrawal date, whichever is sooner.

Due to differences between the Institutional Refund & Cancellation Policy and Return of Title IV Funds Policy, students may have an outstanding balance with the College. If the outstanding balance is not paid within 30 days from the date of withdrawal the account will be sent to the Riverside Health System's third-party collection agency.

Students are notified of account status in a variety of methods which may include communiqués sent through the course management system and/or the student information system, phone calls, emails, and/or in writing.

INSTITUTIONAL REFUND & CANCELLATION POLICY DEFINITIONS

CANCELLATION:

Applicant and new students declining program acceptance prior to the first day of class or cancelling enrollment during the Add/Drop period of their first semester.

WITHDRAW:

Students who exit a course or program after the Add/Drop date.

WITHDRAWAL DATE:

The date the student withdraws. If a student does not complete the Exit Process and fails to notify the College of the intent to withdraw, the College will determine the official withdrawal based upon the last known date of attendance.

LAST KNOWN DATE OF ATTENDANCE:

The last known date of attendance is the last day a student had a documented academically related activity, which may include projects, clinical experience, or examinations. (Online courses—logging into the course management system does not establish attendance.)

ADD/DROP DATE:

The Add/Drop date for programs greater than one semester in length will be ten (10) business days after the semester start date. The Add/Drop date for programs less than one semester in length will be three (3) business days after the program start date. The Add/Drop date for session-based programs (ex. RN-to-BSN Program) will be five (5) days after the session start date.



Pictured: Ruby Pope Drumm, 1948 graduate of Riverside School of Professional Nursing (RN). An endowed trust for nursing scholarships has been established by her estate.

Student Accounts Information, cont.

2020-21 TUITION & FEES

Tuition Rates Effective Fall Semester 2020

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.*

Δ These items do not apply to RN-to-BSN Nursing Program.

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!*
- Application Conversion Fee Δ -- \$25.00
Applicable if changing programs after initial application.
- ATI TEAS Test Fee Estimate Δ -- \$62.00

FEES APPLICABLE TO ACCEPTED STUDENTS

- Tuition Deposit -- \$125.00
Fee is non-refundable and credited towards first semester tuition.
- Residential Student Resource Fee Δ -- \$100.00 (annual)
- Background Screening, Drug Testing, Immunization & Medical Records Management Estimate* -- \$121.00
- CPR Course Estimate* -- \$65.00
Only the American Heart Association BLS for the Healthcare Provider will be accepted.
- RN-to-BSN Student Technology Fee -- \$100.00 (per semester)

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.

Student Accounts Information, cont.

2020-21 TUITION & FEES

Tuition Rates Effective Fall Semester 2020

NURSING PROGRAMS

RN-TO-BSN

\$350 per GEN credit	
\$300 per NSG credit	
Total Tuition	\$11,700
Book Estimate:	\$500-\$700
Computer Supplies Estimate:	\$1,200

PROFESSIONAL NURSING

\$350 per GEN credit	
\$450 per NUR credit	
Total Tuition	\$22,850
Book Estimate:	\$1,435
Uniform & Shoe Estimate:	\$150
Supplies Estimate:	\$120
Credentialing Estimate:	\$416

PROFESSIONAL NURSING – ADVANCED PLACEMENT

\$350 per GEN credit	
\$450 per NUR credit	
Total Tuition	\$17,100
Book Estimate:	\$1,100
Uniform & Shoe Estimate:	\$150
Supplies Estimate:	\$120
Credentialing Estimate:	\$416

PRACTICAL NURSING

\$350 per GEN credit	
\$440 per PN credit	
Total Tuition	\$17,510
Book Estimate:	\$850
Uniform & Shoe Estimate:	\$150
Supplies Estimate:	\$120
Credentialing Estimate:	\$416

ALLIED HEALTH PROGRAMS

PHYSICAL THERAPIST ASSISTANT

\$350 per GEN/HLT credit	
\$430 per PTA credit	
Total Tuition	\$27,070
Book Estimate:	\$1,419
Uniform & Shoe Estimate:	\$150
Supplies Estimate:	\$140
Credentialing Estimate:	\$570

RADIOLOGIC TECHNOLOGY

\$350 per GEN/HLT credit	
\$400 per RAD credit	
Total Tuition	\$26,850
Book Estimate:	\$1,275
Uniform & Shoe Estimate:	\$150
Supplies Estimate:	\$185
Credentialing Estimate:	\$200

SURGICAL TECHNOLOGY

\$350 per GEN/HLT credit	
\$350 per SUR credit	
Total Tuition	\$22,575
Book Estimate:	\$741
Uniform & Shoe Estimate:	\$50
Credentialing Estimate:	<i>included in tuition</i>

For Nurse Aide Program tuition and fees, see page 28.

The Total Tuition that is listed for each program 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 placements are randomized and 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.

Student Accounts Information, cont.

2020-21 TUITION & FEES – NURSE AIDE PROGRAM

Tuition Rates Effective Fall Semester 2020

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.

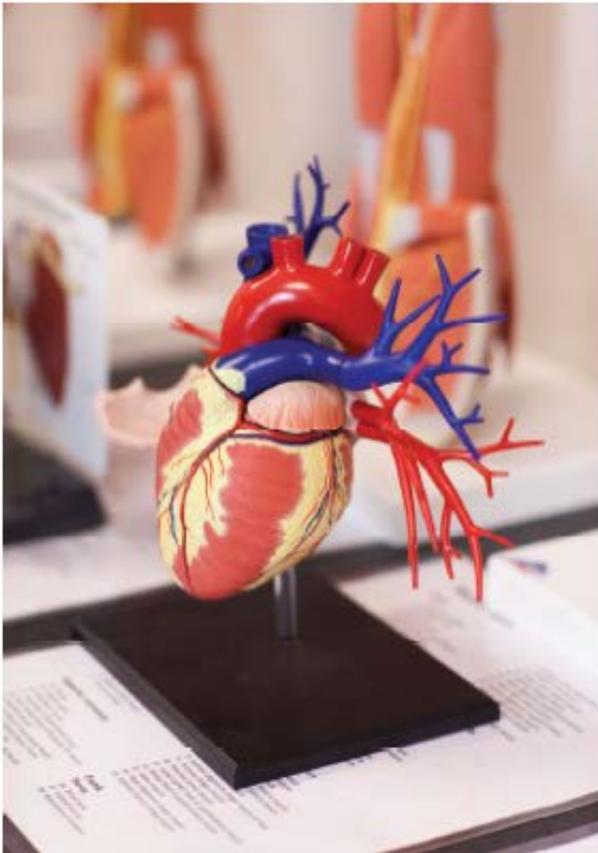
ENTRANCE FEES	FEES APPLICABLE TO ACCEPTED STUDENTS	TUITION	
<ul style="list-style-type: none"> • <u>Applicant Processing Fee</u> - \$10.00 <i>Fee is non-refundable and due upon application submission.</i> 	<ul style="list-style-type: none"> • <u>Student Parking Fee</u> - \$5.00 • <u>Background Screening, Drug Testing, Immunization & Medical Records Management Estimate*</u> - \$121.00 • <u>Required Immunizations Estimate*</u> - <i>Costs will vary depending on provider and number of immunizations needed.</i> 	Total Tuition	\$700.00
		Book Estimate:	\$40.00 (optional)
		Uniform & Shoe Estimate*:	\$60.00
		Credentialing Estimate*:	\$120.00

* 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.

The Total Tuition that is listed for the Nurse Aide Program does not include entrance fees, textbooks, uniforms, credentialing exam, or living expenses. 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 placements are randomized and 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.



Pictured clockwise from left: heart model in Anatomy Skills Laboratory; students in Surgical Technology Skills Laboratory; students in front of College Administration Building.

Financial Aid & Scholarship Information

The responsibility for meeting a student's educational expenses rests with the student and their family. The College's Financial Aid staff assists students in finding supplemental resources to meet College expenses. When a need and eligibility have been established through the financial aid process, financial aid may be offered through grants, scholarships, and/or loans.

FEDERAL GRANTS AND LOANS

FEDERAL PELL GRANT PROGRAM

Pell Grants are funded by the Federal government and are based on financial need. It is one of the first sources of aid to help defray the cost of an undergraduate education. A Pell award is an *entitlement*, which means an eligible student does not need to repay the grant. The Expected Family Contribution (EFC) helps determine the student's financial aid eligibility and the type of aid. The amount of a Pell Grant award is determined by the Federal Pell Grant Program payment schedules.

FEDERAL DIRECT LOAN PROGRAM

Direct Loans are low-interest loans that help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education rather than a bank or other financial institution. Student Loans are offered under the William D. Ford Direct Loan (DL) Program. The two types of loans are Subsidized and Unsubsidized. A **Subsidized Loan** is based on need. The government pays the interest on the loan while the student is in school at least half-time. An **Unsubsidized Loan** is not based on need and the student is responsible for the interest that accrues on the loan while in college. The College certifies loans and sets the disbursement dates. The annual combined loan limits for students can vary depending upon the program type and level. The annual Subsidized loan limits for Dependent students: Freshman \$3500; Sophomore \$4500; and Senior \$5500 with an additional \$2000 Unsubsidized loan limit. The Annual Subsidized Loan Limits for Independent students: Freshman \$3500; Sophomore \$4500; and Senior \$5500 Subsidized with an additional Unsubsidized loan limit of \$6000 for Freshmen and Sophomores and \$7000 for Seniors. Loan interest rates may vary from year to year and are specified on the disclosure statement when a loan is disbursed. In addition to the interest rate charge, there is an origination fee that is a percentage of the principal amount of each Direct Loan. Students have a 6-month grace period before entering into repayment. During periods of deferment, interest continues to accrue on Unsubsidized and Subsidized loans. Loan application process: Apply to see if you qualify for Federal Student Aid at www.FAFSA.gov. You may contact the Financial Aid office for general questions at 757-240-2232. A Financial Aid officer will reach out to you after you are accepted into a Program.

FEDERAL DIRECT PLUS LOAN PROGRAM

Parent Loans for Undergraduate Students (PLUS) are unsubsidized loans for parents of dependent students to help pay for education expenses up to the cost of attendance minus all other financial assistance. It is a **non-need based** source of federal aid. PLUS may be used in conjunction with the student's Direct Loans. Direct PLUS Loans (DPL) interest rates may vary from year to year. In addition to the interest rate charge, there is an origination fee that is a percentage of the principal amount of each DPL. There is no grace period for DPL. The repayment period for each DPL begins 60 days after the College makes the last disbursement of the loan. However, a parent PLUS borrower who is also a student can defer repayment while enrolled in College at least half time. The College will disburse the loan money by crediting it to the student's account to pay tuition, fees, and other authorized charges. If the loan disbursement amount exceeds the student's charges, the College will pay the remaining balance of the disbursement directly by check to the parent. To apply for a PLUS Loan: First time borrowers must submit a current year's FAFSA and a DPL Master Promissory Note (MPN), go to: www.studentloans.gov. Use the Federal Student Aid FSA username and password to complete the DPL MPN. If you do not have a username and password, you create these in the FSA system. Parents completing the PLUS electronic MPN must use their own username and password and not the student's. Title IV HEA loan information will be submitted to the National Student Loan Data System (NSLDS), and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

DONOR SCHOLARSHIPS

Some students receive scholarship money that is donated by organizations or individuals. Donors may set their own selection criteria. Private scholarships include: Spirit of Nursing, Crystal Hudgins Waller, Clarise & Marvin Zukerman, Ruby Pope Drumm, Nurse in the Hat, and others. The College also receives grant funds from the Lettie Pate Whitehead Foundation. Scholarships vary in amount and number.

VETERANS BENEFITS

Veterans, active duty service members, spouses, and dependents may use veterans' benefits and/or Tuition Assistance. The veteran initiates the application and the College completes the enrollment certification and forwards documents to the Department of Defense or Department of Veterans Affairs.

RETURN OF TITLE IV FUNDS

If a student withdraws, is dismissed, or takes a leave of absence prior to the 60% point of the semester, the College will calculate the percentage of unearned Title IV aid that must be returned. This may result in a balance on the student's account. Students should consult with the financial aid staff prior to withdrawing.

Gainful Employment Information

Regulations published in the Federal Register on October 29, 2010 (75 FR 6665 and FR 66832) by the U.S. Department of Education require that institutions that participate in Title IV, HEA Student Financial Aid programs must disclose information about their programs to prospective students. The name and the U.S. Department of Labor's Standard Occupational Classification code (SOC) of the occupations for which the program prepares its' graduates to enter along with links to the occupational profiles is contained on the U.S. Department of Labor's O*NET website.

Program	Name	SOC Code
RN-to-BSN	Registered Nurse	29-1141
Professional Nursing	Registered Nurse	29-1141
Practical Nursing	Licenses Practical Nurse	29-2061
Nurse Aide	Nursing Assistant	31-1014
Radiologic Technology	Radiologic Technologist	29-2034
Surgical Technology	Surgical Technologist	29-2055
Physical Therapist Assistant	Physical Therapist Assistant	31-2021

U.S. Department of Labor's Standard Occupational Classification website: <http://www.bls.gov/soc/>

U.S. Department of Labor's O*NET website: <http://www.onetonline.org/find/>

ENROLLMENT STATISTICS BY PROGRAM 2019

Number of students enrolled from January 1, 2019 to December 31, 2019 (% of total students entering program)

Professional Nursing	Practical Nursing	Nurse Aide	Radiologic Technology	Surgical Technology	Physical Therapist Assistant
248 (48%)	64 (12%)	52 (10%)	68 (13%)	28 (5%)	58 (11%)

GRADUATION RATE BY PROGRAM 2019

Number of students graduated from January 1, 2019 to December 31, 2019 (% of total students entering program)

Professional Nursing	Practical Nursing	Nurse Aide	Radiologic Technology	Surgical Technology	Physical Therapist Assistant
87 (96%)	39 (93%)	52 (100%)	22 (92%)	9 (75%)	18 (90%)

ON-TIME GRADUATION RATES

Graduation rates by program are available from the Registrar's office or on our website at www.riverside.edu.

JOB PLACEMENT RATE FOR STUDENTS WHO COMPLETED THE PROGRAM

Graduate placement information is available from the Registrar's office or on our website at www.riverside.edu.

MEDIAN LOAN DEBIT INCURRED BY STUDENTS WHO COMPLETED THE PROGRAM

Median load debt information is available from the Registrar's office or on our website at www.riverside.edu.

RADIOLOGIC TECHNOLOGY PROGRAM STATISTICS

The Joint Review Commission on Education in Radiologic Technology (JRCERT) posts five-year average credentialing examination pass rates, five-year average job placement rates, and annual program completion rates at www.jrcert.org.

SCHOOL OF NURSING PROGRAMS

THE SCHOOL OF NURSING INCLUDES THE FOLLOWING PROGRAMS:

- RN-to-BSN Nursing, Bachelor of Science in Nursing Program
- Professional Nursing, Associate of Applied Science Degree Program
- Practical Nursing, Diploma Program
- Nurse Aide, Certificate Program



Pictured left: student in clinical; top right: students practicing skills in the Nursing Skills Laboratory; bottom right: students and faculty in Nursing Skills Laboratory.

RN-to-BSN Nursing Program

The RN-to-BSN Nursing Program is designed to assist the Registered Nurse in completing their Bachelor of Science degree in Nursing while enhancing professional practice and career diversity. The program is fully online and flexible to allow for continued work and self-paced learning. The program emphasizes the impact of nursing on the community, leadership roles of the nurse, interprofessional communication and collaboration, and evidence-based practice along with traditional BSN foundational courses. The program prepares the student for life-long learning and fosters the development of caring partnerships with individuals whom they may encounter in a variety of settings. The RN-to-BSN curriculum builds and expands on RN competencies in order to lead change and positively affect the healthcare system while providing a solid foundation for advanced education and career mobility. The RN-to-BSN Program also prepares program graduates for graduate study in nursing. Applicants must have earned an associate's degree in Professional Nursing (ADN, AAS, AOS), or a Diploma in Professional Nursing, and hold a current unencumbered license to practice as a Registered Nurse in Virginia (or Compact State).

Applicants may be considered for concurrent enrollment in the RN-to-BSN program if currently enrolled and in good standing in an affiliated Professional Nursing associate's degree program (successful completion of the associate degree and successful NCLEX-RN required to be eligible for conferment of the BSN regardless of courses achieved.) This nursing program has been deemed eligible to participate in the Accreditation Commission for Education in Nursing (ACEN) Candidacy process.

WHAT WE OFFER

- Program leading to a Bachelor of Science Degree in Nursing
- Full- or part-time online program. All courses are 8-weeks in length. The program includes two—16 week semesters (two sessions/semester) and one 8 week summer semester per year.
- Theoretical instruction; several courses have integrated independent practicum experiences which may be accomplished in the student's community or work setting
- Concurrent enrollment for eligible pre-licensure Professional Nursing students
- Financial Aid for students who qualify
- Career Planning

COURSE DELIVERY METHODS

Courses in this program are delivered online.

PROGRAM LEARNING OUTCOMES

Upon program completion, the graduate will:

1. Evaluate the nursing process as it relates to the promotion of healthcare of individuals, families, and communities across the lifespan.
2. Examine professional nursing practice using knowledge from nursing science, liberal arts, and biological and behavioral sciences to think critically and reflectively when making moral, legal, and ethical decisions in a variety of practice settings.
3. Analyze and integrate principles and concepts of safety as related to the healthcare delivery and educational needs of diverse populations.
4. Integrate theoretical and empirical knowledge from the arts, sciences, and humanities to support competencies and values for caring professional nursing practice.
5. Utilize interprofessional collaboration and communication with other healthcare members in planning, coordinating, providing, and evaluating patient care, as well as performance improvement and education.
6. Analyze how educational theory may be applied as related to professional nursing practice in order to educate various populations.
7. Apply leadership and management concepts in the direction and provision of quality healthcare while integrating policy and human, fiscal, and material resources.
8. Distinguish concepts of clinical prevention, health promotion, and community health to educate individuals, families, and communities across the lifespan.

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%.
- Complete all General Education pre and co-requisite courses; submit official transcript(s) for verification.
- Satisfy all financial obligations to the College, to include tuition, fees, and financial aid exit counseling if applicable.
- Complete Graduate Exit process.
- *Concurrent Enrollment Pre-licensure Students: A current unencumbered RN license in the state of residence is required for graduation and conferment of the BSN degree.*

RN-to-BSN Nursing Program, cont.

ATTENDANCE REQUIREMENTS

Students enrolled in distance learning courses are subject to the same attendance policy as traditional on-ground students. However, for distance learning courses, participation and attendance are defined in a different manner. Each student participating in a distance learning course is expected to actively participate in the course through academically-related activities which are designed to contribute to the student's overall academic goals. Students who do not actively participate for a period of five consecutive calendar days (excluding holidays and scheduled breaks) without notifying the College will be withdrawn by the Registrar.

All distance learning courses open on the first day of the term or as scheduled. Students are required to establish participation in distance learning courses by logging in and accessing each course on the first day of class and acknowledging that they have read the course syllabus. This will verify that they are present, participating, and understand the course requirements in each course. Students who fail to complete this first-day assignment may be dropped from the course.

Students are expected to log into the course management system several times each week on different days in order to complete weekly assignments, assessments, discussions, and/or other weekly activities directed by the instructor and as outlined in the syllabus. A "class week" starts on a Monday and ends on the following Sunday at 11:59 pm EST (Eastern Standard Time).

TECHNOLOGY REQUIREMENTS

A computer should not be more than five years old. A mobile device may be used, but may not have all of the capabilities that a standard computer or laptop may have. It is the student's responsibility to ensure that they have what is minimally required to be successful in the program.

BASIC REQUIREMENTS:

- Most current version of Browser. Google Chrome is the recommended browser for all college online activities.
- Reliable broadband connection (cable modem, DSL, other high speed) required. (Courses are video intensive).
- 1024 x 768 or higher resolution.
- It is strongly recommended that you have a headset with microphone. Alternately, you may also use a webcam and speakers.
- Computers must have video and audio capabilities (webcam and mic built in or external components).
- External storage (either hard drive or flash drive) is recommended.

- Current anti-virus and antispyware applications that are updated regularly.
- Microsoft Office 365: This is available exclusively to our students through a link in the learning management system.
- Additional software will be required to enhance web browsing. More information will be provided at orientation and on the first day of class.

If you already own a computer or you need to purchase one, the minimum specifications that are recommended are listed below.

PC:

Processor: Optiplex 3.4 GHz Intel Quad Core i5
Latitude 2.6 GHz Intel Dual Core i5

RAM: 8 GB (or more)

Operating System: Windows 7 or greater; Windows 10 Professional preferred

Office Application: Microsoft Office 365 ProPlus (Office 2016 applications)

MACINTOSH:

Processor: 2.8 GHz Intel Core i5/i7 (1.6 GHz for Dual Core i5/i7 MacBook Air)

RAM: 8 GB (or more)

Operating System: macOS Mojave

Office Application: Microsoft Office 365 (Office 2016 applications) (ProPlus recommended but not required.)



Pictured: students studying in the Computer Laboratory

RN-to-BSN Nursing Program, cont.

ESSENTIAL PROGRAM REQUIREMENTS [TECHNICAL STANDARDS]

The following are Essential Program Requirements for students enrolled in full distance education programs. The ability to meet all of these requirements, with or without accommodations, is necessary to be able to meet program outcomes required for graduation. For information regarding disabilities accommodations, please contact Disability Support Services (757-240-2203.)

1. Readiness to learn. Examples include:
 - Congruent verbal/nonverbal behavior; emotional stability; cooperative; no signs of impaired judgement.
 - Clear speech.
 - Intact short and long-term memory.
2. Digital literacy needed for online learning. Examples include:
 - Obtain or have appropriate computer hardware and applications as outlined in the technology requirements.
 - Access and create emails to others, receive emails, and be able to respond with a document attached.
 - Access and submit information in the course management system (CMS).
 - Create, save, and submit documents, files, presentations, etc., required by the College.
 - Manage files and folders; save, name, copy, move, backup, rename, delete, check properties, and retrieve saved files from storage.
 - Copy and paste items into a document or presentation.
 - Conduct web searches for scholarly information.
 - Utilize online library resources.
 - Collaborate with other students in the online environment.
3. Acquire and integrate knowledge, data, and information to establish clinical judgment. Examples include:
 - Acquire knowledge in the online classroom and practicum environments.
 - Acquire, conceptualize, and use evidence-based information in current clinical practice.
 - Acquire information from various documents, texts, articles, other educational aids, and computer systems.
4. Effective communication. Examples include:
 - Develop health care solutions and responses beyond that which is rote or rule-based.
 - Measure, calculate, reason, interpret, analyze, integrate, and synthesize complex information; apply in multiple settings.
 - Utilize critical thinking and clinical reasoning skills to make decisions.
5. Appropriate professional behaviors and attitudes into practice. Examples include:
 - Give and receive feedback.
 - Exhibit social and emotional intelligence.
 - Interpret accurately information gathered from communication.
 - Perceive, interpret and respond to both verbal and non-verbal communication in a variety of environments.
 - Communicate effectively with peers, faculty, healthcare team, and members of the community.
 - Exhibit cross cultural communication.
 - Utilize netiquette when communicating in the online environment.
6. Appropriate professional behaviors and attitudes into practice. Examples include:
 - Follow course syllabi, assignment directions, and policies/procedures of the College.
 - Manage time effectively to ensure on-time completion of course requirements.
 - Demonstrate professional conduct in interactions with others.
 - Establish rapport that promotes openness on issues of concern and sensitivity to potential cultural differences.
 - Accept constructive feedback in all aspects of the program and modify behavior based on the feedback.
 - Demonstrate non-discriminatory relationships with others.
 - Demonstrate professional boundaries with peers, faculty, and members of the community.
 - Maintain confidentiality and protect the rights of others.

RN-to-BSN Nursing Program, cont.

PROGRAMMATIC ACCREDITATION

At this time, the Riverside College of Health Careers RN-to-BSN Nursing Program has been deemed eligible to participate in the Accreditation Commission for Education in Nursing (ACEN) Candidacy process.

INSTITUTIONAL CERTIFICATION

Certified to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV).

SCHEV

101 N. 14th Street, James Monroe Building

Richmond, VA 23219

804-225-2600

www.schev.edu



State Council of
Higher Education for Virginia

INSTITUTIONAL ACCREDITATION

Accrediting Bureau of Health Education Schools (ABHES)

7777 Leesburg Pike, Suite 314 N.

Falls Church, VA 22043

703-917-9503

www.abhes.org



RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITATION

DNV GL - Healthcare

400 Techne Center Drive

Suite 100

Milford, OH 45150

www.dnvglhealthcare.com

RN-to-BSN Nursing Program, cont.

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.

GEN 311 PRINCIPLES OF BACCALAUREATE LEARNING (3.0 CR): This distance course provides an introduction to Course Management System (CMS). Aspects of learning in the online environment will be discussed to support student success. This course will provide an introduction to locating appropriate academic literature, and begin writing using American Psychological Association (APA) format within the context of the healthcare profession.

GEN 321 ACADEMIC WRITING FOR THE HEALTH PROFESSIONAL (3.0 CR): This distance learning course provides an introduction to 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. Pre/Co-requisite: *GEN 311 Principles of Baccalaureate Learning*

NSG 332 ISSUES AND TRENDS IN NURSING (3.0 CR): This distance learning course will be examining the impact of economic, demographic, and technological forces on the health care delivery system, and social issues that influence professional nursing practice. Future trends will be considered in terms of their impact on the roles of the professional nurse. Pre/Co-requisite: *GEN 311 Principles of Baccalaureate Learning*

NSG 342 NURSING THEORY IN PRACTICE (3.0 CR): This distance learning course will focus on the theories in nursing as an introduction to reasoning within professional nursing practice. This course provides an overview of theories and nursing theorists, as well as a method for critiquing theory. This course will provide students with a foundation for professional nursing practice and research. Prerequisite: *GEN 321 Academic Writing for the Health Professional*

NSG 352 PUBLIC HEALTH AND COMMUNITY-BASED NURSING (5.0 CR): This distance course emphasizes public health nursing in the community. An introduction to epidemiology and environmental health as well as concepts of health disparities in a local and global perspective will be discussed. Health promotion and disease prevention concepts are integrated in population-focused, community-oriented nursing practice. This course will include a practicum experience focusing on assessing

the community. Prerequisite: *GEN 321 Academic Writing for the Health Professional*

NSG 423 LEGAL AND ETHICAL ISSUES IN NURSING (3.0 CR): This distance course will explore legal concepts, laws, and regulations that guide professional nursing practice. The course will help professional registered nurses understand how ethical issues play a role in their decision-making in everyday professional nursing practice. Prerequisite: *NSG 342 Nursing Theory in Practice*

NSG 443 EVIDENCE-BASED PRACTICE AND NURSING RESEARCH (4.0 CR): This distance course will explore evidence-based nursing practice and how it is processed and appraised. The research process will also be explored. Students will focus on accessing and analyzing current nursing research literature to enable the professional nurse to apply research to current practice issues. Prerequisite: *NSG 352 Public Health and Community-Based Nursing*

NSG 444 POLICY AND POLITICS IN NURSING (3.0 CR): This distance course examines the complexities among economics, ethical principles, social policies, legislative, and regulatory processes that influence access, delivery, and the organization of health care systems. Professional nurses will learn how policy and politics affect their practice and how they can influence legislation. Prerequisites: *NSG 423 Legal & Ethical Issues in Nursing*

NSG 454 NURSING LEADERSHIP AND MANAGEMENT (5.0 CR): This distance course will provide an overview of essential nurse leader/ manager skills. Key topics include critical thinking, effective communication, conflict resolution, successful delegation, team building, controlling human and financial resources, quality improvement, stress management, and leading change. This course will include a practicum experience focusing on a quality improvement initiative. Prerequisite: *NSG 443 Evidence-Based Practice & Nursing Research*

NSG 464 EDUCATION FOR HEALTH PROMOTION (CAPSTONE) (6.0 CR): This capstone distance course focuses on the role of nurse as health educator. Using a scientific and an educational theoretical framework, the student will design and implement an evidence-based teaching plan for a vulnerable population in the community setting. The nursing process will be applied with the goal of promoting and preserving the health of populations. This course will include a practicum experience focusing on teaching health promotion in the community. Prerequisites: *NSG 352 Public Health & Community-Based Nursing; NSG 444 Policy & Politics in Nursing.*

RN-to-BSN Nursing Program, cont.

CURRICULUM PLAN

COLLEGE LEVEL GENERAL EDUCATION REQUIREMENTS	Semester Credit Hours
Pre-application Course Requirements:	
English Composition	3.0
Anatomy & Physiology I and II with Lab	8.0
Developmental Psychology	3.0
Microbiology with Lab	4.0
Additional Pre- or Co-Requisites (all 100 level or higher):	
English Elective	3.0
Fine Arts and/or Humanities Electives (2)	6.0
Mathematics Elective	3.0
Natural Sciences Elective	3.0
Social Sciences Electives (2)	6.0
Speech and Communications Elective	3.0
Upper Level Co-Requisites – Required from Riverside College of Health Careers	
GEN 311 Principles of Baccalaureate Learning	3.0
GEN 321 Academic Writing for the Health Professional (GEN 311 is a Pre-Co requisite)	3.0

Completion of all GEN ED courses is required for conferment of the BSN degree.

Pre-Licensure admitted students: an unencumbered RN license is required for conferment of the BSN degree.

Remedial or developmental course will NOT meet General Education Requirements.

RN-TO-BSN COURSE REQUIREMENTS	A	P	Clock Hours	Credit Hours	Prerequisites
NSG 332 Issues & Trends in Nursing	45		45	3.0	GEN 311 & GEN 321
NSG 342 Nursing Theory in Practice	45		45	3.0	GEN 311 & GEN 321
NSG 352 Public Health & Community-Based Nursing	60	45	105	5.0	GEN 311 & GEN 321
NSG 423 Legal & Ethical Issues in Nursing	45		45	3.0	NSG 332 & NSG 342
NSG 443 Evidenced Based Practice & Nursing Research	60		60	4.0	NSG 332 & NSG 352
NSG 444 Policy & Politics in Nursing	45		45	3.0	NSG 423
NSG 454 Nursing Leadership & Management	60	45	105	5.0	NSG 443
NSG 464 Education for Health Promotion (Capstone)	60	90	150	6.0	NSG 444 & NSG 454

RN-TO-BSN PROGRAM SUMMARY	A	P	Clock Hours	Credit Hours
College Level General Education Requirements				42.0
Upper Level General Education Requirements	90.0		90.0	6.0
Total Gen Ed Pre-Co-requisite Credit Hours				48.0
Prior Nursing Education and Licensure Granted Credit				40.0
Nursing Curriculum Hours				
RCHC Program Hours – Theory	420.0		420.0	28.0
RCHC Program Hours – Practicum		180.0	180.0	4.0
RN-to-BSN Nursing Curriculum Credit Hours			600.0	32.0
RN-to-BSN Total RCHC Program Credit Hours			690.0	38.0
Total RN-to-BSN Program Credit Hours w/General Education Courses & Transfer Credits				120.0

A = Academic Instructional Hour 15 hours/credit

P = Practicum 45 hours/credit

Professional Nursing Program

A Registered Nurse (RN) uses compassion, care, and intelligence to provide care for patients of all ages. Registered nurses function in a variety of roles including caregiver, educator, manager, and patient advocate. They work to promote health and prevent disease. When illness occurs, the registered nurse assists patients and families by providing physical care, emotional support, and education. The registered nurse performs assessments, documents care, assists with diagnostic tests, administers treatments and medications, monitors advanced technology and equipment, and participates in patient follow-up and rehabilitation. Registered nurses are vital members of the healthcare team.

The Professional Nursing Program was established in 1916 as a diploma program and graduated the last diploma class in December 2016. The Associate of Applied Science (AAS) degree program opened in 2016. The program is approved by the Virginia Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Upon completion of the program, graduates are eligible to apply to sit for the NCLEX-RN® (National Council Licensure Examination for Registered Nurses). Application to the Virginia Board of Nursing for licensure testing is the student's responsibility and additional fees are charged. NCLEX-RN® exam pass rates are available on the Virginia Board of Nursing web site <https://www.dhp.virginia.gov/Boards/Nursing/PublicResources/EducationPrograms/> or on our website at www.riverside.edu.

We believe that nursing education is based in the arts and sciences, and that roles within nursing practice are basic and progressive. Nursing education is a planned program of learning, which is constantly evolving within the scope of the nursing role and the changing environment of the healthcare system.

WHAT WE OFFER

- Program leading to an Associate of Applied Science Degree and eligibility for licensure as a Registered Nurse
- Full-time Day option consisting of four 16-week semesters in addition to specific college level prerequisite preadmission courses - occasional evening or weekend hours may be required
- Full-time Evening/Weekend option consisting of four 23-week semesters in addition to specific college level prerequisite preadmission courses - occasional day hours may be required
- 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
- Advanced Placement Option for qualifying LPNs
- Financial Aid for students who qualify

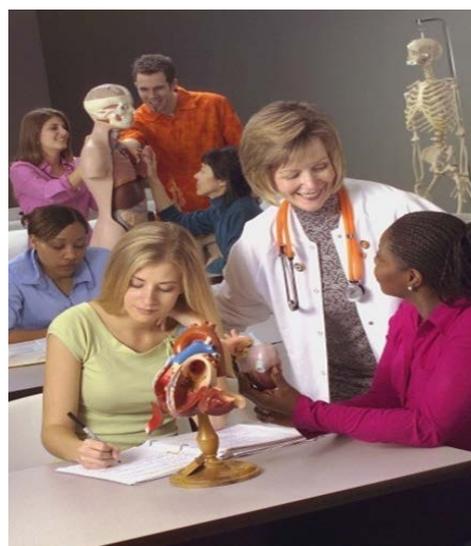
PROGRAM LEARNING OUTCOMES

Upon program completion, the graduate will:

1. Apply nursing knowledge and skills to use the nursing process to provide evidence-based care to patients, families, and groups.
2. Integrate concepts of critical thinking and evidence-based practice to make independent clinical decisions for safe, effective nursing care.
3. Apply principles and concepts of safety in the provision of nursing care.
4. Advocate for patients and families with respect for their inherent worth and dignity.
5. Apply principles of communication to collaborate with patients and members of the multidisciplinary team to provide safe, high quality healthcare.
6. Provide comprehensive healthcare education for patients, families, and groups to meet healthcare needs and improve patient care outcomes.
7. Apply principles of management to provide, manage, and direct nursing care in diverse healthcare settings.
8. Engage in leadership behaviors to effectively use resources to enhance the practice environment and improve patient care outcomes.

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our course management system. Some courses have an online component. These courses are designated as either blended or distance. Students enrolled in blended courses will have academic requirements which must be completed online prior to coming to class.



Pictured: students and faculty in a classroom.

Professional Nursing Program, cont.

PROGRAM APPROVED BY:

Virginia Board of Nursing
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463
804-367-4515
<http://www.dhp.virginia.gov/Nursing>

PROGRAMMATIC ACCREDITATION

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org



LICENSURE

Program graduates are eligible to apply to sit for the NCLEX-RN® (National Council Licensure Examination for Registered Nurses). Application to the Board is a student responsibility and additional fees are charged. Additional information may be obtained from:

Virginia Board of Nursing
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463
804-367-4515
<http://www.dhp.virginia.gov/Nursing>

INSTITUTIONAL CERTIFICATION

Certified to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV).

SCHEV
101 N. 14th Street, James Monroe Building
Richmond, VA 23219
804-225-2600
www.schev.edu



State Council of
Higher Education for Virginia

INSTITUTIONAL ACCREDITATION

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



RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITATION

DNV GL - Healthcare
400 Techne Center Drive
Suite 100
Milford, OH 45150
www.dnvglhealthcare.com

Professional Nursing Program, cont.

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.

LEVEL ONE

NUR 111: FUNDAMENTAL NURSING SKILLS (7.0 CR): This course facilitates the acquisition of psychomotor nursing skills to meet individual human health needs. This includes presenting basic principles of pharmacology to facilitate student acquisition of evidence-based knowledge for accurate drug administration. Students practice skills in the nursing lab and apply them to the care of patients in multidimensional settings, using beginning clinical problem solving skills.

NUR 121: PRINCIPLES OF NURSING PRACTICE (2.0 CR): This blended course introduces the student to basic nursing concepts designed to meet individual human health needs. In this course the student will learn principles of critical thinking, therapeutic communication, nursing process, teaching and learning, and legal and ethical issues. Knowledge and application of these evidence-based principles facilitate the beginning student's ability to provide safe, effective, holistic nursing care.

NUR 131: NURSING HEALTH ASSESSMENT (3.0 CR): This blended course focuses on the holistic assessment of individuals through the lifespan. Course content includes physical, psychosocial, developmental, sexual, and family assessment. Students learn interviewing and physical examination techniques to obtain complete subjective and objective client data. Age-specific modifications in approach and examination techniques are presented, together with anticipated normal findings and commonly identified deviations for each age group.

GEN 121: BASIC NUTRITION FOR NURSING (1.0 CR): This distance course is designed to provide the beginning student with knowledge of the fundamentals of nutrition. Topics will include digestion and absorption of carbohydrates, fats, proteins, vitamins and minerals.

LEVEL TWO

NUR 122: PRINCIPLES OF PEDIATRIC NURSING (4.0 CR): This course focuses on evidence-based nursing care of children from the neonatal period through adolescence. Emphasis is on developmental considerations, family-centered care, health promotion and maintenance, and the teaching needs of children and parents.

NUR 142: ESSENTIALS OF MATERNAL NEWBORN NURSING (4.0 CR): This course introduces important concepts of healthcare for women during preconception through normal and high risk

pregnancy and delivery, including reproduction, sexuality, conception, ante-partum, intra-partum, and post-partum nursing care. Care of the newborn is studied, beginning with fetal development and continuing through the newborn transition to extrauterine life. Principles of evidence-based nursing are applied to maternal and newborn care.

NUR 152: NURSING CARE OF ADULTS I (6.0 CR): This course introduces evidence-based principles of care for adult patients and families experiencing basic medical-surgical and oncologic health problems. Care of patients, based on nursing knowledge, judgment, skill, and professional values within a legal/ethical framework, is presented.

LEVEL THREE

NUR 223: PRINCIPLES OF PSYCHIATRIC NURSING (4.5 CR): This course focuses on the role of the nurse in evidence-based care of mental health and psychiatric clients. Principles of psychopathology, therapeutic relationships, psychopharmacology, and therapeutic milieu management will be applied.

NUR 253: NURSING CARE OF ADULTS II (7.5 CR): This course integrates the knowledge and skills required for the evidence-based care of adult patients and families experiencing complex and catastrophic medical-surgical problems. Students practice skills in the nursing lab and apply them to the care of patients in advanced medical-surgical care settings, using intermediate and advanced clinical problem solving skills. Students will expand their use of nursing concepts and principles to provide safe and effective patient care.

LEVEL FOUR

NUR 254: NURSING CARE OF ADULTS III (5.0 CR): This course focuses on evidence-based care of adult patients and families experiencing crisis and long term acute care illness. Nursing care needs specific to patients with advanced medical-surgical health problems will be examined. Students will apply principles of leadership and management to provide safe and accountable nursing care.

NUR 300: NURSING CAPSTONE (7.0 CR): This blended course focuses on leadership and management skills using decision making, problem solving, and critical thinking. Preceptor-guided clinical experiences provide opportunities for students to increase self-confidence and develop the skills necessary for making independent decisions in nursing practice. Emphasis is placed on management, safety, quality improvement, and preceptorship to foster independence and enhance success.

Professional Nursing Program, cont.

CURRICULUM PLAN

GENERAL EDUCATION PREREQUISITE REQUIREMENTS	Credit Hours
English Composition*	3.0
Anatomy & Physiology I and II with Lab*	8.0
Microbiology with Lab*	4.0
Developmental Psychology	3.0
Total Prerequisite Credit Hours	18.0

*Must be completed prior to application submission.

LEVEL 1	A	CS	CE	Clock Hours	Credit Hours
NUR 111 Fundamental Nursing Skills	60	67.5	67.5	195	7.0
NUR 121 Principles of Nursing Practice	30			30	2.0
NUR 131 Nursing Health Assessment	30	22.5	22.5	75	3.0
GEN 121 Basic Nutrition for Nursing	15			15	1.0
<i>Total Hours – Gen. Ed.</i>	15			15	1.0
<i>Total Hours – Theory</i>	120	90		210	10
<i>Total Hours – Clinical</i>			90	90	2.0
TOTAL LEVEL HOURS	135	90	90	315	13

LEVEL 2	A	CS	CE	Clock Hours	Credit Hours
NUR 122 Principles of Pediatric Nursing	45		45	90	4.0
NUR 142 Essentials of Maternal Newborn Nursing	45		45	90	4.0
NUR 152 Nursing Care of Adults I	52.5	22.5	90	165	6.0
<i>Total Hours – Theory</i>	142.5	22.5		165	10.0
<i>Total Hours – Clinical</i>			180	180	4.0
TOTAL LEVEL HOURS	142.5	22.5	180	345	14.0

LEVEL 3	A	CS	CE	Clock Hours	Credit Hours
NUR 223 Principles of Psychiatric Nursing	45		67.5	112.5	4.5
NUR 253 Nursing Care of Adults II	60	45	112.5	217.5	7.5
<i>Total Hours – Theory</i>	105	45		150	8.0
<i>Total Hours – Clinical</i>			180	180	4.0
TOTAL LEVEL HOURS	105	45	180	330	12.0

LEVEL 4	A	CS	CE	Clock Hours	Credit Hours
NUR 254 Nursing Care of Adults III	45		90	135	5.0
NUR 300 Nursing Capstone	75		90	165	7.0
<i>Total Hours – Theory</i>	120	0		120	8.0
<i>Total Hours – Clinical</i>			180	180	4.0
TOTAL LEVEL HOURS	120	0	180	300	12.0

PROFESSIONAL NURSING PROGRAM SUMMARY	Clock Hours	Credit Hours
Total College Prerequisite Credit Hours		18.0
RCHC Curriculum Program Hours		
RCHC General Education Hours	15	1.0
RCHC Program Hours – Theory	487.5	32.5
RCHC Program Hours – Skills Laboratory	157.5	3.5
RCHC Program Hours - Clinical	630	14.0
Total RCHC RN Program Credit Hours	1275	50.0
Total RCHC RN Curriculum Credit Hours	1290	51.0
Total RCHC RN Curriculum Credit Hours with Prerequisites		69.0

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

Practical Nursing Program

At the completion of the program the graduate will receive a diploma in nursing and be eligible for licensure examination to become a Licensed Practical Nurse in Virginia.

Licensed practical nurses (LPN) use intelligence, care, and compassion to provide direct therapeutic patient care. They serve in a variety of roles and work under the supervision of physicians and registered nurses. The LPN's competence implies knowledge, understanding, and skills that transcend specific tasks and is guided by a commitment to the public and to the high standards of the nursing profession.

As an integral part of the healthcare team, the licensed practical nurse performs functions such as, but not limited to, bedside care, taking vital signs, administering and monitoring medications, inserting catheters, providing wound care and dressing changes, implementing care plans, and providing patient and family education to promote health. The LPN supervises nurses' aides and unlicensed assistive personnel.

The Practical Nursing program was established in 1961 and is approved by the Virginia Board of Nursing. It has had continuing accreditation by the National League for Nursing Accrediting Commission (now called the Accreditation Commission for Education in Nursing, ACEN) since 1977.

Program graduates are eligible to apply to sit for the NCLEX-PN® (National Council Licensure Examination for Practical Nursing). Application to the Virginia Board of Nursing is a student responsibility and additional fees are charged.

NCLEX-PN® pass rates are available on the Virginia Board of Nursing web site <https://www.dhp.virginia.gov/Boards/Nursing/PublicResources/EducationPrograms/> or on our website at www.riverside.edu.

We believe that nursing education is based in the arts and sciences, and that roles within nursing practice are basic and progressive. Nursing education is a planned program of learning, which is constantly evolving within the scope of the nursing role and the changing environment of the healthcare system.

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our course management system. Some courses have an online component. These courses are designated as either blended or distance. Students enrolled in blended courses will have academic requirements which must be completed online prior to coming to class.

WHAT WE OFFER

- Programs leading to a Diploma in Practical Nursing and eligibility for licensure as a Licensed Practical Nurse
- Full-time Day Option consisting of two 16-week semesters and one 8-week summer semester *occasional evening or weekend hours may be required*
- Full-time Evening/Weekend Option consisting of two 23-week semesters and one 12-week semester *occasional daytime hours may be required*
- 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

PROGRAM LEARNING OUTCOMES

Upon program completion the graduate will:

1. Provide safe, competent, evidenced-based nursing care utilizing critical thinking skills and the nursing process.
2. Apply principles of safety to provide safe nursing care in a variety of healthcare settings.
3. Communicate effectively to establish trusting interpersonal relationships with individuals, families, and members of the interdisciplinary team.
4. Collaborate with clients, families, and members of the interdisciplinary team to facilitate patient education and self-care.
5. Function as an advocate for patients and families with respect for their inherent worth and dignity.
6. Apply principles of leadership and management to provide individualized holistic nursing care to individuals and families.
7. Practice accountability when providing care to patient and families.

Practical Nursing Program, cont.

PROGRAM APPROVED BY:

Virginia Board of Nursing
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463
804-367-4515
<http://www.dhp.virginia.gov/Nursing>

PROGRAMMATIC ACCREDITATION

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org



LICENSURE

Program graduates are eligible to apply to sit for the NCLEX-PN® (National Council Licensure Examination for Practical Nurses). Application to the Board is a student responsibility and additional fees are charged. Additional information may be obtained from:

Virginia Board of Nursing
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463
804-367-4515
<http://www.dhp.virginia.gov/Nursing>

INSTITUTIONAL CERTIFICATION

Certified to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV).

SCHEV
101 N. 14th Street, James Monroe Building
Richmond, VA 23219
804-225-2600
www.schev.edu



State Council of
Higher Education for Virginia

INSTITUTIONAL ACCREDITATION

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



RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITATION

DNV GL - Healthcare
400 Techne Center Drive
Suite 100
Milford, OH 45150
www.dnvglhealthcare.com

Practical Nursing Program, cont.

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.

LEVEL ONE

PN 101C: CLINICAL PRACTICUM I (2.0 CR):

This course provides students with the opportunity to apply the basic knowledge and skills learned in Level 1. Using the nursing process as the framework, students practice technical and interpersonal skills to provide nursing care for patients in a variety of settings.

PN 111—MEDICAL TERMINOLOGY (1 CR):

This distance course provides students with an introduction to the language of healthcare, including analysis of the basic components of medical terms and medical records using symbols, prefixes, suffixes, and combining forms.

PN 121—NURSING FUNDAMENTALS (5 CR):

This course includes concepts and principles of basic nursing skills and facilitates the development of psychomotor nursing skill competency to meet the individual needs of patients. Basic math skills and principles of pharmacology are included to prepare students for safe administration of medications. Students use beginning clinical problem solving to practice skills in the nursing lab and apply them for the care of patients in a variety of settings.

PN 131—HEALTH ASSESSMENT (1.5 CR):

This course focuses on holistic assessment of individuals throughout the lifespan. Students learn interviewing skills and physical examination techniques to obtain subjective and objective client data. Age-specific modifications in approach and examination techniques are presented, together with anticipated normal findings and commonly identified deviations for each age group.

PN 141—NURSING CONCEPTS (2 CR):

This blended course introduces students to basic nursing concepts designed to meet individual human health needs. Students learn principles of critical thinking, therapeutic communication, nursing process, growth and development, teaching and learning, legal and ethical issues. Knowledge and application of these evidence-based principles facilitate the beginning student's ability to provide safe, effective, holistic nursing care.

PN 151—BODY STRUCTURE AND FUNCTION (3 CR):

This blended course provides an opportunity for the preclinical level

student to gain an understanding of the normal structure and function of the human body. The course proceeds from simple to complex anatomy and physiology of each body system and incorporates the relationships among organ systems. The course incorporates wellness practices.

GEN 121—BASIC NUTRITION FOR NURSING (1 CR):

This distance course is designed to provide the beginning student with knowledge of the fundamentals of nutrition. Topics will include digestion and absorption of carbohydrates, fats, proteins, vitamins and minerals.

LEVEL TWO

PN 102C—CLINICAL PRACTICUM II (5 CR):

This course provides students with the opportunity to apply the intermediate knowledge and skills learned in Levels 1 and 2. Using the nursing process as the framework, students practice technical and interpersonal skills to provide nursing care for patients, families, and significant others in a variety of settings.

PN 122—ADULT HEALTH NURSING I (5 CR):

This course includes concepts related to the pathophysiology, clinical manifestations, selected diagnostic and therapeutic procedures, nursing care and medical management, drug and diet therapy, and complications for adult and older adult patients with alterations of the cardiovascular, hematologic, lymphatic, neurological, respiratory, urinary, integumentary, and sensory systems.

PN 172—MATERNAL-CHILD NURSING (4 CR):

This course introduces students to principles of obstetric and pediatric nursing. Normal pregnancy and childbirth, and complications of pregnancy and childbirth are examined. Principles of nursing care for the management of term, pre-term, and post-term newborns are included. Multicultural, community, and wellness concerns for the care of mothers and infants from conception to post-delivery are addressed. Nursing care of children includes principles of growth and development from birth through adolescence. Common pediatric disorders and illnesses are taught according to body systems. Health promotion is emphasized by providing education and anticipatory guidance for the patient, family, and significant others.

PN 182—MENTAL HEALTH/PSYCHIATRIC NURSING (1.5 CR):

This blended course provides an opportunity for students to gain knowledge of the concepts underlying the nursing care of clients with mental illness. Basic theories of mental health, mental illness, substance abuse, current methods of treatment, and the potential for restoration to optimal wellness are discussed.

Practical Nursing Program, cont.

LEVEL THREE

PN 103C—CLINICAL PRACTICUM III (2 CR): This course provides students with the opportunity to apply and integrate the complex knowledge and skills learned in Levels 1, 2, and 3. Using the nursing process as the framework, students practice technical and interpersonal skills to provide nursing care for patients, families, and significant others in a variety of settings.

PN 123—ADULT HEALTH NURSING II (3 CR): This course includes concepts related to the pathophysiology, clinical manifestations, selected diagnostic and therapeutic procedures, nursing care and medical management, drug and diet therapy, and complications for adult and older adult clients with alterations of the musculoskeletal, reproductive, gastrointestinal, and endocrine systems, as well as surgical, oncology, and terminally ill patients.

PN 200—CAPSTONE (4 CR): This course is designed to prepare students for entry-level practice. Evidence-based knowledge and skills essential for successful transition to the realities of today's workplace are included. Emphasis is placed on principles of leadership, professionalism, conflict resolution, clinical decision making, mentoring and coaching, employment skills, professional practice issues, and critical thinking skills. A precepted clinical experience provides students with the opportunity to begin the transition from student to graduate. The NCLEX-PN component of this course provides an opportunity for graduating students to gain practical experience and preparation for successful completions of the National Council Licensure Examination for Practical Nursing (NCLEX-PN).

CURRICULUM PLAN

LEVEL 1	A	CS	CE	Clock Hours	Credit Hours
PN 101C Clinical Practicum I			90	90	2.0
PN 111 Medical Terminology	15			15	1.0
PN 121 Nursing Fundamentals	45	90		135	5.0
PN 131 Health Assessment	15	22.5		37.5	1.5
PN 141 Nursing Concepts	30			30	2.0
PN 151 Body Structure & Function	45			45	3.0
GEN 121 Basic Nutrition for Nursing	15			15	1.0
TOTAL LEVEL HOURS	165	121.5	90	277.5	13.5

LEVEL 2	A	CS	CE	Clock Hours	Credit Hours
PN 102C Clinical Practicum			225	225	5.0
PN 122 Adult Health Nursing I	75			75	5.0
PN 172 Maternal-Child Nursing	60			60	4.0
PN 182 Mental Health/Psychiatric Nsg	22.5			22.5	1.5
TOTAL LEVEL HOURS	157.5	0	225	382.5	15.5

LEVEL 3	A	CS	CE	Clock Hours	Credit Hours
PN 103C Clinical Practicum II			90	90	2.0
PN 123 Adult Health Nursing	45			45	3.0
PN 200 Capstone	45		45	90	4.0
TOTAL LEVEL HOURS	90	0	135	135	9.0

PROGRAM SUMMARY	Clock Hours	Credit Hours
Program Hours – Theory	412.5	27.5
Program Hours – Skills Lab	112.5	2.5
Program Hours - Clinical	450	10.0
Total Program Hours	975	40.0

A = Academic Instructional Hour 15 hours/1 credit
 CS = Skills Lab Instructional Hour 45 hours/1 credit
 CE = Clinical Experience Hour 45 hours/1 credit

Day Division = 2-16 week semesters and 1-8 week semester
Evening/Weekend = 2-23 week semesters and 1-12 week semester

Nurse Aide Program

Working under the direct supervision of a licensed nurse, the nurse aide provides quality nursing care to patients, residents, clients, and customers of all ages in a variety of settings including private homes, assisted living, hospice, hospitals, and community-based long-term care facilities. As an integral part of the healthcare team, the nurse aide performs a variety of functions including, but not limited to: bedside care, vital signs assessment, feeding residents and recording their food and liquid intake, helping with medical procedures, and assisting residents to maintain as much independence as possible. Nurse aides must be respectful and compassionate and enjoy helping others as they interact with residents on a regular basis, getting to know them personally, and building strong relationships with them and their families.

The Nurse Aide Program is approved by the Virginia Board of Nursing (VBON). At the completion of the program, the graduate is eligible to take the National Nurse Aide Assessment Examination to become a Certified Nurse Aide in Virginia. This examination is an evaluation of nurse aide-related knowledge, skills, and abilities. The examination includes both written and skills evaluation. Program graduates are also eligible for hire within Riverside Health System; however, no employment offers can be made until after successful completion of the Nurse Aide Program (VBON regulation 18VAC90-26-20.B.2).

WHAT WE OFFER

- Programs leading to a Nurse Aide Certificate and eligibility for certification as a Certified Nurse Aide
- Full-time Day Option consisting of 6 weeks; occasional evening or weekend hours may be required
- Full-time Evening/Weekend Option consisting of 10 weeks - occasional daytime hours may be required
- Theoretical instruction integrated with laboratory simulations and clinical experience
- Hands-on clinical experience in our modern medical center and long-term care facilities
- Career Planning

PROGRAM LEARNING OUTCOMES

Upon program completion the graduate will:

1. Demonstrate proficiency, organization, and timeliness in task completion.
2. Demonstrate knowledge and application of safety principles and procedures while caring for residents.
3. Accept responsibility at all times for own actions.
4. Demonstrate that all verbal, nonverbal, and written communications are respectful, reliable, accurate, and truthful.
5. Demonstrate respect, understanding, and compassion for residents at all times.

PROGRAM APPROVED BY:

Virginia Board of Nursing
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463
804-367-4515
<http://www.dhp.virginia.gov/Nursing>

INSTITUTIONAL CERTIFICATION

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SCHEV
101 N. 14th Street, James Monroe Building
Richmond, VA 23219
804-225-2600
www.schev.edu



State Council of
Higher Education for Virginia

INSTITUTIONAL ACCREDITATION

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



RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITATION

DNV GL - Healthcare
400 Techne Center Drive
Suite 100
Milford, OH 45150
www.dnvgjhealthcare.com

Nurse Aide Program, cont.

COURSE DESCRIPTIONS

NA 101—NURSE AIDE EDUCATION (164 Clock Hours):

This course introduces the student to the role of the nursing assistant in providing basic quality-of-life needs for residents in residential nursing care facilities. Topics will include communication and interpersonal skills, infection control, safety and emergency procedures, respecting resident rights, basic nursing and personal care skills, legal and ethical issues, mental health and dementia. The laboratory portion of the course provides demonstration and hands-on practice of basic nursing and personal care skills performed by the Nurse Aide. Clinical experiences are provided in facilities within Riverside Health System to practice technical and interpersonal skills as an integral part of nursing care of residents and their families.

NA 103—NURSE AIDE CAPSTONE (10 Clock Hours):

This course prepares the graduating student for successful completion of the National Nurse Aide Assessment (NNAAP) Written and Skills Examination.



Pictured: Stethoscopes in the Nursing Skills Laboratory

CURRICULUM PLAN

COURSES	A	CS	CE	Total Clock Hours
NA 100 Nurse Aide Education	72	42	50	164
NA 103 Nurse Aide Capstone	4	6		10
<i>TOTAL HOURS</i>	<i>76</i>	<i>48</i>	<i>50</i>	<i>174</i>

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

Day Division = 6 weeks

Evening/Weekend = 10 weeks

SCHOOL OF ALLIED HEALTH PROGRAMS

THE SCHOOL OF ALLIED HEALTH INCLUDES ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS IN:

- *PHYSICAL THERAPIST ASSISTANT*
- *RADIOLOGIC TECHNOLOGY*
- *SURGICAL TECHNOLOGY*



Pictured clockwise from top right: Faculty demonstration in the Surgical Technology Skills Laboratory; student in the Radiologic Technology Skills Laboratory; Physical Therapist Assistant performing stretches with a patient; student donning a mask in the Surgical Technology Skills Laboratory, students in the Anatomy Laboratory

Physical Therapist Assistant Program

A Physical Therapist Assistant (PTA) is an essential partner in the treatment of patients with movement impairments related to injury or illness as well as preventative wellness programs. Under the direction of a licensed Physical Therapist, the PTA may provide therapies with the goal of improving mobility, relieving pain, and/or the prevention of further injury.

Physical Therapist Assistants enjoy the ability to work in a variety of practice settings including: hospitals, private practices, nursing homes, rehabilitation centers, schools, and out-patient settings. Physical Therapist Assistants may choose to further their education in a variety of related fields such as Physical Therapy, Biology, Athletic Training, Exercise Physiology, Chiropractic, Massage Therapy, Education, Physician Assistant, etc.

The Riverside Physical Therapist Assistant Program was established in 2012. Graduates of the program are eligible to take a national examination from the Federation of State Boards of Physical Therapy (FSBPT) to become a licensed Physical Therapist Assistant.

Prospective Physical Therapist Assistant students with prior criminal offenses are urged to contact the Virginia Board of Physical Therapy to verify eligibility for licensure and employment in Virginia.

WHAT WE OFFER

- Program leading to an Associates of Applied Science Degree in Physical Therapist Assistant
- Full-time Day Option consisting of four 16-week semesters and one 4-week summer semester in addition to specified College-level prerequisite preadmission courses -occasional evening and weekend hours may be required
- 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

PROGRAM MISSION

The mission of the Physical Therapist Assistant Program is to graduate competent, entry-level physical therapist assistants who are prepared to challenge the National Physical Therapy Examination and meet the growing therapy employment needs of the health system and the community.

PROGRAM GOALS & STUDENT LEARNING OUTCOMES

1. Students will be clinically competent.
 - Students will effectively apply their knowledge of basic Physical Therapy skills in the clinical setting.
 - Students will identify the unique characteristics of various Physical Therapy settings.
2. Students will demonstrate communication skills.
 - Students will work as collaborative members of the healthcare team.
 - Students will demonstrate oral and written communication skills.
3. Students will develop critical thinking skills.
 - Students will demonstrate adaptation of standard treatments for the patient's unique needs.
 - Students will identify and communicate problems or concerns related to the patient's care to the supervising Physical Therapist.
4. Students will model professionalism.
 - Students will demonstrate ethical behavior in class, laboratory, and clinical practice.
 - Students will summarize the value of professional growth and lifelong learning.
 - Students will demonstrate personal involvement in both service to the community and the Physical Therapy profession.

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our course management system. Some courses have an online component. These courses are designated as either blended or distance. Students enrolled in blended courses will have academic requirements which must be completed online prior to coming to class.



Pictured: Riverside Physical Therapist working with client on the campus of Riverside Regional Medical Center in the Medical Office Building. Clinical site used by the Physical Therapist Assistant program.

Physical Therapist Assistant Program, cont.

PROGRAMMATIC ACCREDITATION

The Physical Therapist Assistant Program at Riverside College of Health Careers is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-684-2782; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 757-240-2485 or email charlene.jensen@rivhs.com.

CREDENTIALING

Graduates of the program are eligible to sit for the National Physical Therapy Examination (NPTE) by the Federation of State Boards of Physical Therapy (FSBPT) to become licensed to practice as a Physical Therapist Assistant. Application for the exam is the responsibility of the student and involves additional fees charged by the FSBPT. Additional information regarding the PTA exam may be obtained from:

FSBPT
124 West Street South
Third Floor
Alexandria, VA 22314
Phone: 703-229-3100
www.fsbpt.org

To practice as a Physical Therapist Assistant in the State of Virginia, individuals must apply for a licensure from the Virginia Board of Physical Therapy (VBOPT). Application for licensure is the responsibility of the student and involves additional fees charged by VBOPT. Additional information regarding PTA licensure may be obtained from:

Department of Health Professions
Board of Physical Therapy
Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, Virginia 23233-1463
Phone: 804-367-4674
www.dhp.virginia.gov/PhysicalTherapy

INSTITUTIONAL CERTIFICATION

Certified to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV).

SCHEV
101 N. 14th Street, James Monroe Building
Richmond, VA 23219
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INSTITUTIONAL ACCREDITATION

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Physical Therapist Assistant Program, cont.

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.

LEVEL ONE

GEN 111 – INTRODUCTION TO HEALTHCARE (1 CR):

This blended course reviews the skills necessary for success in an Allied Health program of study to include: study skills and techniques, test taking strategies, time management skills, identification of individual student success strategies, skills for student success, APA guidelines and research skills. In addition this course prepares the upcoming healthcare provider with basic knowledge of human and cultural diversity, differing patient populations, hospital regulatory bodies, first aid and emergency techniques, infection control and standard precautions, and all-hazards preparations.

GEN 141 – ANATOMY AND PHYSIOLOGY FOR THE ALLIED HEALTH PROFESSIONAL (4 CR):

This course builds on the introductory anatomy theory provided in a college level A&P I course with specific references and case studies for the allied health professional. GEN 141 provides an in-depth review and study of the structure and function of cells and tissue types of the human body to include Human Genetics, Reproductive, Circulatory, Urinary, Digestive, Endocrine, Integumentary, Muscular, Skeletal, Nervous and Respiratory body systems as well as metabolism and the integration of those systems for clinical relevance. This course is taught in conjunction with GEN 141L.

GEN 141L – ANATOMY AND PHYSIOLOGY FOR THE ALLIED HEALTH PROFESSIONAL - LAB (1 CR):

This virtual laboratory course builds on the introductory anatomy theory provided in a college level A&P I course with specific references and case studies for the allied health professional. GEN 141L provides an in-depth review and study of the structure and function of cells and tissue types of the human body to include Human Genetics, Reproductive, Circulatory, Urinary, Digestive, Endocrine, Integumentary, Muscular, Skeletal, Nervous and Respiratory body systems as well as metabolism and the integration of those systems for clinical relevance. This Lab will utilize a web-based interactive dissection lab with interactive slides to simulate dissection of human cadaver. This course is taught in conjunction with GEN 141.

HLT 151 - INTRODUCTION TO PHYSICS FOR THE ALLIED HEALTH PROFESSIONAL (3 CR):

This course is an introduction to the theories and principles of physics and their application in terms of phenomena encountered in daily life. Emphasis will be placed on atomic structure, electricity and electromagnetism, mechanics, wave motion, light, fluids and heat and will also cover the needed elements of trigonometry and vectors, and introduction to modern physics.

PTA 111 - INTRODUCTION TO PHYSICAL THERAPY (2 CR):

This course is designed to provide an overview of the foundations of physical therapy and the practitioner's role in the healthcare delivery system. Principle practices and policies of healthcare organizations are examined in addition to the professional responsibilities of the physical therapist assistant. The study of the field of physical therapy and the healthcare environment includes historical review, role orientation, professional organizational structure, patient and practitioner safety, and the study of ethical standards as well as basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. The role of the physical therapist assistant in patient education is identified and the implications of human and cultural diversity among co-workers and patients are explored.

PTA 141 - PATIENT CARE SKILLS FOR THE PTA (2 CR):

This course provides theoretical knowledge of topics utilized in the practice of physical therapy related to functional mobility training through the use of medical devices. Topics covered will include positioning, draping, transfer training, body mechanics, gait training, wheelchair locomotion, safe handling techniques, patient education. Vital signs, infection control, and environmental modifications will be reviewed as applicable to the patient care setting. This course is designed to provide the basic concepts of patient care including consideration for the physical and psychological needs of the patient and family. This course is taught in conjunction with PTA 141L.

PTA 141L - PATIENT CARE SKILLS FOR THE PTA – LAB (1.5 CR):

This laboratory course will develop functional mobility training skills to reinforce the practical knowledge learned in PTA 141. Topics covered will include positioning, draping, transfer training, body mechanics, gait training, wheelchair locomotion, safe handling techniques, infection control practices, and patient education.

Physical Therapist Assistant Program, cont.

LEVEL ONE, CONT'D.

PTA 191 - SEMINAR I (2 CR):

This distance course is an introduction to leadership skills, understanding of group dynamics, the importance of community service, interaction with other health education students, and the practice of reading and interpreting professional literature. Research methodology for journal and literature review will be incorporated into the course. Development of skills for literature research and data evaluation to enhance the student's ability to research treatment techniques they may encounter in the clinical setting. Knowledge of APA writing guidelines required. Students will investigate and participate in an approved community service activity in the geographic region.

LEVEL TWO

HLT 112 - MEDICAL ETHICS AND LAW (2 CR):

This distance course is designed to provide an overview of the foundations in healthcare and the practitioner's role in the health care delivery system. Principles, practices, and policies of the health care organization(s) are examined and discussed in addition to the professional responsibilities of the clinician.

PTA 132 - DOCUMENTATION (2 CR):

This distance course emphasizes the SOAP (Subjective – Objective – Assessment – Plan) note format for therapy documentation and use of the electronic medical record and/or written documentation in various settings. Proper documentation skills for PTA's, documentation review and chart review to carry out the PT's plan of care will be emphasized. This course will also consist of supervised experiences in a clinical setting that will provide observational opportunities for application of documentation skills. Emphasis will be placed on the development of communication and interpersonal skills, as well as the documentation of physical therapy skills and procedures being utilized in patient care.

PTA 152 - KINESIOLOGY (3 CR):

This course studies individual muscle and muscle functions, biomechanical principles of joint motion, gait analysis, goniometry, sensory assessment, balance assessment and postural assessment all related to muscle function and biomechanical principles of joint motion in normal and impaired mobility. This course is taught in conjunction with PTA 152L.

PTA 152 L - KINESIOLOGY - LAB (2 CR):

This laboratory course implements and develops skills for assessment of individual muscle strength, gait analysis,

goniometry, sensory assessment, balance assessment and postural assessment all related to muscle function and biomechanical principles of joint motion in normal and impaired mobility. This course is taught in conjunction with PTA 152.

PTA 162 - THERAPEUTIC MODALITIES (4.5 CR):

This course presents the theory and practical applications of adjunctive therapies using EBP as a basis for modality choice in patient care. The course emphasizes indications, contraindications, and algorithmic decision making in integrating physical agents into a comprehensive approach to physical therapy treatment. Topics covered include: thermal and mechanical agents, traction, hydrotherapy, acoustical, electrical and electromagnetic energies in modality application. This course is taught in conjunction with PTA 162L.

PTA 162L - THERAPEUTIC MODALITIES - LAB (2 CR):

This course implements the theory, principles and techniques of modality application in the practice of physical therapy. Modality choice and application techniques of the agents presented in PTA 162 are explored, with emphasis on the execution and refinement of treatment skills as provided within an integrated treatment strategy. This course is taught in conjunction with PTA 162.

PTA 192 - SEMINAR II (1 CR):

This distance course is designed to continue the development of critical thinking skills and discernment for evidence-based practice. Students will research and analyze a therapeutic technique or piece of equipment and write a research paper discussing the advantages and disadvantages as well as indications of the technique or equipment with a comparison to other available resources in the field of physical therapy.

LEVEL THREE

PTA 243 - CARDIOPULMONARY PT (2 CR):

This course presents theory, principles, and techniques of therapeutic exercise and rehabilitation for cardiopulmonary conditions in adults and children with an emphasis on etiology, pathology, pharmacology, and clinical representation of cardiopulmonary diseases. This course includes other systems involvement related to cardiopulmonary dysfunctions. Methods of assessment and intervention techniques including therapeutic exercise, aerobic exercises, Chest PT, functional rehabilitation, wellness and fitness, and strength and conditioning are correlated with specific cardiopulmonary conditions. This course provides specific concepts of cardiopulmonary patient care and assessment including consideration for the physical and psychological needs of the patient and family. This course is taught in conjunction with PTA 243L.

Physical Therapist Assistant Program, cont.

LEVEL THREE, CONT'D.

PTA 243L - CARDIOPULMONARY PT - LAB (1.5 CR):

This course implements the theory, principles, and techniques of therapeutic exercise and rehabilitation for cardiopulmonary conditions in adults and children with an emphasis on execution and refinement of patient care skills with sound clinical judgment. The practice and skill attainment of therapeutic exercise, aerobic exercises, chest PT, functional rehabilitation, wellness and fitness, and strength and conditioning to provide cardiopulmonary patient care and assessment including consideration for the physical, instructional, and psychological needs of the patient and family are emphasized. This course is taught in conjunction with PTA 243.

LEVEL FOUR

PTA 234 - MUSCULOSKELETAL PT (3 CR):

This course presents theory, principles, and techniques of therapeutic exercise and rehabilitation for musculoskeletal conditions in adults and children with an emphasis on etiology, pathology, pharmacology, and clinical representation of musculoskeletal diseases. This course includes other system involvements related to musculoskeletal dysfunctions. Methods of assessment and intervention techniques including therapeutic exercise, functional training, prosthetics, orthotics, and other interventions are correlated with specific musculoskeletal conditions. This course provides specific concepts of musculoskeletal patient care and assessment including consideration for the physical and psychological needs of the patient and family. This course is taught in conjunction with PTA 234L.

PTA 234L - MUSCULOSKELETAL PT - LAB (1.5 CR):

This laboratory course includes the simulation, practice, and testing of practical applications and knowledge presented in PTA 234 of various therapeutic exercises and rehabilitation procedures for musculoskeletal conditions in adults and children with an emphasis on execution and refinement of patient care skills with sound clinical judgment. The practice and skill attainment of therapeutic exercise and rehabilitation interventions is correlated with specific musculoskeletal conditions including emphasis on the consideration for the physical, instructional, and psychological needs of the patient and family. Principles of prosthetics and orthotics, functional training, strength and conditioning, and other techniques are practiced. This course is taught in conjunction with PTA 234.

PTA 235 - COMPREHENSIVE PATIENT CARE (2 CR):

This blended course integrates clinical knowledge, scientific knowledge and skills acquired throughout the curriculum by analyzing patients with medically complex diagnoses with multiple

system involvement. This course emphasizes problem solving skills in determining the impact of disease interactions across multiple systems and their associated recovery processes. Major emphasis for this course will be on the development of critical thinking, patient progression across the continuum of care, and the ability to integrate knowledge from previous courses on the comprehensive management of patient care.

PTA 244 - NEUROMUSCULAR PT (3 CR):

This course presents theory, principles, and techniques of therapeutic exercise and rehabilitation for neurological conditions in adults and children with an emphasis on etiology, pathology, pharmacology, and clinical representation of neuromuscular diseases. This course includes other system involvements related to neuromuscular dysfunctions. Methods of functional, motor, and sensory assessment and intervention techniques including therapeutic exercise, rehabilitation techniques, functional training, orthotics, and interventions correlated with specific neuromuscular conditions. This course provides specific concepts of patient care and assessment including consideration for the physical and psychological needs of the patient and family. This course is taught in conjunction with PTA 244L.

PTA 244L - NEUROMUSCULAR PT - LAB (1.5 CR):

This laboratory course includes the simulation, practice, and testing of practical applications and knowledge presented in PTA 244 of various therapeutic exercise and rehabilitation procedures for neurological conditions in adults and children with an emphasis on execution and refinement of patient care skills with sound clinical judgment. Methods of functional, motor, and sensory assessment and intervention techniques are included. The practice and skill attainment of therapeutic exercise and rehabilitation interventions are correlated with specific neuromuscular conditions including emphasis on the consideration for the physical, instructional, and psychological needs of the patient and family. This course is taught in conjunction with PTA 244.

PTA 201C - CLINICAL EDUCATION I (3.5 CR):

This clinical course provides integrated, supervised clinical experiences up to the advanced beginner level for the implementation and practice of learned academic knowledge and patient care skills. This clinical rotation will focus on practicing the skills of functional mobility training, select therapeutic interventions, use of assistive devices, and utilization of standard precautions, data collection and documentation learned in Levels 1-4 of the didactic portion of the curriculum with direct guidance from the Clinical Instructor. Students are required to work within a team to implement patient treatment plans, manipulate equipment, develop awareness of safety principles, and to coordinate his/her needs with the needs of classmates, co-workers, and patients.

Physical Therapist Assistant Program, cont.

LEVEL FIVE

PTA 202C - CLINICAL EDUCATION II (5 CR):

This clinical course provides terminal, supervised clinical education experiences at advanced intermediate level while implementing the skills learned in Levels 1-4 of the didactic portion of the curriculum. This clinical rotation will focus on practicing the skills of functional mobility training, select therapeutic interventions, use of assistive devices, and utilization of standard precautions, data collection and documentation learned in Levels 1-4 of the didactic portion of the curriculum with intermittent guidance from the Clinical Instructor while demonstrating advanced intermediate level performance for the skills outlined by the APTA as the Minimum required skills of Physical Therapist Assistant Graduates at entry-level. In this course, students are to explore and research a topic or area of interest in physical therapy practice related to their clinical education experiences. Students are required to complete a case study project incorporating evidence based practice.



PTA 203C - CLINICAL EDUCATION III (7 CR):

This clinical course provides a terminal, supervised clinical education experiences implementing the skills learned in Levels 1-5 of the didactic portion of the curriculum. This clinical rotation will focus on demonstrating entry-level performance for the skills outlined by the APTA as the Minimum required skills of Physical Therapist Assistant Graduates at entry-level. In this course, students are to explore and research a topic or area of interest in physical therapy practice related to their clinical education experiences. Students are required to present an in-service/project to the therapy staff at an approved clinical education site based on their research.



PTA 300 - PTA CAPSTONE (2 CR):

This blended course represents a synthesis of all didactic, laboratories, and clinical experiences gained throughout the PTA program in preparation for the National Physical Therapy Exam.



Pictured in all pictures above: Students and faculty in PTA Skills Laboratory

Physical Therapist Assistant Program, cont.

CURRICULUM PLAN

GENERAL EDUCATION PREREQUISITE REQUIREMENTS	Credit Hours
College English**	3.0
Anatomy & Physiology I**	4.0
College Math**	3.0
Psychology (Intro, General, or Developmental)	3.0
Medical Terminology	2.0

**Must be completed prior to application submission.

LEVEL 1	A	CS	CE	Clock Hours	Credit Hours
GEN 111 Introduction to Healthcare	15			15.0	1.0
HLT 151 Intro to Physics for the Allied Health Prof	45			45.0	3.0
GEN 141 A&P for the Allied Health Professional	60			60.0	4.0
GEN 141L A&P for the Allied Health Prof-Lab		45		45.0	1.0
PTA 111 Introduction to Physical Therapy	30			30.0	2.0
PTA 191 Seminar I	30			30.0	2.0
PTA 141 Patient Care Skills for the PTA	30			30.0	2.0
PTA 141L Patient Care Skills for the PTA-Lab		67.5		67.5	1.5
TOTAL LEVEL HOURS	210	112.5	0	332.5	16.5

LEVEL 2	A	CS	CE	Clock Hours	Credit Hours
HLT 112 Medical Ethics and Law	30			30.0	2.0
PTA 162 Therapeutic Modalities	67.5			67.5	4.5
PTA 162L Therapeutic Modalities-Lab		90		90.0	2.0
PTA 192 Seminar II	15			15.0	1.0
PTA 152 Kinesiology	45			45.0	3.0
PTA 152L Kinesiology-Lab		90		90.0	2.0
PTA 132 Documentation	30			30.0	2.0
TOTAL LEVEL HOURS	188	180	0	367.5	16.5

LEVEL 3	A	CS	CE	Clock Hours	Credit Hours
PTA 243 Cardiopulmonary PT	30			30	2.0
PTA 243L Cardiopulmonary PT-Lab			67.5	67.5	1.5
TOTAL LEVEL HOURS	30	0	67.5	97.5	3.5

LEVEL 4	A	CS	CE	Clock Hours	Credit Hours
PTA 244 Neuromuscular PT	45			45	3.0
PTA 244L Neuromuscular PT-Lab		67.5		67.5	1.5
PTA 234 Musculoskeletal PT	45			45	3.0
PTA 234L Musculoskeletal PT-Lab		67.5		67.5	1.5
PTA 201C Clinical Education I			160	160	3.5
PTA 235 Comprehensive Patient Care	30			30	2.0
TOTAL LEVEL HOURS	120	135	160	415	14.5

LEVEL 5	A	CS	CE	Clock Hours	Credit Hours
PTA 202C Clinical Education II*			240	240	5.0
PTA 203C Clinical Education III**			320	320	7.0
PTA 300 PTA Capstone	30			30	2.0
TOTAL LEVEL HOURS	30	0	560	590	14.0

*PTA 202C follows successful completion of all Level 4 courses.

**PTA 203C follows successful completion of PTA 202C.

PROGRAM SUMMARY	Clock Hours	Credit Hours
Total Gen Ed Prerequisite Credits		15.0
RCHC Curriculum Program Hours		
RCHC Program Hours – Theory	578	38.5
RCHC Program Hours – Skills Lab	495	11.0
RCHC Program Hours - Clinical	720	15.5
Total RCHC Program Credit Hours	65	
Total RCHC PTA Curriculum Credit Hours		80.0

A = Academic Instructional Hour 15 hours/1 credit

CS = Skills Lab Instructional Hour 45 hours/1 credit

CE = Clinical Experience Hour 45 hours/1 credit

Radiologic Technology Program

A Radiologic Technologist (RT) is an essential partner in the diagnostic area of healthcare who produces images of the human body for use in diagnosing medical problems.

The RT educates patients by explaining procedures and obtaining consents before positioning each patient to obtain satisfactory radiographs of the appropriate parts of the body. In addition, Radiologic Technologists keep patient records and adjust and maintain equipment.

With experience and additional training, Radiologic Technologists may become specialists, performing mammography, CT scanning, angiography, magnetic resonance imaging, and ultrasound exams as well as other imaging modalities.

The Riverside School of Radiologic Technology was established in 1964. Program graduates are eligible to apply for examination to the American Registry of Radiologic Technologists (ARRT). Application for the National Certification Exam is the responsibility of the student and involves additional fees charged by the ARRT.

WHAT WE OFFER

- Program leading to an Associate of Applied Science Degree in Radiologic Technology
- 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

PROGRAM GOALS & STUDENT LEARNING OUTCOMES

1. Students will be clinically competent.
 - Students will demonstrate appropriate positioning skills.
 - Students will demonstrate appropriate use of radiation safety.
2. Students will demonstrate communication skills.
 - Students will demonstrate effective oral communication skills with patients.
 - Students will demonstrate effective written communication.
3. Students will develop critical thinking skills.
 - Students will evaluate and critique radiographic images.
 - Students will perform non-routine procedures.
4. Students will model professionalism.
 - Students will demonstrate ethical decision-making.
 - Students will demonstrate professional behavior.

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our course management system. Some courses have an online component. These courses are designated as either blended or distance. Students enrolled in blended courses will have academic requirements which must be completed online prior to coming to class.

PROGRAM MISSION

This mission of the Radiologic Technology Program is to graduate competent, entry-level Radiologic Technologists who are prepared to challenge the ARRT National Certification Examination and gain employment in the field of Radiology or Medical Imaging.



Pictured above: students outside the Skills Laboratories Building

Radiologic Technology Program, cont.

ARRT ETHICS PRE-APPLICATION REVIEW

Prospective students are urged to review the American Registry of Radiologic Technologists (ARRT) *Ethics Pre-Application Review* prior to starting any radiologic technology education program. This document is available at: <https://www.arrt.org>. This evaluation is a process for an early ethics review of criminal offenses that would otherwise need to be reported with your Application for Certification when you have completed an ARRT-recognized education program.

Ethics offenses could negate eligibility for the ARRT National Certification Exam. All offenses must be reported regardless of how long ago they were committed. Exceptions are: Offenses committed while a juvenile and processed in the juvenile court system; traffic violations which did not involve drugs or alcohol; charges that were dismissed if there were no court conditions required for the dismissal.

STUDENT PREGNANCY

A student is not considered pregnant until such time as they declare themselves to be so. It is the choice of the student who is (or becomes) pregnant during the program as to when and if she will notify the Program Director and the Radiation Safety Officer. Notifications of declaration or withdrawal of declaration must be

made in writing. Declared pregnant students have several options. After consultation with, and the approval of the Clinical Coordinator and the Program Director, they may:

1. Continue with didactic and clinical education uninterrupted.
2. Request a leave of absence (LOA) for birth and convalescence. (Approval of LOA requires that a students' financial account is fully paid and up-to-date.)
3. Withdraw from didactic and/or clinical education and be reinstated in the next class. (Requires that the student is in good standing and there is an opening.)
4. Request an incomplete (I) grade in course(s) the student is unable to complete due to pregnancy. (All incomplete course work must be completed by the start of the next semester but not to exceed 30 calendar days from the end of the previous semester. If the course work is not completed within the allotted time frame, the "I" grade automatically become an "F".)

It is the policy of the College to follow Riverside's Radiation Safety Program manual (available in the Program Director's office for review) on restricting the radiation dose received by the embryo or fetus of the declared pregnant student to internationally accepted limits. Additional information related to radiation safety for all accepted Radiologic Technology Program students will be provided upon enrollment.



Pictured left to right: students in Radiologic Technology Lab; high resolution MRI at Riverside Regional Medical Center

Radiologic Technology Program, cont.

PROGRAMMATIC ACCREDITATION

Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N. Wacker Drive, Ste. 2850
Chicago, IL 60606-3182
312-704-5300

The Joint Review Committee on Education in Radiologic Technology (JRCERT) conducts periodic surveys of the program and makes accreditation recommendations based on its findings. The program is evaluated for accreditation based on the JRCERT published *Standards for an Accredited Educational Program in Radiologic Sciences*. These Standards are available at www.jrcert.org. They are also available for onsite review by contacting the Radiologic Technology Program Director.

CREDENTIALING

Program graduates are eligible to apply for examination to the American Registry of Radiologic Technologists (ARRT). Application for the National certification exam is the responsibility of the student and involves additional fees charged by the ARRT. Additional information regarding the registry may be obtained from:

American Registry of Radiologic Technologists (ARRT)
1255 Northland Drive
St. Paul, MN 55120
651-687-0048
www.arrt.org

INSTITUTIONAL CERTIFICATION

Certified to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV).

SCHEV
101 N. 14th Street, James Monroe Building
Richmond, VA 23219
804-225-2600
www.schev.edu



State Council of
Higher Education for Virginia

INSTITUTIONAL ACCREDITATION

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



RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITATION

DNV GL - Healthcare
400 Techne Center Drive
Suite 100
Milford, OH 45150
www.dnvglhealthcare.com

Radiologic Technology Program, cont.

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

GEN 111-INTRODUCTION TO HEALTHCARE (1 CR): This blended course reviews the skills necessary for success in an Allied Health program of study to include: study skills and techniques, test taking strategies, time management skills, identification of individual student success strategies, skills for student success, APA guidelines and research skills. In addition this course prepares the upcoming healthcare provider with basic knowledge of human and cultural diversity, differing patient populations, hospital regulatory bodies, first aid and emergency techniques, infection control and standard precautions, and all-hazards preparations.

GEN 141 – ANATOMY AND PHYSIOLOGY FOR THE ALLIED HEALTH PROFESSIONAL (4 CR): This course builds on the introductory anatomy theory provided in a college level A&P I course with specific references and case studies for the allied health professional. GEN 141 provides an in-depth review and study of the structure and function of cells and tissue types of the human body to include Human Genetics, Reproductive, Circulatory, Urinary, Digestive, Endocrine, Integumentary, Muscular, Skeletal, Nervous and Respiratory body systems as well as metabolism and the integration of those systems for clinical relevance. This course is taught in conjunction with GEN 141L.

GEN 141L – ANATOMY AND PHYSIOLOGY FOR THE ALLIED HEALTH PROFESSIONAL – LAB (1 CR): This virtual laboratory course builds on the introductory anatomy theory provided in a college level A&P I course with specific references and case studies for the allied health professional. GEN 141L provides an in-depth review and study of the structure and function of cells and tissue types of the human body to include Human Genetics, Reproductive, Circulatory, Urinary, Digestive, Endocrine, Integumentary, Muscular, Skeletal, Nervous and Respiratory body systems as well as metabolism and the integration of those systems for clinical relevance. This Lab will

utilize a web-based interactive dissection lab with interactive slides to simulate dissection of human cadaver. This course is taught in conjunction with GEN 141.

HLT 151 – INTRODUCTION TO PHYSICS FOR THE ALLIED HEALTH PROFESSIONAL 3 CR): This course is an introduction to the theories and principles of physics and their application in terms of phenomena encountered in daily life. Emphasis will be placed on atomic structure, electricity and electromagnetism, mechanics, wave motion, light, fluids and heat and will also cover the needed elements of trigonometry and vectors, and introduction to modern physics.

RAD 111 – INTRODUCTION TO RADIOLOGIC TECHNOLOGY 2 CR): This course consists of the study of the profession of radiologic technology. The student is introduced to radiologic science, radiation safety principles, and expectations in the clinical arena. The student will be introduced to the general diagnostic radiographic and fluoroscopic room, its equipment and positioning aids. This course consists of the study of radiographic positioning and procedures for the chest and abdomen. Radiographic anatomy, positioning, and image evaluation criteria of routine, supplementary, and specialty views will be studied in preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 111L laboratory course. Discussion will include an introduction to basic concepts of pathology, various disease processes, and how they relate to radiographic procedures with an emphasis on abnormal physiology and function, adaptive imaging techniques and non-routine procedures. Radiation safety principles are reviewed and discussed for application during each procedure.

RAD 111L – INTRODUCTION TO RADIOLOGIC TECHNOLOGY LAB (1 CR): This laboratory course is a complement to RAD 111 and RAD 121. Students will simulate, practice, and test on various patient care skills to include: patient greeting and identification, body mechanics, patient transfers, vital sign measurements, sterile and medical aseptic technique, venipuncture, and the care of patient medical equipment. Students will simulate, practice, and test the radiographic positioning of the chest and abdomen to ensure readiness for practice in the clinical setting. Radiation safety principles are reinforced with demonstrated use of radiation protection equipment and the application of ALARA principles during simulations.

Radiologic Technology Program, cont.

LEVEL ONE , CONT'D.

RAD 121 – PATIENT CARE (3 CR): This course is designed to provide the basic concepts of patient care during radiographic procedures, including considerations for the physical and psychological needs of the patient and family. The role of the radiographer in patient care is presented to include requisite skills related to interpersonal communication, physical assistance and monitoring, measurement of vital signs, and appropriate use of medical equipment, medical emergencies, infection control, handling and disposal of toxic or hazardous materials, pharmacology, and venipuncture.

LEVEL TWO

HLT 112 – MEDICAL ETHICS AND LAW (2 CR): This distance course is designed to provide an overview of the foundations in healthcare and the practitioner's role in the health care delivery system. Principles, practices, and policies of the health care organization(s) are examined and discussed in addition to the professional responsibilities of the clinician.

RAD 112 – RADIOLOGIC PROCEDURES I (4.5 CR): This course consists of the study of radiographic positioning and procedures for the upper extremity, lower extremity and pelvic girdle. Content is designed to provide the knowledge base necessary to perform standard imaging procedures, including basic computed tomography (CT) and specialty studies. Radiographic anatomy, positioning, and image evaluation criteria of routine, supplementary, and specialty views will be studied in preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 112L laboratory course. Discussion will include an introduction to basic concepts of pathology, various disease processes, and how they relate to radiographic procedures with an emphasis on abnormal physiology and function, adaptive imaging techniques and non-routine procedures. Radiation safety principles are reviewed and discussed for application during each procedure.

RAD 112L – RADIOLOGIC PROCEDURES I - LAB (1 CR): This laboratory course is a complement to RAD 112. Students will simulate, practice and test the radiographic positioning of the upper extremity, lower extremity and pelvic girdle to ensure readiness for practice in the clinical setting. Radiation safety principles are reinforced with demonstrated use of radiation protection equipment and the application of ALARA principles during simulations.

RAD 152 – RADIATION PHYSICS & EQUIPMENT I (3 CR): This theory course is an introduction to the nature and characteristics of radiation, the principles behind x-ray production, the

fundamentals of photon interactions with matter, radiation protection practices, and the factors affecting brightness and contrast. Also integrated is an introduction to the equipment used to produce x-rays including basic radiographic, fluoroscopic, mobile, and tomographic equipment requirements, design, as well as tests and measures for quality control.

RAD 182 – IMAGING MODALITIES (2 CR): This blended course is designed to provide entry-level radiography students an introduction to the principles related to additional imaging modalities to include, but not limited to, Computed Tomography, Magnetic Resonance Imaging, Nuclear Medicine, Ultrasound, Positron Emission Tomography, Mammography, Radiation Therapy and Bone Densitometry. During this course, new advancements within Radiologic Sciences will be discussed. In addition, this course will give the students the fundamentals and knowledge necessary to perform Computed Tomography skills under the direct supervision of a registered technologist.

RAD 182C – IMAGING MODALITIES CLINICAL (0.5 CR): The purpose of the RAD 182C Imaging Modalities clinical rotation is to provide the students an observational experience in imaging modalities to include Computed Tomography, Magnetic Resonance Imaging, Nuclear Medicine, Ultrasound, Positron Emission Tomography, Mammography, Radiation Therapy and Interventional Radiography. Students select at least four (4) modality sites to attend on a strictly observational basis. Modality observations are accomplished within affiliated healthcare facilities throughout the Greater Peninsula and Tidewater area. At the completion of this course, students will be allowed to rotate through Computed Tomography during their assigned clinical courses.

RAD 102C – CLINICAL ORIENTATION (2.5 CR): This clinical course provides supervised clinical observations and orientation for the introduction of students to clinical education. Students will familiarize themselves with the layout of various clinical facilities and duties of clinical roles throughout the radiology environment. Students will observe the patient experience from admission through discharge including various procedures in an effort to illustrate clinical teamwork in the facilitation of safe and effective patient care. Students will have the opportunity to put academic knowledge of fundamental radiographic procedures and patient care skills into practice, under appropriate supervision and with support and guidance. Clinical experiences are accomplished within affiliated healthcare facilities throughout the Greater Peninsula and Tidewater area. Clinical orientation requires successful completion of elements specified on the RAD 102C rubric to include attendance, evaluations, paperwork submission, and competency achievements.

Radiologic Technology Program, cont.

LEVEL THREE

RAD 113 – RADIOLOGIC PROCEDURES II (3 CR): This theory course consists of the study of radiographic positioning and procedures for the bony thorax, vertebral column, upper gastrointestinal system, and surgical/trauma radiography. Content is designed to provide the knowledge base necessary to perform standard imaging procedures, including basic computed tomography (CT) and specialty studies. The student will be introduced to the proper use of the mobile radiographic machine (Portable) and the mobile fluoroscopic machine (C-arm), with focus on their use in the surgical/trauma setting. Radiographic anatomy, positioning, and image evaluation criteria of routine, supplementary, and specialty views will be studied in preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 113L laboratory course. Discussion will include pathology, various disease processes, and how they relate to specific radiographic procedures with an emphasis on abnormal physiology and function, adaptive imaging techniques, and non-routine procedures. Radiation safety principles are reinforced for application during each procedure.

RAD 113L – RADIOLOGIC PROCEDURES II - LAB (1 CR): This laboratory-based course is a complement to RAD 113. Students will simulate, practice and test the radiographic positioning of standard, supplementary and specialty views of the bony thorax, vertebral column, upper gastrointestinal system, and surgical/trauma radiography, to ensure readiness for practice in the clinical setting. Radiation safety principles are reinforced with demonstrated use of radiation protection equipment and the application of ALARA principles during simulations.

RAD 103C – CLINICAL EDUCATION I (3 CR): This integrated clinical course is designed to encourage the student to put academic knowledge of fundamental radiographic procedures and patient care skills into practice, under appropriate supervision and with support and guidance. Clinical education requires the student to learn to work as a team member, manipulate equipment, develop their awareness and use of radiation safety principles, and to coordinate his/her needs with the needs of others. Clinical experiences are accomplished within affiliated healthcare facilities throughout the Greater Peninsula and Tidewater area. Students will complete a Computed Tomography (CT) rotation where CT is an option at their assigned clinical site. Clinical Education I requires successful completion of elements specified on the RAD 103C rubric to include attendance, evaluations, paperwork submission, and competency achievements.

LEVEL FOUR

RAD 214 – RADIOLOGIC PROCEDURES III (2.5 CR): This theory course consists of radiography of the sinuses, skull and facial bones, the urinary system, lower gastrointestinal system and additional contrast studies. Positioning and procedural considerations for these exams as well as radiographic anatomy, positioning, and image evaluation criteria will be studied in preparation for the laboratory simulation, practice, and positioning testing that will occur in the complementary RAD 214L laboratory course. The course also continues the instruction of contrast procedures with an introduction to some specialty exams such as arthrography, cystography, long bone measurement, bone age study, myelography, modified contrast enema and hysterosalpingography. Radiation safety principles are reinforced for application during each procedure.

RAD 214L – RADIOLOGIC PROCEDURES III - LAB (0.5 CR): This laboratory-based course is a complement to RAD 214. Students will simulate, practice and test the radiographic positioning and procedural set-up of diagnostic exams of the sinuses, skull and facial bones, the urinary system, lower gastrointestinal and additional contrast studies to promote readiness for practice in the clinical setting. Radiation safety principles are reinforced and the application of ALARA principles are stressed during simulations.

RAD 254 – RADIATION PHYSICS & EQUIPMENT II (3 CR): This theory course is designed to establish a knowledge base in radiographic, fluoroscopic, mobile, and tomographic equipment requirements and design. Content is designed to impart an understanding of the components, principles, and operation of digital imaging systems found in diagnostic radiology. Factors that impact image acquisition, display, archiving, and retrieval are discussed. Guidelines for selecting exposure factors, evaluating images, quality control and assurance, and equipment maintenance within a digital system assist students to achieve radiographic images of optimum diagnostic quality.

RAD 274 – IMAGE ANALYSIS & QC I (2 CR): This course is designed to train students to objectively evaluate radiographic images to determine image detracting factors and methods to minimize or correct these factors. Methods presented and discussed are meant to promote the production of quality radiographic images at an "as low as reasonably achievable" level of radiation to the patient.

Radiologic Technology Program, cont.

LEVEL FOUR, CONT.

RAD 204C – CLINICAL EDUCATION II (7 CR): This integrated clinical course continues the student's practice of fundamental radiographic procedures and patient care skills, under appropriate supervision and with support and guidance. Clinical education requires the student to learn to work as a team member, manipulate equipment, develop their awareness and use of radiation safety principles, and to coordinate his/her needs with the needs of others. Clinical experiences are accomplished within affiliated healthcare facilities throughout the Greater Peninsula and Tidewater area. Students will complete a Computed Tomography (CT) rotation where CT is an option at their assigned clinical site. Clinical Education II requires successful completion of elements specified on the RAD 204C rubric to include attendance, evaluations, paperwork submission, and competency achievements.

LEVEL FIVE

RAD 255 – RADIATION BIOLOGY & PROTECTION (2 CR): This course is an integration of the basic principles of radiation biology and protection and their application to the human cell with the practice of radiography. Emphasis will be placed on molecular and cellular radiobiology and the relationship to radiation protection procedures that are implemented in the clinical setting.

RAD 275 – IMAGE ANALYSIS & QC II (1 CR): This course is a continuation of RAD 274-Image Analysis & QC I and is designed to practice the evaluation of radiographic images to determine image detractor factors to assure consistent production of

quality images and quality patient care at an acceptable level of radiation. Students at this level should have a higher understanding of these factors and be more creative and adaptive at making necessary changes in exposure technique and/or other radiographic variables.

RAD 205C – CLINICAL EDUCATION III (8 CR): This terminal clinical course reinforces previous academic knowledge and clinical experience while incorporating advanced technical procedures including contrast studies and skull radiography. Clinical Education III provides an opportunity for the student to sharpen their technical and patient care skills as well as ingrained appropriate radiation safety practices. Clinical experiences are accomplished within affiliated healthcare facilities throughout the Greater Peninsula and Tidewater area. Students will complete a Computed Tomography (CT) rotation where CT is an option at their assigned clinical site. Clinical Education III requires successful completion of elements specified on the RAD 205C rubric to include attendance, evaluations, paperwork submission, and final competency achievements.

RAD 300 – CAPSTONE REVIEW (5 CR): This blended Capstone course requires the synthesis of the learned principles and practices of the Radiologic Technologist in preparation for the ARRT National Certifying Exam. Career planning topics are discussed to include: completing applications for employment, resume writing, interviewing strategies, and job retention qualities. Students will also review and practice techniques that facilitate effective interpersonal communication related to job seeking skills.



Pictured left to right: students in Ruby Pope Drumm Health Sciences Library; students in Alumni Room

Radiologic Technology Program, cont.

CURRICULUM PLAN

GENERAL EDUCATION PREREQUISITE REQUIREMENTS	Credit Hours
College English**	3.0
Anatomy & Physiology I**	4.0
College Math**	3.0
Psychology (Intro, General, or Developmental)	3.0
Medical Terminology	2.0

**Must be completed prior to application submission.

LEVEL 1	A	CS	CE	Clock Hours	Credit Hours
GEN 111 Introduction to Healthcare	15			15.0	1.0
HLT 151 Intro to Physics for the Allied Health Prof	45			45.0	3.0
GEN 141 A&P for the Allied Health Professional	60			60.0	4.0
GEN 141L A&P for the Allied Health Prof-Lab		45		45.0	1.0
RAD 111 Introduction to Radiologic Technology	30			30.0	2.0
RAD 111L Introduction to Radiologic Technology Lab		45		45.0	1.0
RAD 121 Patient Care	45			45	3.0
TOTAL LEVEL HOURS	195	90	0	285	15.0

LEVEL 2	A	CS	CE	Clock Hours	Credit Hours
HLT 112 Medical Ethics and Law	30			30.0	2.0
RAD 112 Radiologic Procedures I	67.5			67.5	4.5
RAD 112L Radiologic Procedures I Lab		45		45	1.0
RAD 152 Radiation Physics & Equipment I	45			45	3.0
RAD 102C Clinical Orientation			112.5	112.5	2.5
RAD 182 Imaging Modalities	30			30	2.0
RAD 182C Imaging Modalities Clinical			22.5	22.5	0.5
TOTAL LEVEL HOURS	172.5	45	135	352.5	15.5

LEVEL 3	A	CS	CE	Clock Hours	Credit Hours
RAD 113 Radiologic Procedures II	45			45	3.0
RAD 113L Radiologic Procedures II Lab		45		45	1.0
RAD 103C Clinical Education I			135	135	3.0
TOTAL LEVEL HOURS	45	45	135	225	7.0

LEVEL 4	A	CS	CE	Clock Hours	Credit Hours
RAD 214 Radiologic Procedures III	37.5			37.5	2.5
RAD 214L Radiologic Procedures III Lab		22.5		22.5	0.5
RAD 274 Image Analysis & QC I	30			30	2.0
RAD 254 Radiation Physics & Equipment II	45			45	3.0
RAD 204C Clinical Education II			315	315	7.0
TOTAL LEVEL HOURS	112.5	22.5	315	450	15.0

LEVEL 5	A	CS	CE	Clock Hours	Credit Hours
RAD 275 Image Analysis & QC II	15			15	1.0
RAD 255 Radiation Biology & Protection	30			30	2.0
RAD 205C Clinical Education III			360	360	8.0
RAD 300 Capstone Review	75			75	5.0
TOTAL LEVEL HOURS	120	0	360	480	16.0

PROGRAM SUMMARY	Clock Hours	Credit Hours
Total Gen Ed Prerequisite Credits		15.0
RCHC Program Hours – Theory	645	43.0
RCHC Program Hours – Skills Lab	202.5	4.5
RCHC Program Hours - Clinical	945	21.0
Total RCHC Program Hours	1792.5	
Total RCHC Program Credit Hours		68.5
Total RCHC RT Curriculum Credit Hours with prerequisites		83.5

A = Academic Instructional Hour 15 hours/1 credit
 CS = Skills Lab Instructional Hour 45 hours/1 credit
 CE = Clinical Experience Hour 45 hours/1 credit

Surgical Technology Program

The Riverside School of Surgical Technology was established in 1969.

The Surgical Technologist is an operating room specialist who performs specific duties for pre-, intra-, and postoperative case management. Surgical Technologists must be knowledgeable in asepsis and sterile technique, and must be able to properly care for instrumentation, equipment, and supplies. Education includes the following: basic sciences: microbiology, anatomy and physiology, pathophysiology, and surgical pharmacology. Additionally this education includes: surgical procedures, case management, wound care and closure, surgical patient care, and safety.

Preoperative case management duties include operating room preparation, gathering of supplies and equipment, case set-up, and preparation of the operative site with sterile drapes. Intraoperative case management duties include maintenance of the sterile field, passing instruments and medications to the surgeon and assistant, specimen care, and application of wound dressings. Postoperative case management duties include care and maintenance of equipment and instruments after use, and preparation of the operating room for the next procedure. Surgical Technologists' employment includes: hospital operating rooms, central sterile processing departments, out-patient surgical units, medical companies as sales representatives, physicians in private practice, cardiac catheterization units, or endoscopic departments.

Students in their last semester are required to take the National Certification Examination for Surgical Technologists to become Certified Surgical Technologists. Application and fees for the certification exam are included in the tuition.

WHAT WE OFFER

- Program leading to an Associate of Applied Science Degree in Surgical Technology
- 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 Surgical Technology Program is to graduate competent, entry-level Surgical Technologists who are educated in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains and prepared to challenge the National Examination for the Certified Surgical Technologist.

PROGRAM GOALS & STUDENT LEARNING OUTCOMES

1. Students will be clinically competent.
 - Students will apply principles of asepsis in the establishment and maintenance of a sterile field.
 - Students will demonstrate knowledge of the sequence of steps in specific surgical procedures.
 - Students will demonstrate the appropriate mechanism for handling and passing various surgical instruments, supplies, and equipment.
2. Students will demonstrate communication skills.
 - Students will demonstrate effective oral communication skills with patients.
 - Students will demonstrate effective communication with the surgical team.
3. Students will develop critical thinking skills.
 - Students will anticipate and respond to needs of the surgical team in a calm and timely manner.
 - Students will demonstrate how to prepare for surgical procedures based on normal and abnormal patient anatomy.
4. Students will model professionalism.
 - Students will demonstrate ethical decision-making.
 - Students will demonstrate professional behavior.

COURSE DELIVERY METHODS

The majority of courses in this program are delivered on-site with web enhancement via our course management system. Some courses have an online component. These courses are designated as either blended or distance. Students enrolled in blended courses will have academic requirements which must be completed online prior to coming to class.

Surgical Technology Program, cont.

STUDENT PREGNANCY

A student is not considered pregnant until such time as they declare themselves to be so. It is the choice of the student who is (or becomes) pregnant during the program as to when and if she will notify the Program Director and the Radiation Safety Officer.

Notifications of declaration or withdrawal of declaration must be made in writing. Declared pregnant students have several options. After consultation with, and the approval of the Program Director, they may:

1. Continue with didactic and clinical education uninterrupted.
2. Request a leave of absence (LOA) for birth and convalescence. (Approval of LOA requires that a student's financial account is fully paid and up-to-date.)
3. Withdraw from didactic and/or clinical education and be

reinstated in the next class. (Requires that the student is in good standing and there is an opening.)

4. Request an incomplete (I) grade in course(s) the student is unable to complete due to pregnancy. (All incomplete course work must be completed by the start of the next semester but not to exceed 30 calendar days from the end of the previous semester. If the course work is not completed within the allotted time frame, the "I" grade automatically become an "F".)

It is the policy of the College to follow Riverside's Radiation Safety Program manual (available in the Program Director's office for review) on restricting the radiation dose received by the embryo or fetus of the declared pregnant student to internationally accepted limits. Additional information related to radiation safety for all accepted Surgical Technology Program students will be provided upon enrollment.



Pictured in the Surgical Technology Laboratory from top right: faculty demonstrating a surgical procedure setup; students learning surgical instruments; surgical technology student.

Surgical Technology Program, cont.

PROGRAMMATIC ACCREDITATION

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
25400 US Highway 19 North, Suite 158
Clearwater, FL 33763
727-210-2350 www.caahep.org

The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in collaboration with the Accreditation Review Council on Surgical Technology and Surgical Assisting (ARC/STSA), which conducts periodic surveys of the program and makes accreditation recommendations based on its findings to CAAHEP. The program is evaluated for accreditation based on the published *Standards and Guidelines for the Accreditation of Education Programs in Surgical Technology*, which is available on the CAAHEP website at www.caahep.org. Additional information about ARC/STSA may be obtained at:

Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)
3 West Dry Creek Circle
Littleton, CO 80120-8031
303-694-9262 www.arcstsa.org

CREDENTIALING

Students in their last semester are required to take the National Certifying Examination for Surgical Technologists. Application and fees for the certification exam are included in the tuition. Past program graduates taking the National Certifying Examination for Surgical Technologists are responsible for the application and fee. Further information may be obtained from:

National Board of Surgical Technology and Surgical Assisting (NBSTSA)
6 West Creek Circle, Ste. 100
Littleton, CO 80120
800-707-0057 FAX 303-325-2536 www.nbstsa.org

INSTITUTIONAL CERTIFICATION

Certified to operate in Virginia by the State Council of Higher Education for Virginia (SCHEV).

SCHEV
101 N. 14th Street, James Monroe Building
Richmond, VA 23219
804-225-2600
www.schev.edu



State Council of
Higher Education for Virginia

INSTITUTIONAL ACCREDITATION

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



RIVERSIDE REGIONAL MEDICAL CENTER ACCREDITATION

DNV GL - Healthcare
400 Techne Center Drive
Suite 100
Milford, OH 45150
www.dnvglhealthcare.com

Surgical Technology Program, cont.

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

GEN 111 – INTRODUCTION TO HEALTHCARE (1 CR): This blended course reviews the skills necessary for success in an Allied Health program of study to include: study skills and techniques, test taking strategies, time management skills, identification of individual student success strategies, skills for student success, APA guidelines and research skills. In addition this course prepares the upcoming healthcare provider with basic knowledge of human and cultural diversity, differing patient populations, hospital regulatory bodies, first aid and emergency techniques, infection control and standard precautions, and all-hazards preparations.

GEN 141 – ANATOMY AND PHYSIOLOGY FOR THE ALLIED HEALTH PROFESSIONAL (4 CR): This course builds on the introductory anatomy theory provided in a college level A&P I course with specific references and case studies for the allied health professional. GEN 141 provides an in-depth review and study of the structure and function of cells and tissue types of the human body to include Human Genetics, Reproductive, Circulatory, Urinary, Digestive, Endocrine, Integumentary, Muscular, Skeletal, Nervous and Respiratory body systems as well as metabolism and the integration of those systems for clinical relevance. This course is taught in conjunction with GEN 141L.

GEN 141L – ANATOMY AND PHYSIOLOGY FOR THE ALLIED HEALTH PROFESSIONAL – LAB (1 CR): This virtual laboratory course builds on the introductory anatomy theory provided in a college level A&P I course with specific references and case studies for the allied health professional. GEN 141L provides an in-depth review and study of the structure and function of cells and tissue types of the human body to include Human Genetics, Reproductive, Circulatory, Urinary, Digestive, Endocrine, Integumentary, Muscular, Skeletal, Nervous and Respiratory body systems as well as metabolism and the integration of those systems for clinical relevance. This Lab will utilize a web-based interactive dissection lab with interactive slides to simulate dissection of human cadaver. This course is taught in conjunction with GEN 141.

HLT 151 – INTRODUCTION TO PHYSICS FOR THE ALLIED HEALTH PROFESSIONAL (3 CR): This course is an introduction to the theories and principles of physics and their application in terms of phenomena encountered in daily life. Emphasis will be placed on atomic structure, electricity and electromagnetism, mechanics, wave motion, light, fluids and heat and will also cover the needed elements of trigonometry and vectors, and introduction to modern physics.

SUR 111 – INTRO TO SURGICAL TECHNOLOGY (4 CR): This course is designed to provide the students with an introduction to the study of surgical technology in the hospital environment with emphasis on the OR and ancillary areas, the roles of members of the OR team, and environmental and safety considerations. Basic and highly specialized equipment typically utilized in the surgical environment will be introduced, with emphasis placed on basic understanding of fundamental skills and concepts in computer science, electricity, and physics as related to safe application of surgical equipment. Safe work practices, positive interpersonal relationships, therapeutic communication skills, and critical thinking skills are stressed. Ethical and moral issues, proper documentation and risk management topics as they relate to the Surgical Technology profession are explored. Patient care concepts focus on the patient's physical and psychological needs, topics of death and dying, as well as diagnostic and assessment procedures utilized prior to surgery, patient identification, review of the patient chart, and transportation of the surgical patient. The history of surgery is explored focusing on current practice and trends for the future.

SUR 111L – INTRO TO SURGICAL TECHNOLOGY LAB (1 CR): This laboratory course will develop functional introductory skills to reinforce the practical knowledge learned in SUR 111. Skills covered will include patient interviews and identification, therapeutic communication, diagnostics and assessment, transportation and transfer and an introduction to surgical and specialized equipment in the operating rooms. Demonstration of course competencies at a proficient level will be required in order to successfully complete the course.

LEVEL TWO

HLT 112 – MEDICAL ETHICS AND LAW (2 CR): This distance course is designed to provide an overview of the foundations in healthcare and the practitioner's role in the health care delivery system. Principles, practices, and policies of the health care organization(s) are examined and discussed in addition to the professional responsibilities of the clinician.

Surgical Technology Program, cont.

LEVEL TWO , CONT'D.

SUR 122 – SURGICAL TECHNIQUES (6 CR): This course outlines and develops elements of perioperative care to include pre-operative, intra-operative and postoperative care of the surgical patient. Pre-operative care topics focus on positioning of the surgical patient as well as catheterization and the surgical prep. Intra-operative care focuses on instruction and hands-on experience of fundamental technical skills such as the surgical scrub, gowning and gloving, and establishment and maintenance of the sterile field and principles of asepsis. Topics of specimens, hemostasis, drains, wound closure, tissue replacement materials and wound dressings are explored. Techniques related to the proper care and handling of instruments and supplies are identified. Instruction in post-operative care focuses on patient care in the PACU, discharge planning, and methods of instruments/supplies sterilization. This course is taught in conjunction with SUR 122L.

SUR 122L – SURGICAL TECHNIQUES - LAB (2 CR): This laboratory course will develop functional introductory skills to reinforce the practical knowledge learned in SUR 122. Skills covered will include positioning, draping, surgical prep, surgical scrub, gowning and gloving, surgical equipment and supplies, sterilization and decontamination and an introduction to surgical instruments. Demonstration of course competencies at a proficient level will be required in order to successfully complete course.

SUR 102C – INTRO TO CLINICAL EDUCATION (1 CR): This clinical course provides supervised clinical observations for the introduction of students to clinical education. Students will familiarize themselves with the layout of various clinical facilities and duties of clinical roles throughout the surgical environment. Students will observe the patient experience from admission through discharge including various surgeries in an effort to illustrate clinical teamwork in the facilitation of safe and effective patient care.

SUR 143 – PHARMACOLOGY & ANESTHESIA (3 CR): This course provides instruction in the various methods used to decrease sensation for the patient during surgical procedures. Patient response to different types of anesthesia, medications used, and monitoring devices are explored. Identification of potential emergency situations and the required response from surgical personnel is provided. Students learn the various drugs and solutions for which the Surgical Technologist may be responsible. Calculation, measuring, conversion, mixing, reconstitution and proper handling of these drugs/solutions is discussed and tested.

LEVEL THREE

SUR 133 – SURGICAL PROCEDURES I (3 CR): This course includes detailed descriptions of the many aspects of surgical procedures related to General, OB-GYN, and ENT cases. Students are educated on the specific instruments, supplies, and equipment required for these procedures in preparation for practice and application of skills in the laboratory and clinical area. This course is taught in conjunction with SUR 133L.

SUR 133L – SURGICAL PROCEDURES I – LAB (1 CR): This laboratory course provides demonstration and hands-on practice of the instruments, supplies, and equipment utilized in an operating room suite specific to the field of surgical technology. Course competency requirements will be related to case preparation, supplies and equipment, surgical instrumentation and back-table/mayo set-ups. This course will test the practical applications and knowledge presented in SUR 133.

SUR 103C – CLINICAL EDUCATION I (3 CR): This course provides integrated and supervised clinical experiences to demonstrate the performance of skills acquired in the classroom and lab. Students will demonstrate the application of principles and techniques that are specific to the roles of the Surgical Technologist, circulating nurse, certified nursing assistant, sterile processing personnel, as well as pre and post-operative personnel. Clinical rotations, which may include various shifts and more than one clinical facility, are designed to broaden the student's clinical experience and perspective. Clinical experiences are provided in facilities within Riverside Health System and/or RHS affiliates. Clinical Education I requires successful completion of case/competency requirements specified on the Competency Checklist.

LEVEL FOUR

SUR 234 – SURGICAL PROCEDURES II (5 CR): This course includes detailed descriptions of the many aspects of surgical procedures related to Neuro, Orthopedic, Thoracic, Cardiovascular and Ophthalmic cases. Students are educated on the specific instruments, supplies, and equipment required for these procedures in preparation for practice and application of skills in the laboratory and clinical area. This course is taught in conjunction with SUR 234L.

Surgical Technology Program, cont.

LEVEL FOUR, CONT.

SUR 234L – SURGICAL PROCEDURES II – LAB (1 CR): This laboratory course provides demonstration and hands-on practice of the instruments, supplies, and equipment utilized in an operating room suite specific to the field of surgical technology. Course competency requirements will be related to case preparation, supplies and equipment, surgical instrumentation and back-table/mayo set-ups. This course will test the practical applications and knowledge presented in SUR 234.

SUR 254 – MICROBIOLOGY FOR THE SURGICAL TECH (2 CR): This course includes an exploration of microbiology as related to the role of the Surgical Technologist. Cell structures and functions, specific classes of microorganisms, and modes of transmission are identified. Course content includes descriptions of the process of infection, identifies body defense mechanisms to pathogens, and discusses the methods of destruction of pathogens.

SUR 204C - CLINICAL EDUCATION II (6 CR): This course provides integrated and supervised clinical experiences in which to demonstrate the performance of skills acquired in the classroom and lab. Students will demonstrate the application of principles and techniques that are specific to the role of the Surgical Technologist at the second scrub level of performance. Students will begin their transition from the second scrub level with the introduction of first scrub performance. Clinical rotations, which may include various shifts and more than one clinical facility, are designed to broaden the student's clinical experience and perspective. Clinical experiences are provided in facilities within Riverside Health System and/or RHS affiliates. Clinical Education II is designed to provide exposure to additional and various surgical procedures in order to build practical knowledge, skills development, and student confidence in their role as a Surgical Technologist. Rotations are scheduled to provide students with the opportunity to meet the case/competency requirements inclusive of paperwork submission detailed in the evaluation criteria of SUR 204C.

LEVEL FIVE

SUR 235 – SURGICAL PROCEDURES III (3 CR): This course includes detailed descriptions of the many aspects of surgical

procedures related to Plastics, GU, Trauma, Robotics, Pediatric and Geriatric cases. Students are educated on the specific instruments, supplies, and equipment required for these procedures in preparation for practice and application of skills in the laboratory and clinical area. This course also compares current practice and trends with upcoming technology related to the field of surgery. This course is taught in conjunction with SUR 235L.

SUR 235L – SURGICAL PROCEDURES III - LAB (0.5 CR): This laboratory course provides demonstration and hands-on practice of the instruments, supplies, and equipment utilized in an operating room suite specific to the field of surgical technology. Course competency requirements will be related to case preparation, supplies and equipment, surgical instrumentation and back-table/mayo set-ups. This course will test the practical applications and knowledge presented in SUR 235.

SUR 205C - CLINICAL EDUCATION III (9 CR): This course provides terminal, supervised clinical experiences in which to demonstrate the performance of skills acquired in the classroom and lab. Students will demonstrate the application of principles and techniques that are specific to the role of the Surgical Technologist at the first scrub level of performance. Clinical rotations, which may include various shifts and more than one clinical facility, are designed to broaden the student's clinical experience and perspective. Clinical experiences are provided in facilities within Riverside Health System and/or RHS affiliates. Clinical Education III is designed to prepare students for entry-level readiness into the profession of surgical technology and provide students with the opportunity to participate in various surgical procedures to meet the case/competency requirements inclusive of paperwork submission detailed in the evaluation criteria of SUR 205C.

SUR 300 – CERTIFICATION EXAM PREPARATION (3 CR): This Capstone course reviews the primary principles and practices of the Surgical Technologist in preparation for the NBSTSA National Certifying Exam for Surgical Technologists and for a career as a Surgical Technologist. Career planning topics include: completing applications for employment, resume writing, interviewing strategies, and job retention qualities. Students will also review and practice techniques that facilitate effective interpersonal communication related to job seeking skills.

Surgical Technology Program, cont.

CURRICULUM PLAN

GENERAL EDUCATION PREREQUISITE REQUIREMENTS	Credit Hours
College English**	3.0
Anatomy & Physiology I**	4.0
College Math**	3.0
Psychology (Intro, General, or Developmental)	3.0
Medical Terminology	2.0

**Must be completed prior to application submission.

LEVEL 1	A	CS	CE	Clock Hours	Credit Hours
GEN 111 Introduction to Healthcare	15			15	1.0
HLT 151 Intro to Physics for the Allied Health Prof	45			45	3.0
GEN 141 A&P for the Allied Health Professional	60			60	4.0
GEN 141L A&P for the Allied Health Prof-Lab		45		45	1.0
SUR 111 Introduction to Surgical Technology	60			60	4.0
SUR 111L Introduction to Surgical Technology Lab		45		45	1.0
TOTAL LEVEL HOURS	180	90	0	270	14.0

LEVEL 2	A	CS	CE	Clock Hours	Credit Hours
HLT 112 Medical Ethics and Law	30			30	2.0
SUR 122 Surgical Techniques	90			90	6.0
SUR 122L Surgical Techniques Lab		90		90	2.0
SUR 143 Pharmacology	45			45	3.0
SUR 102C Introduction to Clinical Education			45	45	1.0
TOTAL LEVEL HOURS	165	90	45	300	14.0

LEVEL 3	A	CS	CE	Clock Hours	Credit Hours
SUR 133 Surgical Procedures I	45			45	3.0
SUR 133L Surgical Procedures I Lab		45		45	1.0
<i>SUR 103C Clinical Education I</i>			135	135	3.0
TOTAL LEVEL HOURS	45	45	135	225	7.0

LEVEL 4	A	CS	CE	Clock Hours	Credit Hours
SUR 234 Surgical Procedures II	75			75	5.0
SUR 234L Surgical Procedures II Lab		45		45	1.0
SUR 254 Microbiology for the Surgical Technologist	30			30	2.0
SUR 103C Clinical Education II			270	270	6.0
TOTAL LEVEL HOURS	105	45	270	420	14.0

LEVEL 5	A	CS	CE	Clock Hours	Credit Hours
SUR 234 Surgical Procedures III	45			45	3.0
SUR 234L Surgical Procedures III Lab		22.5		22.5	0.5
SUR 205C Clinical Education III			405	405	9.0
SUR 300 Certification Exam Preparation	45			45	3.0
TOTAL LEVEL HOURS	90	22.5	405	517.5	15.5

PROGRAM SUMMARY	Clock Hours	Credit Hours
Total Gen Ed Prerequisite Credits		15.0
RCHC Program Hours – Theory	585.0	39.0
RCHC Program Hours – Skills Lab	292.5	6.5
RCHC Program Hours - Clinical	855.0	19.0
Total RCHC Program Hours	1732.5	
Total RCHC Program Credit Hours		64.5
Total RCHC RT Curriculum Credit Hours with prerequisites		79.5

A = Academic Instructional Hour 15 hours/1 credit
 CS = Skills Lab Instructional Hour 45 hours/1 credit
 CE = Clinical Experience Hour 45 hours/1 credit

College and Program Administration

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

Riverside College of Health Careers is organized under Riverside Regional Medical Center (RRMC). The Campus Administrator is the System Director of Education who reports directly to the RRMC Administrator and the Chief Nursing Officer of Riverside Health System (RHS). The names, titles, and credentials of all principal administrators, directors, and board members are provided below.

COLLEGE ADMINISTRATION

ROBIN NELHUEBEL, PhD, RN, RT(R)
Campus Administrator / System Director of Education
RCHC / Riverside Health System – Full Time
Capella University

TERRI DEL CORSO, MSN, MPS, RN
Director, Academic Affairs and
College Disabilities Officer – Full Time
Old Dominion University

G. MICHAEL HAMILTON, MEd
Director, Campus Resources – Full Time
Drexel University

DEBORAH SULLIVAN-YATES, MSN, RN
Senior Director of Education Programs – Full Time
Loyola University of Chicago

PROGRAM ADMINISTRATION

CHRISTINA BARLEY, MMHPE, BS, CST, CRCST
Surgical Technology Program Director - Full Time
Eastern Virginia Medical School

CHARLENE JENSEN, DPT, PT, MMHPE
Physical Therapist Assistant Program Director - Full Time
Shenandoah University

PATRICIA BROWN, AS, RDCS
Cardiovascular Technology Program Director – Full Time
Delaware Technical and Community College

ROBIN NELHUEBEL, PhD, RN, RT(R)
Radiologic Technology Program Co-Director - Full Time
Capella University

BETH COMPTON, MSN, RN
Professional Nursing Program Director - Full Time
University of Phoenix

DEBORAH OUTLAW, BSN, RN
Practical Nursing & Nurse Aide Program Director - Full Time
Virginia Commonwealth University

SONJA FINE, BSRS, RT(R)(M)
Radiologic Technology Program Co-Director - Full Time
St. Joseph's College

WENDY UNISON-PACE, PhD, RN, BCETS
RN-to-BSN Program Director - Full Time
Capella University

College Faculty

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

RN-TO-BSN FACULTY

ANGELA DRYDEN, MSN, RN
Full Time
Old Dominion University

PROFESSIONAL NURSING FACULTY

JULIA ALLAMAN, MSN, PMHCNS, BC, RN
Adjunct
Hampton University

AMY HOBBS, MSN, RN
Full Time
Walden University

JOYCE ROBINSON, MSN, RN
Full Time
Walden University

DIANE BARANEK, MSN, RN, CNOR
Full Time
Walden University

CHIQUITA HUNT, MSN, RN
Adjunct
Walden University

KELLE SHIFLETT, MSN, RN
Full Time
Old Dominion University

LINDA-MARIE BURTON, MSN, RN
Full Time
Walden University

MONICA HUNTER, MSN, RN
Full Time
Chamberlain College of Nursing

MONICA SMITH, MSN, RN
Adjunct
Old Dominion University

NANCY DENNINGTON, MSN, RN
Full Time
Western Governors University

ROBIN KOCH, MSN, RN
Full Time
Old Dominion University

SUZANNE SUTTON, MSN, RN
Full Time
Walden University

ANGELA DRYDEN, MSN, RN
Adjunct
Old Dominion University

BETH MOLLIK, MS/N, FACCE, RN
Adjunct
Virginia Commonwealth University

DONNA UBBEN, MSN, RN, CCRN
Adjunct
University of Texas at Arlington

ALPHENIA GREENE, MSN, RN
Adjunct
Liberty University

AMANDA NAWROT, MSN, RN
Full Time
Walden University

SARAH VITO, MSN, RN
Adjunct
Old Dominion University

JANET HARPER, MN, RN
Adjunct
University of Washington

PATRICIA NICKELL, MSN, RN
Full Time
Walden University

PRACTICAL NURSING FACULTY

VICTORIA CORDARO, RN, MSN, CEN
Full Time
Walden University

JO HADLEY, MSN, RN
Full Time
Kaplan University

ELIZABETH REDMON, BSN, RN
Full Time
Western Governors University

MALIA DIMELING, MSN, RN
Adjunct
University of San Francisco

CONNIE MILBOURNE-HARGRAVE,
BSN, RNC - Full Time
Bon Secours Memorial College of Nursing

JOYCE ROBINSON, MSN, RN
Adjunct
Walden University

NURSE AIDE FACULTY

MICHELLE MABREY, BSN, RN
Full Time
Hampton University

DONNA MCCUTCHEN, BSN, RN
Adjunct
Howard University

ANNE WILLIAMS, M.Ed, RN,
Part Time
George Washington University

College Faculty, cont.

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

PHYSICAL THERAPIST ASSISTANT FACULTY

HEATHER COLE, AAS, LPTA
Co-Academic Coordinator of Clinical
Education - Full Time
ECPI

RHONDA HUBBERSTEY, BS, PT,
FAAOMPT
Full Time
University of British Columbia

CANDICE NORRIS, BS, LPTA, CES
Academic Coordinator of Clinical
Education - Full Time
Hampton University

RADIOLOGIC TECHNOLOGY FACULTY

BRISTOL LONBERGER, BA, RT(R)
Full Time
Randolph Macon College

NAOMI POLLOCK, MS, RT(R)
Full Time
Eastern Virginia Medical School

LIANNE WHITE, M.Ed (RT)(R)(M)
Full Time
College of William & Mary

SURGICAL TECHNOLOGY FACULTY

LINDSEY LEHMAN, BS, CST
Adjunct
Virginia Tech

LAURA NGUYEN, BS, CST
Full Time
Old Dominion University



Pictured: Riverside College of Health Careers Administration Building

College Staff

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

ADMINISTRATIVE SUPPORT STAFF

Terri Lore, MA
Administrative Assistant
Full Time
Liberty University

HEATHER SOLYOM
Administrative Assistant
Full Time

JAQUEITA WALKER
Campus Office Manager
Full Time

STUDENT SERVICES

LORI ARNDER
College Registrar/Enrollment Manager
Full Time

SERITA LEE, BS
Senior Financial Aid Coordinator
Full Time
St. Paul's College

LIZ WILLIAMS, AS
Associate Registrar/Admissions
Full Time
ECPI University

JOHN GOLLA
Associate Registrar/Admissions
Full Time

BAILEY RILEY
Associate Registrar/Admissions
Full Time

ACADEMIC AFFAIRS

CHRISTINA CLAFLIN, MBA-DA
Academic Systems Coordinator
Full Time
St. Leo University

K. HOPE RASH, MSN, RN, CNE
Professional Development Coordinator
Full Time
Old Dominion University

MELISSA WILSON, MEd.HE/L, CMA
Curriculum and Assessment Specialist Full
Time
Liberty University

CAMPUS RESOURCES

SANDRA BELL, MEd.
Student Engagement Coordinator
Full Time
Strayer University

CYNTHIA REDDINGTON
Senior Recruitment Coordinator
Full Time

ROBIN TUCKER, MS
Academic Technology Coordinator
Full Time
ECPI University

BOBBY PARKER, BS
Media Tech
Part Time
Strayer University

KENNETH RICHARDSON
Facilities Coordinator/Safety Officer
Full Time

RUBY POPE DRUMM HEALTH SCIENCES LIBRARY

CASSANDRA MOORE, MLS
Senior Professional Librarian
Full Time
North Carolina Central University

YVONNE BUSH
Library Assistant
Adjunct

KATHERINE TYREE
Library Technician
Part Time

KATHRYN FIRTH, BS
Library Technician
Part Time
Longwood University

Riverside Regional Medical Center Board of Directors

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

RRMC BOARD OF DIRECTORS

Jerold (Jerry) W. Allen – *Chairman*

G. Royden Goodson – *Vice Chairman*

Wanda Austin

Dwayne B. Blake

Michael J. Dacey, M.D. – *RHS Vice President / COO*

William (Bill) P. Heath, Jr

Dawn Hunt, D.M.D

John C. Ishon

Gene Jordan, II

Charles G. (Gary) Minter

James (Mac) M. Mullins, III, M.D

Conway H. Shield

James Spiller, D.O., *President of Medical Staff (6/2019 - 6/2020)*

RRMC OFFICERS AND ATTENDEES

William (Bill) B. Downey – *RHS CEO*

David Cohen, M.D. – *Vice President, RRMC Chief Medical Officer*

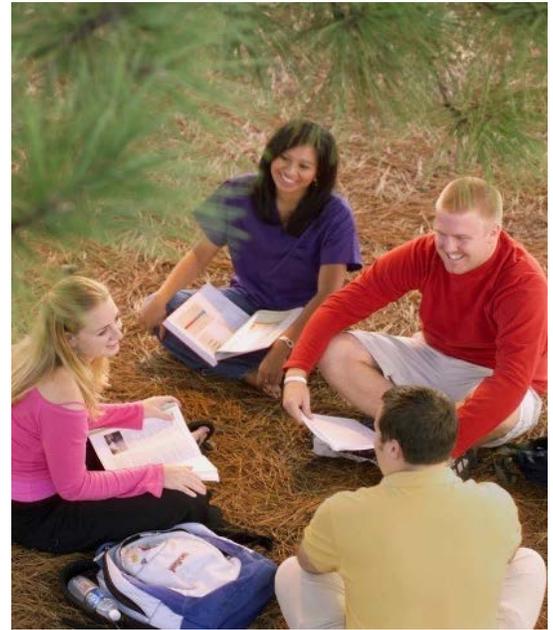
Walter (Bill) W. Austin, Jr. – *RHS Sr. Vice President / CFO, Treasurer*

Michael Doucette, *President, RRMC*

Jason O. Houser – *General Counsel, Secretary*

Nancy W. Littlefield, Doctorate of Nursing Practice – *RHS EVP and Chief Nursing Officer*

Sadie Thurman – *Vice President, RRMC Chief Nursing Officer*



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

